

Departmental Diversity Action Plan

Department: **Faculty of Art**

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2011-2015

Statement of Diversity and Equity

The Ontario College of Art & Design is committed to establishing educational and employment practices that value diversity and equity. Diversity includes, but is not limited to Francophones, Aboriginals, disabled and persons of different gender, race, religion, age, ethnicity, place of origin, and sexual orientation. The university's support for equity is grounded in its commitment to achieve a work and learning environment that is free of discrimination and harassment as defined in the *Ontario Human Rights Code*. OCAD will strive to eliminate, reduce or mitigate the adverse effects of any barriers to full participation in university life, and to make considerations of equity an essential element of all policies, practices and decisions.

"Diversity ignites possibilities for dynamic approaches to curriculum and the larger culture of OCAD." (OCAD Strategic Plan, p.7). Through its New Ecology of Learning initiative, the university will review its curricular and extracurricular programs to ensure that several key themes, including diversity, are appropriately reflected in the student experience. Considering that excellence flourishes in an inclusive environment that embraces the broadest range of experiences, the university will proactively seek to increase diversity among its community members. It will aim to attract and retain students and employees, who reflect the diverse pool of potential qualified applicants.

The creation of an equitable community, one that is diverse, inclusive, respectful and protects the human rights of its members, requires the work of every member of the community, across all departments and campuses, including students, faculty, academic and administrative staff, managers, visitors, alumni and guests. Responsibility for ensuring that the values expressed in this Statement of Diversity and Equity live and breathe throughout the university rests with its senior leadership and management, and within the scope of every person's role in the university.

Goal 1: To create a welcoming, supportive, respectful and inclusive campus climate

Objective	Barrier/Challenge	Action Strategy	Responsibility	Benchmarks/Performance Indicator	Timeline	Fiscal needs & Implications
1: To provide a climate that embraces and reflects diversity for faculty, staff and students.	The Faculty of Art can do more to provide a welcoming, supportive, respectful and inclusive campus climate.	<ul style="list-style-type: none"> Ensure that visiting artists better reflect the diversity of our student population. 	Chairs	Compare lists of visiting speakers annually as reported in Chairs' reports to the Dean.	2010 and ongoing	Time will be required to perform the comparisons shown under benchmarks.
		<ul style="list-style-type: none"> Support students and faculty in the mounting of projects that reflect the diversity of the student population. 	Chairs	Compare lists of projects in the Faculty of Art annually. Goal of six projects per academic year.	2011 and ongoing	As above. Provide each program with \$250/year for Diversity and/or Equity projects.
		<ul style="list-style-type: none"> Support students, staff and faculty in the mounting of events that reflect the diversity of the student body. 	Chairs, staff	Compare lists of events in the Faculty of Art annually.	2010 and ongoing	As above.
		<ul style="list-style-type: none"> Add a link to the Respectful Work & Learning Environment Policy to the Faculty of Art Course Outline template. 	Associate Dean, Curriculum	Adherence to the Respectful Work & Learning Environment Policy.	2010 and ongoing	
		<ul style="list-style-type: none"> Establish campus dialogues on issues of diversity and equity. 	EEEC Office	Is there an ongoing dialogue?		

Goal 2: To increase access/opportunity and retention for underrepresented students

Objective	Barrier/Challenge	Action Strategy	Responsibility	Benchmarks/Performance Indicator	Timeline	Fiscal needs & Implications
1. To create field study placements with secondary schools and/or agencies working with underrepresented and at risk youth.	There is an insufficient understanding of the needs of underrepresented and at risk youth.	<ul style="list-style-type: none"> Meet with organizers and staff of OASIS who are working with underrepresented and at risk youth. Begin to identify other such schools and agencies. Improve the understanding of 	Dean, Associate Deans, Chairs, Faculty.	Establish a number of field study placements with schools and/or agencies working with underrepresented and at risk youth.	2011/12 and onwards	Possible need for additional service contributions on the part of faculty.

		<p>these needs amongst faculty and students through small group and individual meetings and through the Faculty of Art newsletter.</p> <ul style="list-style-type: none"> • Liaise with AVP Students and Centre for Innovation in Art and Design Education. 				
2. To create Articulation Agreements with post secondary institutions that have higher Aboriginal student populations than OCADU.	Time is required to identify the institutions that are appropriate and assess their programs.	<ul style="list-style-type: none"> • Maintain relationship with KIAC/SOVA. • Create students' placements in the summer course, Bringing Visual Literacy to Aboriginal Communities (work with ABVC program). • Explore relationship with Laurentian University. • Identify other post secondary institutions that have higher Aboriginal student populations than OCADU. 	Dean, Associate Deans	Compare numbers of Articulation Agreement students annually.	2010/11 and onwards.	Possible travel requirements to meet with administrators at other institutions. Initial budget of \$1000 to support liaising and networking with other institutions.
3. Partner with 1 st Generation Project to develop retention projects.		<ul style="list-style-type: none"> • Meet with Zev Farber, Coordinator, First Generation/Student Success Programs to discuss. • Meet with Deanne Fisher, AVP Students to discuss retention of underrepresented students. 	Associate Dean, Curriculum	Are projects developed? Do such projects improve retention of students?	2011/12 and onwards.	

Goal 3: To increase diversity in employee recruitment and retention

Objective	Barrier/Challenge	Action Strategies	Responsibility	Benchmarks/Performance Indicator	Timeline	Fiscal needs & Implications
1: To diversify faculty, technician and staff hires in the Faculty of Art.	Hirings occur on an as needed basis, thus the reconfiguration of our faculty, technician and staff pools to reflect	<ul style="list-style-type: none"> • Enable the hiring and retention of diverse faculty and staff. 	Dean, Associate Deans, Chairs	See below.	Immediate and ongoing	Training requires budget line.

	diversity will happen slowly over time.					
		<ul style="list-style-type: none"> Contribute to the Diversity Hiring list of community organizations and centres for job posting list serve. 	Associate Deans, Chairs	Revisit and update list annually and prior to hiring cycle.	Immediate and ongoing	
		<ul style="list-style-type: none"> Contact leaders of community organizations and solicit potential applicants from underrepresented groups. 	Dean, Associate Deans, Chairs	Production of track-report of applicants for all job positions in the Faculty of Art. These reports will be collated by HR and shared university wide.	Immediate and ongoing	
	Requires consultation with the communities to whom we are speaking.	<ul style="list-style-type: none"> Include clear language that promotes diversity in all job postings. 	Dean, Associate Deans in collaboration with HR.	Production of track-report of applicants for all job positions in the Faculty of Art. These reports will be collated by HR and shared university wide.	Immediate and ongoing	
	The limited pool of diversity ambassadors sometimes makes it difficult to ensure someone is available to help meet objectives.	<ul style="list-style-type: none"> Assure presence of diversity ambassadors on each hiring committee and assure the highest level possible of diversity on each committee. Increase number of diversity ambassadors in the Faculty of Art. Provide training for ambassadors from Diversity and Equity Office. 	Associate Dean, Curriculum	<p>Produce and expand a list of diversity ambassadors in the Faculty of Art.</p> <p>Provide training to all Faculty of Art Peer representatives</p>	Immediate and ongoing	Possible need for additional service contributions on the part of faculty.
	Lack of funds to support professional development for faculty for purposes of diversity and equity.	<ul style="list-style-type: none"> Engage faculty in attending diversity training workshops provided by HR and Diversity and Equity Office. 	Chairs, Faculty	Expanded pool of diversity ambassadors in the Faculty of Art (2011/12).	Immediate and ongoing	
		<ul style="list-style-type: none"> Celebrate faculty expertise and contributions in the area of diversity/equity. Develop guidelines for a Diversity and Equity award in the Faculty of Art (and possibly university wide). Create a student competition to create a plaque as award as mentioned to the right. 	Dean, Associate Deans and Chairs	Demonstrated evidence of cross cultural perspectives in curriculum and/or extra-curricular activities.	2012/13	Provide annual award (student created plaque) for a Diversity Contribution Award.

		<ul style="list-style-type: none"> • Improve diversification in terms of gender, aboriginal identity, visible minorities and disability of faculty and staff in all areas where a balance currently does not exist. Apply this strategy to all categories under the purview of the Faculty of Art. 	Associate Dean, Curriculum, Chairs	Balanced faculty and staff complements.	Immediate and ongoing.	
		<ul style="list-style-type: none"> • Review and communicate findings of the Diversity Audit and set specific targets (numerical) for diversification in each program area/unit. 	Dean, Associate Deans	Periodic diversity audits will allow us to measure our progress.	2011/12	
2. To support retention and success of all new hires in the Faculty of Art.	Mentorship to accomplish this is not supported by the Memorandum of Agreement.	<ul style="list-style-type: none"> • Provide mentorship including classroom visits for all new faculty and recognize such mentorship as service. • Enable personal practice and development of individual strengths. 	Chairs. Associate Dean, Curriculum	New faculty remain in their position for more than three years.	2011/12	
		<ul style="list-style-type: none"> • Provide mentorship for all new administrative staff. • Develop guidelines for mentorship 	Staff	New staff remain in their position for more than three years. Produce list of FoA faculty and staff mentors	2011/12	
	Some elements of support for retention are impacted by budgetary constraints.	<ul style="list-style-type: none"> • Provide 0.5 course release for all new tenure-track hires in their first year of appointment. 	Associate Dean, Curriculum			\$4002. – 5335 per hire.

Goal 4: To infuse accessibility and diversity into curriculum and research

Objective	Barrier/Challenge	Action Strategy	Responsibility	Benchmarks/Performance Indicator	Timeline	Fiscal needs & Implications
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1: To implement trans-national / cross-cultural and diversity content and perspectives in existing and new curriculum.	Curriculum at OCAD U is overwhelmingly Eurocentric and does not reflect the diversity of our students.	<ul style="list-style-type: none"> Through CACOF and CIADE identify and develop PD workshops/seminars/sessions through the Diversity and Equity office for faculty in order to promote critical and pedagogical awareness of the trans-national and cross-cultural content/perspectives for all permanent/faculty. 	Associate Dean, Curriculum, CACOF	<ul style="list-style-type: none"> Faculty participation Report to Employment and Educational Equity Committee on PD sessions 	2010/11	<p>Funding required for the external consultant fee. (\$1000)</p> <p>There is a need for additional faculty workshops and seminars on equity and diversity, and broader dialogue on these issues and how they relate to curriculum development.</p>
		<ul style="list-style-type: none"> Develop new courses and revise existing courses in order to build on the ideas and perspectives of the Aboriginal Visual Culture program and Aboriginal epistemologies in each program area, as exemplified in DRPT and SCIN. 	Chairs, Faculty	Number of new ABVC courses in the Faculty of Art across program areas.	Ongoing. Courses have been added and revised recently for inclusion in the ABVC Minor.	
	Infusing transnational and cross-cultural content will occur over time and may be accompanied by some resistance. However, this will be accomplished through initiatives shown in the next column.	<ul style="list-style-type: none"> Through CIADE, develop guidelines for development and implementation of new diversity curriculum, including learning outcomes and communicate these in each program curriculum committee. Identify texts, tools and library resources in consultation with the Library. 	Associate Dean, Curriculum, Chairs	New and revised course proposals will require information regarding how the course addresses themes of the New Ecology of Learning, some of which will address equity and diversity. A periodic review of these will provide one benchmark in addition to the above.	2010/11	Resources and acquisitions (\$250 annually)
		<ul style="list-style-type: none"> Map out and identify all existing efforts including course assignments, contents and/or pedagogies that support the objective above. 	Chairs	The sharing of success stories and showcasing of pedagogical innovation in these areas through the Faculty of Art Newsletter. Produce an issue of FoA Newsletter that is exclusively dedicated to issues of diversity and equity.	2011/12	

		<ul style="list-style-type: none"> Require bibliographies, visual resources and required institutional purchases for new and revised courses. In many cases, these will support the initiatives to address equity and diversity. 	Faculty, CACOF, Curriculum Committee, Library and Diversity – Equity faculty coordinator for the Faculty of Art (TBA).	Periodic audit of library holdings.	Immediate and ongoing.	
		<ul style="list-style-type: none"> Identify existing library resources that support the objective above and to expand these resources. 	Library liaison person of Faculty of Art (TBA).			
		<ul style="list-style-type: none"> Develop a Minor in Art & Social Change in concert with the Faculties of Design and Liberal Studies (2010-11). 	Deans, Associate Deans, Faculty	Defined Program/Minor objectives. (A visit from Judith Marcuse to begin to work through issues related to program development is currently scheduled.)	2010/11	<p>Course release is required for curriculum development -- \$4002. – 5335.</p> <p>One course release annually for designated faculty member</p>
		<ul style="list-style-type: none"> Revise “New Course Proposal” form to include New Ecology of Learning themes. Some will address diversity and equity directly. 	CACOF and Curriculum Committee	This has been adopted on a one-year trial basis.	2010/11	
		<ul style="list-style-type: none"> Revise “Revised Course Proposal” form to include New Ecology of Learning themes. Some will address diversity and equity directly. 	CACOF and Curriculum Committee	This has been adopted on a one-year trial basis.	2010/11	
		<ul style="list-style-type: none"> Have discussion on including lists of key artists and diversity indicators on course outlines. 	Associate Dean, Curriculum, CACOF			
		<ul style="list-style-type: none"> Develop periodic interfaculty conversations on diversity action plan and explore possibilities for synergizing efforts across all three Faculties. 	Deans	One joint CACOF meeting (Art/Design/ Liberal Studies) annually that is specifically dedicated to discussion of diversity and equity cross-faculty initiatives and implementation of diversity action plan	2010/11	
		<ul style="list-style-type: none"> Explore opportunities for supporting the objective above through the Art Creates Change speaker series (2010-11). 	Associate Dean, Facilities, Faculty	Art Creates Change has included speakers from diverse backgrounds since 2009. The current schedule is exemplary in this regard.	Ongoing since 2009.	Continued funding for the Art Creates Change speaker series required (\$10,000 secured for 2011-12)

2. To implement trans-national / cross-cultural content and perspectives in existing and new research.	The Faculty of Art is only now identifying how we are participating in research activities. We need to establish our relationship to research in parallel with the aforementioned implementation.	<ul style="list-style-type: none"> Identify and establish Research projects and opportunities to support this strategy. Make micro research/initiatives grants of \$100. available in each program. 	Dean, Associate Deans	Research grants acquired will reflect the aims of the diversity and equity initiative.	2011/12	Course release required for research initiatives, especially for leadership roles. \$4002. – 5335 per course release, plus \$700. for micro grants.
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Goal 5: To develop and strengthen partnerships with diverse communities in Toronto and globally

Objective	Barrier/Challenge	Action Strategy	Responsibility	Benchmarks/Performance Indicator	Timeline	Fiscal needs & Implications
1: To develop more focused outreach community-specific lists (eg. Ethno-cultural, women, feminist, LGBTQ, environmental, etc.) to promote and diversify audiences for lectures and events at OCADU.	Relationships with these communities are not well established, or exist for faculty only.	<ul style="list-style-type: none"> Employ FoA and HR list serves developed for recruiting to promote events. Consult with faculty to develop lists of community organizations which align with the goals of the diversity action plan. Develop questionnaire to solicit input from Art Creates Change regarding topics to be addressed and/or communities to be engaged. 	Event organizers, eg. Associate Deans, Chairs, Faculty	<p>Increase in audience numbers for events.</p> <p>Increase in audience diversity for events.</p> <p>Assess programming vis-à-vis questionnaire results</p>	2011/12	Advertising budget may be required -- \$500.
2: Diversify range of topics and speakers to address a more diverse audience.	As above.	<ul style="list-style-type: none"> Invite selected groups to nominate speakers. 	Dean, Associate Deans	<p>Increase in audience numbers for events.</p> <p>Increase in audience diversity for events.</p>	2011/12	
3: To pursue and develop international exchange programs for students.	These programs require administrative support in order to run smoothly.	<ul style="list-style-type: none"> Continue relationship with State Hermitage Museum Foundation of Canada Continue Florence Program Develop business plan for Berlin studies abroad. 	Dean, Associate Deans	Increase in number of students on mobility and other exchange programs.	2011/12	Seed money required for establishment of Berlin program. One administrative position required for international agreements in progress -- possibly for both student and faculty programs. Support international exchange programs and initiatives through the Faculty Innovation Fund
4: To pursue and	These programs	<ul style="list-style-type: none"> Explore faculty exchange programs with 	Dean, Associate	Establishment of an initial faculty	2012/13	As above.

develop international exchange programs for faculty.	require administrative support in order to run smoothly.	international institutions.	Deans	exchange program.		
5: To develop programming and field placements with community organizations. Implementation year (2012-13)	As with previous objectives, relationships need to be established with community organizations in order for field placements to be identified.	<ul style="list-style-type: none"> • Work with Director of CIADE to determine field placement timeline for FoA. • Develop list of potential sites for placements across FoA. • Establish Field Study Coordinator. 	Associate Dean, Curriculum, Director CIADE	Establishment of required field placements in Criticism & Curatorial Practice and Photography programs commencing in 2012-13 Modified program guides.	2012/13	\$15,000. (Additional 15,000 matching funds from office of VPA for Coordinator of Field Placement Study.

Goal 6: To enhance accessibility for people with disabilities

Objective	Barrier/Challenge	Action Strategy	Responsibility	Benchmarks/Performance Indicator	Timeline	Fiscal needs & Implications
1. To support in any way possible the survey of facilities for the implementation of the AODA.	Although AODA training is mandatory, it is not clear whether faculty understand the overall implications.	<ul style="list-style-type: none"> • To include statement on the Accommodation Policy in all job postings and direct applicants to the link at OCADU website. 	Dean, Associate Dean, Curriculum, HR	An absence of barriers to any courses in the Faculty of Art.	ongoing	
2. To ensure that students with any disabilities are appropriately accommodated.	Space constraints may hinder implementation of AODA standards in some areas.	<ul style="list-style-type: none"> • Support the efforts of the Centre for Students with Disabilities • Assist Faculty in accommodating students with disabilities • Raise awareness of the Accessibility for Ontarians with Disabilities Act. 	Associate Deans, Chairs	Students with disabilities are taking courses across the FoA programs, regardless of medium of production.	ongoing	Physical changes may be required in some program areas, eg. Lowered sinks in drawing and painting and other areas for wheelchair accessibility.

Goal 7: To enhance accountability & commitment to diversity & equity

Objective	Barrier/Challenge	Action Strategy	Responsibility	Benchmarks/Performance Indicator	Timeline	Fiscal needs & Implications
To create mechanisms to ensure accountability and commitment to diversity and equity.		<ul style="list-style-type: none"> Request input from faculty on all the aforementioned initiatives. 	Chairs	All of the above Benchmarks and Performance Indicators.	2011/12	
		<ul style="list-style-type: none"> Hold periodic diversity and equity "check-ins" with faculty to open up a dialogue of inclusion at FoA faculty meetings, CACOF, DAG, hiring committees. 	Dean, Associate Deans, Faculty			
		<ul style="list-style-type: none"> Pursue gradual implementation and realization of strategies above and communicate this process through the FoA Newsletter and SKETCH. 	Associate Dean (newsletter editor).			