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MEMORANDUM

ATTENTION Senate **DATE** January 14, 2026
FROM Dilson Rassier, Provost and Vice-President Academic, and Chair, SCUP **PAGES** 1/31
RE: External Review Mid-Cycle Report for the School of Interactive Arts and Technology (SCUP 26-07)

At its meeting on January 14, 2026, SCUP reviewed and approved the External Review Mid-Cycle Report for the School of Interactive Arts and Technology that resulted from its 2022 External Review.

The following documents are attached for the information of Senate:

- Action Plan Update
- Assessment of Education Goals
- SCUTL's Feedback on the Assessment of Educational Goals

C: Thecla Schiphorst, Director, School of Interactive Arts and Technology, FCAT



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MEMORANDUM

ATTENTION Dilson Rassier, Chair, SCUP

DATE December 10, 2025

FROM Peter Hall, Vice-Provost and Associate Vice-President,
Academic

PAGES

RE: External Review Mid-Cycle Report for the School of Interactive Arts and Technology

The External Review of the School of Interactive Arts and Technology was undertaken in October 2022 at the Surrey campus. As per the Senate guidelines, the unit is required to submit a mid-cycle report describing its progress in implementing the external review action plan and the assessment of its educational goals. The action plan update has been reviewed by the faculty dean. The Senate Committee on University Teaching and Learning (SCUTL) has provided constructive feedback to the unit on the assessment of its educational goals. The recommendations from SCUTL will be incorporated into the unit's self-study report for the next external review.

The following documents are attached for the information of SCUP:

- Action Plan Update
- Assessment of Educational Goals
- SCUTL's Feedback on the Assessment of Educational Goals

c: Thecla Schiphorst, Director, School of Interactive Arts and Technology
Carman Neustaedter, Dean, Faculty of Communication, Art and Technology



FACULTY OF COMMUNICATION, ART AND TECHNOLOGY
School of Interactive Arts + Technology - Director's Office

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MEMORANDUM

To: Peter Hall, Associate Vice-Provost, and Associate Vice-President, Academic

From: Thecla Schiphorst Director, School of Interactive Arts & Technology

Date: November 5, 2025

Re: SIAT External Review Mid-Cycle Report and Educational Goals Mid-Cycle Assessment Plan

Dear Peter:

As per Senate guidelines, the School of Interactive Arts and Technology (SIAT) has completed its Mid-Cycle Report and Educational Goals Mid-Cycle Assessment that resulted from its External Review in October 2022.

Dean Carman Neustaedter has reviewed the documents, added his comments and signed the Mid-Cycle Report.

As the Director of the School of Interactive Arts and Technology, I understand that I will be requested to attend the SCUP meeting to provide comments and answer questions about the update on the action plan and the assessment of educational goals.

With my best wishes,

Thecla Schiphorst

A handwritten signature in black ink, appearing to read 'Thecla Schiphorst', written in a cursive style.

Professor & Director, SIAT

Enclosures: SIAT External Review Mid-Cycle Report
SIAT Educational Goals Mid-Cycle Assessment Plan



External Review Mid-Cycle Report

Section A

To be completed by the Responsible Unit Person, e.g., Chair or Director

Unit Under Review: School of Interactive Arts and Technology

Date of Review Site Visit: October 26 – 28, 2022

Responsible Unit Person: Thecla Schiphorst

Faculty Dean: Carman Neustaedter

ACTION		PROGRESS MADE
1. PROGRAMMING		
1.1	Action(s) to be taken	
1.1.1	<p>Undergraduate Undergraduate Program Restructure</p> <p>As a key Curricular set of Actions, we are proposing to design and implement structures that can support the renewal our UG curriculum using the following processes for decision-making:</p> <ol style="list-style-type: none"> 1. Establish principles for creating, maintaining, and eliminating concentrations from the curriculum in a more flexible manner. 2. Redefine the lower-division structure to support the upper-division structure. 3. Establish principles for creating, updating, and eliminating courses in the curriculum. 4. Define a transition process from the current curriculum to the new structure. 	<p>A need for updating our curriculum was recognized through our self-study data collection (students + faculty). As a result, SIAT has completed a significant curricular redevelopment involving concentrations at the upper division.</p> <p>https://www.sfu.ca/siat/programs/undergraduate/prospective-students/degrees/concentrations.html</p> <p>Specifically:</p> <ol style="list-style-type: none"> 1. SIAT designed and developed a structure for revising the previous upper division concentrations into smaller 3-4 course groupings. This newly formed structure has been used to revise our existing concentration offerings to allow greater flexibility for students including the ability to create pathways between concentrations. SIAT developed seven (smaller, more concise) concentrations to replace our original three (larger, broader) concentrations. <p>https://www.sfu.ca/siat/programs/undergraduate/prospective-students/degrees/concentrations.html</p>

<p>5. Implement changes to the curriculum structure by defining new concentrations, revising existing courses, and creating new ones, with consideration of reducing courses with low enrolment/interest in the UG program to reduce teaching demand.</p>	<p>2. We have embedded more flexibility into our second year by reducing the number of required courses from eight to six, allowing students to choose their own paths to upper division as well as an ability to take courses outside of SIAT, enabling more breadth. See our updated prerequisite map: https://www.sfu.ca/siat/programs/undergraduate/current-students/student-resources/pre-requisite-map.html</p> <p>3. We have removed courses from our curriculum that no longer serve our undergraduate program and/or were unsustainable – IAT 330, 430, 437, 455. We are still determining the best method by which to continue creating, updating and eliminating courses from our curriculum in a collegial and student-centred manner.</p> <p>4. We have transitioned our curriculum from the prior three-concentration structure to the new seven-concentration structure and are using the time before our next external review to assess the new structure. https://www.sfu.ca/siat/programs/undergraduate/prospective-students/degrees/concentrations.html</p> <p>5. After having revised our curriculum, and in light of the current budget shortfalls, we are exploring the means by which to best revise or revisit courses with lower enrolment or interest to ensure we are making the best use of our teaching capacity.</p>
<p>Strengthening SIAT Undergraduate Bridge to Accelerated Masters</p> <p>Actions that can support a more viable accelerated masters’ program require internal shifts between SIAT academic programs.</p> <p>For example, SIAT notes that the newly inaugurated Project Based Master’s (PBM) program which started in Fall 2022 can open many new possible pathways to enable undergraduate students to partake in the SIAT PBM Masters’ program. SIAT will:</p> <ul style="list-style-type: none"> • explore collaboration between the Undergraduate and Graduate programs to explore pathways and timelines for success for the accelerated masters’ program. 	<p>SIAT has created a link between our Graduate Program Committee and Graduate Program Advisor, and the Undergraduate Advisors to take a <i>pro-active approach</i> to ensuring that eligible 3rd year undergraduates are aware that they could be a candidate for the Accelerated Master’s program, providing them with the necessary information and facilitating their application to the Accelerated Master’s program. This enables students to enrol in graduate core courses in their 4th and final year of their degree and move directly into the graduate program with 3 required courses already completed. https://www.sfu.ca/siat/programs/undergraduate/current-students/accelerated-master-option.html</p> <p>SIAT also sees great potential for undergraduate students to bridge directly into our new Graduate Project-Based completion option through</p>

<ul style="list-style-type: none"> • explore how mentorship can create more visibility and opportunities for undergraduate students to apply in the accelerated masters' program. • invite collaboration between the UG, Grad and SIAT's Communications Committee required to communicate and clarify guidelines and exemplars for success. 	<p>our accelerated master's program, as SIAT undergraduates are very well prepared to take on a Master's project and could become a promising community of potential graduate students, increasing our diversity of graduate student placements.</p>
<p>Develop Cross-Listed Courses Between Undergraduate and Graduate Programs</p>	<p>We are currently offering several of our undergraduate fourth year senior courses as cross-listed options for our graduate program, particularly to support the interest of our project-based master's students to gain the broader depth and practical application our undergraduate courses offer. Since 2023, we have piloted the following courses (numbers inside parentheses are UG/Grad enrolments):</p> <p>Spring 2023</p> <p>IAT 445/IAT 881 – Immersive Environments (48/1) https://www.sfu.ca/students/calendar/2026/spring/courses/iat/445.html</p> <p>Summer 2023</p> <p>IAT 480 + IAT 481/IAT 882 + IAT 883 – Semester in Alternate Realities https://www.sfu.ca/outlines.html?2025/spring/iat/480/d100 (14/2)</p> <p>Spring 2024</p> <p>IAT 481/IAT 885 – Exploring Artificial Intelligence: Its Use, Concepts, and Impact (34/4) https://www.sfu.ca/outlines.html?2024/spring/iat/481/d100</p> <p>Fall 2024</p> <p>IAT 410/IAT 881 G100 – Advanced Game Design (17/1) https://www.sfu.ca/students/calendar/2026/spring/courses/iat/410.html</p> <p>Spring 2025</p> <p>IAT 460/IAT 882 G100 – Generative AI and Computational Creativity (32/6) https://www.sfu.ca/outlines.html?2025/spring/iat/460/d100</p> <p>Summer 2025</p> <p>IAT 461/IAT 882 G100 – Data Science for Interactive Systems (17/3) https://www.sfu.ca/outlines.html?2025/summer/iat/461/d100</p> <p>Fall 2025</p> <p>IAT 445/IAT 848 – Mediated, Virtual, and Augmented Reality (43/6) https://www.sfu.ca/students/calendar/2026/spring/courses/iat/445.html</p> <p>We are also including the following courses as potential cross-listed candidates: Spring 2026</p>

	<p>IAT 313/IAT 888 G100 – Narrative and New Media</p> <p>IAT 355/IAT 814 G100 – Visual Analytics</p> <p>IAT 359/IAT 882 G100 – Mobile Computing</p> <p>IAT 410/IAT 881 G100 – Advanced Game Design</p>
<p>1.1.2. SIAT Graduate Program: Support Masters’ Students in Connecting with Industry</p> <p>Pursue potential internships and industry partnerships that complement both the Project-Based and Research Masters’ Programs to create bridges to industry.</p> <ul style="list-style-type: none"> • In this inaugural year, we have been seeking mechanisms to link Project-based Masters’ students with Industry and Community mentors, while acknowledging that this would also benefit Research Masters’ students. • To date we have reviewed the potential for a Graduate Co-op program, the possibility of linking with Touchpoint1 industry partners for opportunities for internships, collaborating with the FCAT Master of Digital Media program at Great Northern Way Campus (CDM) to explore interdisciplinary industry related projects, exploring Mitacs funding opportunities, and linking with other SFU entrepreneurial opportunities. • Consider ways of using the Project Based Masters as a revenue generator. 	<ul style="list-style-type: none"> • SIAT graduate students currently work in many ways with industry and community in their disciplinary areas in conjunction with their labs and supervisors. While SIAT’s graduate program aims to develop more formal partnerships with Industry and community members, this has not yet been possible due to competing service demands and our complex new budget crisis. • Our Project-based master's program is growing and developing in a positive direction. Currently students pay the same fees as all other students in our graduate program. While we are currently not intending to change the tuition structure for this program, we are actively working to consider how these students, with a consistent 5-semester completion time, can be re-included in our BASS budget calculations. This may include formally changing the program to make the project presentation a thesis defense, which is the only criteria we currently do not fill. Conversations with the Faculty of Graduate Studies are ongoing.
<p>Rethinking balance between SIAT “core courses” and elective offerings</p> <ul style="list-style-type: none"> • Pursue alternate approaches to SIAT “core courses” offerings by creating greater flexibility both “within” the course content and structure and “between” the core courses to support individual student disciplinary and interdisciplinary needs. • Revise Graduate Curriculum Electives to account for SIAT’s diversity by providing deeper research engagement in disciplinary areas, acknowledging new faculty members disciplinary and critical- 	<p>Since our external review we have made significant progress in this space.</p> <p>1) We have made changes to the methods requirements for both our master's and PhD programs, allowing more choice and flexibility for fulfilling this requirement. Our master's program previously required the completion of three core courses, IAT 803: Science, Technology & Culture, IAT 804: Foundations of Research Design, and IAT 806: Interdisciplinary Approaches to Computing. IAT 804 is a research methodology course designed to provide a broad introduction to different epistemological worldviews, research approaches and methodological traditions of inquiry that are broadly used to conduct research within SIAT. We currently also have IAT 801 (Qualitative</p>

<p>cultural diversity and sharing Elective Courses in an equitable way across research faculty members.</p>	<p>Research Methods) and IAT 802 (Quantitative Research Methods) as elective options in the calendar. The SIAT Graduate Program has decided to broaden the research methodological requirements from specifically requiring only IAT 804 to allowing students to choose one of IAT 801, IAT 802, and IAT 804. This has resulted in master's students now being required to take IAT 803, IAT 806, <u>and one of IAT 801, IAT 802, and IAT 804</u>, simplifying methods choices and streamlining the master's course requirements.</p> <p>2) Similarly, our PhD program previously required the completion of two of three core courses, IAT 803, IAT 804, and IAT 806. We have broadened the research methodological requirements of the program from requiring IAT 804 to allow students to choose one of IAT methods courses: 801, IAT 802, and IAT 804. This change has resulted in PhD students being required to take <u>two of IAT 803, IAT 806, or a listed research methodology course (IAT 801, IAT 802, or IAT 804)</u>. Again, this has simplified the methods course choices and streamlined the PhD course requirements.</p> <p>View SIAT's graduate program updated offerings: https://www.sfu.ca/siat/programs/graduate.html</p> <p>Additionally, as listed above, we have piloted cross-listing of a significant number of upper year undergraduate courses with grad courses, creating wider options for students across our program.</p>
<p>Establishing an Alumni + Industry Board to Support SIAT's Graduate Program and Research Alliances.</p> <ul style="list-style-type: none"> Working with the FCAT team, SIAT plans on creating an Alumni + Industry Board to support both the SIAT Project-Based and Research-Based Graduate Students linkages with Surrey and Vancouver Industry Partners (while also extending this to the undergraduate program outcomes). 	<p>As noted above, this has not yet been possible to complete, given the current financial and service obligation climate, which has required faculty and staff to address other priorities. For faculty the impact of budget shortfalls has increased labour in course preparation due to our school's large reduction in the TA and SI budgets. However, despite having put a temporary hold on the completion of this goal at this moment in our mid-cycle, SIAT had been working with the FCAT Associate Director Alumni & Community Engagement developing a strategy for a SIAT Industry Alumni Board, and this goal remains in our future priorities.</p>
<p>Continue to work with Graduate Students and the GSS to Establish and Support mechanisms to support a living wage</p> <ul style="list-style-type: none"> Continue to collaborate with SIAT Graduate students and the GSS to support their strategies to pay a living wage. Explore various mechanisms of BASS funding to support graduate students both through merit and through equitable sharing of funding resources. 	<p>Our Action Plan goal of establishing mechanisms to support graduate students' living wage has been a long-time goal in our school (having developed our plans prior to SFU mandating its minimum PhD funding Policy). As a result of our commitment to supporting a living wage for SIAT graduate students, and at this point of mid-cycle, we have made several changes to our BASS funds allocations in the spirit of equity and to create more reliable and predictable financial support for our graduate students.</p>

- Develop mentorship processes and clearer communications for grant and fellowship applications.
- Support SIAT faculty members in strategies to improve student living-wages: examples include internal support for grant writing to improve faculty funding support; considering supervisor-graduate student relationships and ratios; creation of SIAT alumni industry board which can connect faculty with industry partners for grants such as Mitacs.

Our first initiative has included the development of a new SIAT policy for minimum PhD funding, a policy required by SFU Graduate Studies, of \$28,000 per year for 4 years for every eligible PhD student in our program. [Please see attached SIAT minimum funding policy.](#)

Our new policy has necessarily included a change in our **Graduate Fellowship** allocation, where we have moved away from a purely merit-based approach of GF awards to a model in which supervisors can now allocate two GFs (\$7000) to eligible PhD students in support of meeting their minimum funding commitments. Priority is given to students who do not have external awards, and this change was meant to support supervisors in being able to meet their funding commitments and plan for new admissions. Alongside this change, supervisors may only have 4 PhD students at a time in year 1-4 of their program, to manage BASS resources. We have reserved a number of merit-based GFs for master's students and other PhD students not allocated GFs by their supervisors and who do not hold Tri-council funding.

We have also completed an overhaul of our **Travel and Research Award** (TARA) which are drawn from BASS funds, to be more equitable in terms of access and acknowledgement of the many significant ways research is generated and communicated at SIAT: *"As an*

*interdisciplinary graduate program, we acknowledge that graduate research **knowledge mobilization** takes many forms—from conference proceedings, journal articles, film festival screenings, workshops, to design, art, and research-creation exhibitions—and we use this award to support such mobilization."*

[Please see attached SIAT updated TARA policy.](#)

Overall, we note that SIAT has been recently notified that our BASS funds will be reduced by more than 10%, but we do not have details of this reduction yet. Our PhD minimum funding policy assumed a base level of BASS funding and its availability to support supervisors and the program in meeting this minimum commitment. This change, and our significant cutting of our Teaching Assistant budget, means that we now have less available funding options for our graduate students, which will have serious implications for our students that we will need to address.

2. GOVERNANCE: EDI + FACULTY RENEWAL

2.1 Action(s) to be taken

Revisions to Governance, RTP and Teaching Policy Documents

As a key set of Governance Document Actions, we are proposing to revise, design and implement updated governance documents that can support the renewal our SIAT goals, values and commitments in alignment with SFU's Strategic Plan and the greater cultural, social and ecological climate we live in. This will require a working group and consultation process across the school including not only our standing committees, but the voices of all of us, to revise our governance through a lens of equity and belonging.

To support and align SIAT's goals, values and commitments with our governance, RTP and Teaching policy documents, we have been revising, designing, piloting and implementing our governance documents. Many of our goals, values and commitments are tested in our classrooms and within our research orientation and outcomes, thereby creating not only policy but actionable practices.

SIAT RTP (Research Teaching and Promotion)

SIAT has revised its RTP document aligning our School Values; Research Values + Criteria; Teaching Values, Effectiveness, + Teaching Dossiers; and Service Values + Criteria. We clarified language and highlighted diverse forms of scholarship and diverse forms of pedagogy.

SIAT Infrastructure Data Gathering

As outlined in the Action Plan, SIAT created a survey for gathering data on Research + Infrastructure needs, that included researchers' feedback regarding research goals, values and commitments. These are incorporated into the SIAT Governance document.

SIAT Governance | Standing Committees

In order to support and align SIAT's goals, values and commitments and assess adjustments in our SIAT Standing Committees, we have been exploring the principles, goals and membership of our SIAT Standing Committees by piloting improved structures. For example, we updated the goals of the previously named *Infrastructure Committee* to the revised *Strategic Academic and Research Infrastructure Committee*: this shift signalled the need to not only 'count' our infrastructure but to bring strategic planning to our academic programs and research labs, and to support SIAT research and teaching faculty with resources to work collaboratively to articulate and meet their academic and research goals by accessing external funding thereby supporting and integrating these strategies. Another example has been reconsidering the Communications Committee, less as a service function, and more as pivoting its key-role as partnering and collaborating with the Graduate and the Undergraduate Programs to create better outreach, visibility, and success in our programs. This shift in strategy can strengthen our academic programs both within SIAT and externally within SFU and globally. SIAT is planning

	<p>on completion of our Governance Document and ratification in early 2026.</p>
<p>Create a Space for Regular Conversations Within SIAT around Anti-Racism and Decolonization within our Academic Programs</p> <p>SIAT wants to begin a program of regular conversations around anti-racism and decolonizing teaching and curriculum. This was a recommendation made by our External Review Chair, OCAD's Dean Dori Tunstall, when she visited our school in October 2022, and has also been discussed recently in SIAT's standing committees: the UCC, the GPC, the Communications Committee, the Infrastructure Committee and SIAT's anti-racism working group. While this will be a work in progress it is critical that we engage our entire School in these issues in an ongoing basis.</p>	<p>SIAT continues to work towards a more equitable, diverse and inclusive environment within our classrooms, our research labs, our governance, and within our own community. SIAT is committed to creating and supporting a community of care, where each of us (students, staff and faculty) can be respected, valued, welcomed and safe. Achieving this means we continue working together to support academic quality, inclusion and the well-being of each of us within our SIAT community. SIAT considers this work as an invitation, not as a mandate. SIAT has been supporting an inductive, bottom-up approach, in which we share our individual and collective work with one another, opening space for SIAT's capability to explore, innovate, create and design. (examples below)</p> <p>Community of Care Within our Classrooms</p> <p>SIAT & FCAT are partnering with two BC school districts to bring new learning opportunities to Indigenous students (2023,2024 + 2025) https://www.sfu.ca/fcat/news/news/news-archive/summer-2024/fcat--siat-partner-with-two-bc-school-districts-to-bring-new-le.html</p> <p>SIAT has hosted high school students from Nechako Lakes on our SFU Surrey Campus for the past three years in Spring 2023, 2024 and 2025 creating very successful outreach workshops. Reciprocally, SIAT faculty traveled to Nechako Lakes in Spring 2023, 2024 and 2025 along with the FCAT Indigenous Academic and Student Liaison accompanied by SIAT students to lead workshops at local elementary and high schools. SIAT is currently working with SIAT on an online concurrent studies program with Nechako Lakes.</p> <p>Community of Care Within our Classrooms</p> <ul style="list-style-type: none"> • exploring <i>accessible teaching</i> defined as a combination of cognitive accessibility, linguistic accessibility and physical accessibility. The teaching philosophy centers on creating an inclusive learning environment by developing programming-coding tools so that students can access course material effectively. • <i>Indigenous Computational Media Art</i> an Indigenous faculty member is developing a new programming language and integrated development environment (IDE) based on the Cree language and on Métis culture called <i>Cree#</i> that allows for programming in Cree keywords, concepts, and metaphors.

<https://www.sfu.ca/siat/news-events/news/2023/02/indigenous-computational-media-artist-jon-corbett-joins-siat.html>

SIAT Community In Practice

- SIAT's anti-racism working group originated as an ad hoc informal group that came together to consider how SIAT could acknowledge and respond to anti-racism and provide resources to the SIAT community. Their work included crafting an Anti-Racism Statement, iterated through consultation with the school, that acknowledged our commitment to addressing systemic inequities across our curriculum, classrooms and workplaces.

<https://www.sfu.ca/siat/news-events/news/2022/06/siat-anti-racism-statement.html>

- The SIAT community has participated in FCAT Community in Practice Events including the first Community in Practice day (8Sept2023): *Safe Space for White Questions (SSFQ) YouTube community discussion with Dr. Ajay Parasram and Dr. Alex Khasnabish*; Kim TallBear's keynote (4Jan2024): *Beyond Diversity and Inclusion in the Academy: Restoring Indigenous Land and Life*; Dr. Fay Shanouda: *Accommodations vs. Access: Disability Rights vs Disability Justice*
<https://www.sfu.ca/fcat/about/fcat-community-in-practice.html>

SIAT Practicing a Community of Care

The Community of Care umbrella has also represented for us, an ethos that enables us to consider how our practices can include care in everyday considerations, decisions and actions. For example, in school meetings this past year, the destabilizing impact created by our budget shortfalls and TA reductions, directly impacted and created a notable increase in workload for staff, faculty and students. A suggestion was made that SIAT offset the necessary increased workloads by considering how our school service requirements (normally in the form of standing committee meetings) could be temporarily reduced, but not eliminated. SIAT implemented a reduced schedule for standing committees to create counterbalance for the school's needed focus on maintaining integrity and quality in classrooms without TA's.

To summarize: SIAT considers its conversations with equity, community and care, as a part of our *on-the-ground* practices, embedded within our academic programs and our governance, and a central aspect of developing an ethics of care practice for working together.

<p>Begin Conversations about Future Faculty Hiring within our Academic Programs</p> <p>Despite the lack of open faculty lines that currently exist in SIAT, in the next 5 – 10 years we are faced with a number of upcoming faculty retirements. SIAT needs to plan for the future of faculty renewal that includes our Strength in Diversity. These conversations need to follow on and be inclusive of point 2 above.</p>	<p>Due to the budget climate and SFU’s shortfall in funding, the faculty hiring freeze and the continued staff hiring freezes has had a direct impact on strategic planning around Future Faculty Hiring. SIAT was successful in hiring a new Lecturer in the past year to reduce temporary instruction by Sessional Instructors. This teaching faculty hire has been a tremendous resource for the school increasing our teaching capacity, increasing our CFL ratio and creating more strength and stability in our under-graduate program.</p>
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3. RESEARCH AND INFRASTRUCTURE

3.1 Action(s) to be taken

<p>Create Updated Terms of Reference for Infrastructure + Research at SIAT, supported by consultation</p> <ul style="list-style-type: none"> • Create a Survey for gathering data on Research + Infrastructure Support Needs; Collect and Collate Data; and Review Research needs. • Building upon SIAT’s larger school-wide governance revisions: Explore, and Rewrite Infrastructure Committee Terms of Reference to better support SIAT Research and Teaching. 	<p>SIAT created a survey for gathering data on Research + Infrastructure needs, collected and collated data and reviewed research needs. All SIAT faculty researchers were included in the survey. The survey outcomes included the following outcomes: Note that SIAT is currently working on updating the infrastructure terms of reference increasing strategic planning, collaborations and community-building, transparency, and shared special-use spaces within SIAT. See summary below:</p> <ol style="list-style-type: none"> 1. Future Governance and Collaboration: Committee could foster internal and external collaborations and create space/resource allocation policies. Participants emphasized need for strategic planning and coordination to support research activities effectively. 2. Infrastructure Committee Responsibilities: address research needs proactively and collaborate with administration. More transparent communication and coordination between the committee and faculty members. 3. Collaboration and Community: emphasized strength of continued fostering collaboration and community-building within SIAT, ensure that graduate students also have access to collaboration. They highlighted the need for dedicated collaboration and social interaction spaces. 4. Space and Resources: Researchers highlighted the need for dedicated spaces and resources to conduct user studies, experiments and manage research data. 5. Post-COVID Research Environment: Changes in research practices due to COVID-19, including increased teleconferencing and hybrid work models. Researchers reflected on the opportunities of adapting to new ways of working and creating hybrid working environments. <p>SIAT is currently building upon SIAT’s larger school-wide governance revisions to explore and rewrite the Infrastructure Committee Terms of Reference to better support SIAT Research and Teaching. SIAT began this process in the 2024-25 academic year noted above in 2.1 <i>“For example, we updated the goals of the previously named Infrastructure Committee to the revised Strategic Academic and Research Infrastructure Committee: this shift signalled the need to not only ‘count’ our infrastructure but to</i></p>
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	<p><i>bring strategic planning to our academic programs and research labs, and to support SIAT research and teaching faculty with resources to work collaboratively to articulate and meet their academic and research goals by accessing external funding thereby supporting and integrating these strategies.”</i></p>
<p>Explore, Develop + Update Infrastructure Space Usage and Sharing Policies</p>	<p><i>Based on our outreach and surveys to SIAT faculty and graduate students, SIAT is in the process of doing this work.</i></p>
<p>Develop On-Going Lab Support for new SIAT Media Studio</p> <ul style="list-style-type: none"> • Explore, Develop and Consult on Lab Instructor Position • Create Lab Support position for SIAT Media Studio • Along with SIAT Curriculum revisions, explore updated curriculum and particularly experiential pedagogical models that more effectively utilizes SIAT Media Studio 	<p>Since our external review we have made significant progress in this space.</p> <p>We have successfully explored, developed and consulted on a StudioSIAT position, created the StudioSIAT Lab Manager position for StudioSIAT, and successfully hired an extraordinarily promising creative manager in this role. Along with SIAT Curriculum revisions, we have explored and updated curriculum and experiential pedagogical models that more effectively utilized StudioSIAT. Some of these outcomes are illustrated below:</p> <p>StudioSIAT: A production studio for SIAT https://www.sfu.ca/siat/studiosiat.html</p> <p>Explore Updated Curriculum + Experiential Pedagogical Models https://www.sfu.ca/siat/studiosiat/courses.html</p> <p>SIAT Virtual Ambassadors https://www.sfu.ca/siat/studiosiat/vambassador-program.html</p> <p>vAmbassador Auditions Open https://www.sfu.ca/siat/studiosiat/vambassador-program/vambassador-auditions.html</p> <p>SIAT Booth at ANIREVO 2025 https://www.sfu.ca/siat/news-events/news/2025/07/sfu-s-siat-is-boothing-at-anime-revolution-2025-in-vancouver-wit.html</p> <p>The revolution will be animated – student finds home for artistic talents https://www.sfu.ca/sfunews/stories/2025/06/the-revolution-will-be-animated---student-finds-home-for-artisti.html</p>
<p>In Collaboration with the SFU Surrey Library: Design and Develop Digital Textile MakerSpace</p>	<p>Another strong collaboration from SIAT and the SFU Surrey Library in designing and developing the Digital Textile Makerspace in Surrey, now named <i>fabriccommons</i>. Since our external review we have made significant progress in this space.</p>

	<p>Fabriccommons has a tremendous capacity for supporting SIAT students in the learning activities of the Critical Making Curriculum that integrates e-textiles, wearable technologies, embodied interaction and tangible computing applications into the future.</p> <p>In November 2024, the <i>fabriccommons</i> collaboration between SIAT and the SFU Surrey Library had a soft-opening with tours and class visits for all of SFU. In Spring of 2025 <i>fabriccommons</i> began its workshops series and invited events for SIAT students as well as the general public. SIAT has a working group of 8 faculty members included in the design and development of this exciting new space, and SIAT design and fabrication courses are now using this space for design and fabrication</p> <p>https://www.lib.sfu.ca/facilities/make-create/maker-commons/fabriccommons</p>
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4. COMMUNICATION AND EXTERNAL PROFILE

4.1 Action(s) to be taken

<p>Share Stories Narratives that showcase outcomes of the unique incorporation of practice-based outcomes</p>	<p>SIAT has worked to showcase the unique incorporation of our programs' practice-based outcomes in numerous media channels including print, web, social media and external news stories. These have included revamping our website to showcase the outcomes of research stories, the development of new infrastructure in undergraduate, graduate and research labs, in our academic programs including our Project-Based Masters' program, our new StudioSIAT motion capture studio and StudioSIAT newly refurbished editing suites, our SIAT Virtual Ambassadors, our SIAT collaboration with the Surrey Library, and through our courses in the classroom that support SIAT enrolment and outreach in our Undergraduate Program, our new micro-credentials certificates funded by the BC Government and our new concentrations noted above in the Undergraduate section (1.1.1). We have put significant attention in seeking stories internally from our faculty, students and staff and then sharing these stories across SFU and beyond.</p> <p>These have included revamping our website to showcase these outcomes:</p> <p>Research Stories</p> <p><i>CBC News: Despite the STEM gender gap, most of the researchers at this B.C. AI lab are women</i></p> <p>https://www.cbc.ca/news/canada/british-columbia/artificial-intelligence-lab-women-stem-1.7475723</p>
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The Water We Call Home exhibit installed at the Gulf of Georgia Cannery
<https://www.sfu.ca/siat/news-events/news/2024/07/the-water-we-call-home-exhibit-installed-at-the-gulf-of-georgia-cannery.html>

Assistant professor Gillian Russell awarded grant to support Ocean Futures project

<https://www.sfu.ca/siat/news-events/news/2024/03/siat-researcher-awarded-sshr-rc-grant-to-support-ocean-futures-project.html>

Exploring immersive technology for promoting positive change

<https://www.sfu.ca/siat/news-events/news/2024/11/graduate-students-present-virtual-and-augmented-reality-projects.html>

SIAT researchers use virtual reality to help young adults cope with health challenges

<https://www.sfu.ca/siat/news-events/news/2024/07/siat-researchers-use-vr-to-help-young-adults-cope-with-health-challenges.html>

Assistant professor Ö.Nilay Yalçın awarded grant to support research on computational empathy

<https://www.sfu.ca/siat/news-events/news/2024/07/o-nilay-yalcin-awarded-grant-to-support-research-on-computational-empathy.html>

The Conversation [academic journal, journalistic flair] *The orchid and the dandelion* phenomenon in brain aging: Personalizing cognitive health approaches for older adults. Sylvain Moreno

<https://theconversation.com/the-orchid-and-dandelion-phenomenon-in-brain-aging-personalizing-cognitive-health-approaches-for-older-adults-237110>

Chantal Gibson artwork on display at two university galleries

<https://www.sfu.ca/siat/news-events/news/2025/03/chantal-gibson-artwork-on-display-at-two-university-galleries.html>

Teaching and Learning Stories

SIAT students invited to help amplify women and non-binary artist representation on Wikipedia in participation with the Surrey Art Gallery

<https://www.sfu.ca/siat/news-events/news/2024/01/siat-students-invited-to-help-amplify-women-and-non-binary-artists.html>

Celebrating International Day of Women and Girls in Science: Vanessa Utz

<https://www.sfu.ca/siat/news-events/news/2024/02/feature-vanessa-utz.html>

DigiBC: SFU Debuts a New Micro-Credential Program for In-Demand Tech Skills

<https://diqibc.org/2025/02/24/sfu-debuts-a-new-micro-credential-program-for-in-demand-tech-skills/>


<p>Develop Industry Alumni Board and Communicate its Influences and Activities</p>	<p>In 2022, SIAT began working with the FCAT Associate Director Alumni & Community Engagement putting together a working group to develop a SIAT Industry Alumni Board. Partnering with diverse industry digital technology, arts and culture organizations, and other educational institutions is at the core of SIAT’s collaborative and interdisciplinary identity. We began the development of our initial planning by focussing outreach of SIAT alumni that could be aligned to each of our new Undergraduate Concentrations seeking to match each concentration’s unique industry focus within our Alumni Board. Our timeframe was extended as the development of our new concentrations was a two-year process from its start to its inception and delivery. Over the past year, the Canada wide budget crisis that impacted international student enrolment, has radically impacted SIAT’s current financial and service obligations impacting our faculty and staff capacity, and requiring us to first address other priorities to stabilize the resilience of our academic programs. While we put the Industry Alumni board on hold while we stabilize our academic programs, we are looking forward to and committed to completing this task in the upcoming years.</p>
<p>Communicate our Goals, Values and Narratives that emerge from our newly emerging Governance</p>	<p>See many research and teaching links in 4.1 <i>Share Stories Narratives that showcase outcomes of the unique incorporation of practice-based outcomes</i>. For more stories view the SIAT Recent News webpage: https://www.sfu.ca/siat/news-events/news.html</p>
<p>Share the Outcomes of our approach to Infrastructure and its work with community, students and research</p>	<p>The SIAT communication committee has been following SIAT’s approach to infrastructure through its work with community, students and research. Given the numerous links throughout this section we select a few additional links that focus on sharing the outcomes of our infrastructure.</p> <p>Teaching Infrastructure:</p> <p><i>What really makes students stand out in the workplace: soft skills that matter</i> https://www.sfu.ca/siat/news-events/news/2025/07/what-really-makes-students-stand-out-in-the-workplace--soft-skil.html</p> <p><i>StudioSIAT production and teaching space</i> https://www.sfu.ca/siat/studiosiat.html ,</p> <p><i>fabriccommons collaboration between SIAT and the Surrey Library</i> https://www.lib.sfu.ca/facilities/make-create/maker-commons/fabriccommons</p> <p>Research Infrastructure:</p> <p><i>Cree coding decolonizes computer programming</i></p>

	<p>https://www.sfu.ca/research/performance-excellence/scholarly-impact-of-the-week/scholarly-impact-stories/2023/08/cree-coding-decolonizes-computer-programming.html</p> <p>Ron Wakkary New Lab to support multi-species interaction through relational technologies</p> <p>https://www.sfu.ca/siat/news-events/news/2023/10/professor-awarded-nserc-grant-to-support-research.html</p> <p>Will Odom Homeware lab</p> <p>https://www.homewarelab.com/will-odom</p> <p>Alissa Antle TECl lab</p> <p>https://antle.iat.sfu.ca/</p> <p>Bernhard Riecke iSpace projects</p> <p>http://ispace.iat.sfu.ca/projects/</p>
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5. ADMINISTRATION

5.1	Action(s) to be taken
<p>Office Staff Hires (SIAT Manager; Graduate Advisor; Director’s Assistant; Research Manager)</p>	<p>SIAT has been very fortunate with its new Office Staff Hires: including a new SIAT Manager, who has brought an ethos of care and professionalism to our school, a new SIAT Graduate Advisor who was promoted from her Graduate Assistant position; and a new Director’s Assistant who came to SIAT with an SFU BSc degree in Data Science and with a vibrant and enthusiastic commitment to supporting our School. At the same time, SIAT along with many other units and Faculties have been required to reduce costs in order to eliminate budget shortfalls. After much consideration, and after consulting with the FCAT Dean, SIAT has had to eliminate the Research Lab Manager position.</p>

The above action plan has been considered by the unit under review and has been discussed and agreed to by the Faculty Dean.

Unit Leader (signed)	Date
<p>Name</p>  <p>Thecla Schiphorst</p>	<p>November 3rd 2025</p>
<p>Title</p> <p>Department Chair of the School of Interactive Arts & Technology</p>	

Section B

DEAN'S COMMENTS ON THE MID-CYCLE REPORT

Despite challenging budgetary and enrolment times, SIAT has dedicated itself since its external review to a large amount of work surrounding curriculum, degree programs, research and teaching infrastructure, governance, and communications and marketing. SIAT has made strategic investments in infrastructure projects such as StudioSIAT and the fabriccommons, which are cutting edge facilities focused on media arts, design, and fabrication that tie directly to undergraduate and graduate teaching with industry-standard equipment and learnings.

I am also very impressed at the launching of SIAT's revised undergraduate program concentrations and the consolidation of courses at both the undergraduate and graduate levels. This work was done in a highly collaborative fashion within the school, including input from past and current students, and helps align SIAT in very strategic ways with industry and student needs for post-graduation employment. This work will pay dividends in the coming years as enrolment and student retention continues to be a high priority for the school and Faculty.

Lastly, I applaud SIAT on a continued commitment to a school ethos of equity, community, and care that centres the well-being of faculty, staff, and students at every turn. As we go through budgetary challenges, this is of the utmost importance to ensure all members of the SIAT community receive the support and care that they need.

Faculty Dean (signature)  _____	Date Nov 4, 2025 _____
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SFU
Graduate Program in Interactive Arts and Technology
PhD Minimum Funding Policy

This program-level funding policy has been developed to accompany [GGR 1.17](#).

Effective Date: September 1, 2024

Approved by: Interactive Arts and Technology Graduate Program Committee on December 5, 2023

Approved by Graduate Studies on: January 12, 2024

The primary goal in the development of a minimum funding guarantee is equitable distribution of financial and learning support, which the graduate program in the School of Interactive Arts and Technology (SIAT) defines as: fairness and justice in the allocation of funding resources within our program with the goal of enabling impartial outcomes; training in research, and learning through assisting in teaching; mentorship in application for merit-based scholarship, fellowships, internships, and other external funding.

This policy applies to students admitted to the PhD Program at the School of Interactive Arts and Technology commencing in Fall 2024.

Minimum funding in the PhD program has been established to support full-time students who are not engaged in full-time professional work. Students who are full-time working professionals might not receive a minimum funding guarantee. For the purposes of this policy, a working professional is defined as an individual who has completed formal, specialized education or training in a particular area and/or has recognized competence in that area, and is employed in a job where their specialized knowledge is required. At SIAT this includes, but is not limited to, professions such as teacher, professor, consultant, analyst, software developer, architect, engineer, or physician.

1. Students enrolled in the PhD program in SIAT are expected to complete the program in 12-15 terms. Students in the program will be funded for a minimum of 12 terms. At the curricular, supervisory, and administrative levels, significant efforts are being made to incentivize and support completion within 12-15 semesters. Please note that students with external awards may still apply for and accept RA and TA positions, although they are not guaranteed (see 8).
2. In the case that there is a conflict between this policy and GGR 1.17, GGR 1.17 will prevail.
3. Students will receive guaranteed minimum funding in the amount of \$28,000 for the term of the funding guarantee provided in 1.

4. Continued funding is contingent on maintaining a 3.5 CGPA, maintaining satisfactory progress in the program including the supervisor's reasonable expectations as detailed in the annual progress review (often completed via the Graduate Progress Report); applying for major internal and external awards for which they are eligible [FCAT and SIAT internal awards, Tri-Agency Awards (SSHRC, NSERC, CIHR, Vanier)]; submitting applications for Teaching Assistant (TA) positions and accepting them when they are awarded. This may include being physically present at the university to engage in research and teaching.
5. All of the following count toward meeting the student's minimum guaranteed funding amount:
 - Scholarship payment from supervisor's research grant (RA – scholarship)
 - up to 16.5 units of TA funding per annum
 - RA funding
 - PhD Research Scholarship¹ (guaranteed, with satisfactory standing in program)
 - Tri-Agency awards (SSHRC, NSERC, CIHR, Vanier)
 - External scholarships including, for example, those adjudicated by Graduate Studies
 - MITACS, CCA (Canada Council for the Arts), BC Arts Council, etc.
 - Internal scholarships adjudicated by Graduate Studies (SIAT Graduate Fellowships)
 - Program-specific awards, including donor awards
 - External grants and contracts (SuperCluster, industry partners) including direct funding from partners.
6. Income from the following sources is *not* counted toward the student's guaranteed funding amount:
 - SIAT Travel and Research Award (TARA)
 - Other non-research related or part-time employment
7. Student funding will not be provided in equal increments over the course of the academic year. Students are advised to budget accordingly.
8. The funding year begins in Fall and ends in Summer for all students enrolled in the program. Students who begin the program in a semester other than the semester in which the funding year begins will have their funding accordingly pro-rated for the remaining portion of the academic year.
9. The time spent in non-required Co-operative Education or Internship programs (e.g., MITACS) while enrolled in the program will count against the total terms of guaranteed funding.

¹ Students who receive a tuition waiver will not be eligible for the PhD Research Scholarship and may have their total minimum funding amount reduced accordingly.

10. In order to reward scholarship success and ensure more equitable distribution of funds within the program, students will receive the following funding adjustment in addition to their guaranteed minimum funding amount if they are successful in securing the following competitive scholarships and/or awards:

- Awards totalling \$5000 in a given year or less: Students receive the full award in addition to their guaranteed minimum funding
- Awards above \$5000 (Tri-Agency awards, External scholarships, including for example, those adjudicated by Graduate Studies, MITACS): Students receive a funding commitment up to \$33,000
 - For example: with a \$20,000 award, students will receive at least \$13,000 in funding from SIAT; a \$35,000 award satisfies the minimum funding requirement.

Note that the \$5400 PhD Research Scholarship is awarded on top of all scholarships up to a maximum of \$60,000. For example, a student with a \$35,000 Tri-council award will also receive the PhD Research Scholarship. Note that students with funding more than \$33,000 may also apply for and accept TA and RA positions, but these are not guaranteed as a part of the funding commitment.

**Simon Fraser University
School of Interactive Arts and Technology (SIAT)
Graduate Program
SIAT Graduate Travel Award**

CRITERIA

SIAT Graduate Travel and Research Awards (TARA) are available to full-time SIAT graduate students with Satisfactory standing in the program to reward the mobilization of graduate research in all its forms and to offset the cost of travel and conference fees to **present their graduate research**. As an interdisciplinary graduate program, we acknowledge that graduate research **knowledge mobilization** takes many forms—from conference proceedings, journal articles, film festival screenings, workshops, to design, art, and research-creation exhibitions—and we use this award to support such mobilization.

SIAT recognizes that our limited TARA budget cannot cover the cost of conference and other knowledge mobilization travel but aims to reward research success and offset costs. **Please consult with your supervisor to plan funding for knowledge mobilization and travel and ensure support is in place before you incur personal costs, as the TARA cannot cover the full expense of your travel. Please note that travel is not required to apply for TARA. TARA does not cover research expenses.**

Amount of Award:

- ◇ Awards are valued at **\$500 or \$1000 per year**.
- ◇ A student is eligible for up to **two awards per fiscal year** to a total **maximum dollar amount of \$1000**.
- ◇ The amount of \$500 or \$1000 per award is standard across all forms of knowledge mobilization of their graduate research.
- ◇ TARAs are awarded in the Fall, Spring and Summer semesters.
- ◇ Students may only apply for one TARA per semester

Eligible Accepted Knowledge Mobilization for TARA include*:

- ◇ 1st authored or co-authored Conference Proceeding
- ◇ Workshop Paper or Abstract in person or virtual
- ◇ Conference Poster, in person or virtual
- ◇ Conference Presentation, in person or virtual
- ◇ Exhibition of research, in person or virtual
- ◇ Film or media festival selection, in person or virtual
- ◇ First authored or co-authored Journal article
- ◇ Other scholarly publication

*Please note that we recognize that the priorities vary across disciplines, and we depend on supervisors to determine the value of knowledge mobilization opportunities for students. This should be reflected in the supervisor's letter of reference. If the venue/format you wish to apply for a TARA for is not listed above, please seek approval from your supervisor or Graduate Program Chair. We also acknowledge that co-authorship is common at SIAT, and students and supervisors must determine if a TARA should be applied for on co-authored papers. TARA is the same for in-person and virtual presentations, and we encourage students to consider virtual options when appropriate to reduce cost and carbon footprint.

Criteria:

- ◇ Satisfactory standing in SIAT Graduate Program
- ◇ Eligible to receive SFU funding according to SFU Graduate Studies policy (<https://www.sfu.ca/gradstudies/awards-funding/travel-awards.html#grad-travel-research>)
- ◇ Venue has been **approved by Supervisor** as a well-regarded research mobilization opportunity, based on the conventions in the supervisor/lab's disciplinary area. The supervisor will be asked to submit a letter of reference confirming the suitability of the venue as part of the TARA application
- ◇ Proof of Acceptance at venue (acceptance letter, email)
- ◇ Proof of registration or attendance
- ◇ Application is complete

Directions:

You will be notified by email each term when the TARA competition opens. The notification emails will include the application requirements and deadlines as well as information regarding the time periods eligible for that application cycle.

1. Ensure your supervisor has approved the TARA knowledge mobilization opportunity you are applying for
2. Follow the application instructions for creating your TARA application
3. Provide all required documents as outlined in the TARA announcement email.
4. Please ensure your application is complete and you have followed all instructions, or it will not be reviewed.

MEMORANDUM

ATTENTION:	School of Interactive Arts and Technology; Senate Committee on University Priorities (SCUP); Senate
FROM:	Paul Kingsbury, Associate Vice-President Learning & Teaching and Alice Campbell, Educational Developer, Centre for Educational Excellence
RE:	School of Interactive Arts and Technology Educational Goals Mid-cycle Report
DATE:	December 10, 2025

The School of Interactive Arts and Technology (SIAT) has recently submitted its Educational Goals (EG) mid-cycle assessment plan report to SCUTL. The report was reviewed and approved by SCUTL along with the below guidance, which was also informed by your External Review mid-cycle report.

We appreciate the significant efforts SIAT has made over the past several years to enhance its curricular offerings. This includes restructuring both the undergraduate and graduate programs to reduce required courses. At the undergraduate level, new, more flexible concentrations were developed that both offer students greater breadth and flexibility, and depth. This work at the undergraduate level required defining new learning outcomes for each concentration and will involve revisiting how these align with the broader program outcomes.

We fully understand that given the scope and timing of this extensive curriculum development work, that assessment would likely have been premature. We hope that outcomes assessment can support evaluation of these program-level changes, including cohesion within each concentration, and the impact on reducing the number of required courses on student learning.

As you begin to plan and carry out your Educational Goals assessment, staff in the AVPLT portfolio are well equipped to support you and want to help ensure it is meaningful and manageable for SIAT. Please do not hesitate to be in touch with Alice Campbell (alice_campbell@sfu.ca) or Paul Kingsbury (avplt@sfu.ca) for guidance or support.

Mid-Cycle Assessment Plan Reporting Template

Unit: School of Interactive Arts & Technology (SIAT)

Contact Person: Thecla Schiphorst

Date: October 25, 2025

This template is designed to help units report on their Educational Goals Assessment for the mid-cycle reporting period. *(Textboxes will expand as you type)*

- 1) Who were the members of your Educational Goals Assessment team? Please outline who has worked on the assessment.

Our Educational Goals Team is comprised of the Director, Associate Director, the Undergraduate Chair and the Graduate Program Chair. As outlined in our action plan both our Undergraduate Curriculum as well as our Graduate Curriculum has been undergoing significant revision during this External Review and Action Plan timeline. The implementation of our new concentrations (see below) began in September 2024 and students will not be graduating from these new concentrations until Spring 2028. Therefore, the evaluation and assessment of educational goals was not deemed as feasible in this phase of the curriculum redevelopment. SIAT will be developing our assessment criteria in the next two years, as we evaluate how the concentration laddering is moving forward. In addition to considering assessment, SIAT will need to track enrolments in our concentrations to ensure the viability of our curriculum structure.

Within our current phase we have spent time defining the learning outcomes for our new concentrations, which has involved a large portion of our faculty across the range of the concentrations that have been developed. The details of the curriculum revision and learning outcomes is expanded on in #2.

- 2) Did your unit revise or update your Educational Goals and/or your Curriculum Map? Please outline any changes you made.

As outlined in our action plan, we have undertaken a significant revision of our upper division course structure which has included revision of our educational goals. These revisions are detailed in our Mid-Cycle Report. The curricular revisions in our undergraduate program include:

- the creation of seven new smaller concentrations listed below (previously there were three larger concentrations)
- defining learning outcomes for the new concentrations
- reducing the required courses at the second year

More context is provided for each of these changes below.

Creation of new concentrations

In our last external review, we completed a large survey of undergraduate students that helped us identify our existing three concentrations – Design, Media Arts, and Interactive Systems – were too large to provide a clear focus for students trying to define themselves when finishing our program. Additionally as in interdisciplinary program, it was difficult for students to integrate more than a single concentration. In response and in the spirit of greater flexibility and student-led pathways, SIAT has re-envisioned our upper-division concentrations and courses to allow for more smaller, more compact, concise and more connected streams of courses for students to work with. The intention is that students will be able to complete (mix and match) one to two concentrations that will provide them with a better depth within one topic area instead of the prior much broader scope of the concentrations. The new concentrations are:

- AI & Data Science for Human-Centred Systems
- Creative Media
- Critical Making
- Design & Development for Web and Mobile
- Designing Interactions
- Evidence-Based Interactive Systems
- Extended Reality and Game Design

Defining new learning outcomes

As part of the process of developing the new concentrations, each group of faculty members who were defining a given concentration were required to provide a set of learning outcomes for the concentration. These new learning outcomes provide us with a new framing for our educational outcomes assessments heading into our next external review and will require us to revisit our existing educational outcomes to ensure they are still aligned. The new learning outcomes for each concentration are attached.

Reducing the number of required courses at the second year

In connection with our upper-division changes we have loosened the required courses at the second year to ensure that students have an ability to explore more breadth across the university if they choose, as well as to enable a shift to earlier focus on concentrations within the program. Rather than taking a large number of required courses at the second year they can take a reduced set and focus on moving up in the program sooner. This will not have an immediate impact on educational outcomes, but ideally will allow for students to better succeed in the area of focus they choose.

3) Did you change any aspects of your Assessment Plan from your Action Plan? Please outline any changes you made.

No. Our Action Plan did not include an Assessment Plan because of the development of our New Curriculum and the timeline required to develop and implement our new Concentrations which were launched in September 2024 with our first student assessments only possible in Summer 2028 (at the earliest). This timeline is based upon a 4-year completion rate, which is below our average undergraduate student completion rate. However, SIAT has developed a timeline for Collecting Educational Goals Data and Assessing Educational Goals for our next External Review.

4) Please use the table below to outline the assessment you have done to date. Add or delete any rows as needed.

Educational Goal 1: NOTE: SIAT has not yet developed Assessment Methods for our New Curriculum Structure		
Description of Assessment Method(s): (e.g. Term paper from Course X, 20 papers were randomly sampled) When did you collect the data?	Describe Key Findings, Analysis and Interpretation:	What improvements have been made, or potential improvements considered, as a result of this assessment?
Educational Goal 2:		
Description of Assessment Method(s): (e.g. Term paper from Course X, 20 papers were randomly sampled) When did you collect the data?	Describe Key Findings, Analysis and Interpretation:	What improvements have been made, or potential improvements considered, as a result of this assessment?
Educational Goal 3:		
Description of Assessment Method(s): (e.g. Term paper from Course X, 20 papers were randomly sampled) When did you collect the data?	Describe Key Findings, Analysis and Interpretation:	What improvements have been made, or potential improvements considered, as a result of this assessment?
Educational Goal 4:		
Description of Assessment Method(s): (e.g. Term paper from Course X, 20 papers were randomly sampled) When did you collect the data?	Describe Key Findings, Analysis and Interpretation:	What improvements have been made, or potential improvements considered, as a result of this assessment?
Educational Goal 5:		

<p>Description of Assessment Method(s): (e.g. Term paper from Course X, 20 papers were randomly sampled)</p> <p>When did you collect the data?</p>	<p>Describe Key Findings, Analysis and Interpretation:</p>	<p>What improvements have been made, or potential improvements considered, as a result of this assessment?</p>
<p>Educational Goal 6:</p>		
<p>Description of Assessment Method(s): (e.g. Term paper from Course X, 20 papers were randomly sampled)</p> <p>When did you collect the data?</p>	<p>Describe Key Findings, Analysis and Interpretation:</p>	<p>What improvements have been made, or potential improvements considered, as a result of this assessment?</p>
<p>Educational Goal 7:</p>		
<p>Description of Assessment Method(s): (e.g. Term paper from Course X, 20 papers were randomly sampled)</p> <p>When did you collect the data?</p>	<p>Describe Key Findings, Analysis and Interpretation:</p>	<p>What improvements have been made, or potential improvements considered, as a result of this assessment?</p>
<p>Educational Goal 8:</p>		
<p>Description of Assessment Method(s): (e.g. Term paper from Course X, 20 papers were randomly sampled)</p> <p>When did you collect the data?</p>	<p>Describe Key Findings, Analysis and Interpretation:</p>	<p>What improvements have been made, or potential improvements considered, as a result of this assessment?</p>

5) Please use the table below to update your assessment plan for the coming period before your next External Review. Add or delete any rows as needed.

Educational Goal 1: NOTE: SIAT has not yet developed Assessment Methods for our New Curriculum Structure			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 2:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 3:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 4:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 5:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 6:			

Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 7:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 8:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?

6) How do you plan on sharing your findings within your unit?

SIAT will continue to share the development, implementation and outcome of our educational goals, their assessment and the results in School Meetings, in our Annual UCC Retreat in June and in special workshops that require school consultation.

7) Assessment Timeline

SIAT will develop our Assessment Criteria, Data Collection Methods and Assessment by our next External Review