

Academic Departmental Planning Template (Section 1 and 2)
Office of the Vice-Principal Academic & Dean
2023-2024

Draft sent for review and feedback from faculty, staff, and students January 19, 2024

Department Name: Arts, Culture and Media

Departmental Chair: Thy Phu

**Departmental Planning Support Committee Names (faculty and/or staff):
(Chair: Thy Phu) Will Kwan, Betsy Harney, Manaal Hussain**

Consultation Process:

Briefly outline the planning process including consultations/meetings organized in your department.
Fall 2023

- Associate Chair of C+T (Prof. Kwan) worked with Program Directors to consult with faculty regarding Strategic Priority 1
- Associate Chair of Research (Prof. Harney) worked with the RCPP committee and Research Financial and Administration Assistant (Anna Ching) regarding Strategic Priority 2
- Department Chair worked with administrative staff to draft Strategic Priorities 3-5

Winter 2024

- January 8, 2024 - Discussion during ACM Council meeting
- January 9-January 31, 2024. Draft circulated along with questionnaire distributed to faculty, staff and students soliciting feedback and inviting suggestions and constructive criticism
- Three focus group virtual meetings scheduled to review and discuss draft
- Faculty meeting on February 8, 2024 for further discussion
- Revised draft to be circulated February 9th for review and finalization.

Section 1 – Departmental Plan (2023-2028) Narrative Section

1. Please provide input on current and future undergraduate and graduate enrolment numbers:
 - a. Issues and Challenges: Reflect on the current state of enrolment in your unit and identify any barriers to growth (if desired).
 - b. What new programs or initiatives in your unit could help to support increased enrolment?
 - c. Building on your answers to #1 and #2, where should undergraduate and graduate enrolment targets be set at over the next five years and what would you need to achieve them?
 - d. Please include relevant objectives and initiatives from the above under Priority 1 in the Departmental Planning Template (Section 2)

2. Additional details (Use this optional space to include narrative that may be helpful)

Narrative

The Department of Arts, Culture and Media (ACM) is an omnibus multi-disciplinary department consisting of eight programs: Art History and Visual Culture; Arts and Media Management; Journalism; Media, Journalism, and Digital Cultures (MJDC); Music and Culture (MUZ); New Media Studies (NME); Studio Art; and Theatre and Performance. Courses in ACM integrate a wide range of pedagogical methods, spanning large-lecture surveys, land-based learning, experiential learning, and practice-based instruction. ACM also offers a diversity of curricular,

co-curricular, and extra-curricular programming, and opportunities to: develop leadership skills through significant and longstanding initiatives such as Gallery 1265, ARTSIDEOUT Festival; provide and receive peer support through the Engage Certificate mentorship program; and to acquire skills needed to succeed in and beyond their programs, through critical writing, communication, design, computing, and professional development workshops, offered in collaboration with the Centre for Teaching and Learning (CTL) and other partnerships. Taken together, these pedagogical approaches and curricular initiatives advance the department's commitment to upholding its core values (Appendix A): fostering a community of care in which instructors and students are assured of a positive teaching and learning environment and resources to support their intellectual growth, and ensuring access to inclusive, high-quality education and enriching student experience. ACM endeavours to stimulate sustainable growth, while also cultivating these core values, which in turn are inspired by and respond to the recommended actions contained in the [Report of the UTSC Campus Curriculum Review Working Circle](#).

Since 2013-14, the number of **enrolled majors** in each of these eight programs has increased (Appendix B). These increases range in scale, from moderate (Art History and Visual Culture; Theatre and Performance; Music and Culture; Journalism), to robust (New Media Studies; Studio Arts); to exponential, in the case of Media, Journalism, and Digital Cultures and Arts and Media Management). Overall, in the past decade from 2013 to 2023, the Department's enrolment of declared major and minor students increased by 131% (from 918 to 2128). This steady, ongoing increase in enrolled majors and minors attests to ACM's curricular innovation, our introduction of new programs, the attractiveness of our course offerings, the department's blend of theoretical and practice-based pedagogies and skills training, and our emphasis on fostering exceptional student experience through a diverse array of co-curricular programs and informal learning spaces.

In contrast with these positive metrics of enrolled majors and minors, **enrolment of FCE students** in ACM has fluctuated: from 4468.5 FCE in 2018/19 to a high of 4813 in 2021/22. However, ACM experienced a decrease of 7.6% FCE (4449.5) in 2022/23 – significantly, at a time when the campus shifted fully to in-person teaching following a tumultuous two years of emergency online teaching. Part of the reason for this decline is the **reduction of online courses offered at the time, a decision made in response to guidelines that emphasized the need to prioritize in-person delivery**. Because 52.6% of ACM's enrolled major, minor and specialist students are international students, many of whom returned to their home countries after several years of travel restrictions, the reduction in online courses likely impacted their capacity to enroll in summer courses. Another reason for this decline in FCE, one which saw post-pandemic enrolment numbers decrease from pre-pandemic numbers – is that **program planning prioritized expediting pathways to graduation for enrolled majors and minors by offering more upper-level courses**. In practice, this meant allocating resources to sections of courses that directly fed into requirements over opening sections of service courses.

Challenges

There are several challenges to increasing enrolment in ACM, most notably teaching capacity, space constraints, and equipment availability. Notably, two of ACM's programs, MJDC and Arts and Media Management have experienced explosive growth. In 2022-23, major, minor, and specialist students in Arts and Media Management (423) and MJDC programs (766) account for 56% of enrolled students in ACM (2128) and, with combined FCE of 2535, accounts for 49.2% of overall FCE in ACM (4449.5) (Appendix D). In addition, the Studio Art program is steadily expanding. These metrics attest to soaring student demand. However, this level of growth is not sustainable given current teaching capacity and an acute shortage of specialized teaching. MJDC and especially Arts and Media Management do not have enough continuing faculty to teach required courses – the latter program only has 4.5 FTE even though in 2023-2024, FCE in this program has further increased to 1004.5. In 2023-24, the Arts and Media Management program alone accounts for 20.1% of ACM's FCE. Growth in this program is not possible without at least one more continuing faculty member. Indeed, despite the popularity of AM and MJDC, ACM does not have capacity to further expand enrolment, as doing so will strain resources and diminish the morale of faculty, who face the overwhelming and regularly over-enrolled, even at the upper-level, where smaller-sized classes are not only expected and but also pedagogically required

In the case of the Studio Art program, there are enrolment bottlenecks at the B- and C-levels. There are efforts to address this challenge by increasing course caps where pedagogically possible and the revision of the curriculum by developing some larger lecture-based courses at the upper levels. However, further challenges, as noted below, in space constraints, storage capacity, and access to equipment access. The New Media Studies joint program also enjoys robust enrolment and high student demand, with potential to double its enrolment numbers. However, ACM relies wholly on stipendiary lecturers to teach the required courses in this program. Its limited stipendiary budget hinders the department's capacity to grow this joint program. Any plans to increase enrolment in NME will require increased teaching capacity, as a recent external reviewers' report of the joint program clarified.

A further challenge arises in the form of space constraints. Classrooms are often limited in size, and ill-equipped in terms of storage capacity, and digital and computing infrastructure. In cases where there is potential to increase enrolment in practice-based courses, space constraints and other key requirements such as equipment and student work storage, sound-proofing, security, and ventilation prevent the department from doing so without compromising safety. The LAMP building, which has been in development for over a decade, promises to offer the long-overdue resolution to this challenge.

Supporting Sustainable Growth

Enhancing service-learning opportunities

Despite these challenges, the department has developed a strategy to stabilize and support sustainable FCE growth. **Based on an analysis of resource availability, ACM is planning FCE growth over five years (or an average of 3% per year).**

This plan for increasing FCE enrolment in ACM will begin in Summer 2024, by **expanding the number of online courses** (from 0.5 in Summer 2023 to 2.5 in Summer 2024) available to students, to ensure flexibility and accessibility for learners who might be based abroad at this time. The Department will continue to offer at least this many online courses during summer for the next five years. Additionally, a number of ACM's online summer course offerings can be offered in condensed format, six weeks, instead of the usual uncondensed twelve weeks, an approach that offers more flexibility for students who may wish to travel or engage in work opportunities during this season.

This plan also engages Program Directors to modify their curriculum so that **every program will offer at least one service course every year** (with capacity for at least 100 students in each of these courses). The plan will direct its focus on service course offerings at the A-level, as this is where focus A-level courses where ACM has shown success in attracting FCE (Appendix D). By adopting an approach that calls on all programs to develop or reintroduce a service course, ACM's objective is to foster a culture of shared responsibility and to enact our commitment to equitable resource allocation. Doing so will also help relieve pressure on programs (MJDC and Arts and Media Management) whose exponential growth has resulted in over-enrolled courses at all levels. Complementarily, the introduction of service courses in programs that usually rely on practice-based learning will relieve bottlenecks, experienced in Studio Art for example, which pose challenges to timely degree completion

We will also **re-design and/or revise existing service courses** to incorporate pedagogical approaches to address the unique pressures posed by large-lecture courses, where student engagement is especially challenging. One effective approach is the flipped classroom. In summer 2023, ACM successfully acquired a CTL Teaching Enhancement grant that overhauled our introductory Media Studies course (MDSA01), where enrolment is 900+ students. As part of its Departmental Plan, Program Directors will also be incentivized to address the challenges of engaging students effectively in large courses. Given that the decline in FCE enrolment is in part attributable to the cancellation of service courses such as MUZA99 - "Listening to Music" in 2020-21 (Appendix B), the re-introduction of these courses and the revision of other service courses will not only return ACM to its pre-pandemic FCE numbers but also put the department on the path to sustainable growth.

These efforts have already yielded outstanding results. Whereas in 2022-2023, FCE enrolment in ACM was 4449.5, in 2023-24, FCE jumped by 12.5% to 5005.5. This exceptional increase is not sustainable every year however, because of decreases in FTE teaching capacity due to anticipated leaves and administrative secondments. Accordingly, taking these factors into consideration, **our five-year plan for FCE increase beginning in 2024-2025 to 2028-29 is 20% (6006). Our planned average rate of FCE growth is 4% per year.**

To support this growth, ACM needs additional teaching support. Service-learning courses need to be appropriately staffed, in the case of programs with limited teaching capacity. Additionally, these service courses require the support of teaching assistants, to ensure a high-quality learning experience.

At the same time, it should be noted that the introduction, or re-introduction of service courses (in practice-based programs) and redesign of large-lecture courses, is meant to *enhance and complement* ACM's curriculum. Our plan does not entail replacing or expanding enrolment of practice-based instruction in ways that compromise the interconnected values of teaching quality and student experience, which are foundational to the Department's identity and mission.

Curricular Innovation

To support sustainable FCE growth, the department will also continue its ongoing work in designing and revising innovative curricular offerings. There are numerous projects in development (see Section Two for a complete list). Here, we highlight three of the most recent:

Music, Technology, and Industry

In Fall 2024, the department will launch a ninth program, a specialist major in Music, Industry and Technology (MIT), the third, along with NME and JOU, to be offered in partnership with Centennial College. We anticipate that this program will appeal broadly and are preparing for an inaugural cohort of 22 students. According to an external report as part of the consultative process, this projection is modest — the reviewers note that comparable programs in Canada and the US attract more than three times the number of enrolled students — but appropriate considering current teaching capacity of Music specialists in ACM (Appendix E).

Certificate Program in Transformative Equity in the Arts and Media (TEAM)

Currently in development, this certificate will guide students to substantive and effective action that will challenge systemic inequities that persist in cultural institutions. By centring the lived experiences, voices, and perspectives of historically marginalized groups, the certificate provides a foundation for collective solidarity — rather than performative allyship — and offers strategies for the co-creation of equitable, inclusive, and justice-oriented communities and institutions. This certificate has been in development for several years and a subcommittee is currently revising the proposal in response to decanal feedback, with a focus on engaging all programs in the design and implementation of the program. Through this approach, ACM will also respond to the last external report, which encouraged integration cohesion across the diverse programs (Appendix F). We will continue consultations in Spring/Fall 2024 and submitting for governance review in Spring 2025. Pending the results of this review, we anticipate launch of this certificate in Fall 2026.

OISE Master of Teaching Combined Degrees

The Music and Culture and Studio Art programs are developing proposals for Master of Teaching Combined Degrees with OISE with a planned submission date of Spring 2024 and anticipated program launch of Fall 2025. This initiative would further deepen ACM's partnership with OISE — there already is one Combined Degree through the Theatre and Performance Program.

Recruitment of Students

ACM will also work towards sustainable growth through recruitment initiatives, with a focus on outreach to local high schools in Scarborough and the Durham region, which has a high concentration of newcomer communities, many of whom are under-represented in higher education due to financial, social, and other constraints. Outreach in these areas will serve two interconnected purposes: open pathways to higher education for communities that have

experienced barriers, which will in turn fulfill the department's commitment to inclusive education. The expansion of recruitment efforts takes the following form:

- ***Fundraising.*** The Department is working with the Advancement Office to raise funds for four new scholarships that will support Black and Indigenous students.
- ***ACM Engage Program.*** This initiative provides support for graduating students, who are trained in mentoring incoming students as well as providing outreach to high schools.
- ***Creation of an Indigenous Engagement Coordinator.*** A key part of recruitment is developing connections and relationships with community. Starting in 2024, ACM will have an Indigenous Engagement Coordinator who will work with the newly appointed Associate Chair of EDI-D and a committee to develop these connections and relationships.

SUMMARY

ACM is well positioned to pursue sustainable FCE growth of 20% by 2028-29 (or 4% per year). The Departmental Academic Plan combines three approaches: (i) the re-introduction of service course and an increase in online delivery of courses; (ii) development of innovative curricular initiatives; and (iii) recruitment that especially focus on outreach to local communities. Together, these approaches to supporting sustainable FCE growth draw on and help realize ACM's fundamental values, which are grounded in its commitment to curricular, co-curricular and extra-curricular innovation, supporting access to public education, and advancing equity, diversity, inclusion.

Section 2 - Departmental Plan (2023-2028) Template

Please review UTSC’s Inspiring Inclusive Excellence Strategic Plan Strategic Directions for each of the 5 Strategic Priorities below.

Strategic Priority	Objective(s) <i>(Provide up to 3 objectives that correspond to each strategic priority)</i>	Initiative(s) <i>(Provide 1 to 3 initiatives for each Objective)</i>	5-Year Timeline <i>(2023-24 to 2028-29 (Indicate start and end date of initiative))</i>
<p>Strategic Priority #1</p> <p>Innovative, High-Quality Undergraduate and Graduate Experience & Success</p> <p>In addressing Strategic Priority #1, refer to Strategic Directions 1.1-1.4 (pages 20-23) of <u>strategic plan</u>. Please include departmental planning in response to the campus curriculum review and Working Circle recommended actions; experiential learning; and global and intercultural learning opportunities. Also, include programs or initiatives in your department that can help to support increased enrolment?</p>			
	<p>1. Foster global leadership, promote well-being, nurture resilience, and sustain community.</p> <p>CAMPUS-LEVEL INITIATIVES</p> <p>i. Establish a learning enhancement and related networks fund to strengthen collaborative, research-informed curriculum and teaching innovation, communities of practice, and experiential learning opportunities.</p> <p>ii. Pursue coordinated, efficient, and effective support systems for student mobility opportunities,</p>	<p>a. Increase the number of informal and formal learning spaces Co-curricular initiatives: ii) Ongoing: Annual Studio Art Student Exhibition; Gallery 1265 exhibition program; Studio-DMG Visiting Artist Lecture Series; Codes for Creatives workshops; Studio Art Nerd Nights; annual Drama Society productions; March Networking Night; annual ACM Undergraduate Research and Creative Practice Symposium;</p> <p>b. Mentorship initiatives: working with WestHill CI – engagement pending for February partnered with (Youth Assisting Youth) YAY – 4 students committed to mentoring local students (new immigrants, at-risk students, etc) for a 12 month period. Working on one for graduating students – creating a pipeline of mentorship (highschool-ACM students, ACM students-professionals in the field); Studio Art, Art History, and Arts Management students participate in the DMG @Cedar Ridge Creative Centre Curatorial Mentorship Program exhibition</p> <p>2. Co-curricular ACM Engage program and mentorship of incoming students to support transition to higher education.</p>	<p>a. Co-curricular initiatives: Ongoing, 2023-24 to 2028-29</p> <p>b. Mentorship initiatives: Ongoing, 2023-24 to 2028-29</p> <p>c. Institutes and partnerships: i) SoundLife: 2023-24 to 2028-29 ii) TAP East of Tarragon partnership, undefined iii) Arts and Media Management Urban Justransitions pilot listening project, undefined iv) tri-campus Journalism unit lecture series, undefined v) Journalism co-supervisory network, 2023-24 to 2025-26 iv) Studio Art STEAM-based, community making hubs</p>

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	<p>both within Canada and internationally.</p> <p>iv. Increase the number of informal and formal learning spaces to provide conducive environments for student success.</p>	<p>3. Institutes and partnerships: i) <u>SoundLife Scarborough (EDU-I)</u>: is a platform for projects that foster healthy communities through participatory music-making and supports community partnerships and reciprocal community-engaged research; ii) <u>TAP East of Tarragon partnership</u> with Tarragon Theatre and Markham/Scarborough highschools where students consult on productions; iii) <u>Arts and Media Management Urban Justransitions pilot listening project</u> and workshops involving students, community members (www.scarbrite.ca/makers-in-motion/) and <u>2-year pilot EE partnership with Business + Higher Education Roundtable</u> and Work in Culture (non-profit arts service organization), equity-focused, BHER-funded and equity-focused and supported by UTSC work-integrated learning office. iv) <u>Journalism is developing annual ACM lecture series that builds a network with tri-campus Journalism units</u> (Dalla Lana Investigative Journalism Unit, School of Continuing Studies UofT, Centennial) and external partners; v) Journalism: developing an international post-doc, graduate and undergraduate-level co-supervisory network with joint institutional partnerships U of Manchester, U of Melbourne, and others (workshops, exchanges, program opportunities); in the 2nd year of a UofT Joint Institutional Partnership 2023-2025; vi) Studio Art is planning the development of STEAM-based, community making hubs with cross-program links between SA, New Media, and Music</p> <p>Strengthen collaborative, research-informed curriculum and teaching innovation, communities of practice, and experiential learning opportunities:</p> <p>a) Proposals for OISE Master of Teaching Combined Degrees: Music and Culture and Studio Art are pursuing the development of combined degrees</p>	<p>a) Proposals for OISE Master of Teaching Combined Degrees: plan to submit new program proposal in the 2023-24 cycle; launch in 2024-2025 academic year</p> <p>b) Innovative courses: ongoing, 2023-24 to 2028-29</p>

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		<p>b) Innovative courses: i) <u>TAP: new EE-focused courses</u> THRC43H3 Theatre & Performance Abroad and THRC44H3 Theatre and Performance in Local Community. The latter will involve partnerships with local theatres; ii) <u>AH: VPHB69H3 Back to the Land: restoring embodied and affective ways of knowing</u> is a cross-listed course with ESTB03H3 Land (offered in the Certificate in Sustainability) that will demonstrate how the arts, in particular the discipline of art history and visual culture can connect with the UN Sustainable Development Goals. Using object-focused and experiential learning students will learn how traditional methods of making and materials support deeper understanding of environmental impacts of making. Will include weekly hands-on and learning-through-making sessions (including in the Culinarium food lab space). iii) <u>MDS is overhauling the introductory course, MDSA01</u>. The innovative part is the creation of multiple mini-lectures recorded by the program's full-time faculty members. These videoed lectures or talks will be incorporated into course materials as modules. The purpose is to turn MDSA01 into a collectively created course with joint participation of the entire faculty of the program. The new version of MDSA01 gives students a better understanding of what the program is like, what to anticipate in the terms to come, what knowledges and skills each professor has to offer, how different sub-areas of the discipline are organically connected, etc. Furthermore, with the skillful coordination of the MDSA01 instructor, the updated version offers a concrete example of collective and connective knowledge production in the digital era.</p> <p>c) Teaching enhancement grants: Journalism: has systematically secured multiple (6) teaching grants intended to make use of industry consultations and to explore best approaches to scalability.</p> <p>d) Departmental teaching workshops: Anti-racist Pedagogy; talking to CTL about offering a workshop on using technology in classroom (AI/Chat</p>	<p>c) Teaching enhancement grants: Journalism: ongoing</p> <p>d) Departmental teaching workshops: ongoing, 2023-24 to 2028-29</p>

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		<p>GTP) – ways in which it can be leveraged, and protecting students against committing cheating/plagiarism</p> <p>Foster global leadership AND student mobility opportunities, both within Canada and internationally.</p> <p>a) Theatre and Performance (TAP): new EE field course Oberammergau Passion Play allows students to see first hand the 400-year-old tradition of the Oberammergau Passion Play and to interview cast members, musicians, administrators, audience members, to examine how the production influences their understanding of this mythic narrative.</p> <p>b) Studio Art (SA): new EE field course that responds to CCR recommended action entitled Land-based Learning and the Arts, an intensive course that brings together arts-based approaches with land-based learning in the context of The Great Lakes Region offered in collaboration with the Bagida'waad Alliance based in Neyaashiinigiing, Ontario</p> <p>c) TAP is developing a field course in Prague</p> <p>d) Studio Art is developing a field course in New York City</p>	<p>a) Offered every 5 years to coincide with the Oberammergau Passion Play</p> <p>b) Offered annually in the summer</p> <p>c) Confirm with Barry.</p> <p>d) Aim is to offer as a pilot in the Summer of 2025.</p>
	<p>2. Ensure that graduating students have intellectual and intercultural competencies to be responsible, adaptable global citizens and leaders equipped with tools and transferrable skills that enable them to thrive and to influence the world.</p> <p>CAMPUS-LEVEL INITIATIVES</p>	<p>Develop new programs and review existing programs/curricula with consideration for their responsiveness to developments in relevant fields, transformations in society more broadly</p> <p>a) In response to the UTSC CCR recommended actions, ACM is developing a Certificate program focused on equity, anti-racism, and diverse knowledges.</p> <p>b) Music and Culture will launch the Joint Program in Music, Industry and Technology in Fall 2024.</p>	<p>a) EDI-focused Certificate program: Aim is submit new program proposal in June 2024 or 2025.</p> <p>b) Joint Program in Music, Industry and Technology: launch in 2024-2025.</p> <p>c) Major Modification in Media Studies, Journalism and Digital Cultures: continuing minor modification work to support major modification: ongoing</p>

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	<p>i. Develop new programs and review existing programs/curricula with consideration for their responsiveness to developments in relevant fields, transformations in society more broadly, and the realization of learning outcomes that give our graduates the competencies needed to be successful in their careers and to adapt to a dynamic world.</p> <p>ii. Initiate a campus-wide curriculum review to ensure that all of our programs incorporate international, decolonizing, and intercultural perspectives and knowledge systems, including Indigenous ways of knowing; support pluralistic learning experiences and needs; and adopt related inclusive learning approaches in teaching and course design.</p>	<p>c) Major Modification in the Media Studies, Journalism and Digital Cultures program that substantially updates the curriculum to align with expertise of continuing faculty and with recent developments in the discipline.</p> <p>d) Major Modifications in the Specialist (Joint) Journalism and New Media Studies are underway in response to external reviews conducted, respectively, in 2022 and 2023.</p> <p>e) Other modifications: i) AM: modifications to support 6-fold enrolment increase; ii) SA: modifications to high-enrolment courses and eliminate program bottlenecks iii) TAP: major mod creating four pillars (theatre and society/in communities/performance/production); community pillar distinguishes TAP from other Ontario university programs</p> <p>Incorporate international, decolonizing, and intercultural perspectives and knowledge systems (PIE and CCR-related)</p> <p>a) All eight ACM programs undertook an in-depth review of its curriculum with a focus on 1st year courses and cross-program connections. This work continues primarily through curriculum and pedagogical renewal and learning (anti-racist pedagogy and decolonizing curriculum workshops), as well as minor modifications where appropriate.</p> <p>b) See above re: Development of a new EDI Certificate</p> <p>c) Studio Art (SA): new EE field course that responds to CCR recommended action entitled Land-based Learning and the Arts, an intensive course that brings together arts-based approaches with land-based learning in the context of The Great Lakes Region offered in collaboration with the Bagida'waad Alliance based in Neyaashiinigiing, Ontario</p> <p>d) Art History: P.I.E initiative to purchase a Carl Beam suite and plan to use it as a centerpiece for teaching in VPHC72, Art, Museum and the Gallery</p> <p>e) IDEAS: Studio Art's speaker series focusing on Indigenous Sovereignty IDEAS artist-in-residence in 2021-22: Modern Day Griot Drum-making workshops</p>	<p>d) Major Modifications in the Specialist (Joint) Journalism and New Media Studies: 2023-2025?</p> <p>e) Other modifications: i) AM: ongoing; ii) SA: ongoing; iii) TAP: ongoing</p> <p>a) Starting in Fall 2025, 8 programs will incorporate changes to A- and B-level courses in response to CCR.</p> <p>b) Plan to submit proposal for new TEAM certificate in Spring 2025, for anticipated launch in Fall 2027</p>

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		<p>f) PIE-funded courses that engage with local communities.</p> <p>Leaders equipped with tools and transferrable skills</p> <p>a) Professional development workshops provide students with remedial technical, digital and communication skills to enhance their program-based learning: We did workshops on Resume writing, portfolio development, interviewing skills, Abode Suite (Photoshop, Illustrator), Microsoft Excel, Oral Presentation skills, Research presentation skills,</p> <p>b) AM: review of AM curriculum for scaffolded professional skills development to accommodate the program’s significant growth. Practicum in Arts Management: Each year 3-4 placements in the areas of EDI are funded through the IDEAS grant.</p> <p>c) TAP Career Pathways i) for Directors, ii) for Actors, iii) for theatrical designers, iv) Community theatre practitioner (career development, mentorship, networking)</p> <p>d) SA: new course offered in 2023-2024 entitled Essential Skills for Artists</p> <p>e) SA: continuation of What’s Next Alumni panel</p>	<p>a) 2023-24 to 2028-29, ongoing plans to continue holding these workshops, working closely with students and faculty to assess skills in need of updating</p>

	<p>3. Attract and facilitate access for an appropriate complement of intellectually curious and motivated domestic and international students from all backgrounds, thereby enabling us to create rich learning experiences for them, to support them to thrive, and to engender in them a strong sense of affinity for our campus.</p> <p>CAMPUS-LEVEL INITIATIVES</p> <p>i. Undertake a coherent and robust communications plan that enhances the reputation of the University of Toronto Scarborough and helps to effectively articulate the unique benefits of the educational experience that it provides.</p> <p>ii. Develop an enrolment plan that includes an expansion of our recruitment efforts into new domestic and international markets; extension and deepening of our outreach activities in Indigenous and other underrepresented communities; and diversification of source countries for international student enrolment.</p> <p>iii. More intimately engage the campus' academic departments as accountable partners with other offices involved in student recruitment, support, retention, and success at U of T Scarborough.</p> <p>iv. Leverage the tri-campus strengths of the University by strengthening our partnerships with various offices to</p>	<p>a) Fundraising for new scholarships to support equity-deserving undergraduate students</p> <p>b) To increase enrolment of students in summer courses, the development of online asynchronous courses MDSA01H3 Introduction to Media Studies (course code to be changed pending major modification) MDSB15H3 Social Media, Platform Politics and Digital Cultures (course code to be changed pending major modification) MDSC71H3 Media and Religion (course code to be changed pending major modification) MUZA99H3 Listening to Music (good enrollments in Summer) Studio Art is exploring the options of offering one of their A-or-B-level courses as online in Summer Could VPHA46H3 be an option?</p>	<p>a) Development of enrolment targets for sustainable growth for the department in May 2024 with revision of plans in coming years.</p> <p>b) Identification and implementation of service courses in the diverse programs to support this growth to be offered annually in 2023-24 to 2028-29.</p> <p>c) Launch of new scholarships by May 2024 and ensure they are fully supported, widely promoted and regularly disbursed, ongoing to 2028-20.</p>
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	<p>attract students (graduate, undergraduate, domestic, and international) and to enrich the supports needed to provide them the highest-quality educational experience.</p> <p>v. Incorporate support for students (graduate and undergraduate) and for learning into our advancement and alumni engagement campaign as key components. A special focus will be on awards that facilitate access and on-campus support programs for students from Indigenous and other underrepresented communities.</p>		
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Strategic Priority #2 Scholarly Prominence in Established & Emerging Areas In addressing Strategic Priority #2, refer to Strategic Directions 2.1-2.4 (pages 26-28) of <u>strategic plan</u> and below.			
	1. Invigorate the on-campus research culture to increase disciplinary and interdisciplinary engagement across departments and with the wider community.	1. Acquired Departmental Research funding to develop the Critical Digital Humanities Methods Institute, which helps develop ACM research culture (leads: Mary Elizabeth Luka, Barry Freeman, David Neiborg, T.L Cowan and Jasmine Rault). 2. Continue to support the development of Flourish: Community-engaged Arts for Social Wellness. OPVRI has plans to turn this initiative into more permanent Centre and our faculty, previously involved, will be invited to participate and shape its future. 3. Support for development of Digital Afterlives: Feminist Emergent and Emergency Methods and Action on Data (FEEMAD)-supported by Faculty of Information, McLuhan Centre for Culture and Technology (Jasmine Rault, T. L. Cowan).	Support establishment of SoundLife Scarborough as an EDU:C, with plans for launch in Fall 2025.
	2. Incentivize enhanced scholarly productivity and substantial growth in grant success. INITIATIVES <ul style="list-style-type: none"> i. Incentivize bold, collaborative, and team-based research. ii. Increase and support opportunities for varied forms of knowledge 	1. Establish transparent processes for disbursement of Internal funding of \$20,000 per year from the chair's fund to seed new projects; 29 small grants in 2022; 9 grants in Fall 2023. Colleagues have also received funds from Connaught New Researcher Awards, Centre for Teaching and Learning, School of Cities, Jackman Humanities Centre. Prestigious external fellowships include also Princeton University IAS. Substantial success in external funding from Kress, Harvard Hutchins Centre, Ontario Arts Council, Canada Council for the Arts, Department of Canadian Heritage (~400,000), SSHRC Insight (~\$1.2 million), Insight Development (\$580,000), Connections Grants (~\$675,000), and CIHR (\$285,000). Colleagues	1. In Fall 2024, enhance efforts to track outcomes of this seed funding.

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	<p>dissemination and intellectual engagement.</p> <p>iii. Promote and facilitate easy access to information related to the full range of scholarly activities and resources on campus.</p>	<p>have brought in almost 55 million dollars in Partnership and Partnership Development and Engage grants since 2017.</p>	
		<p>2. Working with recently released guidelines from the Research Office, in our Research and Creative Professional Practice Committee (RCCP), we are developing a transparent process for faculty to apply for teaching release to catalyze and support research projects.</p>	<p>2. Fall 2024, launch applications for teaching release to support research, creative and professional practice projects. This process will continue to 2028-29.</p>
		<p>3. We have organized a Faculty Awards subcommittee to identify and mentor faculty for internal and external awards.</p> <p>Our governance structure and culture recognize and support the varied forms of research that faculty undertake in the department, which range from scholarly approaches to encompass professional work, pedagogical projects, and research creation. We continue to work with the OVPRI to hold webinars about external funding opportunities in these areas.</p>	<p>3. Starting in Fall 2024-ongoing, launch of department talks/symposia to spotlight cross-disciplinary research in process.</p>
	<p>3. Strengthen our capacity for knowledge production, translation, and commercialization in ways that bring us global prominence and make a positive impact on local communities in our role as an anchor institution.</p>	<p>1. Support and expand wide-ranging forms of knowledge mobilization by recognizing the diversity of research, including creative and professional practice.</p>	<p>Continue to support knowledge mobilization activities through internal RCPP grants to 2028-29. Ensure processes for applications and vetting highlight KMB.</p>
	<p>2. Professional workshops in Arts Management on Cultural Policy, open-access databases (Creative Hubs and Networks Database/ Dashboard Dictionary) and a series of Workshops related to the Cultural Policy, IP, and Rights Ecosystems Working Group (Policy WG)</p>	<p>2023-24 to 2028-29. Review operations budget to ensure support is provided for these workshops and explore ways that</p>	

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			these workshops may enhancing learning for ACM students across the eight programs.
	4.Be a vibrant intellectual community that is a destination of choice for disruptive thought leaders and innovative thinkers.	<p>3. Support for initiatives including: Symposia for broader communities (Hip Hop); Curatorial projects at the Doris McCarthy Gallery and beyond; and Soundlife Scarborough: Centre for Music and Community Engagement (Music and Culture Program)</p> <p>1. Successful record of attracting postdoctoral fellows – 11 from 2018-19 to 2023-24.</p> <p>2. Colleagues committed to creating open-access archive work (in Music: Northside HipHop-supported through Connaught New Researcher Award, Canada Council for the Arts, Insight Development Grant, and internal Jackman Humanities Digital Humanities Grant, and Equity and Diversity in the Arts Award); and in Theatre: Belonging: On the Virtues and Values dTPS Education, supported through Flourish and Access Program University Fund</p> <p>3.Collaborated in Development of Flourish: Community-Engaged Arts for Social Wellness: \$528,000; lead in development of Critical Digital Methods Institute (CDMI) and development of Critical Digital Ethics Collaboratory (DREC)</p>	<p>2023-24 to 2028-29. Continue to mobilize RCPP, IDEAS, and PIE internal grant opportunities to provide this support.</p> <p>2024-25 to 2028-29. Work towards the launch of a symposia series spotlighting research of ACM faculty and postdoctoral fellows to provide peer support and mentorship for works-in-progress.</p>
Strategic Priority #3 Intentional Inclusion & Relational Accountability			

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<p>In addressing this area, refer to Strategic Directions 3.1-3.4 (pages 32-35) of the strategic plan.</p> <p>Contributions to Inclusive Excellence and Diversity Please include departmental initiatives and/or faculty, staff and student contributions that speak explicitly to accessibility, anti-racism, and Indigeneity and university commitments including reports of the UTSC Campus Curriculum Working Circle, the Scarborough Charter, Steering Committee for the U of T Response to the Truth and Reconciliation Commission of Canada and institutional tri-campus working group reports on anti-Black racism, anti-Asian racism, anti-Islamophobia, and anti-Semitism.</p> <p>Note that, where applicable, references to Inclusive Excellence and Diversity initiatives and/or priorities have been highlighted in the departmental self-study materials (not including individual faculty research profiles); also, where applicable, a list of recently proposed courses (since Fall 2020) relevant to these priorities has been included as the final item in the departmental context appendix that have been shared with you. These are non-exhaustive, and units should draw on other documents, objectives, and strategies as required to describe departmental initiatives, strategies, and curricular planning.</p>			
	<p>1. Foster an environment in which Indigenous students, faculty, staff, and communities feel welcome and engaged.</p>	<p>1. Establish Associate Chair of Equity, Diversity, Inclusion and Decolonization to oversee committee for disbursement of PIE and IDEAS resources and, with a faculty member tasked with Indigenous Engagement Coordinator, to build relationships with Indigenous youth</p> <p>2. Invite Indigenous Knowledge Keepers and Elders and researchers to provide teaching on settler colonialism. (First Story Toronto)</p> <p>3. Partner with Advancement office to raise funding for scholarships that provide financial support for Indigenous students.</p>	<p>Fall 2024-ongoing. Develop scope of these roles; identify priorities and allocate resources to support objectives.</p> <p>Fall 2024-ongoing. Build and nurture relationships with Indigenous partners and community members.</p>

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	<p>2. Foster collaboration and support the success of students, faculty, and staff from those communities.</p>	<p>1. In response to student feedback, in process of developing mentorship for Black students, as a key area of focus of the Engage certificate program.</p> <p>2. Partner with CTL to host workshops on Anti-racist Pedagogies and communities of care, to support faculty in further development of courses to enhance inclusiveness in teaching and learning.</p> <p>3. Provide funding from operating budget for staff, including members from equity-deserving groups, to pursue professional development opportunities.</p>	<p>2024-25 to 2028-29. Continue to work closely with equity-deserving student groups to identify and respond to mentorship gaps.</p> <p>2024-25 to 2028-29. Continue to work with CTL to provide pedagogical enhancement workshops to support inclusiveness in teaching and learning.</p> <p>2024-25 to 2028-29. Summarize outcomes of professional development opportunities to share with faculty and staff.</p>
	<p>3. Hold ourselves accountable for creating a conducive environment and equitable opportunities for academic and career success, and progression for members of under-represented and/or equity-deserving groups.</p> <p>i) Increase the number of tenured and tenure-track Black and Indigenous colleagues in the professoriate across all ranks and ensure proper supports for their career progression.</p>	<p>1. Developed processes to ensure inclusiveness in faculty complement planning that has resulted in the appointment of 12 new continuing faculty members since 2019-20, of which 8 self-identify as racialized or Indigenous. 3 of these new continuing faculty members are teaching stream, prompting the need for mentorship in these areas.</p>	<p>a) 2024-2025 to 2028-29. Enhance efforts to provide mentorship to retain new faculty, ensuring that they have support to progress through the ranks.</p> <p>b) 2023-24 to 2028-29, review the UTSC working group report, develop a subcommittee on Teaching Stream Mentorship and develop processes in ACM in response to report recommendations to establish robust support for teaching stream faculty.</p>

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		2. Work closely with VPFAL to develop mentorship support for Indigenous and Black faculty members. 3. In 2023, revised AAR to include a section where faculty can reflect on how their work in research, creative and professional practice, service, and teaching address EDI-D.	2024-25 to 2028-29. Develop relationships with Black Research Network and Indigenous Research Network to further support mentorship opportunities. 2023-24 to 2028-29. Continue work with PTR committee to revise AAR to ensure the document enables faculty to highlight contributions in all areas of work.
<p>Strategic Direction #4 Deep and Enduring Local, National, and Global Partnerships & Networks In addressing this area, please refer to strategic directions 4.1 – 4.4 (pages 38 –40) of the strategic plan.</p>			
	1. Ensure that we stay true to our values, maintain institutional coherence, focus on our strategic priorities, and sustain our long-term commitment to partners. i. Enhance administrative processes and structures to facilitate effective coordination of our partnerships and community engagement work to maximize impact and to foster transparency and accountability. ii. Review existing partnerships and community-engagement units on the campus to ensure clarity of roles and responsibilities and appropriate points of contact for members of the campus/University community and external collaborators.	1. ACM has been building and deepening robust partnerships with Centennial College in the form of two joint programs (JOU and NME) and will launch a third joint program, MIT, in September 2024. 2. Developed partnership with Westhill and Youth Assisting Youth (YAY) – training of ACM students with K-12 racialized newcomers in GTA/Durham region for 12 months to establish pathway to university for under-represented students.	Fall 2024 to 2028-29– Launch of MIT program. Continue consultations with partners at Centennial College to consider capacity for expansion of the program if needed. 2023-24 to 2028-29, continue to cultivate and support this partnership.

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	<ul style="list-style-type: none"> iii. Undertake a consultative exercise to outline considerations for pursuing priority, targeted, and coherent partnership initiatives that draw on our academic strengths and our role as anchor institution; enable effective use of resources; be flexible and responsive to opportunities and changing dynamics; and maximize beneficial impacts for all parties across a range of sectors, organizations, and communities. iv. Develop and/or make easily accessible to the campus community a resource to support ethical interactions with partners and adherence to proper protocols for undertaking teaching, research, and community-engagement activities with diverse communities, particularly Indigenous communities. 	<ul style="list-style-type: none"> 3. Develop networks with alumni so that upper year students will be mentored by professionals in the field. 	<p>2023-24 to 2028-29. Developing an ongoing initiative for graduating students – creating a pipeline of mentorship (highschool-ACM students, ACM students-professionals in the field), which will launch Fall 2025.</p>
	<p>2. Give students the practical tools, in situ exposure, and competencies necessary to become knowledgeable experts, active civic-minded citizens, and global leaders when they graduate.</p> <ul style="list-style-type: none"> i. Solidify relationships with existing partners and systematically expand the range, number, and location of mutually beneficial new partnerships to absorb the increasing number of students participating in experiential learning across academic programs. ii. Leverage, build on, and highlight the values, principles, long-record, and enduring relationships that have brought us success as a leader in experiential education to demonstrate why we should be a preferred partner for organizations in an intensely competitive environment for this kind of education. iii. Collaborate with partners to promote equity, diversity, and inclusion in these learning opportunities and to highlight resultant, mutually beneficial outcomes. 	<ul style="list-style-type: none"> 1. Support for initiatives including Land-Based Learning course, ACMD98H3 - Experiential Learning for Arts, Culture and Media Programs, which will be offered again in Summer 2024. 	<p>2023-24 to 2028-29. Consider capacity for supporting further land-based learning opportunities and explore partnerships for doing so.</p>
		<ul style="list-style-type: none"> 2. Work with SEE U of T Scarborough group and welcome 7-8 highschool students in VPAA10H3, and a co-op student to work with ACM Program Manager, and Technical Operations Manager. 	<p>2023-24 to 2028-29. Continue deepening these partnerships.</p>
		<ul style="list-style-type: none"> 3. Develop partnership with Hart House to to promote Black engagement and Indigenous Student Engagement in events to support outreach 	<p>Will launch this partnership in 2025-26 with ongoing plans to continue this work.</p>

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	<ul style="list-style-type: none"> iv. Build experiential and life-long learning opportunities for our students and members of our community into campus projects; various collaborative initiatives undertaken within our Eastern GTA anchor institution partners, through our research institutes; and inclusive local economic opportunity projects that we are engaged in. v. Collaborate with select higher educational institutions to facilitate teaching and learning partnerships that create global classrooms where students have the opportunity to transcend distance and engage with their peers via real-time technology-enabled interactions or in situ. 	<p>activities with Westhill and YAY as part of a plan for diversifying recruitment of domestic students.</p>	
	<p>3. Grow the community of actively engaged alumni who maintain a strong affinity for our campus as ambassadors, advocates, supporters, exemplars, and lifelong learners.</p> <ul style="list-style-type: none"> i. Develop a comprehensive set of networking activities, in partnership with the University of Toronto Scarborough Alumni Association (UTSCAA), to bring alumni together in various domestic and international locations, to revitalize and to sustain their connection to the campus, and to draw them back regularly, including as lifelong learners. ii. Create opportunities for alumni to share their valued expertise, generosity, and experiences in support of our recruitment, mentorship, teaching, learning, research, innovation, and community engagement, and other activities that are fulfilling for them. iii. Work in partnership with the U of T Scarborough Alumni Association and the Division of University Advancement to develop tools that enable our students, staff, faculty, and alumni to benefit from and to contribute to the global campus and university-wide alumni community. 	<ol style="list-style-type: none"> 1. Developing an ACM LinkedIn page to engage alumni. 2. Develop Networking Nights events that connect alumni with graduating students. 3. Invite alumni to participate in Networking nights, and panel talks. 	<p>Fall 2024 - Launch this ACM LinkedIn page with Program Manager to provide annual updates and maintenance through to 2028-29.</p> <p>2023-24 to 2028-29. Continue to develop and expand these networking opportunities to build robust relationships with alumni in support of ACM students.</p> <p>2023-24 to 2028-29. Continue to develop strategies for further incentivizing alumni to participate in ACM community.</p>

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	<ul style="list-style-type: none"> iv. Promote a culture of mutual investment and success by sharing the stories and accomplishments of our alumni. v. Develop a plan for engaging our diverse community of alumni as a key constituency for the campus’s new advancement campaign as donors, advocates, mobilizers, and ambassadors, to enable us to generate the philanthropic support needed to pursue our shared vision. 		
<p>Strategic Direction #5 Participatory Decision-Making and Supportive Administrative Capacity In addressing this area, please refer to strategic directions 5.1-5.4 (pages 44-46) of the the <u>strategic plan</u>. Also, to what extent do your department policies and practices foster transparent, empathetic, and participatory decision making? In addressing this area, please include what practices and/or processes do you plan to implement to better and more meaningfully invite students, staff, and faculty into decision making?</p>			
	<ol style="list-style-type: none"> 1. Promote inclusive decision-making that supports talent and leadership development, ensures shared 	<ol style="list-style-type: none"> 1. Hold regular department and council meetings as well as an annual retreat to consult about ACM priorities and planning. 	

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	ownership of the strategic plan, and requires individual and collective accountability for its implementation and outcomes.	2.Reach out to faculty with invitations to participate in departmental and university-wide leadership opportunities.	
	2. Support effective and accountable delivery of services to the communities that we serve. i. Establish a process for regular self-studies and external reviews of administrative units. ii. Implement a standardized project-management approach that assesses project success factors (financial, timeline, outcomes) and demonstrates alignment with campus priorities. iii. Strengthen administrative capacity by ensuring the relevant competencies and staff complement are available to support the common mission and to drive process improvements and service delivery. iv. Foster a culture of shared process improvements and diffuse best-service practices across the campus.	1.Revision of the department website to archive and share documents relating to ACM operations.	2023-24 to 2028-29. Continue regular department website updates to share information about operations and processes.
		2.Production of annual reports that highlight key performance indicators (KPIs), in programming, outreach, external funding, and more, to be shared on the website.	2023-24 to 2028-29. Continue to build communications channels to ensure resources are accessible.
	3. Ensure transparency and accountability on all financial and budget matters across the campus.	1.Budgets shared with Program Directors on an annual basis.	2023-24 to 2028-29. Encourage program directors to provide high level explanation of departmental budgets.