

MassArt Plan for a More Diverse, Inclusive and Socially Just University

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Introduction

The Diversity and Social Justice Task Force (DSJTF) reviewed an array of statements on diversity and inclusion from institutions of higher education. We synthesized them into a working statement that guided our work. We respectfully submit that it should guide MassArt, as well, in the implementation of this plan:

We are committed to continuously working toward being culturally competent with core qualities of diversity, inclusion, interdependence, and equity to foster a thriving, respectful, and creative community.

Cultural Competency - A set of values, behaviors, attitudes, and practices that enable someone to work effectively and respectfully cross culturally.

Diversity – The presence of different qualities, abilities, and perspectives.

Equity - The quality of fairness and justice in the way people are treated and regarded in a community.

Inclusive – A community in which individuals feel a part of a whole, a place they belong.

Interdependence – Be mutually reliant or mutually dependent.

Policy statement on Diversity and Social Justice

MassArt enacted the following policy statement in 2013:

We are committed to diversity, inclusion, and equity as core values for a thriving, respectful, and creative community...

- because we recognize the harm caused by systems of oppression
- because we acknowledge the equality of all people
- because life in the twenty-first century will thrive with positive global interactions
- because we believe that intercultural experiences enrich the lives of everyone
- because we value the expressions, experiences, backgrounds, and perspectives of all
- because MassArt must prepare its students for a life of responsible citizenship

Therefore...we proactively foster an educational environment where information, knowledge, beliefs and identities of every individual and all groups are freely and openly shared, respected and will flourish. Discrimination, disrespect, and hatred will be neither accepted nor tolerated. Rather, we draw strength and thrive from deliberately building a diverse, inclusive, and equitable community.

MassArt Mission Statement

Massachusetts College of Art and Design is a public, independent college of art and design. The college's academic and co-curricular programs prepare students from diverse backgrounds to participate in the creative economy as artists, designers, and educators, and to engage in the well-being of their society. As a national leader in visual art and design education, the college influences contemporary culture through the creative accomplishments of its students, alumni, faculty and staff.

MassArt Community Values

We base our priorities on a set of shared values:

- We believe in the inherent value of the arts as a life-enhancing force.
- We take pride in our unique heritage as the only publicly supported freestanding college of visual arts in the United States and embody the power of art and design in many spheres of public life.
- We are committed to being an accessible educational, cultural, and economic resource for the diverse range of Massachusetts citizens.
- We believe that diversity – in background, status, culture, and viewpoint – is essential to a vital and creative community.
- We respect the roles and views of all members of our college community and operate our institution in a spirit of collegiality and transparent communication.
- We believe that academic excellence is fundamental to professional education in the visual arts.
- We promote social justice, global responsibility, and environmental sustainability in all facets of our institution.
- We are committed to rich engagement with our communities.

MassArt Priorities

As artists, designers, and educators at MassArt, we are committed to the following priorities:

- We provide rigorous professional programs in the visual arts, grounded in the broader context of liberal learning and designed to encourage individual creativity.
- We challenge students to develop their talents to their highest potential, questioning the traditional boundaries of disciplines.
- We work to increase diversity and inclusiveness in our faculty, staff, and student body.
- We inform institutional decisions by employing current data and best practices.
- We foster community-building both inside and outside the college.
- We educate students to critically examine the form and content of art, both their own and others', to understand it in historical, social, and global contexts.
- We choose faculty who are practicing professionals in their disciplines and whose work reflects the level of excellence we promote for our students.
- We seek and support students with excellent potential, regardless of limitations in their opportunities for preparation or financial status.
- We nurture the development of students as artists and as individuals, through services, which meet their academic, personal, and social needs.
- We embrace new technologies as opportunities to advance the creative potentials of our disciplines, and we promote innovative and responsible uses of technology in the realization of artistic concepts.
- We support life-long learning and are dedicated to serving that need.
- We continue to expand the role of MassArt in diverse national and international arts communities.

Diversity and Social Justice Task Force (DSJTF)

Former President Dawn Barrett in December 2013 created the DSJTF to support MassArt's strategic planning mandates for the next five years. It was charged to help disseminate information and facilitate understanding of MassArt's Diversity and Social Justice Principles and help the appropriate interpretation and effective application of these priorities to the goals, objectives and strategies of the strategic plan.

Definitions

The definitions that follow have been adapted from the Equal Opportunity, Diversity and Affirmative Action Plan adopted by the Massachusetts Board of Higher Education on December 9, 2014.

ALANA: African American, Latino/a, Asian/Asian American, and Native American students

Equal Opportunity. The Universities' effort to ensure that all employment and academic decisions, programs and policies are formulated and conducted in a manner to ensure equal access for all people and to prevent discrimination. As part of this effort, the Universities will ensure that employment and academic decisions, programs and policies will be based solely on the individual eligibility, merit or fitness of applicants, employees and students without regard to race, color, religion, national origin, age, disability, gender, sexual orientation, gender identity, gender expression, genetic information, marital or parental status, or veteran status.

Chief Diversity Officer "CDO": A University official charged with the responsibility for the University's administration of this Plan, and the state and federal non-discrimination and equal opportunity laws. The identity and contact information for the CDO Officer shall be published and widely distributed on each campus, including on the website of each campus.

Protected Classes. Characteristics or groups of persons protected from discrimination by law, including:

1. Race. Discrimination laws do not contain a definition of "race," but are interpreted to prohibit discrimination on the basis of ancestry or physical or cultural characteristics associated with a certain race, such as skin color, hair texture or styles, or certain facial features, and on the basis of stereotypes and assumptions about abilities, traits, or the performance of individuals of certain racial groups. All individuals, including persons of more than one race and the following racial classifications, are protected from discrimination:
 - a. *Black*: All persons having origins in any of the Black racial groups of Africa including, but not limited to, African-Americans, and all persons having origins in any of the original peoples of the Cape Verdean Islands.
 - b. *White (not of Hispanic origin)*: Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.
 - c. *Hispanic/Latino/a*: All persons of Mexican, Puerto Rican, Cuban, Central,

Latin or South American or other Spanish culture or origin, regardless of race.

- d. *Asian or Pacific Islander*: All persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent or the Pacific Islands, including, for example, the areas of China, India, Japan, Korea, the Philippine Islands and Samoa.
 - e. *American Indian or Alaskan Native*: All persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.
2. Color. Variations in skin tone among persons of the same race.
 3. Religion. “Religion” and “creed” have the same or equivalent meaning: all religious and spiritual observances, practices, and sincerely held beliefs.
 4. National Origin. A “national origin group” or “ethnic group” is a group sharing a common language, culture, ancestry, and/or other similar social characteristics.
 5. Persons of Color. Members of the following racial classifications: Black, American Indian/Native Alaskan, Asian/Pacific Islander, and Hispanic/Latino.
 6. Age. For employment purposes, persons 40 years of age or older. For the purposes of access to and participation in University programs and services, all persons of all ages are protected on the basis of age.
 7. Disability. A person with a disability is one who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment.
 8. Gender. A person’s sex (female or male). “Gender” and “sex” may be used interchangeably for the purposes of the EO Plan.
 9. Gender Identity. Gender identity is a person’s internal view of the individual’s gender. “Gender identity” covers a multitude of sexual identities including, but not limited to, male, female, and transgender or gender-nonconforming individuals, who are persons whose gender identity or gender presentation falls outside of stereotypical gender norms.
 10. Gender Expression. Gender expression is a term that refers to the ways in which individuals manifest or express masculinity or femininity. It refers to all of the external characteristics and behaviors that are socially defined as either masculine or feminine, such as dress, grooming, mannerisms, speech patterns and social interactions.
 11. Sexual Orientation. Actual or perceived heterosexuality, homosexuality or bisexuality, either by orientation or by practice.
 12. Genetic Information. Any written, recorded individually identifiable result of a genetic test or explanation of such a result or family history pertaining to the

- presence, absence, variation, alteration, or modification of a human gene or genes.
13. Marital/Parental Status. A person's status as single, married, parent or non-parent, where discrimination on these bases has disparately impacted against those of different protected classes, including gender and sexual orientation.
 14. Veteran Status. Any person who is a member of, applies to perform, or has an obligation to perform, service in a uniformed military service of the United States, including the National Guard.

Why a Plan

We have once again become acutely aware of the persistence of institutional racism through white supremacy in our society. In particular, campuses across the nation have experienced a resurgence of student activism and resistance regarding the multiple ways that white supremacy is rooted in the histories and practices of institutions of higher education. This plan coalesces our campus efforts to counter these manifestations.

This plan for a more diverse, inclusive and socially just university outlines findings of an assessment of the present state of perspectives, the pace of progress and the steps to be undertaken to address them. MassArt undertakes the implementation of this three-year plan to affect change across the campus community. The plan outlines steps that the institution will take to increase diversity, improve inclusion and the experiences of students, faculty and staff. The plan will succeed with our strong commitment to it.

What We Learned

MassArt believes that diversity – in background, socioeconomic status, culture and viewpoint – is essential to a vital and creative community. In its continuing progress, MassArt has chosen to examine issues of diversity and inclusion on its campus to better understand the experiences and possibilities therein.

The study entitled “*HERE: Perspectives on Learning, Living, and Working at MassArt*” was a collaborative effort among MassArt’s Diversity and Social Justice Task Force (DSJTF), other key school leaders and Health Resources in Action (HRiA). Over the course of the survey administration period, 680 respondents who identified as being a student, faculty or staff member at MassArt were deemed to have adequately completed the survey and have usable results. Thus, the analysis was restricted to

these 680 respondents.

Over a period of 6 ½ weeks, nearly two-dozen student-, faculty- and staff-focused events, round robins and focus groups were held on campus to solicit input. Findings were described through an analysis of the survey, focus group and round robin responses with results focusing on where there were statistically significant differences amongst population groups.

The findings included three major areas in need of attention:

- The experience of ALANA students on campus affects their connection to the college community
- Diversity and inclusion in instruction, curriculum and pedagogy
- Recruiting and retaining faculty, staff and students from diverse backgrounds

The Planning Process

A group of students, faculty and staff joined the DSJTF to form a planning team and take part in an iterative process. The planning team reviewed the findings of the HERE Survey and the specific opinions of respondents on proposed steps to address diversity over the course of two, four-hour sessions. They also examined the three areas identified in the findings and explored strategies to address and narrowed these strategies into recommendations.

A draft version of the diversity plan was shared with the campus community this fall with multiple opportunities for input. The planning team reviewed this input and finalized the plan. The planning team also met with the Student Government Association (SGA), the Department Chairs, and Administrative Council, working collaboratively to integrate their input.

Early Actions

One way that institutions make aspirational plans a bit closer to reality is to build momentum for change through early action. Often this action flows from a focus on low hanging fruit and using opportunities to build on what is already working. Importantly, executive action on one of these opportunities can help build momentum for the plan as a

whole, demonstrate the seriousness of the effort and build a threshold for future action.

Therefore, former Acting President Kurt Steinberg (spring 2015) proposed expanding the Compass program to serve a larger number of students and continue past the first year through to graduation. Compass is an academic advising and mentoring program whose success in supporting students and building interchange amongst members is a promising practice for the university. A thorough evaluation of the Compass program was completed in 2013 that supports this decision. Interim President Ken Strickland (fall 2015) agreed with the proposal and the incoming Compass group in fall 2015 will continue with Compass as they progress.

In addition, the annual Tyrone Maurice Adderley Lecture has been expanded to occur once a semester with one of the lectures focusing on issues of social justice. The other continues to highlight the works of artists of color. The budget for this series has also become part of the operational budget of MassArt.

During the development of this plan, Interim President Ken Strickland, the faculty and librarians union (MSCA) Chapter President James Mason, and SGA President Alexander Nally put forward the following steps in an email to the MassArt community (e.g., all students, faculty and staff) sent on November 19, 2015:

1. We have improved accessibility to the college leadership through regular meetings of senior college administration, faculty union representation and SGA Executive Board. The first meeting will be held before the winter break. We are also in the process of developing a schedule of open office times, allowing students, faculty, and staff more frequent opportunities to communicate. This schedule will be shared in the days ahead.
2. The SGA Executive Board members will begin a schedule of regular meetings with the President. This will be a supplement to the already established once-per-semester meetings with the SGA Board, the MassArt Board of Trustees and College Senior Leadership.
3. Working with an outside consulting group, we will schedule and host a number of workshops with the goal of developing capacities of faculty and students in conducting and participating in difficult conversations in the classroom. The Colleges of the Fenway recently hosted a Teaching and Learning Conference focused on this topic. SGA President Alex Nally and Associate VP Dan Serig and a large group of other participants are going to be meeting regularly to assist each campus in being more connected on the subject.

4. Hiring a more diverse full-time faculty with a global perspective is a priority of MassArt. The college has an active initiative to hire as many as 17 new full-time faculty over the next three years. We will be using this opportunity to focus those new hires on increasing inclusion and diversity of both faculty membership as well as curriculum subject matter.
5. The Hiring and Retention Work Group is tasked with holding MassArt accountable to the concerns of the diversity and inclusion of our workforce. This group, including SGA representation, will begin the work of training Search Committee Chairs on the importance of looking for more inclusive candidates for jobs across the college.
6. The use of social media brings with it enormous responsibilities and great challenges. As universal as these technologies have become, we urge users to abide by the concurrent goals of freedom of speech and communal respect. MassArt social media platforms welcome everyone in the MassArt community, students, faculty, and staff to post, view, comment, and share each other's thoughts and ideas in a connected and accessible setting. Our expectations for social media discussions should mirror the tenets of other social groupings, virtual or face-to-face, both in and out of the classroom.

These steps are mirrored in the goals, objectives and action steps that follow.

Goals, Objectives and Action Steps

The Chief Diversity Officer (CDO), Mercedes Sherrod-Evans, in partnership with the DSJTF will lead diversity and inclusion efforts across MassArt and the implementation of the this plan; the CDO reports directly to the President.

To ensure and monitor the implementation of the plan, the CDO will:

- Provide leadership around areas of diversity
- Assess and evaluate programs and training related to the plan
- Respond proactively to issues that arise on campus and larger issues
- Become aware of current issues of concern and responding appropriately in a timely manner
- Convene regular group meetings of the expanded planning team to assess and address progress of the implementation of the plan and make recommendations to the President and Provost

The timeframes for the implementation of this Diversity Plan are defined as:

Pre: January through June 2016

Year 1: July 2016 through June 2017

Year 2: July 2017 through June 2018

Year 3: July 2018 through June 2019

The CDO in collaboration with the DSJTF expects updates and annual reports from those responsible for the action steps in the plan. More details on the assessment and evaluation of the plan are in the section on Accountability.

Several abbreviations are used in describing who is responsible for the action steps that follow. Here is a key:

AA: Academic Affairs

ARC: Academic Resource Center

AUC: All University Committee

CDO: Chief Diversity Officer

Curr. Comm.: Curriculum Committee

HR: Human Resources

H&WC: Health and Wellness Center

IR: Institutional Research

PCE: Professional and Continuing Ed.

PD: Professional Development

Res. Life: Resident Life

Stu. Dev.: Student Development

VPs: Vice Presidents

Goal 1: Improve the Experience of ALANA Students

Evidence from the HERE process:

The experience of ALANA students on campus affects their connection to the college community. Addressing their connection to campus may include macro level efforts and individual level efforts, supports that build connections among and between them and opportunities to build relationships with faculty and staff.

Objectives

- Improve the connection to the MassArt community for ALANA students.
- Improve the connections among and between students.
- Improve relationships of ALANA students with their faculty and staff.

Action Plan

1. Establish, staff and resource an Office of Diversity to serve as the point of contact for issues relating to diversity and inclusion for all students, staff and faculty.

Action Steps	Who	When	Measure
Develop a plan with senior leadership to fund the Office of Diversity	CDO, VPs, Budget Comm.	Pre, 1	Budget line for FY17 funds allotted
Establish visible office	Facilities office	1, 2	Office opened, space designated
Staff the Office of Diversity	CDO, HR	1	Staff in place
Develop, expand and coordinate campus-wide and focused audience events to improve diversity and inclusion on campus	CDO, Stu. Dev.	Pre, 1, 2, 3	Calendar of events, evaluations
Work with faculty and staff to include issues of inclusion in curricular programming	CDO, Chairs, Governance	2, 3	Reporting from Departmental Curriculum Committees

CDO with Student Development will create trainings for all students on issues of diversity and inclusion, resources and opportunities for learning about and across difference, and policies and procedures relating to such.	CDO, Stu. Dev.	1,2,3	Trainings and programs offered, evaluations
Health and Wellness center to make sure support services are provided by a diverse group of counselors to increase use by ALANA students.	CDO, H&WC	1,2,3	Increase in reported use of the Health and Wellness Center by ALANA students.

2. Develop and deliver an on-going dialogue on issues of diversity and inclusion, drawing from and including university leaders, faculty, staff and students.

Action Steps	Who	When	Measure
Establish campus wide social justice series (beyond Resident Life)	Res. Life, CDO, AUC	1	# of programs, evaluations of each event from participants.
Hold student forums to develop student driven events	Stud. Dev.	1, 2, 3	Forums held
Real Talk project - Develop, archive and update "Race on Campus"	Prof. Beth Balliro, senior leadership	Pre, 1	Completed, shown, and archived.

3. Resource the development and delivery of a campus wide training regimen for faculty and staff focused on the improvement of relationships across difference.

Action Steps	Who	When	Measure
Re-establish MassArt day as annual community training opportunity	AA, Provost	1	Held, Agendas, evaluations
Identify areas of deficits and current concerns related to staff/faculty	AA, CDO, HR	1, 2, 3	Survey findings
Provide bias training to faculty, staff, and students	AA, CDO, HR, Stud. Dev.	1, 2, 3	Trainings held, evaluations

Academic Affairs, the Provost and Chairs will work to expand and/or increase the number of common hours in the academic schedule to allow for communication across programs and groups.	AA, Provost, Chairs	2, 3	Piloted
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4. Each member of the MassArt community takes responsibility for living the MassArt Values.

Action Steps	Who	When	Measure
Post values everywhere on campus and online	CDO, Stud. Dev.	1	Posted
Develop a campaign to educate community about the values	CDO, Stud. Dev.	1	Campaign developed, survey
Develop ways to recognize those living the values	CDO, Stud. Dev., HR	2, 3	Recognition identified, scheduled and held

5. Establish mentorship programs for students, faculty and staff focused on improving relationships among students, faculty and staff across difference - working in partnership with Human Resources to address faculty and staff and working with Student Development to address students. In addition, alumni should be an integral part in these action steps.

Action Steps	Who	When	Measure
Secure funding to support and sustain mentor program	Advancement	1	Funding secured
Pilot a mentor program with Compass	Prof. Lyssa Palu-ay, ARC	2	Program piloted
Expand to other students on campus who could be mentors (not necessarily Compass) including global mentors	Stud. Dev., International Education	3	Program expanded

6. Enact the bias incident protocol for interactions among students, faculty and staff.

Action Steps	Who	When	Measure
Publish and make available the tools and procedures therein; train and support students, faculty and staff to use the protocol	CDO	PRE	Published, trainings held, evaluations of the sessions by participants
Present the process to students in visible and accessible formats	CDO	1	Survey of students

Goal 2: Improve and Enhance Instruction and Learning

Evidence from the HERE process:

Instruction is another area in need of attention. Faculty members should be able to:

1. teach and engage with all students;
2. broaden the Western canon to better include the histories and art of non-Western traditions; and
3. consider and include culturally-responsive pedagogy in the critique process.

Objectives

- Enhance the inclusion of frameworks of diversity and inclusion in the curriculum.
- Improve faculty engagement with students.
- Improve and clarify the process of critique, especially across differences.

Action Plan

1. Human Resources, the Provost, Academic Affairs, and the CDO will develop and phase-in a program of professional development for all staff and all faculty members focused on diversity and inclusion.

Action Steps	Who	When	Measure
Orientation program for all new faculty and staff	AA, CDO, HR	1	Held, evaluations
Establish and lead a faculty fellows program to engage diverse voices and perspectives in pedagogy, instruction and critique with a focus on addressing issues of diversity and inclusion, broadening the focus of art beyond the Western canon, and including contemporary practitioners and disciplines.	AA, CDO	2-3	Process established
Establish and lead a staff fellows program to engage diverse voices and perspectives with a focus on addressing issues of diversity and inclusion.	CDO, HR	2-3	Process established

2. Academic Affairs with the faculty union will explore course evaluations that include issues of diversity and inclusion in the curriculum and in the instruction within the course.

Action Steps	Who	When	Measure
Provost meets with faculty union exec. Board	Provost, MSCA Pres.	1	Minutes

3. The Chairs and the Office of Human Resources will include issues of diversity and inclusion in the promotion process of faculty.

Action Steps	Who	When	Measure
Provost meets with faculty union exec. Board	Provost, MSCA Pres.	1	Minutes

4. Faculty and staff will develop a departmental learning goal addressing diversity and inclusion.


Action Steps	Who	When	Measure
Direct an examination of course offerings focused on reviewing the extent to which the curriculum represents, focuses and reinforces an inclusive approach that meaningfully addresses underrepresented, non-Western cultures.	Curriculum Committee, Dept. Curriculum Committees	1	Rubric of criteria to determine courses; Curriculum Committee submits guidelines by which departments may evaluate their offerings; shared list of courses with MassArt community
Direct the development of a foundational course in cultural awareness, diversity and inclusion within and outside of the arts.	AA, AUC, CDO, Curr. Comm.	1-2	Action by AUC and Curr. Comm. in minutes
Academic Affairs will promote the further use of Alternative Professional Releases (APRs) to address diversity in the curriculum.	Provost	1, 2, 3	Number and type of APRs to address issues, reports by faculty on use of APRs

Convene faculty (full time and adjunct instructors) to discuss and address issues of diversity and inclusion in the curriculum, in instruction and in interactions with students.	AA, CDO	1, 2, 3	Faculty participate and convening documented, notes shared
Share inclusive teaching strategies	AA, CDO	1, 2, 3	Wiki interactive living document
Academic Affairs and Chairs will create incentives for the development of coursework and courses that include, focus and/or highlight the contributions of diverse artists.	AA, Chairs	2, 3	Increase in number of courses
Include review and assessment of this action item in cyclical program reviews	AA, Chairs	2-3	Review by AA of Dept. Reviews

5. Chairs and CDO will develop and deploy professional development for faculty on bias and issues of diversity and inclusion.

Action Steps	Who	When	Measure
PD on faculty-led critique process	AA	2-3	Evaluations of PD
PD for faculty on developing and implementing student-led critique	AA	2-3	Evaluations of PD

6. Assess and address the role of diversity and inclusion in grievances and complaints (formal and informal) about faculty, staff and students and report such on a yearly basis to the President, the Provost and the DSJTF.

Action Steps	Who	When	Measure
Convene a committee to develop comprehensive protections for those who file a grievance	CDO 	Pre, 1	Projections plan done
Annual report with themes	CDO	1, 2, 3	Submitted each June
Convene group to address findings such with Admin. Council and Chairs	CDO	1, 2, 3	Minutes from meeting

Goal 3: Recruit and Retain Diverse Students, Faculty and Staff

Evidence from the HERE process:

The small numbers of students of color and perceptions on the part of students, staff and, notably, faculty that more needs to be done to recruit and retain faculty, staff and students, speak to the need to more fully represent the present diversity and continue to attract diverse members of the community to campus.

Objectives

- Increase the number of full time faculty and staff of color and at levels of director and above
- Assess the number of women in full time faculty and staff positions at levels of director and above
- Recruit and retain students of color

Action Plan

1. Set a goal for recruitment of permanent and adjunct faculty of color within the initial three years of the Diversity Plan and provide resources for the recruitment and realization of said goal.

Action Steps	Who	When	Measure
Determine a standardized procedure for outreach and recruitment process	CDO, HR, Depts., Dept. Chairs, Provost	1	Process established
Institutional commitment stated about the priority of targeted recruitment	President	1	Published
Review college wide workforce data on faculty by department (for openings)	HR	1, 2, 3	Report
Determine #s to recruit per department, aspirational goals	HR, AA, depts.	1, 2, 3	Target # identified
Use faculty and staff membership in professional organizations to outreach to source diverse candidates	HR, Depts., Faculty	1, 2, 3	Process established

Investigate opportunities for new full time faculty positions	AA, HR	2, 3	Recommendations made
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- Set a goal for recruitment of staff of color within the initial three years of the Diversity Plan and provide resources for the recruitment and realization of said goal.


Action Steps	Who	When	Measure
Determine a standardized procedure for outreach and recruitment process	CDO, HR, APA, AFSME	1	Process established
Institutional commitment stated about priority of targeted recruitment	President,	1	Published
Review college workforce data annually	HR, IR, SR. Leadership	1, 2, 3	Report
Determine #s to recruit per department, aspirational goals	HR, AA, Depts.	1, 2, 3	Target # identified
Use faculty and staff membership in professional organizations to outreach to source diverse candidates	HR, Depts., Faculty	1, 2, 3	Process established

- Human Resources will examine and report on the role of women in leadership and authority across the university in all of its settings and departments.


Action Steps	Who	When	Measure
Determine a standardized procedure for outreach and recruitment process	HR, Depts., Chairs, Provost	1	Process established
Institutional commitment stated about the priority of targeted recruitment	President,	1	Published
Review college workforce data annually	HR, IR, SR. Leadership	1, 2, 3	Report

Use faculty and staff membership in professional organizations to outreach to source diverse candidates	HR, Depts., Faculty	1, 2, 3	Process established
Set a goal for recruitment of women into such positions within the initial three years of the Diversity Plan and provide resources for the recruitment and realization of said goal.	CDO, HR, Provost	1, 2, 3	Process established

4. Resource and support Admissions and other members of the MassArt community to recruit students of color to campus, locally, state-wide and nationally; examine sourcing and marketing to recruit students of color; resource the development of targeted strategies (visit weekends, summer programs, etc.) to increase the number of applications from qualified students of color considering MassArt as a high choice.

Action Steps	Who	When	Measure
Examine sourcing and marketing to recruit students of color	Admissions, Marketing, Alumni Relations 	Pre, 1	Plan
Resource development of strategies to increase # of applications from qualified students of color	Admissions, President, PCE, Stud. Dev.	Pre, 1	Resources committed
Explore adjusting scholarship and aid awarding - prioritizing - target specific populations	Admissions, FA, President, Student Dev	Pre, 1	Findings
Develop a pipeline starting at middle school level - outreach, partnerships	Admissions PCE, Art Ed, Galleries, CACP	1-2	Plan
Develop relationships/agreements with area community colleges for seamless transfer to MassArt	AA, ARC, Admissions, Chairs	Pre, 1, 2, 3	Agreements signed, increase in area CC transfers

5. Develop a plan for retention of students of color.

Action Steps	Who	When	Measure
Convene students, staff and faculty to explore retention supports	CDO, Stu. Dev., Students,  Admissions	Pre, 1	Minutes
Create a plan including staff involvement, access to programming and support services	Stu. Dev., CDO, Students, Admissions	1	Plan
Explore Posse Foundation and possibility of fund raising to commit to Posse	CDO, Stu. Dev	1	Findings
Develop workshops or courses on financial literacy for students	CDO, Career Dev., Stud Dev., Curr. Comm.	2	Workshops and/or course developed, evaluations
Determine additional structures for tuition such as part-time and summer session	Pres, Provost, CFO, Fin. Aid,	2, 3	Report on feasibility and options

Accountability

This plan represents substantial involvement and investment by the MassArt community. It will only have meaning as the action steps are taken and as we move closer to the goals. To ensure progress, the action steps must undergo ongoing assessment and evaluation. Each of the action steps has one or more responsible offices and/or personnel; they are expected to report annually to the CDO on their progress. The CDO is responsible for the execution of many of the action steps and will report on them as part of an annual report.

The annual reports will specifically address the following:

- Demonstrate (through evidence) whether action steps have been met for that year
- Provide a brief on activities pertaining to each of the three goals
- Provide recommendations in consultation with other MassArt community members and groups based on the assessed progress (or lack thereof)
- Determine which goal(s) and action steps of the plan will be addressed through assessment/evaluation initiatives for the next year

Annual reports are due to the Office of the President by June 30 of 2016 (Pre), 2017 (year one), 2018 (year two), and 2019 (year three). At the completion of year three, the CDO will initiate another administration of the HERE survey to determine progress and new goals moving forward.

Conclusion

These three goals work together to create a better MassArt:

Goal 1: Improve the Experience of ALANA Students

Goal 2: Improve and Enhance Instruction and Learning

Goal 3: Recruit and Retain Diverse Students, Faculty and Staff

They represent a cyclical process of continual work. No part can be effective without the other parts. Recruiting a more diverse campus (in faculty, students, and staff) is one beginning, but after recruitment there is the retention and program completion, promotion and tenure, which can only happen as goals one and two are tended to. This is attainable as we move toward full participation of all members of the MassArt community. Increasing the number of people of color is significant and only a part of the overall challenge and aspirations to make MassArt a more diverse, inclusive and socially just university. In working on this plan, towards these goals, we come closer to living the values and principles of MassArt in ultimate fulfillment of our collective mission.

Afterward

We sincerely thank the leadership of MassArt for continuing to support efforts to create a more diverse, inclusive, and socially just university. Likewise, we are grateful for the participation of so many MassArt faculty and staff in the creation of this plan. In particular, we want to thank MassArt students, who took the time to complete the lengthy survey, attend focus groups, provide feedback on the drafts, and hold us accountable.

With greatest respect,

Jamie Costello

Dan Serig

Mo Barbosa

Appendix A. Race and Hispanic or Latino/a Origin by Percent of Total Population for Massachusetts in 2014

Source: <http://www.census.gov/quickfacts/table/PST045215/25,00> on February 11, 2016, 10:55 AM

<i>July 1, 2014 by % of total population</i>		
<i>Race and Hispanic or Latino/a Origin</i>	Massachusetts	United States
American Indian and Alaska Native	0.5	1.2
Asian	6.3	5.4
Black or African American	8.3	13.2
Native Hawaiian and Other Pacific Islander	0.1	0.2
White	82.6	77.4
Two or More Races	2.2	2.5
Hispanic or Latino/a	10.8	17.4

Appendix B. Race and Hispanic or Latino/a Origin by Number and Percent of Total Student Population by Level for MassArt in Fall 2015

Source: Office of Institutional Research on February 12, 2016

<i>Race and Hispanic or Latino/a Origin</i>	UG	% UG	GR	% GR
American Indian and Alaska Native	5	0.3	0	0
Asian	135	8.2	4	3.7
Black or African American	50	3	6	5.6
Native Hawaiian and Other Pacific Islander	5	0.3	1	1
White	1076	65.4	58	53.7
Two or More Races	18	1.1	0	0
Hispanic or Latino/a	167	10.1	5	4.6
International	69	4.2	24	22
Unreported	121	7.4	10	9.3
Total – all students	1646		108	

Appendix C. Leading for Change Consortium Benchmarks

(AY2015 Data)

Source: Office of Institutional Research on February 11, 2016

Graduation rates of first-time, full time-students	4 and 6 year rates	74%
Graduation rates of transfer students	4 and 6 year rates	Not available
Graduation rates of students of color	Use categories for the IPEDS reporting guidelines.	ALANA 66%
	1. Hispanic/Latino of any race; and, for individuals who are non-Hispanic/Latino only,	Cohort sizes are too small for individual race/ethnicities to calculate accurate rates.
	2. American Indian or Alaska Native,	
	3. Asian,	
	4. Black or African American,	
	5. Native Hawaiian or Other Pacific Islander,	
	6. White, and	
7. Two or more races		
Graduation and retention rates of first-generation students	<i>4 and 6 year rates</i>	64%
Graduation and retention rates of students from Pell-eligible families	<i>4 and 6 year rates</i>	65%
Graduation and retention rates based on gender	<i>4 and 6 year rates</i>	77% Female 65% Male
Graduation and retention rates of international students	<i>4 and 6 year rates</i>	83%
Graduation and retention rates based on gender and race	a. Females of color (using aggregated IPEDS Categories for race)	a. 72%

	b. Males of color (using aggregated IPEDS Categories for race)	b. 60%
	c. White females	c. 78%
	d. White males	d. 65%
Does your institution track graduation and retention rates of veterans? If so, please share with the Leading for Change Consortium how you gather this information.		No
Does your institution track graduation and retention rates of lesbian, gay, bisexual and transgender students (LGBT)? If so, please share with the Leading for Change Consortium how you gather this information.		No
Does your institution track retention and graduation rates of students with disabilities? If so, please share with the Leading for Change Consortium how you gather this information.		No
What is the racial composition of the employees at your institution across rank and role?	IPEDS employee categories being considered for employee categories.	Full-time (n=329):
		5% Hispanic/Latino/a
		3% Asian
		12% Black or African American
		57% White
		23% Race and ethnicity unknown
		Part-time (n=265):
		2% Hispanic/Latino/a
		1% Asian
		2% Black or African American
62% White		
33% Race and ethnicity unknown		
What is the gender composition of	IPEDS employee	Full-time (n=329):

employees at your institution across rank and role?	categories being considered for employee categories.	56% men
		44% women
		Part-time (n=265):
		47% men
		53% women
Does your institution track the percentage of employees that define themselves as disabled? If so, please share with the Leading for Change Consortium how you gather this information.		Not readily available.
Does your institution track the percentage of employees that define themselves as members of the LGBT community? If so, please share with the Leading for Change Consortium how you gather this information.		No