

WE ARE A STUDENT-READY CAMPUS

Goal Statement	Action	Year 1 Action	Year 2 Action	Years 3-5 Action	Cross-Listed Y/N
We design our time and space to best serve students.	Organizational Innovation - Flexible space design of MassArt facilities - Usage of time				Y
	Study "block" curriculum schedules				Y
	Research & Self-Reflection On The Student Experience: Review registration, aid, and billing processes for student experience				Y
	Implementation of campus space enterprise management system (classes, events, speakers, external use, etc)				Y
	Launch/Continue study teams on space and time; study pilots of new space configurations in Tower				Y
	Pilot recommendations of Studio Space Allocation study				Y
	Continue year one items of 5 year Facilities Plan				Y
	Complete 5 year Facilities Plan. Refresh for next strategic cycle.				Y
	Activate and curate public and communal spaces				Y
	Research & Self-Reflection On The Student Experience (see cross listed actions)				Y
Pathways to Student Success: Create flexible pathways for degree attainment - Identify the pathways: interdisciplinary courses, double majors/minors, open majors				Y	
Research & Self-Reflection On The Student Experience: Build relationships with community agencies- partner with organizations that have relationships with low-income, first-generation, non-traditional, and other underrepresented student groups				Y	
Pathways to Student Success: Create flexible pathways for degree attainment - Support multiple degree pathways (e.g. interdisciplinary courses, double majors/minors, open majors, certificates to degree, etc.)				Y	
- Support multiple onramps to a degree program (e.g. transfers, continuing education, Youth Programs, etc.)				Y	
- Form workgroup: Improve credit evaluation process for transfer students				Y	
Critique Initiative				Y	
Pathways to Student Success: Students who thrive - Identify best practices that further a community of care and create the conditions for Students that Thrive				Y	
Pathways to Student Success: Students who thrive - Support student growth				Y	
- Support Student Leaders				Y	
- Cultivate and learn from Communities of Care (Counseling and Wellness, Compass, Artward Bound, CACP, etc)				Y	
- Provide studio space access opportunities for use by non-departmental students				Y	
- Encourage programs for student professional development and training (ie. Museum Attendant program, student Museum Installers and Assistant programs, and possible post-graduation museum fellowships)				Y	
- Consider the museum as a campus gathering place; a way to foster sense of belonging and place-making/oasis on campus which helps students thrive.				Y	
Pathways to Student Success: Students who thrive - Develop more robust Student Safety Net				Y	
- Housing: Information/Resources including Affordable and Free housing options				Y	
- Food Security (access to healthy and consistent quality food and resources)				Y	
- Expand Massart Food Bank				Y	
- Partner with Greater Boston Food Bank				Y	
- Continue to provide meal vouchers for Chartwells dining opportunities				Y	
- Art and Design Supplies				Y	
- Supply Bank				Y	
- Social and Emotional Support				Y	
- Financial Resources				Y	
- Increased promotion of financial literacy programs in place at MassArt				Y	
- Employment: on and off campus				Y	
- Expand Emergency Fund				Y	
- Meet with relevant departments to establish scope and revenue stream for expanding emergency fund for students				Y	
Continue Partnership Plan with the Commonwealth				Y	
Collaborate with BHE on development of 29-institution strategic plan				Y	
Examine and implement increased opportunities for MassTransfer Pathways (MA CCs to MassArt)				Y	
Research and implement proactive recruitment methods (including international)				Y	
Determine what "cultural markers" will be measured qualitatively and quantitatively, and how this information will be made available for transparency				Y	
Study models for Student Success & Retention Programs, emphasizing promising practices found from "Cultural Reviews" and "Cultural Markers" year one work				Y	
Student Success & Retention Program established with high impact practices and cultural center (emph. retention)				Y	
"Family First Seminar" - For first generation and/or multi-lingual families develop an orientation that focuses on developing a cultural understanding of the academic journey.				Y	
Create plan for growth and success of PK-16+ programs, building on the collective efforts of faculty, staff, alumni, and partners, with a special emphasis on but not limited to Artward Bound, Compass, YF, CACP, Gallery Ed, PCE, Grad, UG pathways				Y	
We communicate in ways that resonate.	Determine internal community technology needs for communication				Y
	Conduct research on higher education best-practices for portal system or other centralized information sharing and present recommendations on potential solutions				Y
	Search for a vendor solution and pilot an application for communication subscriptions				Y
	Improve and sustain effective internal communication for greater transparency regarding college operations, activities, and policies (functions directory, facilities and IT refresh plans, resource allocation,...)				Y
	Conduct program reviews, curricular reviews, and develop on-going processes for studying and incorporating effective strategies for learning and teaching in all academic departments				Y
We keep the cost of attendance as low as practicable.	Formalize our Student Employment Program, integrating learning goals, tracks for student professional development, and business, entrepreneurship, and financial literacy skills				Y
	Pursue year one strategies recommended in the fundraising feasibility study				Y
	"Culture Reviews" (Collab w/ Academic Affairs) - 3 - 5 departments				Y
	Curriculum development and critique: Create a model and process for developing, refining, and evolving the curriculum				Y
	Study faculty perceptions/understanding/utilization of CACP as a curricular resource				Y
We shape curricula, pedagogies, and critique for student and alumni success.	Work with faculty to identify areas for improvement, and suggest tools for implementation				Y
	Critique Initiative				Y
	Curriculum development and critique: : Develop pilot for "Faculty of the Future" Graduate Program (i.e. centered in Social Practice and JEDI Principles)				Y
	Curriculum development and critique: Initiate professional development to assist Faculty/Staff with successful incorporation of JEDI, including initiating best practices for reducing achievement gap				Y
	Curriculum development and critique: Faculty & Staff Incubator - Explore boundaries of what we know and value				Y
	Curriculum development and critique: Faculty & Staff Incubator - Consider pedagogical practices that best suit MassArt teaching and learning				Y
	Curriculum development and critique: Faculty & Staff Incubator - Investigate how learning from one another fosters an education toward student growth				Y
	Research & Self-Reflection On The Student Experience: Map out student experience for defined cohorts				Y
	Research & Self-Reflection On The Student Experience: Review student demands				Y
	Research & Self-Reflection On The Student Experience: Define student success				Y
	Research & Self-Reflection On The Student Experience: Define marginalized/underrepresented groups and needs of cohorts. Consistent terminology				Y
	Research & Self-Reflection On The Student Experience: Easier registration process				Y
	Research & Self-Reflection On The Student Experience: Use predictive analytics to ID needs of marginalized/underrepresented students pre enrollment				Y
	Research & Self-Reflection On The Student Experience: Build relationships with community agencies- partner with organizations that have relationships with low-income, first-generation, non-traditional, and other underrepresented student groups				Y
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	Curriculum development and critique: Pedagogy Initiative - Continue to support and amplify existing wells of study and emergent practice: Engaged Pedagogy Incubator, Critique Practices class, Retooling Critique Working Group. Build additional networks of faculty and students into and onto these. (i.e. run class again and with funds for 4 affiliated visiting artist/lecture/workshops open wider school community; hire alums of Critique Practices class to lead peer/peer workshops)				Y
	Curriculum development and critique: Pedagogy Initiative - Develop self-guided and cohort-based curriculum for building faculty competencies in JEDI-informed studio critique practices, models, and tools. Identify faculty ready to lead small study cohorts and provide support (course release and/or stipends) for this leadership. Develop menu-based self-study program building off of Retooling Critique Working Group website. Initiate cohort based study groups in SF faculty (already did 1 hour Critique Practices introductory workshop as part of their faculty retreat May 2018) to best meet the incoming class of students				Y
	Curriculum development and critique: Faculty & CACP Bridge-Building - CACP + New Faculty Orientation				Y
	Curriculum development and critique: Faculty & CACP Bridge-Building - Write, publish and share CACP's Community-Based Learning & Teaching (CBLT)™ methodology				Y
	Curriculum development and critique: Faculty & CACP Bridge-Building - Community Engaged Pedagogy Sharings - gatherings of Faculty, CACP Staff, community partners to share, learn, and envision possibilities for community engaged work				Y
	Curriculum development and critique: Faculty & CACP Bridge-Building - Continue to research models of community-engaged work taking place among faculty and university centers like CACP (Ongoing)				Y
	Curriculum development and critique: Culturally Responsive Curriculum - Achieve the target percentage of non-western courses				Y
	Curriculum development and critique: Culturally Responsive Curriculum - All MassArt courses enhanced with interdisciplinary work and JEDI principles				Y
	Curriculum development and critique: Culturally Responsive Curriculum - Workgroup: Culturally Responsive Curriculum				Y
	Curriculum development and critique: Graduate programs will provide flexible, broad opportunities and deep learning based on graduate student interest, contemporary and professional practices, and graduate assistantships, linking faculty and student research in studio practices and area of study				Y
	Curriculum development and critique: Collaboration across campus and beyond - Drive innovation through external partnerships (e.g. departmental partnerships with new technology companies)				Y
	Curriculum development and critique: Collaboration across campus and beyond - Dual-department enrollment				Y
	Curriculum development and critique: Co-curricular/department programming Departments collaborate on class listings 1) Develop a framework for sense of mutual belonging through curriculum development and co-curricular programming 2) Grants and course releases for co-teaching and co-curricular development				Y
	Curriculum development and critique: Collaboration across campus and beyond - Improved integration of non-curricular departments into curriculum and whole college (e.g. CACP, Museum, etc.)				Y
	E.g. MassArt Museum programming: proactive curricular and faculty engagement, education and career development opportunities for students and alumni, collaboration with area artists, schools, and greater community)				Y
	Curriculum development and critique: Further develop Youth Programs (e.g. affordable opportunities, scholarships, international programs, dual enrollment, etc.)				Y
	Curriculum development and critique: Lifelong Learning - Further develop Professional and Continuing Education (e.g. affordable, varied learning opportunities including workshops, courses, certificates, degrees, etc.)				Y
	Curriculum development and critique: Further develop Museum programming as a means of developing lifelong learning (e.g. education and career development opportunities for students, schools, artists, alumni, neighbors, art lovers, and greater community).				Y
	Pathways to Student Success: Become a student ready campus - Reimagine a new First Year Experience with the creation of "the First Year Program": link Studio Foundation, Liberal Arts, and History of Art Departments, including increased input and partnership of the Godine Library and Museum.				Y
	Pathways to Student Success: Become a student ready campus - Define study group for preparation for choosing major.				Y
	Pathways to Student Success: Become a student ready campus - Make every major equally accessible regardless of income				Y
	Pathways to Student Success: Become a student ready campus - Improve transparency of course content				Y
	Pathways to Student Success: Become a student ready campus - Form workgroup: Preparation for choosing major				Y
	- Define study group, define pilot, present report				Y
	- Define pilot program for demonstration of skills by upper-class students				Y
Pathways to Student Success: Become a student ready campus - Develop approach to increase electives for majors in Year One and present report to Department Chairpersons & AUC				Y	
Pathways to student Success: Deepen partnerships with Colleges of the Fenway (COF)				Y	
- Remove barriers to take advantage of COF opportunities (i.e. schedule conflicts, aligning start of semester courses, etc) while increasing the education, promotion and marketing of new policies				Y	
Pathways to Student Success: Deepen partnerships with Longwood area schools, hospitals, museums and the greater community				Y	
Pathways to Student Success: Professional/ Business skills for students - Form Workgroup: On-campus employment				Y	
Increased access and communications about: - employment and professional resources				Y	
- paid internships, residencies, mentorships and opportunities				Y	
- Business/Finance and Entrepreneurship courses/workshops				Y	
- Curriculum opportunities to provide classes to prepare students for life after MassArt				Y	
- Case studies/presentations of successful artists and designers				Y	
- Design intracurricular programming for thriving post-graduation careers and success				Y	
Facilitate alumni and current/prospective student interactions, and mentorships				Y	
Develop strategies to grow young alumni, alumni of color, and graduate programs alumni engagement				Y	
AAM accreditation process submitted and attained				Y	
Highlight alumni accomplishments through press coverage and alumni spotlights as a way of inspiring tomorrow's creative professionals				Y	
"Culture Reviews" (Collab w/ Academic Affairs) - 3 - 5 departments				Y	
COF Minor in Sustainability and the Environment undergoes review by Curriculum Committee, Minor Director's role in College decision making structures under review				Y	