

**2018-2023 Strategic Plan  
Massachusetts College of Art and Design  
2021 Annual Report (Oct 2020-Oct 2021)**

**Executive Summary**

Despite the continual challenges presented to us by the COVID pandemic, including student and employee retention, leadership changes, and our ongoing national movement for justice and equity, we have accomplished much to be proud of as a community. During the time since our 2020 annual report on our 2018-2023 MassArt at 150 Strategic Plan:

- The campus never closed. Our dedicated staff, some of whom came to campus every day, maintained the highest level of health and safety protocols.
- Faculty and staff innovation and creativity provided an adjusted but high quality curriculum.
- We kept the community safe with our Covid-19 positivity rate remaining below 1.5% for the entire 2020-2021 school year.
- We remain financially sound without having furloughs or layoffs, while making large investments in technology and facilities to support remote and hybrid learning needs.
- Our donors showed their commitment to our students by giving \$4.8M, which was \$1M over goal.
- The Lumina grant helped ongoing efforts by supporting programs in academic areas that create equitable learning environments especially for BIPOC students

MassArt has not been immune to the current national trend of a nearly 40% employee attrition rate, nationally, in higher education. We have experienced turnover in all areas of the college including Human Resources, Counseling and Wellness, and Residence Life - and we are grateful to our talented colleagues at every level of the organization who have worked so hard to continue to make a difference. In some areas we have expedited searches, and in others, we contracted with experts in the field. We also used this time of transition to examine existing positions and have taken steps to enhance services through redefining positions. For example, in Counseling and Wellness, we embedded case manager duties into existing positions in both residence life and student development. As a result we are providing an additional layer of support for students by proactively identifying issues before they become serious. We also recognize that this is an opportune moment to continue to rethink what work means at MassArt and intentionally examine how we better support our talented faculty and staff and develop strategies to do so.

**New Undergraduate Experience & The MA Equity Agenda**

The Massachusetts Department of Higher Education and Board of Higher Education created a joint vision statement in 2018 focused on meeting the educational and credentialing needs of the Commonwealth of Massachusetts economy while closing the opportunity gaps in higher education. The issuing of this statement and the review and approval of the MassArt at 150 Strategic Plan (2018-2023) are not coincidental. MassArt's work in justice and equity are core foundations to our student-centric initiatives across the campus and align with the state's vision and priorities. The resulting MA Equity Agenda encompasses a broad framework of policy, fiscal, and cross-institution initiatives aimed at identifying and addressing systemic inequities, especially those facing students of self-reported Black or African American or Latino/a descent in Massachusetts.

The Commonwealth's public higher education sector, as part of the DHE and BHE's State Equity Agenda, worked over the 2021 calendar year with a committee comprised of community college, state university, University of Massachusetts faculty, staff, students, administration, and community members to update the 1989 vision for undergraduate education. The resulting New Undergraduate Experience (NUE) reflects the values of the MA Equity Agenda and recommends detailed short and long-term actions to create a more cohesive and equitable experience for all public higher education undergraduates, including participation in high-impact practice to improve retention, degree completion, and employable skills for the current and future labor market needs of Massachusetts.

MassArt leadership and high-impact practice areas<sup>1</sup> provided key feedback for NUE, and cited strategic actions already accomplished, underway, or planned that are aligned with this important state-level work. "Critical to the viability and sustainability of a statewide strategic plan for Massachusetts public higher education will be the integration of system goals at the campus level, specifically within institutional strategic plans. This means the Department will also need to examine its existing policies and initiatives to determine how to better align and promote the statewide equity imperative."<sup>2</sup> MassArt's 2018-23 Strategic Plan, especially our five strategic priority areas, are already poised for alignment with this work. We look forward to continuing to be part of state-wide discussions pertaining to equity. As the Commonwealth's premiere art and design institution, we are a leader in creative and innovative solutions to today's challenges. A simplified graphic showing the alignment of institutional and state Equity Agenda work is included in this annual report's appendices, titled *2021 Looking Forward, Looking Back, and Integrating the State's New Undergraduate Experience Framework*.

### **Pivoting to Our New Normal in COVID-19**

MassArt has been very successful in keeping COVID cases low and maintaining a safe environment for its employees and students throughout the pandemic. Our COVID-19 positivity rate remained below 1.5% for the entire 2020-2021 school year. This accomplishment is the result of our community's diligence through masking, physical distancing, symptom attestation, testing, and, for the current academic year, adherence to vaccination requirements.

In April of 2021, the Massachusetts State University system issued a requirement that undergraduate and graduate students who are attending in-person classes, living in residence halls, or participating in campus activities be vaccinated prior to the start of the 2021 academic year. That summer, MassArt launched a campaign to encourage students to get vaccinated and implemented a system for collecting proof of vaccinations from students. One piece of this campaign was an animation video, [So Fresh & So Clean](#), by MassArt alumni Zoe Gillete, a great example of adapting national and local guidance into art mediums for our community to understand and follow. The State University system was also a partner in our negotiations with the MSCA, APA, AFSCME, and DGCE unions on COVID-related agreements, including a vaccination requirement. At this time, we can report that 94% of students and 91% of employees are fully compliant with COVID-19 vaccination requirements, and we are working toward 100% vaccination compliance for all members of the MassArt campus community.

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<sup>1</sup> High impact practices as researched by AAC&U are co-curricular experiences that improve retention and completion rates for students, examples include: career prep and internships, civic learning and community engagement, study abroad, student leadership and involvement on campus, mentoring programs, thesis and capstone projects, on-campus employment, and utilizing support services on campus like ARC.

<sup>2</sup> Massachusetts Department of Higher Education Equity Agenda, accessed November 30, 2021 at <https://www.mass.edu/strategic/equity.asp>.

During the summer of 2021, senior leadership and supervisors developed staffing plans that deliberately kept our on-campus employee population low while maintaining high levels of service and implementing appropriate testing schedules. The president established a COVID Tactical Team to monitor pandemic conditions and public health guidance, and to develop recommendations to guide decisions, policies, and protocols to keep the campus and community safe for the duration of the pandemic. This team includes representatives from COVID Operations, Human Resources, Facilities, Technology, College and Visiting Events, Marketing/Communications, Academic Affairs, and faculty.

The college also established the Campus Planning Group to collaboratively assist in the coordination and implementation of facilities projects and space needs to ensure that the campus was student-ready for the 21-22 academic year. This team gathered student input and developed plans for a phased return to campus, which provided a measured adjustment period for our students who had not yet had a physical connection to the campus, or to their majors or programs.

The “Summer Start-Up Phase” began mid-August, and allowed time for staff and faculty to return to offices for normal in-person functions. To accommodate the return of faculty and students to campus, staff teleworking plans were adjusted, based on the forward facing nature of each area, and testing regimens were increased. Students moved into the residence halls, and both virtual and in-person orientation programs were held not only for first year students, but also for sophomores who had not previously experienced campus, juniors who had not physically experienced their majors, and graduate programs held online orientations. We intentionally focused on daily student engagement programming at the start of the academic year. During the first two weeks of the semester, there was a student centered program held every day. We continue to experience a high level of attendance for in-person and virtual student engagement programs.

Phase One aligned with the start of classes in September, and increased access to support Student Development programming. Studio access was maintained throughout the pandemic for both undergraduate and graduate students in collaboration with studio managers, facilities, and Academic Affairs, even if students were in fully remote coursework. The Campus Planning Group implemented a new reservation system in fall 2021 for students to access specific on-campus spaces to study or work on remote coursework. The goal was to support student space needs in their adjustment to a new hybrid schedule, potentially new living arrangements, as well as student socialization needs in their changing college experience.

Phase Two began in mid-October and reintroduced internal campus community activity by adding scheduled on-campus programming. This included in-person meetings for faculty, staff, and student groups, in-person Visiting Artists and Visiting Lecturers, Artward Bound, and academic gallery programming. This phase also saw the return of Admissions tours, and celebrated the reopening of MassArt Art Museum (MAAM) to the public.

Phase Three returned the campus to a new normal level of activity, with the return of on-campus public events and a greater number of external visitors and guests to campus.

In building the fall 2021 schedule, MassArt’s faculty had the following course options to choose from: fully in-person, fully remote, or one of 3 hybrid models (class meets on campus every other week, every third week or once a month). For the most part, all Studio Foundation, FA3D, and SIM courses were held in-person, Liberal Arts and History of Art courses were held remotely, and the remaining departments, including Graduate Programs, held in a hybrid environment. MFA Low Residency and Art Education Graduate programs were fully online for fall. The college offered a range of instruction modalities for sections during the fall 2021 semester to support continuing education of students based on their vaccination status and comfort with in-person

instruction; 37% of sections were fully remote, 30% were in-person, and 33% were hybrid. For the spring 2021 semester, we simplified the process and to offer only one hybrid choice (class meets on campus every other week), while offering fully in-person and fully remote options.

Everyone has shown great creativity and adaptability as we navigate an ever shifting landscape of new Covid strains. Faculty were encouraged to develop a curricular “plan B” (hybrid and/or fully remote interim work) should coursework need to unexpectedly shift to a remote environment. We have seen great success in providing student kits for certain courses and majors, including graduate programs, which provide tools or materials that could not be easily obtained outside of campus and help our students be successful in hybrid/remote learning environments. We have also experienced a tremendous and exciting increase in visiting lectures by national and international artists and professionals, that are more accessible to faculty, students, and staff across departments and majors.

In light of the many changes that the pandemic has propelled in terms of teaching, learning and advising modalities as well as issues related to quality of life, community building, and communication, MassArt established a special governance committee to assess and review teaching, learning, and advising practices. The Special Committee on Multi-Modal Learning, composed of staff, faculty, and student representatives, met during the summer of 2021 and made a series of charges to All University Council (AUC) that are currently working their way through governance. These recommendations include reviewing the current structure of registration and distribution of the first-year curriculum to ensure it meets students' needs for access and expectations of choice and agency, the establishment of a Shared Practices on Teaching and Learning governance committee to continue investigating and drafting guidelines on distance learning, as well as specific recommendations around remote learning and teaching. At the start of the academic year, AUC and the President approved the establishment of the Shared Practices on Teaching and Learning Committee, whose current focus is on 1) drafting a post-pandemic vision for distance learning, 2) reviewing curriculum delivery platforms and expectations, and 3) reviewing systems of grades and student assessment/college-wide critique models. They are also developing guidelines for recording virtual content, course camera use, and synchronous/asynchronous course work.

College strategic teams, like the Strategic Enrollment Management group, continue to engage students on leave of absence and new students who deferred to spring 2021 or fall 2021, as well as proactively communicate resources and support available to students and recent alumni.

### **Accomplishments by Strategic Priority Area**

Despite the challenges and complexities of the last year MassArt has remained creative, resilient, and resolute in achieving our strategic goals in the lead up to our 150th anniversary in 2023. We have recruited an experienced and dynamic new President with a commitment to the mission, values, and vision of MassArt as we approach this significant and historic milestone. And, most importantly, we are making continued progress in closing and eliminating gaps between our undergraduate students in first-year retention and completion of a credential within six years, regardless of race/ethnicity, gender, or Pell (socio-economic) status.

The COVID-19 pandemic amplified the systemic inequities our students already faced, especially financial inequities, access to technology, supplies/materials, and wellness challenges. Many graduate students, because of pandemic related life challenges, dropped below the normal number of credits and courses. Graduate Programs approached students with increased flexibility as a way to help them keep moving toward their goal of a graduate degree, but many had to drop courses in order to simply manage (family, illness, mental health, work struggles, etc.). Despite expanding student support efforts across campus, including CARES act aid, foundation support, and online student support services, first-year retention for undergraduate

students decreased. The number of students taking a leave of absence in their first-year during the pandemic nearly doubled compared to pre-pandemic trends. First-year retention for first-time BFA students typically ranges from 86% to 91%, but comparing the incoming cohorts of fall 2018 to fall 2019 and their retention rates one year later, the overall rate dropped 11 percentage points from 84% to 73%. Disaggregated by race/ethnicity, Pell status, and even weighted across three fall cohorts, we still saw a drop in retention, and alarming gaps grew especially for Black/African American students. While retention for the fall 2020 cohort has rebounded to pre-pandemic precedents at 86%, the impact of the pandemic on student retention, especially for BIPOC and low-income students, will continue to require cross-campus collaboration, intensive focus on justice and equity across the student experience, and holistic student support. As President Grant noted at our virtual town hall in November 2021, anti-racist work “should be central work to our mission, not additive –it is continual work, and involves every one of us.”

Where this community can celebrate some tremendous progress is in closing graduation gaps. Looking at the proportion of first-time full-time students who finish their BFA within six years, we did see an impact on completion overall. The overall graduation rate decreased from 73% for the 2009-2011 incoming cohorts to 69% for the 2011-2013 cohorts, who finished 2013 through 2017, and 2015 through 2019, respectively. However, graduation trends for Black/African American students and Hispanic/Latinx students *increased* within these cohorts in the same time periods. Black/African American student graduation rates increased from 50% (2009-11 cohorts) to 63% (2011-2013 cohorts), and Hispanic/Latinx student graduation rates increased from 54% to 65%. While a gap persists, we are moving toward a more just and equitable learning and teaching environment that is helping more BIPOC individuals meet their goal of an art and design education.

The list by priority area below provides examples of the accomplished actions or actions underway that are moving our five strategic priorities forward. The College is committed to transparency and accountability and is pleased to share information and updates that enable us to monitor progress on the **MassArt at 150** (2018-2023) strategic plan. *(Please note that this list is comprehensive, but may not cover the details of all projects across all departments due to the brevity of this report. Some accomplished actions move work forward under multiple priorities, but are only listed under one priority in this summary for conciseness.)*

### **Environment for a Creative Campus**

*Space Utilization:* The Campus Planning Group is developing long-view plans to transform campus space to support learning, build community, and enrich student experience. Examples include:

- Exploring the creation of a “one stop shopping” model for student services
- Developing plans for the expansion of class and studio space for our most popular departments
- Analyzing the impact of telework and remote operations on space and identify opportunities
- Phased return to campus
  - Study space reservation system
  - System for external visitors to safely access campus and interact with students (visiting artists and lectures, student programming, admissions tours)
- Facilities is involved in 8 major capital projects funded by DCAMM, including continuation of the Accelerated Energy Project.

*Technology Enhancements:* With the migration to Colleague SaaS/Cloud Migration completed in December 2020, Colleague is now delivered as Software-as-a-Service laying the foundation for the implementation of additional functionality, improved performance, reliability, redundancy, security, disaster recovery, and business continuity. Here is an update of specifically how this new functionality is being utilized:

- Ellucian Workflow (FY22) will allow us to build online forms and digital workflows to automate business and academic processes.
  - Preliminary structure set-up and testing has been done on a basic electronic procurement approval structure, however, we are working with Ellucian concerning a lack of flexibility and delay in additional enhancements which may cause a delay in progress
  - Rolled out electronic budget transfers within Budget to Actuals self-service and approvals in FY22.
  - The Bursar is currently consulting with Ellucian for billing process efficiency.
  - Accounts Payable was trained on how to set-up electronic checks. Once the vendor file has been uploaded live, implementation will begin. This will help move away from the plethora of paper checks printed, organized, and mailed on a weekly basis. Student Payment processes to follow.
- Ellucian CRM Advise, a tool to improve digital engagement with students, specifically those who may be struggling to complete degree requirements, is in the planning stages.
- Cloud Migration of our SIS platform delivered a new reporting solution (Evisions' Argos). MassArt Experience, deployed as a pilot program in April, is an online portal which provides personalized content from multiple sources in a unified hub.
- More projects include upgrades and cloud migrations for our online ticketing system and circulating equipment tracking system, and re-engineering our identity access and management systems.
- Continue to support technological successes discovered this past year, such as remote meetings and invest in campus wide licenses, such as Zoom, Adobe, and LinkedIn Learning.
- Adirondack for Housing- Adirondack will provide a software platform that makes the experience better for both the students in on-campus housing and staff who work in Residence Life. Adirondack will provide a robust reporting platform to analyze information about housing and improve campus services for residential students. This platform has been purchased and is in implementation stages.
- Upgraded our transcript services so we can send official electronic transcripts. This has saved a ton of time in the Registrar's office, and is a much better experience for students and alums.
- The Registrar's office partnered with a new vendor for diplomas. This has allowed for tracking on all shipments and a pdf of the diploma to be sent as well. This has saved a ton of time in the Registrar's office and our campus mailroom as well.
- The pandemic required the Registrar's office to open up a process for dropping courses online, and move to fully digital forms. We've retained many of these practices and have almost eliminated the need for paper forms in the office.

We have also been working with the State University Council of Presidents (COP), to secure additional funding for higher education from the Federal American Recovery Program Act (ARPA), for deferred maintenance, direct funding support for students, increased funding for mental health services, and IT infrastructure and cybersecurity.

### **Transformative Teaching and Learning**

- Conducted an assessment of student learning and pedagogical best practices during COVID via a collaboration with Colleges of the Fenway and Deloitte
- The Shared Practices on Teaching and Learning, an All University Council special committee, is exploring best practices for remote learning, and exploring associated standards and policies
- Held the semester long Anti-Racist Critique Learning Community for faculty/ staff and students, hosted by two members of the *Retooling Critique* working group

- Launched the *Creative Economy Business Incubator at MassArt*, a new course to support student entrepreneurship with guidance from faculty, industry experts, and visiting entrepreneurs
- Photography and Communication Design worked with Agncy to pilot a student-centered approach to creating a more equitable experience for students of color (part of Lumina grant). Agncy Consultants engaged academic areas in exploring inclusive pedagogy and curriculum through a community based lens. These studies hope to build capacity to cultivate systemic equity throughout our academic areas.
- Artward Bound (high school) and Compass (college) are mentoring programs that continued to provide instruction, engagement, and support in a remote environment through holistic mentoring, community building and vital connections.
- BIPOC (Black, Indigenous, People of Color) Mentoring programs were established in three academic departments, Communication Design, Illustration, and Photography to provide support in career advice, affinity based critique through a cultural lens and skills to build confidence. This program was funded by the Lumina foundation and became a part of the operational budget Fall 2021.
- Thriving Classrooms recordings and live virtual workshops continue to be hosted by the Justice, Equity, and Transformation office including a recent addition on acknowledging gender identity and pronouns by students Katiana Rodriguez and Theodore Turner
- 5th year interim accreditation report for January 2021 accepted by New England Commission for Higher Education (NECHE), our regional accreditor
- Seeking finalization for NC-SARA approvals for delivering online programs to out-of-state students, and developing accelerated stackable programs through continuing education
  - Our Graphic Design certificate--renamed the Communication Design Certificate, was restructured into three stackable tiers, with a more flexible curricular structure.
- All University Committee charges related to curriculum updates and changes- Expanding the Canon
  - Professional development survey sent to all faculty. Results to be used by AA and JET to continue informing workshops, discussions, and other engagement with the community on this work
- A search is underway for a permanent Provost, Lindauer representatives Deb Taft and Paula Fazli have engaged with faculty, students and staff to listen and learn from our community. Provost Search Committee co-chairs Maureen Keefe and Marc Holland join the President and Board of Trustees in the search process for our next lead of Academic Affairs.
- International visiting lectures have increased during the pandemic, creating a network of cultural artists and work that is more accessible across departments and majors.
- The Board of Higher Education made a \$10,000 FY22 Commonwealth Dual Enrollment Partnership (CDEP) award to MassArt's Artward Bound program. CDEP provides opportunities to take college-level courses and get a head start on college careers to high school students who otherwise may not have access to an early-college experience
- Pathways strategies- Youth Programs and Artward Bound pivoted to fully online programs supported by studio kits. Ten to fourteen percent of incoming BFA undergraduates each fall have participated in Youth Programs or Artward Bound. Since its start in 2011, Artward Bound has provided Boston students with access to the arts and an enriching pathway to college and beyond through 100% free year-round programming. Participants in Artward Bound are 91% students of color, 100% have graduated from high school, 94% enrolled in college, and 65% enrolled in an arts or design program in college.
- MAAM continued to offer programming from home:
  - 3,300+ virtual event attendees / (MassArt virtual class tours, many artmaking events in partnership with MassArt faculty and student hosts, lectures, public school teacher professional development, artmaking with Boston-based Veteran's group)

- 1,000+ students reached through Looking to Learn virtual visits to 4-12th grade schools (mostly in Boston Public Schools)
- 4,300+ views of virtual curator's walkthrough
- Launch of Looking to Learn Online Portuguese - a new initiative reached 300+ students across MA, RI, and schools in NJ, CA, and elsewhere in partnership with the Consul General of Portugal Boston with a focus on New Bedford, a Massachusetts Gateway City.
- Our International Education Center nominated multiple international students for each round of the Institute of International Education (IIE)'s Emergency Student Fund. Five students received a total of \$9,500 for pandemic aid.
- Institute of International Education (IIE) received 200 applications for 40 grants for the inaugural American Passport Project. MassArt was one of the 40, receiving \$3625 total funding to help first year students obtain a passport.
- Supported F-1 international students through extremely complicated immigration regulatory changes and emotionally challenging decision-making due to COVID-19.
- Developed a comprehensive process to review and approve international travel and study abroad based on the current global situation so that a student received approval for a provider program in Fall 2021.
- The MFA Low Residency program launched a new curriculum, which provides more rigor and depth as well as the opportunity for cross-registration in our growing list of online course offerings.

### **Justice, Equity, Diversity, and Inclusion**

- Launched the senior BIPOC fund to provide financial support to students of color in their studio art practice, senior degree, and thesis projects. Inaugural fund awarded 21 students \$100-600 in 2020-21.
- Retooling processes to ensure equity in new environment - for example, Career Services will host a virtual Employment Fair to provide greater access to on-campus jobs (work study, trust fund, and other employment), and Admissions created "finish line" events for first generation students during the application process
- Will continue to host and broaden outreach for Bystander Trainings, BIPOC Affinity Groups, and other supports, particularly for our Asian American community and international students
- Documented recent efforts and accomplishments to undo institutional racism in *Racism, Response, and Renewal: 2016 MassArt Artists of Color Demands and 2021 Updates*
- Support for curriculum updates and changes - Expanding the Canon (noted above)
- JEDI committee working on a framework of questions and process for equity and examining power dynamics in college programs, policies, and planned actions
- The college also established a Textbook Affordability / Open Education Resource (OER) governance committee to determine the impact of textbook cost on our students, research ways to reduce student cost, and make suggestions for implementing a program to promote and adopt low and no-cost course materials. Textbook costs are a burden on all students and even more so on historically underserved students. The OER committee aligns with the MA Equity Agenda and statewide efforts in reducing barriers to student retention and completion.
- In October 2021, every MassArt student received a Higher Education Emergency Relief Fund grant check. A total of 1,852 checks representing \$2,319,250 in funds were distributed to all students currently enrolled in undergraduate, graduate, and certificate programs. These grant funds, which students may use to cover any education-related expenses, were provided to the college through federal relief funds tied to the coronavirus pandemic.
- MassArt hosted a talk by Pulitzer Prize winning journalist Nikole Hannah-Jones, organized by the MassArt Art Museum. We welcomed an audience of 100 in-person attendees and 1,200+ virtual



attendees to the College. Nikole Hannah-Jones' powerful lecture and call to action about freedom of speech and our critical role as educators left us all inspired and eager to continue our work this year.

- The *Protest and Power* exhibition at MassArt x SoWa in Boston's South End underscores the impactful and dynamic work being done by our alumni to advance social and racial justice, curated by Keith M. Francis (MFA '18, Fine Arts: Low Residency), and featuring the work of alumnus Cedric Douglas (BFA '11, Communication Design).
- Grad programs, JET, and MAAM joined forces to host visiting indigenous artist, Nicholas Galanin, a Tlingit/Unanga multi-disciplinary artist, was a visiting artist and critic at MassArt in March 2021.

### **Reputation and Resources**

- Year 1 of Radical Imagination for Racial Justice: \$250K in grants awarded to 16 BIPOC artists
- Opened MassArt x SOWA in Boston's art and design district highlighting our graduate students (Foundation provided \$40K towards this project).
- Two \$25,000 endowed funds were developed to support scholarships for graduate students
  - Jill Slosburg-Ackerman Endowed Scholarship Fund – The fund will provide scholarship support based on merit, financial need, and with a priority given to a member of an underrepresented group. The recipient will alternate between a graduate student and undergraduate student working in object-making (sculpture).
  - George W. Creamer Endowed Scholarship Fund – The fund will provide scholarship support for an outstanding graduate student who demonstrates financial need and is seeking an MFA degree at Massachusetts College of Art and Design.
- The Andree LeBoeuf Foundation made a \$30,000 grant, to be shared equally between the Creative Incubator, led by Assistant Professor Sara Hartmann, and the MAAM Catalyst Fund
- MAAM was listed as one of USA Today's Top 10 Best New Attractions of 2020
- Collaborated with shoe designer Stuart Weitzman on a new footwear design course (\$30K)
- Fundraising
  - Raised \$4.8 million, which is \$1 million over our FY21 goal
  - Received endowment of \$100,000 from the Fletcher Foundation for student recruitment
  - Received a donation of \$1 million from C. Jobson for MassArt's incubator program
  - Day of Giving raised a record breaking \$70,000
  - ROI for Annual Giving has increased three fold
  - Spring 2021 Annual Auction once again raised over \$1 million
  - Capital Skills Grant
  - MAICEI Grant
  - Center for Sustainability (COF lead)
  - State University Internship Grants
- Fashion Design received \$20,000 grant to look at sustainable fashion design and production in Haiti
- Davis Foundation grant awarded to COF to develop an experience design program in health care
- The Foundation and Institutional Advancement worked to raise \$55,000 for the Finish Line Fund, a financial support program for students close to graduating with an outstanding balance at the College, or summer courses to complete after walking at Commencement

### **Quality Workplace and Effective Organization**

- New hires and reorganization:
  - Successfully recruited President Mary K. Grant
  - Hired a new Human Resources Executive Director and HR team
  - Restructured Academic Affairs to provide greater support and communications
  - Hired a Chief of Staff and VP for Strategic Engagement

- Hired a General Counsel
  - Hired a Director of Counseling and Wellness and Associate Director, building a new model for mental health support at the College
- Contracted with a new dining services vendor with MCPHS, WIT, and the COF, including faculty, staff, and student feedback surveys
- Created opportunities to welcome back employees through lunch gathering in the courtyard
- The President hosted coffee and pizza gatherings with staff and students to create safe opportunities for interaction and community reconnecting
- Academic affairs welcomed new faculty with an in person orientation program
- The College hosted employee support and professional development opportunities, including budget workshops, training for Argos Report Writers, Excel, Zoom and LinkedIn Learning users, information security training, supervisor meetings, and mental health webinars
- Administration and Finance conducted multiple Budget to Actuals training sessions with Budget Managers or Trust Fund Custodians to end the need for paper and/or manual reporting on budgets.
- Developed new processes for access to resources such as SHELF's grab & go kits, online orders and locker pick up for everything from food to library books and tech support
- Fall 2021 research on the new faculty experience and mentoring as well as faculty ideas for professional development for culturally responsive curriculum/ expanding the canon
- Facilities conducted a thorough deep cleaning of the entire campus over the summer, including more than 200 HVAC units and duct coils, in addition to painting and fall preparations.
- The Accelerated Energy Program has been successfully completed. This program added many new upgrades to the campus such as classroom unit ventilators, air handlers, LED lighting and much more. Our estimated annual carbon footprint has been lowered by over 3 million pounds.
- The Office of Student Engagement offered programming during Orientation activities and during the first several weeks with a focus on supporting students in their return to campus including space tours for remote students coming to campus for the first time this fall
- Handshake was used by Career Services to pilot a virtual Student Employment Showcase for available positions across campus, which was a new and more accessible format for introducing students to potential employer-offices and positions at MassArt
- Created an employee lounge for AFSCME unit members, a majority of which are Facilities workers with no central location for breaks - this dedicated space includes a refrigerator, microwave, and desktop PCs for checking email.

## MASSART FIVE-YEAR PRIORITIES



### ENVIRONMENT FOR A CREATIVE CAMPUS

MassArt will develop effective, responsive sustainable systems and infrastructure to provide a learning, working, and living environment where creativity flourishes.



### QUALITY WORKPLACE & EFFECTIVE ORGANIZATION

MassArt will operate with clear communication, easy collaboration, and effective systems in an equitable and vibrant culture to implement strategic priorities and carry out our mission.



### JUSTICE, EQUITY, DIVERSITY & INCLUSION

MassArt will reflect on curricula and teaching practices, retaining what we do best and improving what we must do better, becoming a student ready campus, providing lifelong learning opportunities, and investing in research and innovation to serve our students and other artists, designers, and educators.



### TRANSFORMATIVE LEARNING & TEACHING

MassArt will steward and develop more robust and enduring resources to support the college's programs and the demand for MassArt's leadership in art, design, and education.



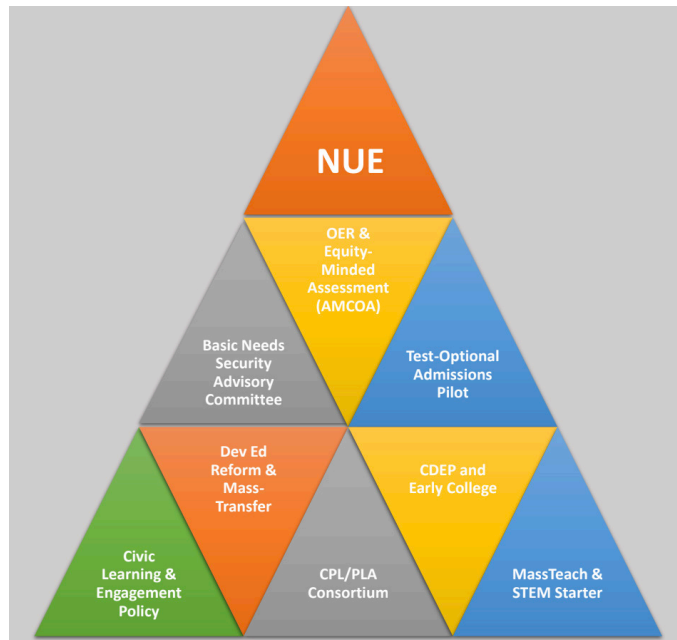
### REPUTATION & RESOURCES

MassArt will foster equitable and authentic participation by sharpening the skills, tools, and will to practice justice at the forefront of our decision making, support systems, and educational and interrelational practices.

## THE NEW UNDERGRADUATE EXPERIENCE



- I. Student Bill of Rights
- II. Cross-Cutting Recommendations
- III. Admissions, Enrollment, and Transfer
- IV. The Curriculum
- V. Equity-Minded Teaching, Learning, and Assessment
- VI. High-Impact Practices and the Co-Curriculum
- VII. Hiring, Supporting, and Retaining Faculty of Color
- VIII. Holistic Student Support



# The New Undergraduate Experience & The MassArt 2018-23 Strategic Plan

## LOOKING BACK

## LOOKING FORWARD

Implemented Accelerated Energy Program (AEP)  
Academic Exhibitions Umbrella program  
Digital Fabrication Hub Labs  
CARES Act Kits solution <sup>I, VIII, V</sup>  
Bring-Your-Own-Device Recommendations <sup>I, VIII, V</sup>  
Tower Suite Renovations (5th+7th Flrs.)  
Launched Parts of Colleague Modernization Project



### ENVIRONMENT FOR A CREATIVE CAMPUS

Launch New Campus Master Plan <sup>I, V, VI, VIII</sup>  
Digital Fabrication Hubs <sup>IV, V, VII</sup>  
Web Checkout Software Upgrade <sup>IV, V</sup>  
Implement Event Management Software <sup>IV, V, VIII</sup>

DEPARTMENTAL and PROGRAM REVIEWS <sup>IV, V</sup>  
Cultural Equity Learning Community program including administrators and chairs <sup>V, VII</sup>  
Work with AGENCY and faculty in photo and CD departments around mentoring BIPOC students and curriculum changes <sup>I, IV, VIII</sup>  
ALAANA faculty group <sup>VII</sup>  
BIPOC community gatherings for faculty and staff <sup>VII, I</sup>



### QUALITY WORKPLACE & EFFECTIVE ORGANIZATION

Coordinate a campus student employment program: <sup>VI</sup>  
short term- create logistics, policies and procedures  
long term- create a high impact practice based on NACE competencies  
HR to strategize to hire a more diverse employee population <sup>VII</sup>

Reviewing and revising the merit scholarship matrix <sup>III</sup>  
Addressing Application barriers (i.e. citizenship) <sup>III</sup>  
Receipt of IIE American Passport Project funding in 2020 <sup>VI</sup>  
CWC has instituted same-day-access during the beginning and end of the semesters to make services more accessible  
A consistent forum/mechanism for collecting qualitative information from students who never think of applying to college



### JUSTICE, EQUITY, DIVERSITY & INCLUSION

Research the correlation between high school/college GPA and success at MassArt <sup>III</sup>  
Transfer pathways with community college partners <sup>III</sup>  
Review types of degrees offered and length of time needed to finish <sup>III</sup>  
Review life/work experience credit <sup>III</sup>  
Finding sustainable funding models for community engagement <sup>VI</sup>

Thriving Classrooms (workshop series) <sup>V</sup>  
Critique & Community: Tools/Skills for Expansive Anti-Racist Classrooms <sup>V</sup>  
Embracing Neurodiversity, Trauma Informed Classrooms <sup>V</sup>  
Culturally Entering & Building Community in a Virtual Space <sup>V</sup>  
Gender & Identity <sup>V</sup>  
HART 100 alternatives piloted this fall <sup>I, II</sup>



### TRANSFORMATIVE LEARNING & TEACHING

CACP will co-teach Environmental Forum: Community Building for Healthy Ecosystems, a required course of the Colleges of the Fenway Sustainability Minor in Spring 2022 <sup>VI</sup>  
Further development and use during the advising process of the 'Your Identity Abroad' website <sup>VI</sup>  
StuDev to review policies, practice, and programs to decrease barriers and increase support <sup>I, II</sup>

COF applied for an IDEAS grant in 2020 <sup>VI</sup>  
Collaboration with the COMPASS Program <sup>VI</sup>  
College departments partnered in (2) successful Mass Skills Capital Fund grants (\$450K)



### REPUTATION & RESOURCES

Expand financial aid & scholarship for students <sup>I, II</sup>  
Work with Alumni to raise awareness of obstacles and strategize to reduce barriers at MassArt <sup>I, II</sup>  
Continue to sponsor forums and gatherings of alumni of color <sup>I, II</sup>  
Continue to ask BIPOC alumni to serve as admissions ambassadors <sup>I, II</sup>