

California Institute of the Arts Inclusion, Diversity, Equity, and Access 2022-2025 Action Plan



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*“Through artistic practice, we transform ourselves,
each other, and the world.”*

- Institute mission statement, 2020

I. Introduction

At California Institute of the Arts (CalArts), we work to develop practices and processes that foster equity in the education of artists. To reflect the values of the Institute, the artists and citizens who make up our community, we must align CalArts’ commitment to [Inclusion, Diversity, Equity, and Access \(IDEA\)](#) with our daily work to deliver upon our mission. We seek to make this alignment happen by using the principles of inclusive excellence in the review of our academic and administrative practices, and for that matter in all the future work of the Institute. To succeed, our IDEA work must be a continued effort to evolve and to recognize the needs of the 21st-century learner through strategic, measurable, and sustainable actions.

The plan in this document [The Work] and corresponding timeline are part of the Institute’s overall blueprint for incorporating inclusion, diversity, equity, and access [IDEA] into an institutional transformation that endows experimental art-makers with a global worldview. The plan endeavors to provide a frame with corresponding strategies for IDEA work to happen across the Institute. All strategies are guided by input from the Institute’s senior leadership and shared-governance bodies, especially the IDEA Committee, as well as individual school and program leaders. The Office of Institutional Effectiveness will create a program to collect data in order for us to assess our ongoing progress. While the needs analysis and implementation will be distributed across the Institute, the IDEA Office will be responsible for central support and coordination. Said another way, it will take an effort from every single member of the community for us to be able to realize meaningful progress in IDEA work—this isn’t something that can happen without each of us. Part of the IDEA Office’s role will be to help each member of the community understand how they can contribute.

Following an example set by the [Board of Trustees](#) and [senior leadership](#) in 2018, the IDEA Office will organize and facilitate its central work in concert with representatives from every campus community.

“The values that guide our work are agency, empathy, persistence, distinction, equity, rigor, diversity, inclusivity, social justice, and respect.”
- **CalArts value statement**

II. Uplifting the Campus Vision

CalArts’ Strategic Visioning process took place from 2018 to 2020 and led to the creation of an updated [mission statement](#), three vision pillars, and a renewed set of values. The work of IDEA will align with the vision pillars set forth in the [2020 Strategic Framework](#), which are to:

- 1. Center the Educational Experience**
- 2. Remove Barriers to Access**
- 3. Prepare for and Shape Our Future**

The IDEA work will have the greatest impact on the implementation of objectives under [Goal 3 of the framework](#), which calls for fostering an inclusive, empathic and community-centered culture [Pillars 1 and 2].

The objectives for this goal include:

- **Objective 3A:** Strengthen the community’s cultural competencies to better reflect and welcome CalArts’ diverse population and foster a sense of belonging.
- **Objective 3B:** Increase the representational diversity of our students, faculty, and staff.
- **Objective 3C:** Directly support the health and welfare of students, staff, and faculty on campus.
- **Objective 3D:** Nurture enduring, community-centered connections between the Institute and its alumnx.
- **Objective 3E:** Practice and support long-term trust within the CalArts community through transparency and accountability and by utilizing the shared-governance process for informed and inclusive decision-making.

III. Terminology

This glossary is not meant to be exhaustive, but is an effort to create a starting point for fostering open and honest conversations. It will continue to expand, and is best used as a tool to help us build a shared vocabulary of understanding.

ABLEISM

Prejudiced thoughts and discriminatory actions based on differences in physical, mental, and/or emotional ability; usually those of able-bodied / -minded persons against people with illness, disabilities, or less developed skills / talents.

ACCESS

The ability to approach, fully engage with an entity or person.

ACCOMMODATION

The process of adapting or adjusting to someone or something. Accommodations can be religious, physical, or mental. A reasonable accommodation specifically is an alteration in process or environment that allows a qualified individual with a disability to enjoy equitable access within employment, public entities, or education.

ACCOMPLICE(S)

The actions of an accomplice are meant to directly challenge institutionalized racism, colonization, and white supremacy by blocking or impeding racist people, policies, and structures.

ACCULTURATION

The general phenomenon of persons learning the nuances of or being initiated into a culture. It may also carry a negative connotation when referring to the attempt by dominant cultural groups to acculturate members of other cultural groups into the dominant culture in an assimilation fashion.

ADULTISM

Prejudiced thoughts and discriminatory actions against young people, in favor of older people.

ADVOCATE

Someone who speaks up for themselves and members of their identity group; e.g., a woman who lobbies for equal pay for women.

AGENT

The perpetrator or perpetuator of oppression and/or discrimination; usually a member of the dominant, non-target identity group.

AGEISM

Prejudiced thoughts and discriminatory actions based on differences in age; usually those of younger persons against older.

ALLY

A person of one social identity group who stands up in support of members of another group; typically member of dominant group standing beside member(s) of targeted group; e.g., a man arguing for equal pay for women.

ANTI-RACISM

The active process of identifying, challenging, and confronting racism. This active process requires confronting systems, organizational structures, policies, practices, behaviors, and attitudes. The process should seek to redistribute power in an effort to foster equitable outcomes.

ANTI-SEMITISM

Hatred of or prejudice against Jews or Judaism.

APPROPRIATION

Adopting elements of a different culture without understanding, permission, or giving credit. This occurs when a dominant culture takes from a minority culture and involves a power imbalance.

ASSIMILATION

The gradual process by which a person or group belonging to one culture adopts the practices of another, thereby becoming a member of that culture. Assimilation can be voluntary or forced.

BIAS

Prejudice; an inclination or preference, especially one that interferes with impartial judgment.

BICULTURAL

A person who functions effectively and appropriately and can select appropriate behaviors, values, and attitudes within either of two cultures; a person who identifies with two cultures.

BIGOTRY

An unreasonable or irrational attachment to negative stereotypes and prejudices about other groups of people.

BIRACIAL

Belonging to two races, or having biological parents of two different races.

CATEGORIZATION

The natural cognitive process of grouping and labeling people, things, etc., based on their similarities. Categorization becomes problematic when the groupings become oversimplified and rigid (e.g., stereotypes).

CLASSISM

Prejudiced thoughts and discriminatory actions based on difference in socioeconomic status, income, class; usually by upper classes against lower.

CODE-SWITCHING

The conscious or unconscious act of altering one's communication style and/or appearance depending on the specific situation of whom one is speaking to, what is being discussed, and the relationship and power and/or community dynamics between those involved. Often members of target groups code-switch to minimize the impact of bias from the dominant group.

COLLUSION

Willing participation in the discrimination against and/or oppression of one's own group (e.g., a woman who enforces dominant body ideals through her comments and actions).

COLONIALISM

The exploitative historical, political, social, and economic system established when one group or force takes control over a colonized territory or group; the unequal relationship between colonizer and the colonized.

COLOR BLINDNESS

A sociological concept describing the ideal of a society where racial classifications do not limit a person's opportunities, as well as the kind of deliberately race-neutral governmental policies said to promote the goal of racial equality. The ideology is problematic, especially on a personal level (i.e., "I don't see race, gender, etc."), as it does not recognize the continued existence of racial privilege supported by racialized structures and practices.

CONTACT HYPOTHESIS

The original scientific motivation for integration of education and the armed forces, this theory posits that bringing peoples of different backgrounds together (on a college campus, for example) will lead to improved relations among them. Additional research has shown this to be true only under certain conditions, including sanction by authority, common goals, and equal status contact (both numerically and psychologically). (Allport, 1957)

CRITICAL RACE THEORY

A framework or set of basic perspectives, methods, and pedagogy that seeks to identify, analyze, and transform those structural and cultural aspects of society that maintain the subordination and marginalization of People of Color. There are at least five themes that form the basic perspectives, research methods, and pedagogy of critical race theory in education: the centrality and intersectionality of race and racism; the challenge to dominant ideology; the commitment to social justice; the centrality of experiential knowledge; and the interdisciplinary perspective.

CULTURAL APPROPRIATION

The adoption or theft of icons, rituals, aesthetic standards, and behavior from one culture or subculture by another. It is generally applied when the subject culture is a minority culture or somehow subordinate in social, political, economic, or military status to the appropriating culture. This "appropriation" often occurs without any real understanding of why the original culture took part in these activities, often converting culturally significant artifacts, practices, and beliefs into meaningless pop culture or giving them a significance that is completely different from/less nuanced than what they would originally have had.

CULTURAL HUMILITY

A process of reflection and lifelong inquiry involving self-awareness of personal and societal biases as well as awareness of aspects of identity that are most important to others we encounter, leading to continuous learning in an accepting and thoughtful manner.

DECOLONIZATION

The active and intentional process of unlearning values, beliefs, and conceptions that have caused physical, emotional, or mental harm to people through colonization. It requires a recognition of systems of oppression.

DISCRIMINATION

Actions based on conscious or unconscious prejudice which favor one group over others in the provision of goods, services, or opportunities.

DIVERSITY

The practice of including people from a range of social and ethnic backgrounds and different gender, ability, and sexual orientation.

DOMINANT CULTURE

The cultural values, beliefs, and practices that are assumed to be the most common and influential within a given society.

ELITISM

The belief that a select group of individuals with a certain ancestry, intrinsic quality, high intellect, wealth, special skill, or experience is more likely to be constructive to society, and therefore deserves influence or authority greater than that of others.

EMPATHY

A learned skill that allows one to recognize and deeply listen to another's story and/or experiences, and connect them to common understandings and emotions; differs from sympathy.

EQUALITY

A state of affairs in which all people within a specific society or isolated group have the same status in certain respects, including civil rights, freedom of speech, property rights, and equal access to certain social goods and services.

EQUITY

The intentional practice of considering the needs of all constituents and providing the necessary, potentially differential, resources to different groups to enable success in completing a task, reaching a goal, or otherwise achieving progress.

ETHNICITY

An ethnic group; a social group that shares a common and distinctive culture, religion, language, or the like.

ETHNOCENTRISM

The emotional attitude that one's own race, nation, or culture is superior to all others.

EUROCENTRIC

The inclination to consider European culture as normative. While the term does not imply an attitude of superiority (since all cultural groups have the initial right to understand their own culture as normative), most use the term with a clear awareness of the historic oppressiveness of Eurocentric tendencies in US and European society.

ERASURE

The invalidation of an identity, which includes exclusion and lack of representation. A form of silencing.

FIRST NATION PEOPLE

Individuals who identify as those who were the first people to live on the North American continent. People also identified as Native Americans.

FIRST GENERATION STUDENT

An individual who is the first generation of their family to attain higher education.

FUNDAMENTAL ATTRIBUTION ERROR

A common cognitive action in which one attributes their own success and positive actions to their own innate characteristics ("I'm a good person") and failure to external influences ("I lost it in the sun"), while attributing others' success to external influences ("He had help, was lucky") and failure to others' innate characteristics ("They're bad people"). This operates on the group levels as well, with the in group giving itself favorable attributions, while giving the out group unfavorable attributions, as a way of maintaining a feeling of superiority. A "double standard."

GENDER

A description of one's internal state of being, this is not limited to the traditional gender binary. Gender is a spectrum that includes a huge variety of different identities.

GENDER ROLES

Binary societal norms that are expected to shape the behavior and experiences of men and women.

GENOCIDE

The intentional attempt to completely erase or destroy a people through structural oppression and/or open acts of physical violence.

HARASSMENT

Unwanted conduct with the purpose or effect of violating the dignity of a person and of creating an intimidating, hostile, degrading, humiliating, or offensive environment based on their race, color, sex, sexual orientation, religion, national origin, disability, and/or age, among other things.

HATE CRIME

Hate-crime legislation often defines a hate crime as being motivated by the actual or perceived race, color, religion, national origin, ethnicity, gender, disability, or sexual orientation of any person.

IMMIGRANT

A person who moves to or becomes a resident of a country other than that of their birth.

IMPLICIT BIAS

Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing.

INCLUSION

The state or act of being incorporated within an organization, structure, or other entity.

INCLUSIVE EXCELLENCE

The recognition that a community or institution's success is dependent on how well it values, engages, and includes the rich diversity of students, staff, faculty, administrators, and alumna constituents.

INCLUSIVE LANGUAGE

Refers to non-sexist language or language that includes all persons in its references. For example, "A writer needs to proofread his work" excludes females due to the masculine reference of the pronoun. Likewise, "A nurse must disinfect her hands" is exclusive of males and stereotypes nurses as females.

INDIGENOUS PEOPLES

Ethnic groups who are the original inhabitants of a given region, in contrast to groups that have settled, occupied, or colonized the area more recently. In the United States, this can refer to groups traditionally termed Native Americans (American Indians), Alaska Natives, and Native Hawaiians. In Canada, it can refer to the groups typically termed First Nations.

IN-GROUP BIAS

The tendency for groups to favor themselves by rewarding group members economically, socially, psychologically, and emotionally in order to uplift one group over another. Also known as favoritism.

INTERSECTIONALITY

The interaction of a person's or group's social identities or roles that results in the specific way they experience the world. In other words, the way that someone's identities interact and result in an experience that isn't just the sum of those identities, but is unique to that combination of identities.

INVISIBLE MINORITY

A group whose minority status is not always immediately visible, such as disabled people and LGBTQ+ people. This lack of visibility may make organizing for rights difficult.

ISLAMOPHOBIA

Hatred of or prejudice against Islamics or Muslims, especially as a political force.

ISM

A social phenomenon and psychological state where prejudice is accompanied by the power to systemically enact an institutionalized form of discrimination.

LATINX

A person of Latin American origin or descent (gender-neutral version of Latino or Latina).

MARGINALIZED

Excluded, ignored, or relegated to the outer edge of a group/society/community.

MICROAGGRESSION

Brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, sexual orientation, and religious slights and insults to the target person or group. These messages may be sent verbally, ("You speak good English"), non-verbally (clutching one's purse more tightly around people from a certain race/ethnicity), or environmentally (symbols like the Confederate flag or using Native American mascots). Such communications are usually outside the level of conscious awareness of perpetrators.

MINORITY / MINORITY GROUPS / MINORITIES

Refer to categories of people who are differentiated from a social majority due to having less social power. They can sometimes be underrepresented in particular majors, careers, or societies but can also be in majority numerically and yet lack social power or the ability to influence. Historically, minorities are often associated with people of color (e.g., Asians, Latinos, and Blacks) but can be applied to other identities like gender, sexuality, and religion.

MISOGYNY

Hatred of or prejudice against women.

MODEL MINORITY

A demographic group (whether based on ethnicity, race, or religion) whose members are perceived to achieve a higher degree of socioeconomic success than the population average. This success is typically measured relatively by income, education, low criminality, and high family/marital stability. A controversial concept that has historically been used to suggest that there is no need to adjust for socioeconomic disparities between certain groups, to pit non-dominant groups against one another, and to diminish the achievements of relevant groups.

MULTICULTURALISM

The coexistence of diverse cultures where culture includes racial, religious, or cultural groups and is manifested in customary behaviors, cultural assumptions, and values, patterns of thinking, and communicative styles.

MULTIPLICITY

The quality of having multiple, simultaneous social identities (e.g., being male and Buddhist and working class).

MULTIRACIAL

An individual whose heritage encompasses more than two races.

MULTIETHNIC

An individual who comes from more than one ethnicity. An individual whose parents are born from more than one ethnicity.

NAMING

When we articulate a thought that traditionally has not been discussed.

NATIONAL ORIGIN

The political state from which an individual hails; may or may not be the same as that person's current location or citizenship.

OPPRESSION

Results from the use of institutional power and privilege where one person or group benefits at the expense of another. Oppression is the use of power and the effects of domination.

PEOPLE OF COLOR

A collective term for people of Asian, African, Latin, and Native American backgrounds; as opposed to the collective "White" for those of European ancestry.

PERSONAL IDENTITY

Our identities as individuals, including our personal characteristics, history, personality, name, and other characteristics that make us unique and different from other individuals.

PLURALISM

A situation in which people of different social classes, religions, races, etc., are together in a society but continue to have their different traditions and interests.

PREJUDICE

A preconceived judgment about a person or group of people; usually indicating negative bias.

PRIVILEGE

Benefits and opportunities that are available disproportionately for majority groups at the expense of minority groups and are usually taken for granted.

PROTECTED STATUS

A characteristic that, in accordance with federal and state law, is protected from discrimination and harassment: age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.

PWI

Predominantly White Institution

RACE

A class or kind of people unified by shared interests, habits, or characteristics. Race is often cast as a social construct because race is not biological. A person categorized as Black in the US could be categorized as white in Brazil and colored in South Africa. If race were biological, racial categories would remain constant across boundaries. However, racialized experiences, responses, and reactions are a reality and cannot be ignored on the premise of biology alone.

RACIAL PROFILING

The use of race or ethnicity as grounds for suspecting someone of having committed an offense.

RACISM

Prejudiced thoughts and discriminatory actions based on difference in race/ethnicity; usually by white/European descent groups against persons of color.

REFUGEE

A person who flees a country out of fear for their safety either for economic or political reasons, or due to a natural disaster, or because of persecution or a well-founded fear of persecution based on the person's race, religion, nationality, membership in a particular social group, or political opinion.

RE-FENCING

A cognitive process for protecting stereotypes by explaining any evidence/example to the contrary as an isolated exception. Also known as exception-making.

RELIGION

A system of beliefs, usually spiritual in nature, and often in terms of a formal, organized denomination.

SAFE SPACE

Refers to an environment in which all feel comfortable expressing themselves and participating fully, without fear of attack, ridicule, or denial of experience.

SALIENCY

The quality of a group identity of which an individual is more conscious in certain moments and which plays a large role in that individual's day-to-day life; for example, a man's awareness of his "maleness" in an elevator with only women.

SEX

A socially constructed classification system based on a person's sex characteristics. Sex is a spectrum that includes a variety of sexes much larger than just male or female, based on biological differences.

SEXISM

Prejudiced thoughts and discriminatory actions, typically against women, on the basis of sex.

SEXUAL ORIENTATION

A description of how someone experiences sexual attraction.

SILENCING

The conscious or unconscious processes by which the voice or participation of particular social identities is excluded or inhibited.

SOCIAL IDENTITY

It involves the ways in which one characterizes oneself, the affinities one has with other people, the ways one has learned to behave in stereotyped social settings, the things one values in oneself and in the world, and the norms that one recognizes or accepts governing everyday behavior.

SOCIAL IDENTITY DEVELOPMENT

The stages or phases that a person's group identity follows as it matures or develops.

SOCIAL JUSTICE

Can be defined as both a process and a goal. "The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure."

SOCIAL MOVEMENT

A collective action by a group of people with a shared or collective identity based on a set of beliefs and opinions, and which seeks to change or maintain some aspect of the social order.

SOCIAL OPPRESSION

"Exists when one social group, whether knowingly or unconsciously, exploits another group for its own benefit." (Hardiman and Jackson, 1997)

SPOTLIGHTING

The practice of inequitably calling attention to particular social groups in language, while leaving others as the invisible, de facto norm. For example: "Black male suspect" (versus "male suspect," presumed white); "WNBA" (as opposed to "NBA," presumed male).

STEREOTYPE

Blanket beliefs and expectations about members of certain groups that present an oversimplified opinion, prejudiced attitude, or uncritical judgment. They go beyond necessary and useful categorizations and generalizations in that they are typically negative, are based on little information, and are highly generalized.

SYSTEM OF OPPRESSION

Conscious and unconscious, non-random, and organized harassment, discrimination, exploitation, discrimination, prejudice, and other forms of unequal treatment that impact different groups.

TOLERANCE

Acceptance and open-mindedness to different practices, attitudes, and cultures; does not necessarily mean agreement with the differences.

UNDERPRIVILEGED

Not having the same standard of living or rights as the majority of people in a society.

UNDERREPRESENTED COMMUNITIES

Consist of individuals holding identities broadly underrepresented or underserved within an institution or field.

XENOPHOBIA

Hatred or fear of foreigners/strangers or of their politics or culture.

*****There are many different terms and acronyms related to gender identity, sexuality, and expression. Please see common words, acronyms, and phrases, adapted from Portland State University [here](#).***

Citation and Sources:

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IV. Timeline

Mapping a plan for institutional transformation in five year intervals

2020-2021

Select and provide support services for the Charles Gaines Fellowship, the Charles Gaines Faculty Chair, and related research projects.

Begin providing training for faculty and staff on subjects including: implicit-bias workshops, antiracist recruitment for faculty search committees; etc. Continue in future years.

Provide direct support to committee chairs, program coordinators, and schools throughout the faculty recruitment, hiring, and orientation cycle. Continue in future years.

Solicit donated seed money to begin additional programs and support for IDEA initiatives in future years.

2021-2022

Create an **Inclusion, Diversity, Equity, and Access [IDEA] Office** to provide central coordination, leadership, guidance, and connectivity. Hire administrative support for the office.

Restructure the long-standing Equity and Diversity Committee as the **IDEA Committee**, based on the newly created [Strategic Framework](#).

Create an IDEA Task Force composed primarily of external members to support the external review of future studies and plans, and to provide external guidance to the assessment of said plans, on our IDEA work.

Draft, review, and publish a five-year Inclusion, Diversity, Equity and Access (IDEA) Action Plan to include assessment markers and a yearly timeline (this document).

Begin increasing activity and coordinate existing efforts supporting Indigenous Artists & Arts Program. Work to sustain efforts into future years.

Review, revise, and publish revised hiring processes for staff and faculty to reflect Inclusive Excellence best practices.

Launch the Posse Program with culturally relevant and sensitive wrap-around scholar services. Continue into future years.

Assess previous year's work and publish in an annual IDEA Progress Report. Have the IDEA Task Force review and comment on this annual assessment.



2023-2024

Build data access to accurate Institutional demographic data, with the intent to be able to assess yearly increases in faculty, student, and staff representational diversity.

Create a process to work for and with Indigenous artists by exploring pathways to integrate partnerships with existing structures that support Indigenous artists in the work of the Institute.

Increase IDEA student recruiting and retention efforts. Continue in future years.

Implement first-year student orientation (inclusive of Residential Life) programming based on the principles of inclusive excellence. Continue in future years.

Create inclusive intake demographic forms for counseling services. Create dialog and action around international student mental health issues.

Support greater, proactive accessibility pathways that support the Americans with Disabilities Act (ADA). Continue in future years.

Strengthen the community's cultural competencies by providing intentional opportunities for purposeful student engagement, growth, physical/mental well-being, and belonging among all students. Continue in future years.

Support the retention and graduation of underrepresented, minority student bodies, and individuals with identified disabilities through a series of direct interventions. Continue in future years.

Develop a network of accessibility-service providers.

Develop an ongoing list of diverse employers and contractors to guide Institute procurement.

Collect and document board demographic data for representational diversity (survey).

Assess previous year's work and publish in an annual IDEA Progress Report. Have the IDEA Task Force review and comment on this annual assessment.

2024-2025

Design and implement a faculty recruitment and retention strategy that focuses on inclusion, diversity, equity, and access, including a retention fund and increased pathways to structurally support time needed for creative and pedagogical projects.

Develop clear and tangible, documentable ways to support employees of color and other historically marginalized groups.

Create infrastructure to support individual faculty, programs, and schools to increase inclusive and accessible curricular practices and courses. Continue in future years.

Develop more equitable classroom practices and structures, including but not limited to discussions of equitable critique models, new structures for syllabi development, and assessment and grading models.

Interrogate the intersection of student identity, experiences, and support with classroom and learning needs.

Document and analyze structural, process-based barriers to equity in processes of enrollment, registration, leaves, course approval, and curriculum development, with an eye to increasing inclusion, diversity, access, and equity.

Develop school-based committees to review processes for inclusive and equity-minded curriculum. Fund development of and access to creative partnerships for schools and programs to further these goals.

Assess progress on 2020-2025 IDEA Action Plan, publish assessment, and have the IDEA Task Force review and comment on this five year assessment. Use previous years' annual assessment reports as building blocks, and include immediate previous year's work as new content in this five year assessment.

Begin to draft and review, a 2025-2030 five-year Inclusion, Diversity, Equity and Access (IDEA) Action Plan.

2025-2026

Finalize and publish a 2025-2030 five-year Inclusion, Diversity, Equity, and Access (IDEA) Action Plan. Have the IDEA Task Force review and comment on this new plan. This plan will contain new actions for the 2005-26 year.

“Shaping CalArts’ Future is a forward-looking, insight-driven roadmap that builds on CalArts’ extraordinary legacy, and defines a vision for our future. It is not a manifesto or a founding constitution, but rather a guide to help us achieve our most pressing, unified organizational goals, and ensure that our next 50 years will be even more bold and sustainable than our last.”

- CalArts President Ravi Rajan

V. IDEA Committee 2021-2022

Aduza Amoa Student	Ling Chang Student	Patricia Gonzalez Staff	Derrick Harris Staff
Maggie Bowman Staff	Mariela DeMaio IDEA Program Coordinator	Eva Graham Institute Diversity Officer and IDEA Director	Isha Khanzode Student
Fran Krause Faculty	Shelby McNabb Staff	Ariel Osterweis Faculty	Susan Perry Staff
Lily Rodriguez Staff	Abigail Salling Staff	Janet Sarbanes Faculty	Lee Anne Schmitt Faculty
Melissa Shepherd-Williams Staff	Dionne Simmons Staff	Shirley Tse Faculty	Chi-Wang Yang Faculty

VI. The [Distributed] Work

The following initiatives correspond with the Institute’s goals for transformation, informed by the principles of inclusive excellence over the next three years:

1. Sustainable Infrastructure in Support of Leadership, Accountability, and Transparency
2. Representational Diversity
3. Cultural & Structural Competency
4. Community Engagement & Responsibility
5. Student Success
6. Staff Engagement
7. Faculty Engagement
8. Inclusive Curriculum
9. Trustee Engagement

In an effort to be transparent about how the work will be distributed, responsible units and/or area leads are named by title in bold text in parenthesis following each initiative and corresponding measure for success.

1. Build Sustainable Infrastructure in Support of Accountability and Transparency:

A sustainable and transparent organization of support systems is critical to accessible and affordable education. A center of coordination and resources can provide operational support and necessary fiscal oversight that allow for limitless innovation and transcend traditional boundaries in the CalArts living and learning environments.

Initiatives:

- 1.1 Create an **Inclusion, Diversity, Equity, and Access [IDEA] Office** to provide central coordination, leadership, guidance, and connectivity on all transformational work toward inclusion, diversity, equity, and access. The IDEA Office will provide support for program initiatives, education, training, and curricular efforts led by various areas of the Institute, including Academic Affairs, Student Experience, and the individual schools and programs. The first step in the creation of this Office will be the hiring of an experienced Vice President who reports to the President.

Restructure the long-standing Equity and Diversity Committee as the **IDEA Committee**, based on the newly created [Strategic Framework](#), to center on the plans in [CalArts Strategic Framework - Shaping CalArts Future: Goal 3 - Foster an inclusive, empathic, and community-centered culture.](#)

- Update IDEA Committee membership to include school-specific representatives.
- Focus on the strategic plan in creating a three-year action plan.
- Support training and workshop topics.
- Share equity vernacular (language) that is provided campus-wide.
- Perform committee work in accordance with the values of shared governance.

1.2 Create an **IDEA Task Force** composed primarily of external members to support the review of, and provide guidance to the Institute on its IDEA work. Importantly, external subject-matter experts will be sought; their professional experience and work experience will support the areas of diversity, equity, access, and inclusion. Members may be nominated by anyone in the CalArts community. This includes self-nomination. **(IDEA Office, Human Resources, and Provost)**

1.3 Draft, review, publish, and assess progress on a five-year CalArts Inclusion, Diversity, Equity and Access (IDEA) Action Plan. **(IDEA Office)**

1.4 Support documentation when needed and/or facilitate and review all discrimination and harassment reporting and investigative processes for anti-racism, equity, and accessibility. **(Chief Human Resource Officer and Student Experience)**

1.5 Develop protocol and processes for facilitating individual school and department action plans. **(Director of Faculty Affairs, Deans Council, Provost, and IDEA Committee)**

1.6 Create an Indigenous Artists & Art Program through a series of strategic initiatives:

- Continue to strengthen CalArts' relationship and bilateral support work with adjacent Native Nations and expand that work into grant-writing and other philanthropy. **(Government/Community Relations)**
- Create a central support structure to assist this work within the IDEA Office.
- Coordinate with Advancement and the Office of the Provost to secure funding for and hire a leader for the creation of the Indigenous Artists & Art Program. **(Office of the President, Chief IDEA Officer, Provost, and Human Resources)**

1.7 Establish processes for IDEA data collection and annual reports. **(IDEA Office, Human Resources, and Office of Institutional Effectiveness)**

- Create natural data-gathering and -reporting points on the timeline to allow for seamless transition and report annually.
- Develop measures and corresponding metrics toward the development of a CalArts-specific equity scorecard.
- Locate outcomes for internal and external access and feedback.

Measures for Success:

- Number of inclusive and accessibility programs **(Provost, Human Resources, and Student Experience)**
- Number of education programs focused on access, inclusion, and diversity **(Provost and Student Experience),**
- Number of training workshops **(Human Resources and IDEA Office)**
- Number of staff, faculty, and students participating in all programs, workshops, and training **(Institutional Effectiveness, Provost, and Student Experience)**

2. Increase Representational Diversity:

Promoting a global worldview is a critical part of encouraging inquiry and critical thought in the arts. CalArtians must be able to understand and appropriately access; critique art; and create representations with respect for the values of diversity in, among other things, race, ethnic origin, socioeconomic status, gender, gender identification, sexual orientation, abilities, communities, and perspectives. CalArts believes that increasing exposure to practices that influence activism and diverse artistic practices will increase awareness and respect for art and humanity in all forms while decreasing the potential for miscommunication and thoughtless *appropriation*.

In this work, the identification of racial or ethnic groups is based on the information from the US Department of Education and used by the [National Center for Education Statistics](#). Drawing from information provided by the [National Action Council on Minorities in Engineering](#) and the [American Academy of Arts and Sciences](#), as well as US population data, we can surmise that the communities underrepresented at CalArts include the following racial and ethnic identifications: African American, Black, Native American, Native Alaskan, Hispanic, Asian Pacific Islander, and Asian American. We honor diversity in gender, gender identity, sexuality, and sexual orientation. Our access work includes matters of accessibility and follows guidance provided by the US Department of Education and the [Americans with Disabilities Act of 1990](#). Our Institute president has further declared that to ensure that our efforts to mitigate underrepresentation go beyond compliance, it is our desire that our community should ultimately mirror the US, California, and Los Angeles County in its demographic makeup.

Initiatives:

- 2.1 Review, revise, and publish hiring processes for staff and faculty to reflect best practices. **(Chief Human Resource Officer, Chief IDEA Officer, Provost, and Academic Council)**
- 2.2 Review and update processes and protocols on employee and student retention and professional development. **(Human Resources, Institutional Effectiveness, Provost, and Student Experience)**
- 2.3 Coordinate student outreach, recruitment, admission, and success as they pertain to equity, access, and accessibility. **(Chief Diversity Officer, Vice President of Enrollment, and Provost)**
- 2.4 Launch the Posse Program with culturally relevant and sensitive wrap-around scholar services **(Vice President of Enrollment, Vice President of Advancement, Vice President of Student Experience, and Provost)**
- 2.5 Provide protocols for access to accurate demographic data, with the intent to increase faculty, student, and staff representation. **(Offices of Human Resources and Institutional Effectiveness)**
- 2.6 Create a process to work for and with Indigenous artists by exploring pathways to integrate partnerships with existing structures that support Indigenous artists in the work of the Institute. For example: Work with the Institute of American Indian Arts, Smithsonian, Indigenous Direction Consulting, US Department of the Interior, alumna contributions, and the like. **(Executive Director of Indigenous Arts and Expression, Provost, and Chief IDEA Officer)**
- 2.7 Select and provide support services for the Charles Gaines Fellowship, the Charles Gaines Faculty Chair, and related research projects. **(Provost and Dean of School of Art)**

2.8 Increase recruiting and retention efforts for the following. **(Chief Human Resource Officer, Provost, Deans, and Faculty Affairs).**

- Indigenous faculty
- African American faculty
- Latinx faculty
- Asian American faculty
- International faculty offering unique world views

Measures for Success:

- Number of Charles Gaines Fellows selected **(Dean of School of Art, Provost, and Vice President of Enrollment)**
- Percentage of diverse faculty hires **(Provost, Deans, and Office of Institutional Effectiveness)**
- Percentage of new faculty mentors **(Provost and Faculty Affairs)**
- Percentage of Indigenous faculty hired **(Provost, Deans, Executive Director of Indigenous Arts and Expression, Institutional Effectiveness, and Faculty Affairs)**
- Percentage of African American faculty hired **(Provost, Deans, Executive Director of Indigenous Arts and Expression, Institutional Effectiveness, and Faculty Affairs)**
- Percentage of Latinx faculty hired **(Provost, Deans, Executive Director of Indigenous Arts and Expression, Institutional Effectiveness, and Faculty Affairs)**
- Percentage of Asian American faculty hired **(Provost, Deans, Executive Director of Indigenous Arts and Expression, Institutional Effectiveness, and Faculty Affairs)**
- Percentage of international faculty hired offering unique world views **(Provost, Deans, Executive Director of Indigenous Arts and Expression, Institutional Effectiveness, and Faculty Affairs)**

3. Cultural & Structural Competency:

Shared terminology and an understanding of the principles and values behind institutional transformation are critical to inclusive practices and to long-term trust within the CalArts community. These terminology, principles, and values promote transparency and accountability, and allow the shared-governance process to shape informed and inclusive decision-making. The education, training, and development of the entire CalArts community are key to building Institute standards and are grounded in the principles of inclusive excellence.

Initiatives:

- 3.1 Build a series of education and training activities around the needs of a diverse student body. **(Provost and Vice President of Student Experience)**
- 3.2 Identify education and training needs of staff in support of professional development and student services. **(Vice President of Student Experience, Provost, Human Resources, and IDEA Office)**
- 3.3 Develop a systematic approach for individual schools and/or program areas to request support for training and education toward advancing pluralism in practices. **(Chief IDEA Officer, Provost, and Chief Human Resource Officer)**

3.4 Establish protocols for institutional data collections and access, and educate campus communities about them. **(Chief Human Resource Officer and Executive Director of Institutional Effectiveness)**

Measures for Success:

- Number of programs held specifically focusing on diverse student needs **(Vice President of Student Experience, Provost, and Chief IDEA Officer)**
- Number of requests for IDEA funding and the number granted **(IDEA Office)**
- Number of group discussions held on data, collection, integrity, and access **(Office of Institutional Effectiveness)**

4. Community Engagement & Responsibility:

With its commitments to social justice and to transform the world, CalArts has responsibilities that extend far beyond campus. The following initiatives reflect the need to understand, contribute, engage, educate, and create access to the arts at all levels. These initiatives highlight CalArts' responsibility to "lift as we rise" and to support access and sustainability by offering information for internal and external audiences.

Initiatives:

- 4.1 Promote institutional engagement in philanthropy. **(Vice President of Advancement, Provost, Vice President of Student Experience, and Chief IDEA Officer)**
- 4.2 Build strong community-based liaison relationships intended to increase access for traditionally underrepresented and underserved communities external to campus. **(Provost, Vice President of Enrollment, Chief IDEA Officer, and Community Arts Program (CAP))**
- 4.3 Coordinate staff, faculty, and student presentations and workshops on inclusion, diversity, equity, and access (includes accessibility). **(Chief IDEA Officer, Provost, Faculty Affairs, Chief Human Resource Officer, and Vice President of Student Experience)**
- 4.4 Implement first-year student orientation (inclusive of Residential Life) programming based on the principles of inclusive excellence. **(Provost, Vice President of Student Experience, and Chief IDEA Officer)**
- 4.5 Create natural points of connection for the IDEA Committee and Student Union. **(Chief IDEA Officer and Vice President of Student Experience)**
- 4.6 Create and launch employee resource groups. **(Chief IDEA Officer and Chief Human Resource Officer)**
- 4.7 Build a conversation series on inclusion, equity, and access with students in on-campus affinity groups. **(Vice President of Student Experience and Executive Director of Health and Wellness)**
- 4.8 Create inclusive intake demographic forms for counseling services. **(Vice President of Student Experience, Executive Director of Health and Wellness, and Student Union)**
- 4.9 Participate in professional conferences focusing on accessibility and equity in health and wellness. **(Chief IDEA Officer, Vice President of Student Experience, Executive Director of Health and Wellness, and Vice President of Enrollment)**
- 4.10 Create dialog and action around international student mental health issues. **(Chief Human Resource Officer, Chief IDEA Officer, Vice President of Student Experience)**

Experience, Executive Director of Health and Wellness, and Vice President of Enrollment)

- 4.11 Support greater accessibility in accordance with the Americans with Disabilities Act (ADA). **(Chief Human Resource Officer, Vice President of Student Experience, Executive Director of Health and Wellness, and Chief IDEA Officer)**
- 4.12 Determine and provide access to the most inclusive and accessible processes for presenting workshops and coordinating on-campus recruiting events. **(Vice President of Student Experience, Chief Human Resource Officer, Chief IDEA Officer, and Executive Director of Health and Wellness)**
- 4.13 Host inclusive student employment workshops focused on:
 - a. Hiring practices and wage/salary negotiation
 - b. Legal rights of job seekers (Example: knowing what is illegal for a potential employer to ask or expect in job interviews when speaking with students)
 - c. Current federal and state labor laws for international students
 - d. Identifying employers/companies/individuals most desired by identity groups for internships, recruiting, and speaking engagements **(Vice President of Student Experience, Director of Patty Disney Center for Work and Life, Chief Human Resource Officer, and Chief IDEA Officer)**

Measures for Success:

- Percentage of funds raised for Institute IDEA work **(Vice President of Advancement)**
- Number of IDEA external awards (grants) received **(Vice President of Advancement)**
- Number of outreach programs hosted **(Chief IDEA Officer, Provost, and Executive Director of CAP)**
- Percentage of individuals participating in non-CalArts community campus events and activities **(Vice President of Marketing and Communications, Deans, Provost, and Chief IDEA Officer)**
- Number of Employee Resource Groups **(Chief Human Resource Officer and Chief IDEA Officer)**
- Number of IDEA community presentations **(Chief IDEA Officer)**
- Percentage participation in first-year student programming **(Vice President of Student Experience, Provost, and Executive Director of Institutional Effectiveness)**
- Number of programs hosted on international student mental health **(Vice President of Student Experience and Executive Director of Health and Wellness)**
- Percentage of health and wellness services dedicated to international student mental health **(Vice President of Student Experience and Executive Director of Health and Wellness)**
- Percentage of multilingual counseling staff **(Vice President of Student Experience and Executive Director of Health and Wellness)**
- Number of student employment workshops **(Vice President of Student Experience and Director of Patty Disney Center for Work and Life)**
- Percentage of student employment workshops focused on hiring practices and wage/salary negotiation **(Vice President of Student Experience and Director of Patty Disney Center for Work and Life)**
- Percentage of student employment workshops focused on legal rights of job seekers **(Vice President of Student Experience and Director of Patty Disney Center for Work and Life)**
- Percentage of student employment workshops focused on federal and state labor laws for international students **(Vice President of Student Experience and Director of Patty Disney Center for Work and Life)**

5. Student Success:

There are many determinants of a successful arts education. At CalArts, the traditional student development structures are provided by the [Office of Student Experience](#). The other student-centered services focused on the arts are coordinated within the schools and programs as well as the offices of the Provost and President. The corresponding academic structures are equally important to students' desired learning outcomes and are coordinated through the Director of Faculty Affairs (DOFA) in the Office of the Provost.

Initiatives:

- 5.1 Promote equity and access in student outreach, recruitment, and enrollment. **(Vice President of Student Experience, Vice President of Enrollment, and Chief IDEA Officer)**
- 5.2 Strengthen the community's cultural competencies by providing intentional opportunities for purposeful student engagement, growth, physical/mental well-being, and belonging among all students. **(Vice President of Enrollment, Vice President of Student Experience, Provost, and Chief IDEA Officer)**
- 5.3 Support the retention and graduation of underrepresented, minority student bodies, and individuals with identified disabilities. **(Vice President of Enrollment, Vice President of Student Experience and Chief IDEA Officer, and Executive Director of Health and Wellness)**
- 5.4 Develop a network of accessibility-service providers. **(Chief Human Resource Office, Chief IDEA Officer, Vice President of Student Experience, Provost, and Executive Director of Health and Wellness)**
- 5.5 Develop an ongoing list of diverse employers and contractors. **(Chief Human Resource Office, Chief IDEA Office, and Vice President of Student Experience)**
- 5.6 Partner with Student Union in support of current students and alumna. **(Chief Human Resource Officer, Chief IDEA Officer, Vice President of Student Experience, and Director of Campus Life)**

Measures for Success:

- Number of collaborations between enrollment and IDEA team **(Vice President of Enrollment and Chief IDEA Officer)**
- Percentage of student, staff, and faculty participation in first-year student programming **(Provost, Vice President of Student Experience, and Chief IDEA Officer)**
- Number of collaborations between Student Union and IDEA Committee **(Vice President of Student Experience, Chief IDEA Officer, and Assistant Vice President of Student Experience)**
- Percentage of student participation in implicit bias training **(Vice President of Student Experience, AVP Student Experience, and Chief IDEA Officer)**
- Number of programs presented in partnership with IDEA and Student Experience **(Vice President of Student Experience and Chief IDEA Officer)**
- Percentage of health and wellness intake forms updated with inclusive language **(Vice President of Student Experience, Chief IDEA Officer, and Executive Director Student Health and Wellness).**
- Number of professional conferences attended focused on student wellness and accessibility **(Chief Human Resource Office, Vice President of Student Experience, and Chief IDEA Officer)**

6. Staff Engagement:

A well-educated and professional staff community is key to the management of campus structures and the maintenance of an inclusive and welcoming academic environment. The influence of staff on students, faculty experiences, and success can not be overstated. The administrative and academic staff most often represent the first and most continual relationships students have on a college campus. At CalArts, many of the staff are artists and activists themselves, with their experiences having a great deal of influence on students' successful matriculation, journey, and graduation from CalArts.

Initiatives:

- 6.1 Promote inclusivity in all onboarding practices. **(Chief Human Resource Office and Chief IDEA Officer)**
- 6.2 Promote professional development for staff. **(Chief Human Resource Officer and Chief IDEA Officer)**
- 6.3 Facilitate advancement for staff at all levels through Institute-wide education and training opportunities. **(Staff Council and Human Resources)**
- 6.4 Increase connections with cultural and structural organizations on and off campus for the purposes of promoting understanding and support for students, faculty, and staff. **(Vice President of Student Experience, Chief Human Resource Office, Chief IDEA Officer, Provost, and Faculty Affairs)**
- 6.5 Launch a campus climate study. **(Chief Human Resource Officer, Vice President of Student Experience, Chief IDEA Officer, and Executive Director of Institutional Effectiveness)**
 - i. Analyze results. **(Executive Director of Institutional Effectiveness)**
 - ii. Communicate outcomes. Create a review process that allows for clarity, fairness, and equity in employee evaluations, with access to information on opportunities for advancement and promotion. **(Chief Human Resource Officer, Provost, Faculty Affairs, Chief IDEA Officer, and Staff Council)**
 - b. Collaborate on greater employee financial literacy.
 - c. Coordinate updated staff and faculty hiring and retention practices toward fair and equitable compensation and evaluation processes.
 - d. Train and develop hiring managers in their use of techniques and technology toward greater IDEA capacities.
- 6.7 Provide training on Equal Employment Opportunity (EEO) practices, diverse recruitment, and retention techniques. **(Chief Human Resource Officer, Provost, and Faculty Affairs)**

Measures for Success:

- Number of trainings on EEO practices **(Chief Human Resource Officer, Staff Council, Faculty Affairs, Chief IDEA Officer, and Provost)**
- Amount of training in diverse recruitment and retention techniques **(Chief Human Resource Officer, Staff Council, Faculty Affairs, Chief IDEA Officer, and Provost)**
- Percentage of staff retained **(Chief Human Resource Officer and Executive Director of Institutional Effectiveness)**
- Percentage of faculty retained **(Provost, Chief Human Resource Officer, and Executive Director of Institutional Effectiveness)**

7. Faculty Engagement: Support and Community

CalArts has set inclusion, diversity, equity, and access as primary institutional priorities. As a community, we have a clear sense that effective teaching involves a constant reevaluation of one's frames of context and experience. We ask our students to be willing to make work in a place of engaged vulnerability, to question their assumptions, and to challenge their understanding of histories. We do so by offering them a collaborative and supportive environment to have the necessary conversations around the work at hand and its role in the world.

We aim to approach the work of interrogating our own teaching and curriculum with the same level of open reflection and engagement. It is our assertion that all curriculum should be developed in a framework of inclusion, diversity, equity, and access.

Initiatives:

- 7.1 Develop professional development in equity-minded and inclusive curriculum and pedagogy. **(Provost, Deans, Faculty, and Academic Council)**
- 7.2 Facilitate development and growth for faculty through Institute-wide education and training opportunities. **(Provost, Faculty Affairs, Academic Council, Chief Human Resource Officer, and Chief IDEA Officer)**
- 7.3 Create mandatory training for all faculty that ensures that the values of inclusion, diversity, equity, and access are supported in all aspects of curriculum and school cultures. **(Provost, Faculty Affairs, Academic Council, Chief Human Resource Officer, and Chief IDEA Officer)**
- 7.4 Partner with the individual schools and the library to develop training and initiatives specific to the individual metiers and disciplines, and to target faculty and student community interests and needs within each school. **(Provost, Faculty Affairs, Deans, Chief Human Resource Officer, and Chief IDEA Officer)**
- 7.5 Expand connections with active, working Indigenous artists through existing platforms (e.g., REDCAT programming, visiting artists in schools, library resources, etc.). **(Provost, Faculty Affairs, Deans, Vice President of Cultural Programs, Chief Human Resource Officer, and Chief IDEA Officer)**
- 7.6 Ensure the equity of the faculty review process and that inclusion, diversity, access, and equity are fundamental aspects valued within that process, including the process of peer review. **(Provost, Deans, Chief Human Resource Officer, Faculty Affairs, and Chief IDEA Officer)**
- 7.7 Support the Provost, schools, and director of Faculty Affairs in designing and implementing a faculty-recruitment and -retention strategy that focuses on inclusion, diversity, equity, and access, including a retention fund and increased pathways to structurally support time needed for creative and pedagogical projects. **(Provost, Deans, Faculty Affairs, and Chief Human Resource Officer)**
- 7.8 Develop clear and tangible, documentable ways to support faculty of color and other historically marginalized faculty. **(Provost, Deans, Faculty Affairs Chief IDEA Officer, and Chief Human Resource Officer)**
- 7.9 Provide implicit-bias and antiracist recruitment training for faculty search committees and chairs and provide support to committees, chairs, and schools throughout the process of faculty recruitment, hiring, and orientation. **(Provost, Deans, Chief Human Resource Office Faculty Affairs, and Chief IDEA Officer)**

Measures for Success:

- Percentage of funding raised for full-time equivalents in leadership overseeing the development of inclusive pedagogies and curricular initiatives **(Provost, Faculty Affairs, and Chief IDEA Officer)**
- Number of support activities for faculty of color **(Provost, Faculty Affairs, Chief IDEA Officer, and Chief Human Resource Officer)**
- Number of training programs for faculty **(Provost, Faculty Affairs, Chief IDEA Officer, and Chief Human Resource Officer)**
- Percent participation of faculty members in IDEA training **(Chief Human Resource Officer, Provost, and Executive Director of Institutional Effectiveness)**

8. Inclusive Curriculum:

This work is done primarily within the schools, under the supervision of the Deans and the leadership of the Provost. The IDEA Office serves as a critical support for the resources and initiatives upon which much of that work rests.

Initiatives:

- 8.1 Provide school-specific academic plans to identify initiatives and structures that will provide inclusive and diverse curricula and a supportive educational environment. **(Chief IDEA Officer, Provost, Faculty Affairs, and Deans)**
- 8.2 Provide feedback on these curricular plans. **(Chief IDEA Officer, Provost, IDEA Committee, and Academic Council)**
- 8.3 Support faculty programming, education, and training toward cultural competence and equity-minded curriculum and diversity at the Institute level. **(Chief IDEA Officer, Provost, Faculty Affairs, Chief Human Resource Officer, and Academic Council)**
- 8.4 Expand the curricular development into school- and program-related IDEA content and initiatives. **(Chief IDEA Officer, Provost, Faculty Affairs, and Academic Council)**
- 8.5 Create infrastructure to support individual faculty, programs, and schools to increase inclusive and accessible curricular practices and courses, including but not limited to the inclusion of:
 - a. Indigenous artists and art;
 - b. Art of African Americans and the African diasporas;
 - c. Art of Asian Americans and the Asian diasporas;
 - d. Art of Latinx, Mexican, and South American diasporas;
 - e. Queer and LGBTQIA practices;
 - f. Disability studies;
 - g. and other historically underrepresented communities and histories within existing courses and curricula and as distinct aspects of the new curriculum. **(Chief IDEA Officer, Provost, Faculty Affairs, and Deans)**
- 8.6 Develop more equitable classroom practices and structures, including but not limited to discussions of equitable critique models, new structures for syllabi development, and assessment and grading models. **(Provost, Faculty Affairs, Chief IDEA Officer, and Deans)**
- 8.7 Interrogate the intersection of student identity, experiences, and support with classroom and learning needs. **(Chief IDEA Officer, Provost, Academic Affairs, Academic Council, and Vice President of Student Experience)**
- 8.8 Analyze structural, process-based barriers to equity in processes of enrollment, registration, leaves, course approval, and curriculum development, with an eye to

increasing inclusion, diversity, access, and equity. **(Faculty Affairs, Provost, Chief IDEA Officer, Vice President of Student Experience, Vice President of Enrollment, Registrar, and Executive Director of Institutional Effectiveness)**

8.9 Develop school-based committees to review processes for inclusive and equity-minded curriculum. **(Faculty Affairs, Provost, Deans Academic Council, Chief IDEA Officer)**

8.10 Funding and development of and access to creative partnerships for schools and programs to further these goals. **(Chief IDEA Officer, Faculty Affairs, Provost, Deans, and Vice President of Advancement)**

Measures for Success:

- Number of courses that focus on topics and/or concepts of diversity, inclusion, and equity **(Faculty Affairs, Provost, Deans Academic Council, and Chief IDEA Officer)**
- Number of programs that focus on topics and/or concepts of diversity, inclusion, and equity **(Faculty Affairs, Provost, Deans Academic Council, Chief IDEA Officer, and Chief Human Resource Officer)**
- Number of initiatives between schools and IDEA **(Faculty Affairs, Provost, Deans, Academic Council, and Chief IDEA Officer)**
- Number of partnerships between schools and IDEA **(Faculty Affairs, Provost, Deans, Academic Council, and Chief IDEA Officer)**
- Number of sponsorships between schools and IDEA **(Chief IDEA Officer, Faculty Affairs, Provost, Deans, and Vice President of Advancement)**

9. Trustee Engagement:

California state law vests the authority of the management of California Institute of the Arts in the Institute's Board of Trustees. Working with the Institute's President and its corporate officers, the Board of Trustees holds fiduciary and overall responsibility for the welfare of the Institute, and individual trustees provide leadership, advocacy, and philanthropic support to the Institute. The opportunities for Trustee education, training, and development are critical to better informing this fiduciary body and enhancing its understanding of the past and future of CalArts.

Initiatives:

9.1 Fully staffing the Board, with all leadership positions filled. **(Chief IDEA Officer, Office of the President, and Executive Director of Board Relations)**

Measures for Success:

- Percentage of diverse members **(Office of the President, Executive Director of Board Relations, and Executive Director of Institutional Effectiveness)**
- Percentage of gender diversity **(Office of the President, Executive Director of Board Relations, and Executive Director of Institutional Effectiveness)**



CaLARTS

The CalArts main campus sits on the unceded ancestral lands of the Chaguayavitam, the people of Chaguayanga, whose present-day descendants are citizens of the Fernandño Tataviam Band of Mission Indians. They have been here for millennia and will forever call this place home. Through meaningful partnership and collaboration, CalArts is committed to lifting up their stories, culture, and community.