



University  
of Regina



FACULTY OF  
MEDIA+ART+  
PERFORMANCE

RC 269, Riddell Centre  
University of Regina  
Regina, Saskatchewan, Canada S4S 0A2  
Phone: 306.585.5510 + Fax: 306.585.5544  
Email: [media.art.performance@uregina.ca](mailto:media.art.performance@uregina.ca)

12 March 2026

Council Committee on the Academic Mission  
University of Regina,  
Regina, SK S4S 0A2

Dear Colleagues:

Please find attached the Media, Art, and Performance Interdisciplinary Undergraduate Programs five-year follow-up report, completed using the provided template format.

We are grateful to Professor Joanna Berzoska of Concordia University and Dr. K.C. Collins of the University of Waterloo, the external reviewers, and to Professor Doug Cripps of Kinesiology and Health Studies at the University of Regina. The thoughtful review and informed guidance of the review team paved the way for significant changes in the Faculty of Media, Art, and Performance, including the installation of a new Dean, Dr. David Dick, the creation of the new and highly successful Department of Creative Technology and Design, and the creation of several new degree, certificate, and diploma programs that foreground interdisciplinary work in this area.

So significant is the organizational change that resulted from the hard work of the reviewers that the MAP-prefix classes, where the MAP interdisciplinary courses formerly dwelt, have been reduced to a handful of interdisciplinary electives clustered in the first and second year. While the interdisciplinary area remains as a space for interdisciplinary experimentation, the intention moving forward is that programs will be housed appropriately in Departments or with Program Coordinators. As a result of this welcome change, the Faculty would like to recommend that the MAP Interdisciplinary classes be removed from the schedule of regular program review.

Sincerely,

Professor Susan Johnston, PhD  
Associate Dean (Undergraduate)  
Faculty of Media, Art, and Performance

**MAP Interdisciplinary Undergraduate Programs: Five Year Response**

|  | <b>Unit Response to AUR Report</b> | <b>MAP 18 Month Follow-up</b>   | <b>CTECH 18 Month Follow-up</b>   | <b>Year Five and Final Follow-up</b>  | <b>Goals and Initiatives for the next 3 to 5 years until the next AUR</b> |
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| <b>External Review Report</b>  |                                    |   |   |   |   |
| R1. Workplace Culture  |                                    | Faculty-wide workshop focused on workplace culture. Change in leadership and communication from DO. | Appointment of interim Dean; Change in communication style from DO; Dedicated seat for CTCH at the Dean's table; Regularly scheduled communication between CTCH PC and Dean |   |   |
| R1.1 Leadership should clearly articulate the importance of creating a safe work environment and take responsibility for a workplace culture consistent with university respectful workplace policies. |                                    |   |   | The new Dean is to be particularly commended on his work in this area, through availability to faculty, staff and students; transparency with regard to budgets and resources; collaborative leadership style; and investment in clear and equitable process. |   |
| R1.2 Host a retreat with an impartial (external) mentor/facilitator in order   |                                    |   |   | The then-Interim Dean, Dr. Dick, held a workplace culture workshop & retreat in May 2022.   |   |

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| to address work environment and communications issues.   |  |  |  |  |  |
| R1.3 Engage with the Office of Respectful University Services to leverage internal supports and resources in addition to external resources.                           |  |  |  | <p>Dean and Associate Dean Undergraduate work closely with Respectful University Services to navigate faculty and student concerns with appropriate process. In 2024 the Respectful University officer and the Student Conduct officer made presentations to MAP Council to demystify role and process; in 2026 the MAP AD (UG) was invited to review the new policy and process documents for the Respectful University Office.</p> <p>The Dean also established a safe and anonymous reporting channel for faculty, staff, and student concerns.</p>                                     |  |
| R1.4 Develop an integrated and systematic approach to creating a culture that focuses on well-being and performance, including social awareness and social management. |  |  |  | <p>IN 2025, Dean's Executive began the practice of a regular yearly retreat.</p> <p>The Dean also extends invitations to attend the Inspiring Leadership Forum (2024, 2025, 2026), and hold end of semester celebrations and retirement celebrations.</p> <p>The Faculty volunteers in the Education Tipis at Treaty 4 Days. The Dean has also assembled the MAP Indigenous Engagement Strategic Plan Response Committee, and in addition to reading the Land Acknowledgement before MAP Council, he is reading through the Recommendations of the Truth and Reconciliation Committee.</p> |  |

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| R1.5 Develop training strategies to promote self-awareness and self-management, as well as best organizational practices. This could include a series of conversations, workshops, or practice based activities that can shift the workplace culture. |  |   |  | Regular professional development workshops for faculty leadership and leadership prospects were instituted in 2024 and have included “Navigating Difficult Conversations”; “Collegial Governance and Managing Meetings”; “Navigating Performance Review;” “Practical Strategies.” Scheduling workshops were also held in December 2025 and March 2026. | Creation of a new faculty cohort across Departments that will meet monthly for training and collegiality |
| R1.6 Create clear and transparent guidelines and working practices so as to develop a mutual understanding of why processes and procedures are in place.  |  |   |  | Dean has begun prefacing remarks at MAP Council and at Dean’s Executive meetings by situating actions and information in the context of collegial governance and management roles.   |  |
| R2. Vision  |  | IDP freed up to focus on vision for IDP | CTCH working with partners to revise program and highlight successful aspects of interdisciplinarity in CTCH program |  |  |
| R2.1 Engage with stakeholders (faculty members, staff, students, and alumni) on developing a future vision for  |  |   |  | Creative Technologies and Design programs moved to a new Department. IDP undergraduate programs (MAP-prefixed programs) are focused on first and second year electives. Critical Competencies Committee has been struck to re-examine MAP Core   |  |

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| the IDP undergraduate programs through a series of workshops and practice-driven visioning exercises.  |  |   |  | Requirements, especially the required MAP-prefix classes.   |  |
| R2.2 Develop a new vision for interdisciplinarity across departments in MAP.   |  |   |  | New programs focused on interdisciplinary delivery include the Musical Theatre Certificate and the Certificate in Video Game Design (coming Fall 2027); the Arts Management and Leadership (coming Fall 2026); Creative Technologies and Design Certificates effective Fall 2025 including Audio Recording and Sound Design; Visual Communication Design; and User Experience Design; <u>Creative Technologies and Design Diploma was created and made effective in Fall 2025; Bachelor of Design was also made effective in Fall 2025.</u> |  |
| R2.3 Implement various workplace training activities that focus on change management, best practices, and effective processes so as to help with the transition. |  |   |  | Dean's Executive has begun a series of scheduling workshops as part of the planning process in order to highlight collaboration, reduce duplication, and manage specialized resources fairly and effectively.   | Foster curriculum mapping exercise across all program areas to identify areas for collaboration and cooperation. |
| R3. Governance   |  | IDP Coordinator reports directly to Dean and is independent from CTCH | Creation of CTCH PC; Terms of reference for CTCH committee updated; CTCH PC reports directly to Dean |   |  |
| R3.1 Hold Idea Labs in order to flesh out various  |  |   |  | Creative Technologies and Design has been created as a Department, effective Spring 2025.   |  |

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| <p>scenarios for housing CTCH and collectively build consensus to implement the one that makes most sense. Consult with all stakeholders to ensure equitable and mutually agreeable solutions.</p>  |  |  |  | <p>CTCH &amp; DES Department Head reports to the Dean and CTCH &amp; DES is part of the Dean's Executive.</p>   |  |
| <p>R3.2 Collectively explore the options for re-envisaging the MAP Faculty in new ways, for instance where a department may house the interdisciplinary programs and current NDFs but where each unit within the department maintains its own autonomy.</p> |  |  |  | <p>Creative Technologies and Design has been created as a Department, effective Spring 2025.</p>  |  |
| <p>R3.3 Look at examples from other institutions.</p>   |  |  |  | <p>Dean and Associate Deans participate in the Canadian Association of Fine Arts Deans and the Western Deans of Arts, Science, and Indigenous Studies in order to foster and benefit from Canada-wide conversations about governance and related matters.</p> |  |
| <p>R3.4 Create clear governance structures that ensure faculty are engaged</p>  |  |  |  | <p>Curriculum and program proposals must be approved by Departments before proceeding to Admissions, Studies and Programs Committee (ASP), then to MAP Council, then to the Council Committee on</p>  |  |

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| <p>in decision-making with regards to the programs.</p>  |  |   |   | <p>Undergraduate Admissions and Studies, then to Executive of Council and Senate. This is consistent with the process across the University.</p> <p>Where programs originate outside of Departments, for example with the Arts Management and Leadership Certificate and Diploma currently housed in MAP, or the three-year Bachelor of Arts and Science planned in cooperation with the Faculties of Arts and Science, the programs go directly to ASP and then follow established process until approval by Senate.</p> |  |
| <p>R3.5 In order to make the process smoother, implement various workplace training activities that focus on change management, best practices, and effective processes.</p> |  |   |   | <p>The MAP Student Program Centre has developed an Academic Misconduct process guide, a Deferral Form process guide, a Grade Change Form process guide, an ASP Motions process guide, and blank program change templates.</p> <p>The MAP Student Program Centre is currently working on a process guide for admissions and auditions.</p>   | <p>Next steps: Senior Student Process Guide; drop down UR Source menu for MAP faculty and instructors.</p> |
| <p>R4. Support</p>   |  | <p>Centralizing tech, tech support, and admin support</p> | <p>Centralizing tech, tech support, and admin support; Working with CTCH partners to avoid duplication of tech infrastructure</p> |   |  |
| <p>R4.1 Centralize technical areas, and administrative support, physically where possible (so they move from</p>   |  |   |   | <p>Effective 2023, all administrative support for Departments and programs is now housed in the MAP Administrative Hub, located near the Dean's Office in Riddell.</p>  |  |

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| <p>being departmental to being faculty-level): thus, when the wood shop is empty the technician can provide support to another area, etc. Share technical support and common library of tools across faculty. Explore possibility of a centralized administrative structure to ensure effective and efficient support.</p> |  |  |  | <p>With a new Director of Finance, Administration, and Operations in place (effective 2024), further centralization has taken place:</p> <ul style="list-style-type: none"> <li>• The Equipment Depot, formerly a Film Department resource, now houses Creative Technologies equipment.</li> <li>• Technicians have been emphasized as support for the whole faculty and used as such when their responsibilities to their primary areas permit.</li> <li>• Specialized teaching spaces are increasingly centralized and shared, including the development and furnishing of joint-use flexible teaching space, such as in RC 228.2 and ED 440.2.</li> </ul> |  |
| <p>R4.2 Explore the possibilities of sharing resources across other faculties, given that MAP supports their students (e.g. Computer Science, Engineering)</p>   |  |  |  | <p>The Faculty of Science, requiring expanded use of their computer labs for Android machines, gave MAP the used Mac computers previously in that space and used for MAP classes; with approximately 5-6 years of useful life remaining in these machines, MAP was able to furnish a new Mac Lab (ED 440.2) which is being used across MAP.</p> <p>Podcasting spaces are shared with Kinesiology and Health Studies.</p>   |  |
| <p>R4.3 Create a better working relationship with the Library and find ways to employ the library resources</p>  |  |  |  | <p>Archer Library provides three weeks of direct instruction in the MAP 001 (Strategies for Success) semester-long 0 credit class.</p> <p>MAP now collaborates with Archer Library to host “Art in the Archer” crafternoon twice a semester.</p>   |  |

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| <p>R4.4 Explore opportunities that could minimize costs using student work-study programs or student volunteers to help provide additional technical support.</p> |  |   |  |   | <p>Plans to expand these opportunities have been stymied by the need to have a full-time staff member or an instructor who can supervise student experiential learning opportunities appropriately. The intention to hire a community outreach and experiential learning staff member or a sessional instructor responsible for this development remains in place and will be enacted when resources permit.</p> |
| <p>R5. Curriculum</p>   |  | <p>Clean up underway to avoid redundancies – curriculum mapping</p> | <p>CTCH committee reviewing and revising program; strengthening the core courses; embedding partner courses; updating course descriptions and titles</p> |   |  |
| <p>R5.1 Through intensive workshopping, the</p>   |  |   |  | <p>The Curriculum Committee in the Department of Creative Technologies and Design has formalized B.A.</p> |  |

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| <p>programs need to be clearly defined, focussed on outcomes and skills, and then designed in order that courses lead a student through a scaffolding approach to skills development.</p> |  |  |  | <p>and B.F.A. degree pathways in Creative Technologies as well as a new Bachelor of Design. They have developed four Certificates (User Experience Design, Video Game Design, Visual Communication Design, and Audio Recording and Sound Design) as well as a Diploma in Creative Technologies and Design which permit scaffolding into degree programs as well as concurrent program options for students. This scaffolded approach has allowed robust 2+2 block transfer agreements from Saskatchewan Polytechnic as well as regional colleges.</p> |  |
| <p>R5.2 A curriculum committee, which includes sessional representation, needs to be established in order to effectively implement curriculum changes.</p>                                |  |  |  | <p>See above.</p>   |  |
| <p>R5.3 Explore the development of new “double major” programs, or develop CTCH into a major and support it with the resources it needs to do that.</p>                                   |  |  |  | <p>See above.</p>   |  |
| <p>R5.4 Streamline the course offerings in a way that reinforces the program goals and focus on the core skills and values of the program.</p>  |  |  |  | <p>MAP-prefix classes have been reduced to a small selection of popular interdisciplinary electives, with some exceptions (MAP 209 and MAP 200WA, which are part of the present or forthcoming Faculty core requirements).</p>  |  |

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|  |  |   |  | <p>The Bachelor of Arts in Popular Culture has been suspended due to under enrolment.</p> <p>CTCH &amp; DES courses have been mapped in relation to the degree pathways.</p>   |  |
| R5.5 Plan ahead for course offerings in 2-5 year intervals so faculty know what they are teaching and students know what is being offered. |  |   |  | <p>The hiring of 5 new faculty (one term) since 2023 has created welcome challenges in course mapping for the traditionally under-resourced area of Creative Technologies and Design, but the dedication and adaptability of the Department Head of CTCH &amp; DES, Dr. Charity Marsh, is to be particularly commended here in charting and scheduling course offerings that serve the students and the programs well.</p> |  |
| R6. Interdisciplinarity  |  | Working on way for department Faculty members released from Department course to teach IDP course | CTCH has a strong grasp on interdisciplinarity and how it works within CTCH; CTCH will offer to provide successful model and to engage in ongoing discussions around how to create a framework for the Faculty |  |  |
| R6.1 Hold Idea Labs to map out a variety of interdisciplinary and transdisciplinary approaches.  |  |   |  | <p>In August 2024 and August 2025, Dr. Marsh organized an annual retreat for CTCH &amp; DES. As part of the program expansions, discussions have focused on the importance of including interdisciplinary approaches, theories, and methods in the programs.</p>   |  |

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|  |  |  |  | <p>Interdisciplinarity and its natural fit with Creative Technologies and Design is introduced to students in CTCH 110 and 111, the introductory core courses. Students are then invited to build on this approach throughout the programs. Rather than a discipline specific focus, CTCH &amp; DES students are grounded in interdisciplinary ways of thinking critically, creating, and designing in/across/with creative technologies, digital platforms, and applications. The interdisciplinary approach in CTCH &amp; DES is one of the key aspects that sets the students apart from others as they graduate and enter the workforce.</p>   |  |
| <p>R6.2 Define the interdisciplinary pedagogies in Creative Technologies: within the program, across departments in MAP, and across Faculties, while also engaging theories, methods and collaborative practices from and with disciplines in the social sciences, hard sciences, and engineering.</p> |  |  |  | <p>The pillars of Creative Technologies and Design are Play, Curiosity, Experimentation, Making Mistakes, Taking Risks, and Collaboration. In all CTCH &amp; DES programs, there is an emphasis on connections between creativity, critical thinking, making, and technical skill development.</p> <p>The programs include core courses that enable students to cover a wide range of Creative Technologies and Design. As students move through the program, the curriculum becomes more advanced at the 300 and 400 level. Experiential learning opportunities are integral to many of these courses, and students are required to become proficient in both industry standard and open-source software and hardware. They engage in collaborative and individual projects and have opportunities to</p> |  |

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|   |  |  |  | <p>showcase their works at the university, in festivals, and community events.</p> <p>The programs consist of conventional studio and studies courses, as well as hybrid courses, focusing on research, creation, and application.</p>  |  |
| <p>R6.3 At the theoretical level, this could include issues of critical post-humanism, thing theory, affect theory, embodiment and new media theory.</p> <p>Methods/collaboration from social science and engineering include iterative design (from engineering and HCI), ethnography (including sensory ethnography) and other qualitative, first person methods.</p> |  |  |  | <p>Students in the CTCH &amp; DES programs are required to take critical theory courses at the 200 and 300 levels, including CTCH 203 Introduction to Media and Communication, CTCH 303 Technology, Culture, and Art. Students are also introduced to a diverse group of artists, designers, and scholars across all courses.</p> <p>Programs include core courses from Software Systems Engineering (ENSE 271), FILM 200, and Computer Science 207 (now crosslisted with CTCH 223).</p> <p>The Department of CTCH &amp; DES has also committed to ensuring a substantive amount of content by women, BIPOC, Queer, and Trans scholars, artists and designers is included in all courses. Methodologies and methods taught in CTCH &amp; DES programs are wide ranging and align with interdisciplinary approaches.</p> |  |
| <p>R6.4 At the structural level, develop a culture of cross-listing courses through strategic discussions with other faculty Deans/ AVP-</p>  |  |  |  | <p>The Department of Creative Technologies and Design has collaborated with the Department of Music on music studies courses (Popular Music) and in the creation of the Audio Recording and Sound Design</p>  | <p>Plans to create a conjoint 5-year B.B.A. / BA in CTCH have been delayed by significant program changes in the</p> |

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| <p>UG in a way that can facilitate sharing of resources</p>  |  |  |  | <p>Certificate, ideal as a concurrent program for Music majors.</p> <p>Creative Technologies and Design has also worked with the Department of Film to accommodate the growing need for Film 200 (Film Production I).</p> <p>Creative Technologies and Design has also collaborated with the Faculty of Business on the new Digital Marketing Diploma.</p>   | <p>Faculty of Business, but we hope to resume this project once the new BBA is fully in place.</p> |
| <p>R6.5 Increase the full-time faculty complement (and reduce the reliance on sessionals) with faculty that can bridge the program with other areas on campus and/or within MAP.</p> |  |  |  | <p>New full-time probationary faculty in CTCH &amp; Des:<br/> Dr. Aislinn McDougall (theory, digital humanities, video game studies)<br/> Mx. Evie Johnny Ruddy (augmented reality, digital storytelling, design justice, UX &amp; IxD design, theory)<br/> Dr. Ahlam Bavi (user experience &amp; visual design, 3D printing)<br/> Mr. David Roman (audio recording, livestreaming, and sound design)<br/> Mx. Morgan Green (creative coding, computational art, new media art)<br/> Ms. Maria Azam, 2-year term (3D animation, computer game design, VR design)</p> |  |
| <p>R6.6 Reinforce interdisciplinarity by creating faculty that are cross-appointed (e.g., Visual Arts and Music). They can have a primary affiliation, but also</p>                  |  |  |  | <p>The development of Creative Technologies and Design as a Department creates a natural home for interdisciplinary faculty who can spearhead cross-disciplinary initiatives without creating double burdens in Departmental administrative service.</p>   |  |

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| secondary to help cross departmental silos. |  |  |  |  |  |
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