

MARYLAND
INSTITUTE
COLLEGE
OF ART



DEIG at MICA

Final Report from the Presidential Task Force on
Diversity, Equity, Inclusion and Globalization
(DEIG)

April 19, 2018

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FOREWORD: AN OPEN LETTER FROM THE TASK FORCE

Dear MICA Community,

As members of the Presidential Task Force on Diversity, Equity, Inclusion and Globalization (Task Force), we proudly present our final report that has incorporated [input from the community](#).

The history, membership, process and work of the 2015–2017 Task Force can be viewed in the [Executive Summary](#) that follows this Foreword and also in [Appendix II](#) of this report.

While the Task Force sunsets with the finalization of this report, the most meaningful journey of integrating diversity, equity, inclusion and globalization (DEIG) at MICA is just beginning. The [DEIG Work Plan](#) of this report is comprehensive in scope, reaching into all aspects of College education and operation. Since our inception, the Task Force has worked with the Board of Trustees, administration leaders, student groups and staff and faculty to advance the support of the welfare, safety and success of MICA community members of all backgrounds. The report work plan aims to cement and sustain an authentic and powerful integration of DEIG at MICA.

The common understanding of and commitment to DEIG integration on campus has only grown since the Task Force took shape. That bodes well for the future of this work since both will and action are required across campus for sustained and sustainable efforts.

To evidence the fullness of campus alignment around DEIG, the Task Force members' signatures to this letter and report are joined by the endorsing signatures of the entire senior staff, Board of Trustees, Student Voice Association, Faculty Executive Committee and Staff Enrichment Council. All the signatures are attached as [Appendix I](#).

Sincerely,

(Co-Chairs of the Task Force, representing members of the Task Force)



Samuel Hoi
President



Clyde Johnson
Associate Dean, Diversity and
Intercultural Development



Colette Veasey-Cullors
Faculty & Chair of BFA Photography

EXECUTIVE SUMMARY

This Final Report from the Presidential Task Force on Diversity, Equity, Inclusion and Globalization (Task Force) delivers, as promised in the February 2015 College's Public Response to the Black Students Union Open Letter, a college-wide plan to structuralize diversity, equity, inclusion and globalization (DEIG) efforts into all aspects of the College.

The two-year Task Force, with a broad representation of faculty, staff, students and trustees, was formed in Fall 2015 to help evolve MICA's culture and practice to fulfill its mission and vision, as well as to address DEIG-related issues past and present. The goal is to bring about systemic, structural, substantive, and sustainable change to rewire the College for DEIG integration.

In meeting its charge, the Task Force first conducted research and evaluation to understand the DEIG needs at MICA, including a third-party [Diversity Audit](#). The Task Force then offered [DEIG definitions](#) for our campus community, set [DEIG goals](#), and initiated transformational actions. Relevant information relating to the Task Force can be found on the [DEIG Integration at MICA](#) site.

Steps put in motion by the Task Force have led to significant results on campus. MICA took a bold and fundamental approach to DEIG integration, building clear DEIG principles into the College's new [Mission, Vision and Tenets](#) that were broadly announced on September 19, 2017.

In Fall 2017, the former Office of Diversity and Intercultural Development expanded with a new name of Center for Identity and Inclusion (CII), a revised mission to broaden its scope and impact, a larger and centrally located office in Fox Building, and an additional staff position, allowing for better services to students and the campus. In addition, plans are in motion for the Office of Community Engagement to be re-launched as a new center with a new name in Spring 2018, which will support faculty, students and communities at large in understanding and exercising creative citizenship and social justice principles in a diverse and changing world. These two offices will collaborate more closely for integrated support of students, faculty and staff.

Changes are beginning in the classroom. Reforms to the First-Year Experience (formerly Foundation) program were implemented in Fall 2017 and now integrate contemporary curriculum on race and identity. A Spring 2018 research-based class explores the history of marginalization and racism in Maryland, as well as within MICA's nearly 200-year history. While MICA takes the

necessary time to diversify our faculty and curricular offerings, this academic year brings notable DEIG role models to campus, beginning with such visitors as Xu Bing and Van Jones in Fall 2017 and Dawoud Bey and Shirin Neshat in Spring 2018. Funds have been raised to continue to bring notable visitors to present their work, as well as to interact with students.

Behind the scenes, MICA's Institutional Learning Outcomes (ILOs) will be updated to align with the new mission and vision and reflect DEIG goals. DEIG-themed Faculty Learning Circles will launch in Spring 2018. A series of reforms is being applied to the recruitment, retention and development of faculty and staff; e.g., mandatory implicit bias training for faculty search committee members, which began in 2015, is expanding to include administrative searches. An implicit bias training session for staff proved popular in Fall 2017 and was offered again in Spring 2018. Faculty participated in a full-day workshop on implicit bias and teaching to issues of race and identity in January 2018. The senior staff was trained and the trustees will be trained this calendar year as well. New faculty recruitment pipelines, successfully launched in 2017, will be expanded for 2018.

To continue a strong momentum, the Task Force recommendations in this report focus on a set of immediate and mid-range steps that integrate DEIG at MICA in a fundamental manner and that have been assigned to different areas of the College for implementation from now through the next two years. The detailed action matrix with specific information can be viewed in the [DEIG Work Plan](#). In partnership with the Task Force, the senior administration has embedded long-range DEIG planning as a key outcome of two crucial College planning efforts – the 2017–2018 Self-Study and 2018–2019 Strategic Planning processes.

The Task Force concludes its work with this report. A DEIG Integration [Accountability Monitoring Group \(AMG\)](#), with broad representation of leaders from various college constituency groups, will be appointed to begin its work in Spring 2018. The AMG will act as an internal auditor to monitor and ensure MICA's DEIG progress.

DEIG integration is critical for MICA's development. This Final Report provides a defined plan that builds DEIG into the MICA's identity, culture and practice, and advances MICA's growth and the welfare of its campus community. Through a positive and inclusive shift in campus culture and a structuralization of policies and practices in the context of our mission, DEIG is being positioned as a catalyst for creativity, educational excellence and responsible engagement at MICA.

PART I: DEIG COMMITMENT AT MICA

1) DEIG SIGNIFICANCE PER MICA MISSION, VISION & TENETS

During the 2016–2017 school year, a broad and deep process engaging all constituencies on campus generated the following new set of MICA Mission Statement, Vision Statements and Tenets. The Board of Trustees adopted the set on May 22, 2017, and MICA made widespread announcement on September 19.

Mission: EMPOWER students to forge creative, purposeful lives and careers in a diverse and changing world. THRIVE with Baltimore. MAKE the world we imagine.

Vision: A just, sustainable and joyful world activated and enriched by artists, designers and educators who are valued for their leadership and imagination.

*Tenets: We assert the centrality of artists, designers and educators in society.
We shape culture.*

We flourish through collaboration.

We embrace differences and champion equity.

We invent through thoughtful disruption.

We strive for excellence and rigor.

We act with intent and critical appraisal.

We model a community of care.

We take pride in our resilience.

We exemplify passion and conviction.

We have fun.

These Mission and Vision Statements and Tenets make explicit that the core concepts of DEIG are touchstones at the College. They are guiding values, principles and strategies that infuse our academic and institutional planning, practices, research and outcomes. They are catalysts for creativity, excellence and thoughtful engagement on campus and in larger spheres.

These quotes from the expounding text of the Mission and Vision Statements explain the fundamental rationale of DEIG at MICA, and clarify our philosophy and intentions:

- “MICA seeks to serve students of all backgrounds, throughout the nation and across the globe.”
- “Fulfilling our mission on the world stage, MICA has proud roots in Baltimore...Our pedagogy embraces thoughtful and reciprocal local engagement, which serves as a foundation for building cultural vitality, community empowerment, economic benefits, environmental wellness and social equity in global communities where our students ultimately live and work. For MICA, engagement is a key strategy to ensure relevance in contemporary art- and design-making, and is essential to our bold commitment to creative agency at both local and global levels.”
- “We at MICA envision a better world for everyone in which art and design thinking, creations and interventions bring voice and equitable opportunities to groups affected by disparities; advance environmental, economic and social sustainability; and enhance individual lives.”

MICA recognizes DEIG as an intrinsically related set in concept and action. Diversity is animated by inclusion, made just by equity and enriched and scaled through globalization. The world’s people, cultures and communities are increasingly interconnected and interdependent. A responsible and responsive higher education institution like MICA must prepare its students to thrive in the contemporary DEIG reality of our nation and the globe.

2) DEIG Definitions at MICA

The following definitions provide a common understanding of the meaning of DEIG at MICA. We acknowledge that there is a plethora of definitions of DEIG that are compelling based on the perspectives of the constituents that are defining the concepts. MICA’s DEIG definitions recognize our own specificity while being consistent with those of the Association of Independent Colleges of Art and Design (AICAD) as articulated by its DEIG Task Force, in order to achieve a suitable degree of unity with our peers.

DIVERSITY is the range of human differences, and means that each individual is unique and equally worthwhile. Not merely acknowledging the existence of differences, diversity implies the valuing and appreciation of, while giving voice to, these differences. Dimensions of diversity generally cover but are not limited to race, ethnicity, gender, gender identity, cultural identity, sexual orientation, age, socio-economic background, physical and mental ability or attributes, religious or ethical values system, national origin, citizenship, political beliefs and other ideologies. In an art and design educational environment, the scope of differences necessarily encompasses additional factors such as learning abilities and artistic approaches.

EQUITY is a fair distribution of a system's benefits and burdens regardless of its members' differences. In other words, equity would be a reality in which an individual is no more or less likely to experience a system's benefits or burdens just because of their differences. It provides each individual the opportunity to succeed and thrive. In our not-yet-perfect world, a commitment to equity requires the will and action of a system to examine inequity, including historical wrong, and redistribute opportunities and power.

INCLUSION is involvement, participation and empowerment, where the inherent worth and dignity of all people are honored. An inclusive system promotes and sustains a sense of belonging. It values and practices respect for the differences, talents, beliefs, backgrounds and ways of living of its members. An inclusive system also recognizes that agreement might not always be the end result, but that dialogue and understanding are part of the larger process that allows for inclusivity to be achieved and benefit all members.

GLOBALIZATION is the infusion of international and comparative-historical perspectives throughout the teaching and learning, career and professional development, research, operation and services at the College. It shapes institutional ethos and values, with equal commitment to international students' success at MICA's home campus and American students' international education. It provides a strategic framework to build equitable, mutually accountable and sustainable partnerships globally. It means the internationalization of the home campus and programs, as well as the activation of MICA as a global education provider.

These are evolving definitions that will periodically be examined and updated.

3) **DEIG Goals at MICA**

The key goals of the recommendations contained in this report are as follows:

- Create a systemic and pervasive college culture and practice of DEIG per the new MICA Mission, Vision and Tenets;
- Invest in, converge and coordinate MICA's DEIG efforts for optimal services and impact;
- Enliven the Mission promise of “Thrive with Baltimore” and “Make the World We Imagine”;
- Activate student agency;
- Strengthen shared governance; and
- Lay the groundwork for DEIG innovation to enable the campus community to do work that will distinguish MICA with its DEIG approach and establish a model for the field.

The end goal is the full integration of DEIG values and commitment into the DNA and daily work of MICA. The campus community should envision together a future at the College that does not need to separate out DEIG work as special efforts. They will become as core and natural to MICA as creativity, excellence and innovation.

PART II: DEIG INTEGRATION AT MICA

1) Principles Anchoring the Task Force Recommendations and College Actions

MICA acknowledges DEIG as central to its current state and aspirational future. This institutional commitment is reflected in its new [Mission and Vision Statements and Tenets](#). A diverse population, with local commitment and global perspective, broadens the practice and outcomes of teaching and learning. An inclusive and equitable environment fosters an educational community with a native appreciation of and stronger capacity to succeed with others. At MICA, every campus member should have the equal opportunity for achievement and growth.

MICA also recognizes that its positive evolution necessitates a thorough consideration of the multiple and complex ways in which DEIG principles and practices need to be built into MICA's educational programs and delivery, as well as into its institutional operation. Thus, the Task Force has undertaken its work with a commitment to bring about systemic and structural change for DEIG integration to rewire the College, so to speak, informed by the findings of a comprehensive Diversity Audit that was conducted over a period of six months in 2016.

The Task Force is recommending action steps that propel substantive and sustainable change that reaches deeply into every corner of MICA. These steps include: a reconsideration of our learning outcomes for students in light of our new mission and vision; new approaches to faculty and staff recruitment and to professional development of staff and faculty; opportunities for new programs and curricular initiatives; investment in the support structures for key offices that support the goals of DEIG; additional initiatives in admissions and strategic communication to create access pathways for a racially and culturally diverse population of students; and an accountability framework to ensure that the plan we are proposing is openly discussed, debated and advanced within the MICA community.

With permanent change as a key goal, the Task Force is mindful of the importance of concrete and immediate actions and of their capacity to inspire, instruct and to instigate transformation. While fundamental institutional change will take time and require patience, it is paramount for

the MICA community to begin to see and feel early, meaningful indications of the depth and scope of the change that is intended. This is especially the case for MICA's most important stakeholders – our students – who are on campus for a relatively short period of time.

Accordingly, the Task Force recommendations focus on a significant set of immediate and mid-term steps, timed for now through the next twenty-four months, that will leave no doubt about the direction and depth of the changes we plan to see at MICA. Many of these steps are a continuation of efforts launched during the 2015–2017 working period of the Task Force, and they represent positive points of no return. The long-term steps that will build on the Task Force-initiated actions are the intended outcomes of two other crucial College planning efforts, namely the Self-Study and strategic planning processes.

DEIG integration at MICA requires a broad and comprehensive effort with many moving parts. It is therefore critical that they be distributed with regard to responsibility and accountability. These coordinated parts are intended to contribute to a larger whole, and the stewardship of that larger whole must reside at a place where accountability and authority can converge. The Task Force recommendations, and the College actions that have already begun to address them, aim for such distributed responsibility across the senior administration, faculty, staff and student body. They leverage existing functions and roles as much as possible to generate ownership and accountability throughout the campus. It is a conscientious decision to not install a vice president position for DEIG since all vice presidents have pledged to and are now held accountable for DEIG integration in their respective areas and through a one-team approach. We will invest resources broadly across those areas and functions of the College that most support these initiatives.

Accountability for sustained and demonstrated progress has been emphasized throughout the planning process. First, the steps that have been taken and are being recommended genuinely respond to the needs and demands of the campus community. Second, the actions include clear objectives and criteria by which their success can be judged, and effective mechanisms for assessing their progress relative to related objectives and criteria. Third, Task Force efforts were designed to draw from and influence the executive level of the College's chain of command, as well as its governing Board of Trustees. Finally, the recommendations include an Accountability Monitoring Group that will be formed as the Task Force sunsets after the release of the finalized Task Force Report.

2) Task Force Recommendations & College Actions

MICA is taking a bold and fundamental approach to DEIG integration at the College, starting from incorporating their concepts and commitment into the [new Mission and Vision Statements](#).

Guided by its Mission and Vision, the Task Force recommends a set of time-phased commitments and initiatives to achieve short- and mid-range change towards DEIG integration. Long-range goals will be articulated in the upcoming 2020–2026 Strategic Plan, following a comprehensive re-accreditation-related Self-Study process in 2017–2019 that has incorporated DEIG integration as a key investigative and institutional self-improvement theme.

The Task Force recommendations correspond with those of the October 2016 Diversity Audit, which provides an expert and frank view of MICA's current state and a baseline against which we can evaluate our progress. During the 2016–17 academic year, the Task Force sorted through and prioritized a vast set of recommendations of the Diversity Audit to shape a more streamlined set of specific actions right for MICA. In addition, we carefully considered the work and recommendations of the sub-committees of the Task Force, the December 2014 BSU Open Letter, and the July 2015 Power and Equity Forum.

The Task Force recommendations are detailed in the [DEIG Work Plan](#) and can be viewed over the next six pages.

The initiatives and actions in the work plan have been assigned to different areas of the College for implementation over the next two years. It is important to note that the implementation of some proposed initiatives will involve extensive work and discussion with the appropriate stakeholder groups in line with MICA's commitment to existing governance practices.

TIMELINE	PROJECT / INITIATIVE	OVERVIEW	CAMPUS LEAD
Complete	Revise institutional Mission to make clear and distinct reference to the commitment to and value of diversity	COMPLETE: "EMPOWER students to forge creative, purposeful lives and careers in a diverse and changing world. THRIVE with Baltimore. MAKE the world we imagine."; Additionally the linked Tenets include "We embrace differences and champion equity", "We model a community of care", "We take pride in our resilience".	President's Office
Happening Now	Align Learning Outcomes with new Mission and Vision	Revise Institutional Learning Outcomes (ILOs) to reflect MICA's new mission and vision as it relates to diversity, equity, inclusion, and globalization.	Academic Affairs
	Curriculum Development	Unite curriculum across programs so that DEIG is addressed across the institution: <ul style="list-style-type: none"> Establish College-wide speaker series/public events that are thematically aligned with DEIG. Re-establish the Office of Community Engagement under new leadership with new mission. Support, develop, and run high school programs as pipeline programs through Open Studies designed to prepare and inspire students from groups underrepresented in art and design to pursue art and design. 	Academic Affairs
	Center for Identity and Inclusion	The Office of Diversity & Intercultural Development has been renamed to the Center for Identity and Inclusion. This includes a completed relocation (into Fox 110) and new mission statement. A new Director-level position will be added to the office during Spring 2018.	Student Affairs
	Recruitment, Retention, and Leadership Development	Work with HR to develop more comprehensive resources for targeted advertising, including the identification of discipline specific professional groups. Build a more strategic long-term recruitment "pipeline" through visiting artists/designers/critics/fellows/residents, active engagement with external functions (eg conferences) and organizations. Ensure that opportunities for advancement to leadership positions are available in all areas, not just those with a specific focus on diversity issues or support.	Academic Affairs
	Diversify the faculty and leadership by implementing effective recruitment practices and providing training	Implicit bias training has been provided to faculty search committees and guidelines for searches have been created to inform effective practices. Expand training to staff and adapt guidelines for staff searches. Audit and update the guidelines regularly.	Human Resources
	Develop a series of pipeline programs that will provide opportunity for a more diverse student body to prepare for attendance at MICA and enroll at a lower cost	Continue to develop pipeline programs such as "MICA In Depth" and the MICA Art & Design College Accelerator Program (ADCAP) which target underrepresented populations and help prepare them for college entrance and success. Funding has successfully been raised. Community College Articulation Agreements will be developed aimed at creating pipeline programs for students attending community college who wish to earn credit in transferrable courses at a significantly lower cost and reduce their time to graduation.	Admissions

TIMELINE	PROJECT / INITIATIVE	OVERVIEW	CAMPUS LEAD
Happening Now	Increase the number of students attending MICA from Baltimore City and the greater Baltimore region with the goal of increasing representation at MICA more reflective of the city's racial/ethnic profile	<p>Target key Baltimore city schools for recruitment:</p> <ul style="list-style-type: none"> · Add recruitment programming at targeted schools including classroom visits and workshops on admission and financial aid as well as offering MICA faculty as subject speakers. · Develop on-campus events, tours, mentorship and programming to introduce prospective students to MICA's student life, programs of study and careers in art and design. · Offer scholarships to promising students for classes in MICA's Open Studies Program for the purpose of portfolio development. 	Admissions
	Remove unintentional bias in the admission process with the goal of admitting more underprivileged students	Join the national "Turning the Tide" initiative and place a higher value on collecting and rewarding the contributions students make to family, community and/or the common good. Develop scholarship programs to reward students who contribute meaningfully to family or community in ways that demonstrate compassion and caring.	Admissions
	Couple diversity and educational excellence to describe MICA to prospective students, parents, alumni and external audiences to create awareness beyond the campus	In MICA's newest publications, there has been a deliberate effort to share the accomplishments of diverse students, faculty and alumni. MICA has created videos that address specific audiences, such as international students and their parents. Next steps include increasing these efforts, especially as we update and produce more vehicles to tell MICA's story. MICA will continue to increase efforts to seek exposure in places where different populations seek information.	Strategic Communications
	Insure that marketing and branding materials emphasize diversity and inclusion as core values	Current marketing and branding efforts implicitly emphasize diversity and inclusion as core values. In our new website, due to launch in Fall 2018, MICA will have explicit references to diversity, equity and inclusion and will consider sections that include even more emphasis on students of color, different genders, and international students. As we look to forthcoming planning, we should include reflections on our history, do more research about our alumni and faculty of color, different genders, and who hailed from places around the world.	Strategic Communications
	Expand resources for students' exploration of diverse and/or international internship and employment opportunities	Expand information available regarding international customs, job opportunities, and application processes. Expand the presence of minority and women owned businesses at key campus events by seeking out new gallery and industry partners; Refine and review data on access to internships for under-represented students and partner with related student organizations to encourage greater participation.	Student Affairs

TIMELINE	PROJECT / INITIATIVE	OVERVIEW	CAMPUS LEAD
Happening Now	Use institutional data to assess comparative health (persistence, graduation, etc.) of student body by racial, gender, and other factors	Beginning in the 2016 – 2017 academic year persistence was looked at through a number of factors inclusive of ethnicity and gender. Next steps include further refinement of this statistical analysis; A standing dashboard will be built for institutional leadership to monitor annually and which will include information regarding persistence by ethnicity, gender, and international status.	Student Affairs
	Provide increased cultural sensitivity and access to clinical and wellness services	Assess models of clinical delivery with a specific focus on the unique needs of underrepresented minority students: <ul style="list-style-type: none"> · The national Healthy Minds survey will be implemented and will provide an updated assessment of mental health support and services in general. · Translation services are being brought online to assist with student and family communication. 	Student Affairs – Wellness Team
Short-Range (In Progress – 12 Months)	Establish an accountability monitoring group and framework for the oversight, reporting, and ongoing evaluation of the campus-wide DEIG work plan	A DEIG Integration Accountability Monitoring Group (AMG) will be established. The organizational and operational principles of this group are as follows: <ul style="list-style-type: none"> · The AMG is a campus cross-functional monitoring group that works in parallel with the President's Council. While the latter oversees the implementation of the DEIG integration plan across campus, the former reviews the progress and outcomes of such work. · The AMG acts as an internal auditor; their role is to monitor, advise, and report out, and not to do the work. · The proposed membership of the AMG includes the Presidential Task Force Co-Chairs, the Provost, the Vice President of Students Affairs, the Board Chair, and the Director of Human Resources, as well as SVA, BSU, and additional Student, FEC and SEC leadership. · The AMG issues semestrial updates to keep the campus community informed. · To accomplish its monitoring work, the AMG will assess and review institutional data. 	President's Council
	Faculty and Staff Development	<ul style="list-style-type: none"> · Incorporate Resources and professional development opportunities into a new Center for Teaching and Learning. · Inventory existing expertise among faculty and staff and begin a repository of resources accessible by Spring 2018 and extend current workshops, trainings and summer grant opportunities to begin Summer 2018. · Establish a dedicated budget to support opportunities for professional development in leadership for staff across campus divisions with priority placed on building diversity. · Complete the work of rebuilding the Office of Community Engagement under the leadership of a new Director with a new name and mission that reflect its centrality to the educational mission of MICA. · Establish an Endowed Visiting Fellows Program that brings artists, schools and teachers working on DEIG themes and projects to MICA on a regular basis. 	Academic Affairs

TIMELINE	PROJECT / INITIATIVE	OVERVIEW	CAMPUS LEAD
Short-Range (In Progress – 12 Months)	Clarify policies and procedures on bias-related incidents	<p>Improve MICA's Equal Opportunity, Non-Discrimination, and Harassment policy:</p> <ul style="list-style-type: none"> · Build out examples for key policies including bias. · Obtain feedback from focus group on the clarity of policies and procedures and the ease of accessing them. · Assess needs for clarity on locating policies. · Include expectations regarding civil behavior to address behaviors that do not meet the legal thresholds for harassment/hostile work environment. · Develop a strengthened bias reporting system. 	Human Resources
	Financial Literacy	Implement a robust, student centered financial literacy program inclusive of workshops, events, and one-on-one financial literacy counseling. Goals will include empowering students to become more financially savvy regarding budgeting, credit, and money management as well as educating students regarding student loans and repayment/responsible borrowing. A financial literacy website will be developed providing students with alternative resources and financial education courses.	Financial Aid
	Provide workshops and post guides that help faculty, staff, and students become more familiar with various forms of bias including implicit and unintended bias	Collaborate with others to obtain buy in and ensure alignment with MICA's culture. Customize training to MICA and measure impact.	Human Resources
	Assess impact of culture on underrepresented employees on campus	Conduct discussions with underrepresented employee groups to understand their experience. Review compensation and benefits to see if there's any unintended or implicit bias in benefits structure that needs to be remedied.	Operations
	Celebrate and include language about diversity on website	Integrate into the new website, which will launch in fall of 2018.	Strategic Communications
	Expand access to student leadership roles for diverse students and leverage student leader trainings to expand student efficacy in leading campus dialogues	Center the dialogue on race in the daily conversation of student leaders who already receive training on social justice and related topics. Existing identity based student organizations will be approached to further diversify student applicant pools with the goal of increasing the overall diversity of student leader applicants over the upcoming three year window.	Student Affairs
	Increase opportunities for meaningful student dialogue regarding differences	<ul style="list-style-type: none"> · Develop a residential special interest group focusing on differences or difficult dialogue. · Continue work on the new First Year Experience (FYE) program with a focus on healthy dialogue and understanding differences. · Connect campus wide programs to weekly FYE topics to ensure a pervasive dialogue impacting the student body. 	Student Affairs

TIMELINE	PROJECT / INITIATIVE	OVERVIEW	CAMPUS LEAD
Short-Range (In Progress – 12 Months)	Improved Budget Transparency	Collaborate with various constituencies on campus to identify ways to have a broader group of faculty and staff better informed about the budget, engage them in its development and priority-setting, and make it overall, a more transparent and inclusive process.	Operations
Mid-Range (12 – 24 Months)	Curriculum Development	<ul style="list-style-type: none"> Establish organizational linkage between the goals of the Office of Community Engagement and the new Center for Identity & Inclusion. Work with existing committees to develop core competencies and inventory where they would happen in the program curricula. Consider the viability and process for course tagging to highlight existing courses that address DEIG. 	Academic Affairs
	Faculty and Staff Development	Establish Teaching Circles for faculty and incentivize faculty to propose and revise courses to be offered starting in Fall 2019 that will enhance critical thinking about social justice and DEIG.	Academic Affairs
	Recruitment, Retention, and Leadership Development	<ul style="list-style-type: none"> Implement annual review process that includes discussion and planning for professional development. Explore the development of opportunities for better incentives to retain key faculty and staff. Establish professional development opportunities for staff at all levels. Build mentoring program for faculty and staff. 	Academic Affairs
	Increase financial aid and scholarship funding to attract and retain a diverse student body	Partner with the Office of Advancement to raise awareness and need for additional scholarship funding for the purpose of increasing enrollment of students representing targeted racial/ethnic backgrounds, diversifying international student representation, and providing opportunity to students in need due to their immigration or socio-economic status.	Admissions
	Increase the number of students attending MICA from Baltimore City and the greater Baltimore region with the goal of increasing minority representation at MICA more reflective of the city's racial/ethnic profile	Develop parallel partnerships, programs and scholarships with regional Community Based Organizations.	Admissions
	Improve access and representation for staff in nonsupervisory positions	<ul style="list-style-type: none"> Work with supervisors and staff during to create a framework/inventory for assigning/connecting staff to committees. Provide flexible scheduling for staff in non-supervisory roles to attend meetings and be on committees. When developing institutional committees or other opportunities to provide feedback/improve the institution, ensure a diverse work group. 	Human Resources

TIMELINE	PROJECT / INITIATIVE	OVERVIEW	CAMPUS LEAD
Mid-Range (12 – 24 Months)	Retain diverse talent	Engage collaborators in creating a comprehensive retention plan to increase the retention, engagement, and development of diverse employees.	Human Resources
	Anchor Engagement Framework	Execute practices relevant to MICA's economic impact on the City of Baltimore. Collect and assess data relative to MICA's economic impact, local hiring practices, career pathways, and educational and community engagement relative to DEIG work.	Strategic Initiatives
	Increase and interconnect campus programming that encourages exploration and understanding of differences	Revisit area mission statements and learning outcomes in light of the new Mission & Vision statement. Learning Outcomes that inform campus programming should be connected to the College's DEIG work thoughtfully and the allocation of programmatic resources should be tied to the effort's DEIG connection.	Student Affairs/ Academic Services
Long-Range		Long-Range goals will be articulated in the upcoming 2020 – 2026 Strategic Plan, following the 2017 – 2019 self-study process that has incorporated DEIG integration as a key institutional self-improvement theme.	

3) **Accountability**

a) Accountability Monitoring Group

A DEIG integration Accountability Monitoring Group (AMG), with broad representation of leaders from various college constituency groups, was planned in Fall 2017 and will be appointed to begin its work in Spring 2018. The organizational and operational principles of this group are as follows:

- The AMG is a campus cross-functional monitoring group that works in parallel with the President's Council. While the latter oversees the implementation of the DEIG integration plan across campus, the former reviews the progress and outcomes of such work. As such, the AMG acts as an internal auditor; its role is to monitor, advise and report out, and not to do the work.
- The AMG will have an operational charter that articulates its goals, principles, duties and working methods (to be designed in Fall 2017).
- The AMG will issue semestral updates to keep the campus community informed (beginning at the end of Spring 2018), as the Task Force has done during its working period.
- The duration of the AMG will be limited, with an open-ended timeframe between 2020 and 2026, which marks MICA's bicentennial and the conclusion of the upcoming 2020–2026 Strategic Plan; when AMG sunsets, a new accountability system will be determined to support ongoing DEIG work.
- The AMG will work closely with the three President's Council members most responsible for driving and monitoring the President's Council's work, namely the President, Provost and Vice President of Student Affairs.
- The proposed membership of the AMG, up to 15 members, will include rotating seats, as student members graduate and leaders from various campus groups come in and out of their positions. The projected membership is as follows:
 - 2015–2017 Task Force Co-Chairs (Samuel Hoi, Clyde Johnson, Colette Veasey-Cullors)

- Provost
- Vice President of Student Affairs
- Vice President of Strategic Initiatives
- Board of Trustees Chair
- Associate Vice President of Human Resources
- Assessment Committee leader (Academic Affairs)
- Student Voice Association (SVA) leadership representative (rotating as different student leaders fill the position)
- Black Student Union (BSU) Co-President (one of two, and rotating as different student leaders fill the position)
- Two to three Identify-Based Student Organization leaders (rotating among groups, and rotating as different student leaders fill the position)
- Faculty Executive Committee (FEC) leadership representative (rotating as different faculty leaders fill the position)
- Staff Enrichment Council (SEC) leadership representative (rotating as different staff leaders fill the position)

To accomplish its monitoring work, the AMG will assess and review data and information such as relevant benchmarks used in various annual reports, curricular evolution, ILOs/PLOs and related assessment, faculty and staff diversity hiring data, etc. The AMG can also design and guide data collection vehicles such as a timed revisit of an external audit, climate surveys, etc.

The AMG's monitoring will be based on an assessment matrix inclusive of:

- Quantitative components such as hiring tracking; administrative leadership and board changes; number and frequency of training workshops; enrollment changes; etc.
- Narrative inventory of major initiatives and projects such as DEIG curricular tagging; speakers and visiting DEIG role models; etc.
- Qualitative assessment of success of initiatives such as assessment of student learning outcomes; climate surveys for perception; etc.

b) Task Force Report as a Response to the 2014–2015 Call for Action

The December 2014 BSU Open Letter and July 2015 Power and Equity Forum Recommendations together presented a call for action in relation to DEIG. While the February 2015 Public Response to the BSU Letter addressed a set of immediate concerns and expressed solidarity to fortify diversity efforts on campus, this Task Force Report fulfills the promise to establish an authentic and sustainable DEIG culture and practice at MICA.

This report does not, nor should it, answer point by point the requests of the BSU Letter and Power and Equity Forum Recommendations. The power of MICA's current DEIG work lies partly in the fact that it is not a reactive appeasement effort to calm campus concern. Rather, that well-expressed concern enabled an institutional awakening to its mission-driven need to embrace DEIG deep into its core. Therefore, the Task Force has approached its tasks as an integral institutional self-improvement effort in its own right.

That said, the work of the Task Force over the past two years has been mindful of the three themes underpinning the requests of the December 2014 BSU Open Letter – Safety, Protection and Transparency; Campus Community Diversity Training; and Increase in Campus Diversity and Support for Diversity. Attention was also given to the substance of specific requests. Similarly, the four workgroup recommendations and the related ideas from the July 15 Power and Equity Forum document – Curriculum, Policy, Structure and Support, Training and Awareness – guided the initial organization of the Task Force committees. As a result, many of the Task Force recommendations and College actions outlined above correspond directly to the requests of these documents.

In developing its final recommendations and report, the Task Force has honored this approach, as shared in the February 2014 Public Response: “The path to successful identification of (DEIG) goals is an open, honest and in-depth campus dialogue about diversity, equity, inclusion and globalization... The outcome will be a concrete plan to support campus diversity in a comprehensive and powerful manner. This is the right approach for sustainable change because we must first explore among ourselves how diversity is understood and defined before we have a real chance to integrate it into our identity, culture and practice. Our work ahead will consider the interest of all students without losing sight of the specific reality and needs of students of color and within that group, the African-American students.”

PART III: DEIG Success Scenarios

What would success look like if MICA's DEIG integration is effective?

The campus community was invited, as part of the feedback process for the final draft of this report, to imagine the college-wide DEIG impact by MICA's bicentennial in 2026. This collective envisioning¹ has greatly informed the success scenarios below. Though not necessarily comprehensive, these community-expressed scenarios compellingly articulate our aspirations and serve as guideposts for our practical and committed actions.

For Everyone College-Wide

- DEIG values and commitment are integral to the DNA and daily work of MICA. The campus community does not need to separate out DEIG work as special efforts. DEIG is as core and natural to MICA as creativity, excellence and innovation.
- Equal attention is placed on all aspects of DEIG per MICA's DEIG definitions.
- Sustained DEIG training is provided for all levels of faculty, staff and students that is both institutional and personal.
- There is constant discussion about DEIG issues in and out of the classroom organically, with community-driven spaces created and facilitated by campus members to bring diverse groups of people together for meaningful conversations.
- One MICA is our state of being and operation, without unproductive siloes and the current faculty-staff divide. MICA's operation exemplifies the DEIG principles.
- Everyone at MICA feels welcome, listened to and heard, and can participate with impact across constituency groups and job types.
- MICA students, faculty and staff are leaders by example of equity and justice in their professional and personal communities.

¹ Some scenarios were expressed as negation of current situations. For example: "Students do not need to say they wish they had faculty who looked like them" or "Not have to see/hear a student of color have to respond to a room of silence around a critique." Some scenarios were specific recommendations and sometimes involving specific groups. While they are undeniably powerful and instructive, the summary in this section incorporates their ideas into affirmative and more universal expressions. The unedited community feedback can be viewed [here](#)."

For Students

- All students feel at home at MICA.
- The faculty reflects the diversity of the student body and does not reflect the perspectives of one dominant group.
- Classroom critiques and the general learning environment are respectful of all students and free of bias and micro-aggression.
- More curricular offerings and teaching expertise that present artists and thinkers of color, as well as non-western cultures and perspectives.
- There is both curricular and co-curricular emphasis for intercultural competence.
- There is language diversity in the MICA employee population.
- There is an effective and trusted system to report DEIG issues on campus with accountable outcomes.
- There is more socio-economic diversity among the students, enabled by management of cost of attendance and stronger transfer pathways.
- Students graduating from MICA receive every aspect of education they could and should expect.

For Faculty

- The faculty embodies the diversity as defined in this report.
- Faculty members have the security, knowledge and college support to understand their own gaps and attain the desired learning and professional development.
- Faculty members understand the realities of and have the intercultural-competence to interact with students of color and international students in critique and other matters.
- The faculty is appropriately challenged and supported to contemplate and implement pervasive change in curriculum to meet the needs of DEIG integration.
- The faculty has access to the education, research, and development of DEIG teaching and professional practice, including a more comprehensive access to and support for new or next traditions and practices.
- There is a greater sense of community and equity among all those who teach at MICA regardless of full-time or part-time status, resulting in a shared sense of ownership, pride and welcoming attitudes for all.

For Staff

- The general staff has and feels genuine equity, visibility, recognition, and support on campus.
- The staff has representation, voice and opportunity in DEIG integration efforts, particularly the support staff and including the reporting of acts of bias. The support staff is supported by their supervisors to attend meetings and serve on committees.
- Different types of leadership styles are recognized at every staff level.
- Diversity is pervasive across staff types and tiers.
- There is a supportive, inclusive and respectful rapport between faculty and staff.
- Support for holistic wellness, career pathways, professional development, mentorship, cultural support, and retention is methodically in place for diverse staff groups.

For City Communities

- All of Baltimore own MICA.
- Diverse Baltimoreans experience MICA earlier, more robustly, and more generatively.
- The MICA education intersects with the city in reciprocal and mutually elevating ways.
- MICA as a catalyst for change that Baltimore needs.

There is great richness in the above scenarios. To paraphrase one scenario contributor's thoughtful and inspirational comment: Inclusion means an opportunity for everybody to be a part of this transformative DEIG work that is happening now at MICA. Make DEIG work part and parcel of everyone's MICA experience, then we can and will achieve success!

APPENDIX I: ENDORSING SIGNATURES

Signatures of Task Force Members (including the president, five vice presidents and two trustees): Mary Allen, Theresa Bedoya (vice president), David Bogen (vice president), Erika Carruth, Jenny Carson, Stuart Clark (trustee), Rufus Davis, Jenny Ferretti, Samuel Hoi (president), Wendy Jachman (trustee), Clyde Johnson, Gwynne Keathley, Nisharee Komolkiti, Vanessa López, Alexandra Oehmke, Michael Patterson (vice president), Debra Rubino (vice president), Raél Salley, Karen Stults, Estevenny Jiménez Turns, Colette Veasey-Cullors, Rita Walters (vice president)



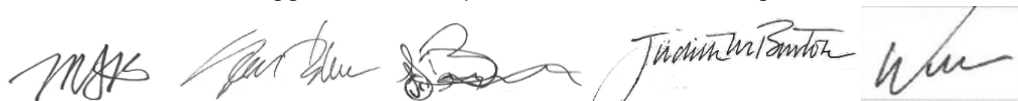
A collection of handwritten signatures for Task Force Members, arranged in five rows. The signatures are written in black ink on a white background. The first row contains four signatures, the second and third rows each contain three, and the fourth and fifth rows each contain two.

Signatures of Vice Presidents (who are not on the Task Force): Alexandra Kim, Douglas Mann, Michael Molla



Three handwritten signatures for Vice Presidents, arranged in a single row. The signatures are written in black ink on a white background.

Signatures of Trustees (who are not on the Task Force): Michael Beatty, James Blue, Jeffrey Bunting, Judith Burton, Wonhong Cho, Gwen Davidson, Roald Fidler, Ann Garfinkle, Kibebe Gizaw, Alice Greif, Fredye Gross, Deana Haggag, Juliana Harris, David Hayden, Ross Jones, Eric Jordahl, Giselle Lewis-Archibald, Thibault Manekin, Brian Martel, Justin Martino, Neil Meyerhoff, James Miller, Michele Modell, Anne Perkins, Sheila Riggs, Marcus Stephens, Paul Tiburzi, Doug Tsui, David Wallack.



A collection of handwritten signatures for Trustees, arranged in a single row. The signatures are written in black ink on a white background.

(Trustees' signatures continued)

Ann M. Garfunkle
Alice F. Gray
Dorothy A. Jones
B. M. O'Connell
Neil A. Meyerhoff
Anne S. Perkins
Shirley K. Riggs
John K. Han

Signatures of Student Voice Association Leaders: Mazzy Bell, Alec Germinaro, Claire Cho, Simon Grind, Yeeum Kim, Rhaegen King, Cole McDonnell, Alexi Scheiber, Maddie Wolf

Mazzy Bell
Alec Germinaro
Claire Cho
Simon Grind
Yeeum Kim
Rhaegen King
Cole McDonnell
Alexi Scheiber
Maddie Wolf

Signatures of Faculty Executive Committee Members: Ian Bourland, Allan Comport, Firmin Debrabander, Kerr Houston, Christine Manganaro, Zvendana Stojmironoviz, Jonathan Thomas

Ian Bourland
Allan Comport
Firmin Debrabander
Kerr Houston
Christine Manganaro
Zvendana Stojmironoviz
Jonathan Thomas

Signatures of Staff Enrichment Council Members: Amber Eve Anderson, Erin Baynham, Aaron Blickenstaff, Samantha Brodowski, Seth Crawford, Sarah Edelsburg, Nicole Espallat, Molly Rose Gamble, Melanie Hardy, Amy Hodges, Cindy Intorre, Anne Marie Rooney, Keri Watley

Amber Anderson Erin Baynham Aaron J. Blickenstaff
Samantha Brodowski Seth Crawford signed in absentia as
Nicole Espallat Molly Rose Gamble Melanie Hardy
Cindy Intorre Anne Marie Rooney Keri Watley

APPENDIX II: TASK FORCE HISTORY, MEMBERSHIP, STUCTURE & WORK

History

Several convergent factors led to the formation of the Task Force in Fall 2015.

In September 2014, graduate students in a Graduate Town Hall meeting posed questions to the administration on the lack of diversity within the curriculum, the faculty, as well as within their cohorts. The undergraduate students, represented by the Black Student Union (BSU), echoed these sentiments. Graduate and undergraduate students started meeting with faculty and staff for conversations around the themes of the need for diversity, equity and power to make appropriate changes, organically forming The Power and Equity Forum (Forum). The Forum became a space for the MICA community to process recent events across the country and at MICA, to reflect on MICA's direction in reference to diversity, and to recommend changes needed to address issues of racism, power, and privilege at MICA.

Questioning of and demand for diversity and equity were not new on campus, but gained urgency and strength in Fall 2014 in the context of national outcry against racially biased police brutality and the Black Lives Matter movement.

Also in the background was a presidency change at MICA. The new president, shortly after his arrival in July 2014, initiated discussions with the vice presidents and the trustees regarding the need of MICA to examine and address issues relating to a dominant culture.

In late November 2014, an unknown perpetrator carved into the metal panel of the elevator a death threat against Black people. The BSU activated a call to the campus to have a meeting to discuss the incident and hate crimes. The same day, a verdict was handed down to not pursue a criminal charge against a police officer responsible for the shooting death of unarmed African American male, Michael Brown. National and campus issues resonated powerfully at the meeting.

In December 2014, the BSU presented to the administration an Open Letter that came with wide support of the campus community. MICA's president and the BSU staged a joint march for the delivery of the Open Letter to signal the necessity of collaborative efforts for deep change at MICA.

The senior administration and the Board of Trustees provided an immediate response to the Open Letter the same month and a more detailed public response in early March 2015.

The Forum was charged to develop a key set of recommendations for the campus dialogue on diversity, equity, Inclusion and globalization, which were delivered to the president in July 2015.

In Fall 2015, the president assembled the broadly represented Presidential Task Force for Diversity, Equity, Inclusion and Globalization as recommended by the Forum. He invited a faculty leader and an administrative leader to co-chair the Task Force with him to establish a model of shared power and responsibility, and set a two-year timeframe.

Membership, Structure & Work

For the academic year 2015–2016, the Task Force organized its structure and work around the following key areas: *structure and support, policy, curriculum, training and awareness, and public engagement*.

The first-year members of the Task Force included students, staff, faculty, and trustees, as follows:

- Samuel Hoi, President (Co-Chair)
- Clyde Johnson, Associate Dean Diversity and Intercultural Development (Co-Chair)
- Colette Veasey-Cullors, Chair of Photography (Co-Chair)
- Mary Allen, Director of International Affairs
- Theresa Bedoya, Vice President for Admissions and Financial Aid
- David Bogen, Vice President for Academic Affairs and Provost
- Jenny Carson, Faculty Art History
- Stuart Clarke, Trustee
- Wendy Jachman, Trustee
- Gwynne Keathley, Vice Provost for Research and Graduate Studies
- Vanessa López, Faculty Art Education/MAT
- Natovian McLeod, Graduate Student
- Guy Moshayov, Undergraduate Student
- Alexandra Oehmke, Undergraduate Student
- Michael Z. Patterson, Vice President for Student Affairs and Dean of Students
- Shyla Rao, former Director MAT

- Olivia Robinson, former Faculty Fibers
- Debra Rubino, Vice President for Strategic Communications
- Raél Salley, Faculty Art History
- Karen Stults, former Director of Community Engagement
- Estevanny Jiménez Turns, Associate Vice President for Human Resources
- Rita Walters, Vice President for Advancement
- Alfonso Fernandez Vazquez, Graduate Student
- James Williams, former Gallery Installations Manager, Exhibitions

The 2015–2016 accomplishments of the Task Force can be viewed here – [Task Force 2015–2016 Work Summary Report](#).

In 2016–2017, the Task Force streamlined the five first-year sub-committees into three second-year sub-committees: Vision & Accountability, Structuralization & Development, and Programming & Engagement. Their work can be reviewed in their [Final Reports](#).

The membership of the Task Force was also adjusted to replace a few departed members. The second-year members of the Task Force included:

- Samuel Hoi, President (Co-Chair)
- Clyde Johnson, Associate Dean Diversity and Intercultural Development (Co-Chair)
- Colette Veasey-Cullors, Chair of Photography (Co-Chair)
- Mary Allen, Director of International Affairs
- Christopher Batten, Graduate Student
- Theresa Bedoya, Vice President for Admissions and Financial Aid
- David Bogen, Vice President for Academic Affairs and Provost
- Erika Carruth, Executive Assistant, Undergraduate Studies
- Jenny Carson, Faculty Art History
- Stuart Clarke, Trustee
- Rufus Davis, Director of Facilities Operations
- Jenny Ferretti, Digital Initiatives Librarian
- Wendy Jachman, Trustee
- Gwynne Keathley, Vice Provost for Research and Graduate Studies
- Nisharee Komolkiti, Undergraduate Student
- Vanessa López, Faculty Art Education/MAT

- Alexandra Oehmke, Undergraduate Student
- Michael Z. Patterson, Vice President for Student Affairs and Dean of Students
- Shyla Rao, former Director MAT
- Olivia Robinson, former Faculty Fibers (Fall 2016)
- Debra Rubino, Vice President for Strategic Communications
- Raél Salley, Faculty Art History
- Karen Stults, former Director of Community Engagement
- Estevanny Jiménez Turns, Associate Vice President for Human Resources
- Rita Walters, Vice President for Advancement

APPENDIX III: LIST OF KEY TASK FORCE RELATED DOCUMENTS AND WEBLINKS

If you are new to MICA or need to refresh your memory of the most critical documents that can inform your review of this draft report, you will find the following list useful:

- [BSU Open Letter to the Administration of the Maryland Institute College of Art](#) (12/3/2014)
- [MICA Administration and Trustees' Response to the BSU Open Letter](#) (12/12/2014) & [Public Response to the BUS Open Letter](#) (3/3/2015)
- [Power & Equity Forum Recommendations](#) (7/2015)
- [DEIG Task Force Announcement](#) (9/14/2015)
- [Diversity Audit Report](#) (10/26/2016)
- [Task Force Subcommittee Final Reports](#)
- [Task Force Update to the Campus Community](#) (5/5/2017)

These documents, plus other relevant information, are available for viewing at the dedicated [DEIG Integration at MICA](#) website.