

**Faculty of Art 2010-11 Diversity Action Plan**

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

<b>Objective</b>	<b>Barrier/Challenge</b>	<b>Action Strategy</b>	<b>Responsibility</b>	<b>Benchmarks/Performance Indicator</b>	<b>Timeline</b>	<b>Fiscal needs &amp; Implications</b>
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"> <li>Ensure that visiting artists better reflect the diversity of our student population.</li> </ul>	Chairs	Compare lists of visiting speakers annually.	2010 and ongoing	Time will be required to perform the comparisons shown under benchmarks.
		<ul style="list-style-type: none"> <li>Support students and faculty in the mounting of projects that reflect the diversity of the student population.</li> </ul>	Chairs	Compare lists of projects in the Faculty of Art annually. Goal of six projects per academic year.	2010 and ongoing	As above. Provide each program with \$250/year for Diversity and/or Equity projects.
		<ul style="list-style-type: none"> <li>Support students, staff and faculty in the mounting of events that reflect the diversity of the student population.</li> </ul>	Chairs, staff	Compare lists of events in the Faculty of Art annually.	2010 and ongoing	As above.
		<ul style="list-style-type: none"> <li>Adhere to the Respectful Work &amp; Learning Environment Policy.</li> </ul>	All		2010 and ongoing	

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

<b>Objective</b>	<b>Barrier/Challenge</b>	<b>Action Strategy</b>	<b>Responsibility</b>	<b>Benchmarks/Performance Indicator</b>	<b>Timeline</b>	<b>Fiscal needs &amp; Implications</b>
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"> <li>Meet with organizers and staff of Oasis who are working with underrepresented and at risk youth.</li> <li>Begin to identify other such schools and agencies.</li> <li>Improve the understanding of these needs amongst faculty and students through small group and individual meetings and through</li> </ul>	Dean, Associate Deans, Chairs, Faculty.	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.

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		the Faculty of Art newsletter.				
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"> <li>Maintain relationship with KIAC/SOVA.</li> <li>Explore relationship with Laurentian University.</li> <li>Identify other post secondary institutions that have higher Aboriginal student populations than OCADU.</li> </ul>	Dean, Associate Deans	Compare numbers of Articulation Agreement students annually.	2010/11 and onwards.	Possible travel requirements to meet with administrators at other institutions. Cost=?
3. Partner with 1 <sup>st</sup> Generation Project to develop retention projects.		<ul style="list-style-type: none"> <li>Meet with Zev Farber, Coordinator, First Generation/Student Success Programs to discuss.</li> <li>Meet with Deanne Fisher, AVP Students to discuss retention of underrepresented students.</li> </ul>	Associate Dean	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 diversity will happen slowly over time.	<ul style="list-style-type: none"> <li>Do more to enable the hiring and retention of diverse faculty and staff.</li> </ul>	Dean, Associate Deans, Chairs	See below.	Immediate and ongoing	Training requires budget line.
		<ul style="list-style-type: none"> <li>Contribute to the Diversity Hiring list of community organizations and centres for job posting list serve.</li> </ul>	Associate Deans, Chairs	Number of contributions, length of list.	Immediate and ongoing	

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		<ul style="list-style-type: none"> <li>Contact community organizations and solicit potential applicants from underrepresented groups.</li> </ul>	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"> <li>Include clear language that promotes diversity in all job postings.</li> </ul>	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"> <li>Assure presence of diversity ambassadors on each hiring committee. Increase number of diversity amassadors in the Faculty of Art. Provide training for ambassadors from Diversity and Equity Office.</li> </ul>	Associate Dean	Produce a list of diversity ambassadors in the Faculty of Art.	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"> <li>Engage faculty in attending diversity training workshops provided by HR and Diversity and Equity Office.</li> </ul>	Chairs, Faculty	Expanded pool of diversity ambassadors in the Faculty of Art (2011/12).	Immediate and ongoing	
		<ul style="list-style-type: none"> <li>Celebrate faculty expertise and contributions in the area of diversity/equity. Develop guidelines for a Diversity and Equity award in the Faculty of Art (or university wide?)</li> </ul>	Dean, Associate Deans and Chairs	Evidence of cross cultural perspectives in curriculum and/or extra-curricular activities.	2012/13	Provide annual award (\$500.) for a Diversity Contribution Award.
		<ul style="list-style-type: none"> <li>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.</li> </ul>	Associate Dean, Chairs	Balanced faculty and staff complements.	Immediate and ongoing.	
		<ul style="list-style-type: none"> <li>Review and communicate findings of the Diversity Audit and set specific targets (numerical) for diversification in each program area/unit.</li> </ul>	Dean, Associate Dean	Periodic diversity audits will allow us to measure our progress.	2011/12	

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2. To support retention and success of all new hires in the Faculty of Art.		<ul style="list-style-type: none"> <li>Provide mentorship including classroom visits for all new faculty and recognize such mentorship as service.</li> </ul>	Chairs. Associate Dean	New faculty remain in their position for more than three years.	2011/12	
		<ul style="list-style-type: none"> <li>Provide mentorship for all new administrative staff.</li> </ul>	Staff	New staff remain in their position for more than three years.	2011/12	
		<ul style="list-style-type: none"> <li>Provide 0.5 course release for all new tenure-track hires in their first year of appointment.</li> </ul>	Associate Dean			\$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
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"> <li>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.</li> </ul>	Associate Dean, CACOF	Faculty participation	2010/11	<p>Funding required for the external consultant fee. (\$700)</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"> <li>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.</li> </ul>	Chairs, Faculty		Ongoing. Courses have been added and revised recently for inclusion in the ABVC Minor.	

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	Inserting 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"> <li>Through CIADE, develop guidelines for development and implementation of <b>new diversity (needs definition or clarification)</b> curriculum, including learning outcomes and communicate these in each program curriculum committee. Texts, tools and resources identified through this process will need to be made available.</li> </ul>	Associate Dean, 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	
		<ul style="list-style-type: none"> <li>Map out and identify all existing efforts including course assignments, contents and/or pedagogies that support the objective above.</li> </ul>	Chairs	Share success stories and showcase pedagogical innovation in these areas through the Faculty of Art Newsletter.	2011/12	
		<ul style="list-style-type: none"> <li>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.</li> </ul>	Faculty, CACOF, Curriculum Committee, Library.	Periodic audit of library holdings.	Immediate and ongoing.	
		<ul style="list-style-type: none"> <li>Identify existing library resources that support the objective above and to expand these resources.</li> </ul>	Library (is this a FoA responsibility? They will identify resources based on New and Revised Course Proposals)			
		<ul style="list-style-type: none"> <li>Develop a Minor in Art &amp; Social Change in concert with the Faculties of Design and Liberal Studies (2010-11).</li> </ul>	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	Course release is required for curriculum development.
		<ul style="list-style-type: none"> <li>Revise "New Course Proposal" form to include New Ecology of Learning themes. Some will address diversity and equity directly.</li> </ul>	CACOF and Curriculum Committee	This has been adopted on a one-year trial basis.	2010/11	
		<ul style="list-style-type: none"> <li>Revise "Revised Course Proposal" form to include New Ecology of Learning themes. Some will address diversity and equity directly.</li> </ul>	CACOF and Curriculum Committee	This has been adopted on a one-year trial basis.	2010/11	

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		<ul style="list-style-type: none"> <li>Have discussion on including lists of key artists and diversity indicators on course outlines.</li> </ul>	Associate Dean, CACOF			
		<ul style="list-style-type: none"> <li>Develop periodic interfaculty conversations on diversity action plan and explore possibilities for synergizing efforts across all three faculties.</li> </ul>	Deans	Is this on the agenda?	2010/11	
		<ul style="list-style-type: none"> <li>Explore opportunities for supporting the objective above through the Art Creates Change speaker series (2010-11).</li> </ul>	Associate Dean, 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.

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"> <li>Identify and establish Research projects and opportunities to support this strategy.</li> <li>Make micro grants of \$50 – 300. available.</li> </ul>	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.
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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. ethnocultural, women, feminist, LGBTQ, environmental, etc.) to promote and diversify audiences (for lectures and events?) that come to OCADU.	Relationships with these communities are not well established, or exist for faculty only.	<ul style="list-style-type: none"> <li>Employ FoA and HR list serves developed for recruiting to promote events.</li> <li>Consultation with faculty to develop lists of community organizations which align with the goals of the diversity action plan.</li> </ul>	Event organizer, eg. Associate Deans, Chairs, Faculty	Increase in audience numbers for events.	2011/12	Advertising budget may be required.

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2: To pursue and develop international exchange programs	These programs require administrative support in order to run smoothly.	<ul style="list-style-type: none"> <li>Continue relationship with State Hermitage Museum Foundation of Canada</li> <li>Continue Florence Program</li> <li>Develop business plan for Berlin studies abroad.</li> <li>Explore faculty exchange programs with international institutions.</li> </ul>	Dean, Associate Deans		2011/12	Seed money required for establishment of Berlin program. One administrative position required.
3: To develop programming and field placements with community organizations. (2011-12)	As with previous objectives, relationships need to be established with community organizations in order for field placements to be easily identified.	Work with Director of CIADE to determine field placement timeline for FoA.	Associate Dean, Director CIADE	By 2012, are field placement courses running in Photo and CRCP? Are the placements reflective of diversity goals? Are students from other programs pursuing field placements? Are field placements a component of the Art and Social Change Minor?	2012/13	

### 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 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"> <li>To include statement on the Accommodation Policy in all job postings and direct applicants to the link at OCADU website.</li> </ul>	Dean, Associate Dean, 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"> <li>Support the efforts of the Centre for Students with Disabilities</li> <li>Assist Faculty in accommodating students with disabilities</li> </ul>	Associate Dean, 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.



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

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