SASAH STRATEGIC PLAN
2018-2021

The School for Advanced Studies in the Arts & Humanities

Learning with Humanity

3-Year Plan Executive Summary – June 2018

<u>I. Why this Plan? Who is it for?</u>

The graduation of our first cohort and the appointment of a new Director to lead the school for the next three years presented an opportunity to collectively reflect on the accomplishments of the program since its inception, on current and past students, and to set out the School's future directions including through identifying our strategic goals and priorities. This plan is intended for faculty and university administrators, external stakeholders including our Advisory Council and Internship Partners, and students. Dedicated to the triad, <u>recruitment, fundraising and extending the national public conversation around the value of arts and humanities</u>, the plan is a living document, intended to be adapted, addended, and, most importantly, implemented in an evolutionary way between Summer 2018 and Spring 2021.

<u>II. Why this Plan now?</u>

SASAH's historic commitment to multi-disciplinary education positions the school well in a time of transformative change. At this moment, we have the opportunity to showcase SASAH for developing graduates who can thrive and lead. Our students are ready to deploy new competencies required within the workplace and in advanced academic contexts. SASAH believes these are often developed at the interface where the arts & humanities meet the sciences, and business.

<u>III. Who is the SASAH Student?</u>

Based on the profile of students in the program over the past five years, the following is a description of the successful SASAH student:
- thrives on an interdisciplinary, issues-based education
- can situate the benefits and outcomes of their learning in relation to dramatically changing social, cultural, and environmental situations, including regarding changes in communications, the marketplace, and what it means to be "human" in the contemporary world

- understands and thrives in a teamwork environment, while being strongly self-actualized, personally motivated, and hard-working
- understands and adapts successfully to the etiquette and protocols of the university classroom, the workplace, the public sphere, and within technologically mediated contexts.

IV. The SASAH Graduate:
A graduate of the program is:
- an ethical knowledgeable citizen
- an excellent communicator and community builder
- seeking opportunities in expansive educational settings and innovative workplaces
- a change-maker
- a leader who deploys creativity in favour of the public good

V. Our Strategic Goal and its Realization:
The Plan highlights the following, overarching strategic goal, and emphasizes its realization through strategies and tactics organized under the sub-goals:
- Engagement through the Curriculum
- Making a difference in Communities (re: Experiential Learning)
- Outreach within and beyond the University

Strategic Goal:
Our goal over the next 3 years is to strengthen SASAH's interdisciplinary education by complementing an enriched, thematic arts and humanities curriculum with learning beyond our disciplinary context, to ensure our graduates possess excellent problem solving and communication skills in order to thrive and lead in an era of transformative change.

VI. Measuring the Success of the Plan:
Alongside the strategies and tactics are notes on measuring success. In some cases, these are necessarily qualitative, and allow for the anecdotal. Nonetheless, it is our intention that, given that the Plan is a 'living document,' these will be enhanced and clarified as the work unfolds.

Patrick Mahon
Director, SASAH

INTRODUCTION

The graduation of our first cohort and the appointment of a new Director to lead the school for the next three years presented an opportunity to collectively reflect on the accomplishments of the program since its inception, on current and past students, and to set out the School's future directions including through identifying strategic goals and priorities. Our aspiration for the next three years is to ensure that our values and goals as articulated and manifested through the curriculum, experiential learning, and outreach, and are in line with our vision of the SASAH graduate. Indeed, our students' experiences inside and outside the University must necessarily reflect our stated purposes for the benefit of the student's educational success, and to contribute to the vitality of Arts & Humanities at Western and beyond. To accomplish the foregoing, we undertook a consultation process involving all stakeholders, to inform the Three Year Strategic Plan presented in this document.

OUR PROCESS

To develop this plan, which is intended for faculty and university administrators, external stakeholders including our Advisory Council and Internship Partners, and students, we implemented a series of active consultations. Primarily taking the form of workshops and group sessions, these consultations included: a Faculty Retreat; the new Director's participation in an Arts & Humanities Chairs Retreat regarding the 4-Year planning process; Advisory Council Meetings; a workshop with 1st and 2nd-year students; a workshop with 3rd and 4th-year students; and multiple consultations with the Teaching Support Centre. Our consultation process concluded with a Stakeholders' Meeting, involving a cross-section of faculty, university administrators, Advisory Council members, and students, held in Toronto on April 20, 2018. The planning process also included hiring an Internship Program Developer, and subsequently an Experiential Learning Program Coordinator. The former produced recommendations for the implementation of a robust community engaged learning program based on SASAH's needs and best practices; the latter is embarking on realizing the recommendations.

We thank all those who have participated in the process, including students, staff, faculty and especially members of the SASAH Advisory Council.

VISION

As a nationally recognized undergraduate program focused on interdisciplinary education within and beyond the arts and humanities, SASAH inspires and promotes innovation in teaching, creativity, and community engagement, producing ethical knowledgeable citizens capable of leadership and meeting the challenges of the contemporary world.

MISSION

Our mission is to educate citizens who can thrive and lead in a time of transformative change. Offering an interdisciplinary, issues-based education, SASAH prepares graduates with new competencies for the jobs, the leadership roles, and the studies that the future requires.

HEADLINE

Learning with Humanity

SASAH VALUES

Interdisciplinarity:
We value interdisciplinary education and the cross-pollination of ideas from diverse disciplines and viewpoints for the mutual enrichment of diverse learners. SASAH provides a high-quality education where art, science, technology and humanities intersect, building well-rounded humans who can confidently engage with an increasingly complex contemporary world.

Experimentation:
We support and cultivate an experimental approach to learning across disciplinary lines, to encourage new and inventive ways to critically engage with diverse fields of knowledge, to employ unorthodox and original methods of study, including through emphasizing experience.

Dedication:
We are focused on providing an innovative, challenging program and approaches to learning to a select group of students who demonstrate high ambition, curiosity, and commitment to teamwork, community engagement, and lifelong learning.

Curiosity:
We believe in nurturing curious minds, to develop agile and flexible critical thinkers. SASAH is the place where engaged, creative and inquiring learners truly thrive.

Relevance:
We embrace progressive ideas toward human rights, social justice and environmental responsibility. We believe in an education that extends beyond the classroom and is embedded in the broader community to equip our students with intersectional and intercultural understanding, a global outlook and sensitivity to the complex nature of the contemporary world.

Uniqueness:
We emphasize a unique learning experience that requires a special kind of student to fully benefit from such an experience. Our students enjoy intellectual challenges, venture beyond a primary disciplinary field with vigour and enthusiasm, relish opportunities for engaging with communities beyond the university, passionately debate ideas considering all points of view, and bring their own diverse perspectives to the program to enrich the learning experience of their cohort.

Future Orientation:
We inspire our students to broaden their horizons, commit to lifelong learning and embrace a constantly evolving world. Through interdisciplinarity and experiential learning we challenge them to become inquisitive, critical thinkers as well as compassionate human beings who aspire to make a difference in the world. Our graduates are not only ready to tackle real-life issues and problems of the world with optimism and confidence but are eager to actively shape the future, to build a more human, compassionate and caring world.

STRATEGIC GOAL

Our goal over the next 3 years is to strengthen SASAH's interdisciplinary education by complementing an enriched, thematic arts and humanities curriculum with learning beyond our disciplinary context, to ensure our graduates possess excellent problem solving and communication skills in order to thrive and lead in an era of transformative change.

Within this overarching goal, we identified three focus areas and corresponding sub-goals.

I. Engagement through the Curriculum

Goal: Closely align our curriculum with our values regarding interdisciplinary learning, the nurturing of curious minds, and the intention to produce ethical, knowledgeable citizens.

Objectives	Outcomes	Measures
Launch the **Curriculum Project**, an annual opportunity for full-time faculty members selected in a competitive process, to develop a 2nd-year SASAH course assisted by graduate students that would be taught in a subsequent academic year. The Curriculum Project utilizes SASAH resources specifically directed to curriculum planning and development in Arts & Humanities, and also foster curricular alliances beyond our Faculty.	Each year new 2nd year courses are developed and offered that promote the objectives of the SASAH program regarding Arts & Humanities education as well as inter Faculty education, and combine classroom instruction with experiential learning. Faculty and students expand their educational horizons and capacities for interdisciplinarity, experiential learning, and experimentation.	Each year 2 to 3 proposals are selected for course development (writing) and implementation; the number and quality of proposals demonstrate increased awareness of the value and importance of the SASAH program among A&H Faculty and graduate students, and outside of Faculty.

Establish **Learning Pods** involving key faculty members and small groups of students.	Students and faculty form learning communities consisting of a faculty member and a pod of 2-3 students in an integrated, interdisciplinary model focused on a big question each year.	Learning communities are established that include students and faculty.
Organize each year's learning objectives around a **Major Theme** where each of the courses offered during the year are linked together to support the interdisciplinary inquiry of the theme from various perspectives. This approach promotes learning communities with a focused inquiry regarding a big question, established based on a critical intersection of ideas within the curriculum for the year, and relevant beyond the classroom. Year1: **Communities, Sustainability, and Reconciliation**	Faculty discuss course-plans and curricular goals in Fall of the year in advance of the year in which a new theme will be deployed. Through discussion they identify a theme to be implemented in a range of ways (occasional lectures; mini-modules; independent projects, etc.)	The students' collaborative, integrated projects demonstrate in-depth understanding and rigorous engagement with the yearly theme. The projects are presented to the public through exhibitions, colloquia and on-line.
(Re) launch a **Student Mentoring** program.	Incoming students and upper year students are paired with mentor/mentee relationship supported by processes/events that nurture a productive relationship, demonstrated through independently initiated community engagement.	Procedure/mechanics are developed to match incoming students with upper-year student mentors, and a support system is developed to maintain an ongoing, productive relationship, and monitor initiatives.

Integrate **Digital Literacy, Financial Literacy, Organizational Development, and Design Skills and Knowledges** into the curriculum.	Introductory training in design thinking, financial management, marketing, and organizational theory is integrated in the first year curriculum; enhanced through modules in second-year courses; and emphasized in fourth-year projects, including a dossier where career preparedness and/or readiness for future study are evident.	Students demonstrate the acquisition of applicable language in writing in first year; show increased acuity through theme-based projects in second year, and develop and report on individual initiatives and projects in fourth year.
Fundraise and hire a **Digital Innovation Leader** to implement digital innovation across the curriculum, and to ensure the provision of guidance and leadership from outside the academy. This hybrid position is a dual role involving teaching, and program admin./knowledge mobilization.	Students engage in digital leadership; they experience learning, and the presentation and mobilization of their work on a range of digital platforms as a staple of the program. SASAH demonstrates academic leadership regarding an integrated digital approach to research, creation and publication.	The students work seamlessly between traditional and digital platforms, manifesting the importance of technological facility, flexibility, and the capacity to make astute judgements.

Note: See Appendix 1 for past and future courses including courses selected in the first round of the Curriculum Project launched in the spring of 2018.

II. Making a Difference in Communities

Goal: Demonstrate the relevance and the value to the community of work integrated learning. Provide students with meaningful internship and experiential learning experiences that mutually benefit students and community partners and organizations.

Objectives	Outcomes	Measures
Develop a robust **Internship and Experiential Learning Program** based on the recommendations of the Developer/Coordinator including: Having a very clear learning process/structure put in place before the position begins; being able to give and receive feedback – both students and host site supervisors; tools being available on website for both students and host site supervisor; students' having access to alumni to seek guidance for their experiential learning projects.	Students undertake meaningful internships in leading organizations from a wide range of industries that support the student's interest and objectives, as identified through experiential learning educational orientation and training. Students employ their knowledge, critical thinking skills and creativity for the benefit of these organizations.	Recommendations of the Internship Program Coordinator are implemented, enabling orientation, training and community engagement to take place, and graded coursework to take place on an ongoing basis. Community partners assess student contributions and assist with evolution of the program through student-related feedback and regular consultations. *(See Appendix 4 for details of the recommendations)*
Emphasize the importance of **Student Presentations** by providing multiple platforms to reach a diverse audience within and beyond the University	Increased visibility of students' experiential learnings, research and community contribution within and beyond the University.	Students present their projects in person to faculty, students, and the community in public presentations; Online Platforms (website, YouTube, etc.) and related processes are developed that support the communication of students' project to a wider public. Audience attendance numbers and participation by community partners will be measured and tracked.

Develop methods of recognition for sites and mentors emphasizing the benefit of ongoing **Partner Relationships,** and the value of collaboratively growing the partner base,.	Growing and varied internship opportunities are offered to students based on long-term, relationships developed by the School with leading organizations. Increased partnership opportunities will be fostered by suggestions from current partners.	Employer recognition event held each year.
Fundraise and hire an **Internship Leader/Coordinator** to develop and lead Experiential Learning/Internship program(s). The role involves establishing paid Internships, working with entrepreneurship, as well as with more established mechanisms. This hybrid position is a dual role involving teaching, and program admin./knowledge mobilization.	Students experience the benefit of educational enrichment through EL (Experiential Learning) leadership. Experiential learning across the curriculum, and Internships are linked with classroom learning and University-based research. Through Faculty-directed presentations, and consultation, SASAH demonstrates leadership regarding EL; opportunities for learning outside the classroom are key to student success on multiple levels.	The students benefit directly from EL through demonstrating preparedness, job-readiness, and achieving access to work opportunities. The foregoing are tracked on an ongoing basis by the EL Coordinator. The students are recognized for measurably benefitting workplaces and other contexts where they engage.

Notes:

a) See Appendix 2 for student presentations that demonstrate what kind of subjects they took up
b) See Appendix 3 for selected current available internship opportunities

III. Outreach within and beyond the University

Goal: Increase the visibility and enhance the reputation and reach of the School, locally and nationally, in order to attract the strongest prospective students; create opportunities for our students to make their high calibre work public, and cultivate an appreciation of their achievements within the wider community; develop an annual major special projects that engages the public and highlights the unique, experimental and future-oriented aspects of the SASAH and the arts and humanities.

Objectives	Outcomes	Measures
Implement a **Speaker Series** on engaging topics live-streamed over the internet. Year 1 Topic: **Humanize the Future**	Engaged research within the fields of A&H and in other research areas is accessible to learners in attendance (at a Speakers Series) and over the internet; establish a public conversation that increases visibility of SASAH, A&H field and relevance of our work to the University and larger questions in society.	A yearly speaker series is developed, and the necessary infrastructure for live streaming is in place.
Develop a platform for **Internship and Experiential Learning Presentations**	Increased visibility of the high calibre of student projects, both for prospective students and prospective internship host sites.	Website, video presentation, and live presentation of students' projects are implemented.
Develop **Partnerships** with organizations re: Speaker series, internships and promotion of SASAH.	A growing network of organizations outside academia supports SASAH and spread the word about its high-quality program.	A growing network of partners is contributing to SASAH either by providing high profile speakers, offering a prestigious internship, or promoting our program in various ways.

Develop **Student-led Branding Projects** in collaboration with students (e.g. promo videos, SASAH twitter, community outreach event run by students, school visits, etc.) Integrate Business, Organizational and Design Skills into SASAH-focused projects.	Make prospective students aware of the SASAH experience to increase interest in the program.	Student-led branding projects are implemented; processes are in place to assure quality and their continuation.
Fundraise and recruit an I-interdisciplinary scholar for a **Chair in the Humanities and Our Futures.**	SASAH is a platform for public engagement regarding the role of the humanities in discussions of 'the future,' and the role of science and technology regarding 'the human.' Curricular and public programs knit the Humanities together with other disciplines and provide opportunities to consider new technologies, including AI (Artificial Intelligence), in light of questions about the human/human experience, and the other-than-human.	The students, faculty, and the University at large, engage meaningfully in discussion and debate. SASAH measurably demonstrates the important role of humanities discourse as a key tool within the University and public life.

COURSES SELECTED IN THE 2018 CURRICULUM PROJECT COMPETITION (TO BE TAUGHT 2018-19)

Performing Homer's *Iliad:* a multidisciplinary exploration of the politics of anger
SASAH 2000-level Course Proposal by Aara Suksi (Classical Studies)

Film Festivals: Beyond the Red Carpet
SASAH 2000-level Course Proposal by Constanza Burucúa

COURSES FOR 2018/19

AH 1020E: Introduction to the Arts & Humanities
Professor Mary Helen McMurran / Department of English and Writing Studies – Foundations of the Humanities and Culture
Professor Patrick Mahon / Department of Visual Arts – Public Life, Post-Modernism and the Global

AH 2200E: Critical Theories in the Arts & Humanities
Professor Pauline Wakeham / Department of English and Writing Studies - **Indigenous Culture (Literature & Film)**
Professor Kristy Robertson / Department of Visual Arts - Environment (Museum Exhibition)

AH 2220F: Effective Communication in the Arts & Humanities
Professor Michael Arntfield / Department of English and Writing Studies - Writing (Rhetoric/Journalism/Crime Writing)

AH 2230G: Digital Tools, Digital Literacies
Professor Mark McDayter / Department of English and Writing Studies - Digital Humanities & Archives

AH 3390G: Rwanda: Culture, Society and Reconstruction [cross-listed with French 3140B]

AH 3391F: Philosophy of Food [cross-listed with Phil 3010F]
Professor Benjamin Hill / Department of Philosophy

AH 3392F: Bad Girls [cross-listed with WS 3153G]
Professor Jacqeline Potvin / Department of Women's Studies and Feminist Research

AH 3393F: Toronto: Culture and Performance [cross-listed with English 3581F, TS 3581F]
Professor Kim Solga / Department of English and Writing Studies

AH 3393G: Writing – Forms of Narrative [cross-listed with VAH 3395G]
Professor Nino Ricci, Alice Munro Chair in Creativity

AH 4410E: Integrated Seminar
Visiting Scholar: Shelley Niro
Professor Laurence DeLoooze / Department of Modern Languages and Literatures

COURSES FOR 2017-2018

AH3390F: Pre-Raphaelite Literature and Art: From Romanticism to Modernism [cross-listed with English 3369F]
Professor David Bentley / Department of Visual Arts

AH3390G: Lessons by Design [cross-listed with VAH3390G]
Professor John Hatch / Department of Visual Arts

AH 3391F: Classics and Pop Culture [cross-listed with CS 3800F]
Professor Kyle Gervais / Department of Classical Studies

AH3392G: Table Work [cross-listed with TS 3208G]
Professor Joanna Devereux / Department of English

AH 3393F: The Ethics of Science [cross-listed with Phil 3993F]
Professor Gillian Barker / Department of Philosophy

COURSES IN SPECIAL TOPICS OFFERED OUTSIDE OF THE SCHOOL

Classical Studies 4580F/G: Vindolanda Field School

French 3140B: Rwanda: Culture, Society and Reconstruction

Theatre Studies 3900G: Destination Theatre

SAMPLE EXPERIENTIAL LEARNING PROJECT PRESENTATIONS (2017-18)

Emma Bayfied - **Walrus** - Event Promotion (Lieutenant Governor's Visionaries Prize)

Leya DeNil - **Single Women in Motherhood (SWIM)** - Fundraising project

Hannah Foulds - **Western's Housing & Ancillary Services Department** - Building Resilience amongst Residence Dons

Alana Heenan - **Schulich Medicine and Dentistry** - Media Promotion

Melanie Taylor - **Hariri Pontarini Architects** - Media Kit updates

EXPERIENTIAL LEARNING COURSES & ACTIVITIES (2013-17)

Coordinating the 2015-16 Medical Humanities Scholars' Program for the American Medical Students' Association (AMSA) July 2015 through April 2016
Experiential Learning Portfolio School for Advanced Studies in the Arts and Humanities
By Maryam Golafshani

The River Is Everywhere: Investigating Local Water through Images and Activism
Exhibition at Satellite Project Space - February 2016

The Gravestone Project

Maggie Graham and Sarah Ball created the video entitled "They Are Not Here".

Erik Bazjert created a video entitled "The Welds of London".

Alana Heenan and Meryn Loeb created a video entitled "The Sharpe Gravestone".

Cassandra Haley and Julia Sebastian - created a Facebook page for Charles Herbert Collyer.

Maryam Golafsham and Prem Ramani: http://cemetaryproject.tumblr.com/

Jade Biggar/Julian Saddy:
http://prezi.com/rinoqs8zjasq/?utm_campaign=share&utm_medium=copy

Kristen Nadal and Leanne Horde: https://soundcloud.com/westernarts-humanities/sasa-cemetery-project

Kristen Nadal: Pt. 1: http://www.pixton.com/ca/comic/y434u3ym
Pt. 2: http://www.pixton.com/ca/comic/ufe9a4uj

SASAH students reflect on experiential learning trip to Rwanda, in May 2014

SASAH students' project draws history from old home
As part of a classroom assignment, SASAH students were asked to research a local historical home.

APPENDIX 3 - CURRENT AVAILABLE INTERNSHIP OPPORTUNITIES (SELECTED)

Harbourfront Centre, Toronto

Gardiner Museum, Toronto

Grand Theatre, London

MOMUS, A Return to Art Criticism, Toronto/London

Museum of Ontario Archeology, London

Open Studio, Toronto

Satellite Gallery, London

TIFF, Toronto

The Walrus, Toronto

web.isod.es, London

APPENDIX 4 - PROPOSED RECOMMENDATIONS FOR SASAH INTERNSHIP*

1. Define pathways for experiential learning course, and communicate early to students.
•Could be introduced in workshop in 2nd year •Identify clear pathways to internship •Ensure terminology aligns with Western WIL initiatives
2. Limit when students enroll in internship, and ensure they are registered at time of completion.
•Summer between year 2 and 3, or year 3 and 4 •Fall-Winter year 3 or 4
3. Develop guidelines for hours of work during Fall-Winter and Summer terms.
•Assists with communicating expectations to host sites
4. Determine requirements for preparing students for internship.
•Mandatory or recommended •Centralized or SASAH-specific •Delivery: in-class, online, combination •Offered in form of "passport" with flexibility
5. Determine process and roles for site outreach, postings, student recruitment/selection.
•Use of Career Central, internal, combination
6. Develop site agreement and use consistently.
•Recommended to use agreement provided by Western with any needed adjustments
7. Develop documentation for students and host sites.
•Onboarding •Timelines •Reflection •Expectations •Contacts •Insurance/risk •ESA compliance •Feedback •Rubrics •Problem resolution •Site/student check-ins •Goal-setting •Deliverables •Accommodation
8. Move away from promoting "unpaid" internships and pursue paid opportunities.

9. Implement feedback/closeout processes for use in measurement, promotion, recruitment.
10. Develop methods to showcase student work outcomes/presentations.
11. Determine opportunities to recognize sites and mentors.

*Recommended Spring 2018; the majority are being implemented Summer/Fall 2018.