TOP GROUPINGS OF TENT-POLE IDEAS FROM THE SEPTEMBER 9, 2019 LEADERSHIP TEAM RETREAT (reviewed and endorsed by HUB on October 21, 2019)

At the September 9, 2019 Leadership Team Retreat, over 90 faculty, staff, student leaders gathered to generate initial ideas and priorities for the Strategic Plan and to make recommendations regarding planning engagement. All the Retreat ideas have been compiled and can be viewed here.

Strategic Plan Tent Poles are major initiatives that the Retreat participants believed MICA must/should tackle in the 2021-2026 Strategic Plan. 97 preliminary tent-pole ideas were harvested from the Retreat. Together with the Top Themes from the April 12, 2019 Pan-College Convening on Strategic Planning, they begin to inform the key substance MICA's Strategic Plan 2021-20216. These ideas will be supplemented by broad input from internal and external voices during the planning engagement period in Fall 2019.

This summary document consolidates the 97 ideas into 25 groupings, mapped to the Strategic Plan Framework Goal and Themes (see below).

GOAL: BE A NATIONAL AND INTERNATIONAL MODEL OF INTEGRATIVE EDUCATION IN ART AND DESIGN

THEME 1:   EMPOWER the Lives, Practices and Futures of Artists, Designers and Educators
(Anticipatory Curriculum / Flexible Delivery / Holistic Learning)

THEME 2:   TRANSFORM MICA through DEIG
(Structural / Substantive / Sustainable)

THEME 3:   ACTIVATE Creative Agency with Baltimore and the World
(Strategically Engaged / Radically Partnered / Equitably Enriched)

THEME 4:   STRENGTHEN Institutional Capacity
(People / Systems /Culture)

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GOAL: BE A NATIONAL AND INTERNATIONAL MODEL OF INTEGRATIVE EDUCATION IN ART AND DESIGN

BRAND PROMISE AND VISIBILITY

- Amplify MICA's brand as a go-to college of art and design
    - E.g., a prestigious art prize with national scope, broad and prestigious exposure of student and faculty work

- Improve MICA's marketing and image nationally and internationally

- Maximize the opportunity of the MICA's bicentennial celebration
    - Prepare and implement MICA's Bicentennial Celebration in an authentic, College-positioning and community celebrating way with full engagement of the right constituencies

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THEME 1:   EMPOWER the Lives, Practices and Futures of Artists, Designers and Educators
(Anticipatory Curriculum / Flexible Delivery / Holistic Learning)

Anticipatory Curriculum

RELEVANCE AND VARIETY OF PROGRAMS

- Expand program offerings

  o   New degrees for degree seekers – e.g., B.A., B. Design, or individually designed interdisciplinary degrees

  o   Beyond degrees for different types of students in different life/career stages– e.g., non-cohort based learning modules, Vermont graduate program for students across geography

  o   Sequencing of non-degree programs that can add up to a degree – e.g., micro-credentialing outside of traditional degree programs that can be embedded therein

- Build partnerships with other institutions around STEAM, business, and technology

- Remove programmatic silos within MICA for more fluid exchange among areas to enhance the educational experience of fine arts students and better support their career options

- Conduct an ROI analysis of a MICA education

Flexible Delivery

DEGREE PROGRAM DURATION AND STRUCTURE

- Offer accelerated or shortened undergraduate degree programs, and more online and low-residency programs

  o   E.g., accelerated three-year BFA; credits for competencies; credit for field-based learning (e.g., internship and community work) while at MICA; credit mechanisms (AP, pre-college, life credits, etc.) to allow different entry pathways; moving from student-driven compression to institutionally structured offerings

  o   Related concern: Need additional income sources to replace reduced student time (tuition)

- Increase and optimize mixture of synchronous and asynchronous offerings

- Develop alternative academic calendar model

  o   E.g., Change of semester lengths; year-round programs; less class-time based approach, like more meetings with less time per session; classes/lectures plus lab approach; segmentation of learning and experiences into smaller bits rather than a 6-hour studio, like 3 plus 3 plus 3; fit academic calendar with external professional partnerships

  o   Related to student wellness

<u>Holistic Learning</u>

HEALTH, WELLNESS, AND INTEGRATION
- Create curricular space for complex courses

    - E.g., "MICA Commons" with a focus on external partnerships and funded opportunities

- Identify core competencies that students need and incorporate skill-building into First Year Experience and beyond

- Integrate student wellness across campus and curriculum - elevating academic and co-curricular training for working with students who have need; model wellness in our practice & curriculum, with a global understanding of culture and background.

- Create a physical student union space that promotes integrated learning and one MICA

    - A student space first, where students can bring faculty, staff and community in for social and intellectually based engagement and dialogue; universal to grads and undergrads to foster collaboration.

- Raise funds for under-resourced areas, including health and wellness

PROFESSIONAL PRACTICE ACROSS CURRICULUM
- Establish and design professional practice training across programs

    - Professional practice blueprint to include financial literacy, entrepreneurship, design thinking, experiential learning, identifying transferable skills, etc. – internship for all programs

    - Linkage of business and social entrepreneurship

    - Training and re-training of faculty and staff for such delivery

- Position creative entrepreneurship as interdisciplinary, research-based practice

    - New curriculum with experiential learning in a variety of contexts

STUDENT LIFE CYCLE SUPPORT
- Adapt to student population's needs and better assess young alumni's professional needs and serve them as emerging professionals

- Investigate and implement a full life cycle Student CRM

- Improve cross-functional connection/service on campus for students

- Alumni engagement and service

    - Build further alumni engagement

    - Define alumni relations with MICA, mutual benefits, and mutual responsibilities

    - Develop One-MICA approach for holistic alumni engagement

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THEME 2:   TRANSFORM MICA through DEIG
               (Structural / Substantive / Sustainable)

Structural / Substantive / Sustainable

ACCESSIBILITY

- Financial – control/lower the cost of attendance; target fundraising to increase financial support (such as scholarship and "access grants") for students; secure new revenues and alternative funding for operation

- Neurodiversity – services and curricular access for neurodiverse students

- Pathways – more refined articulation agreements with community colleges and others to reduce the barriers to a MICA education; more equitable platform for students to achieve at MICA

- Physical – improve the campus accessibility as there are limitations to access to specific buildings and activities

- Conduct an accessibility audit – more than physical access, e.g., web, curricular material, transportation

DEIG DEVELOPMENT AND ACCOUNTABILITY FOR FACULTY AND STAFF

- Support professional development for faculty and staff to increase DEIG competencies

- Establish campuswide mechanisms for holding faculty and staff accountable to deliver on DEIG commitments and for reporting clear and enforceable results to the campus community; outcomes should be specific to specific populations, reflecting skills and practices that are appropriate for those populations

- Explain, teach, and center MICA's communal DEIG values so that they are seen in the curriculum, daily interactions, and campus dialogue; the campus community to grow as DEIG practitioners

DIVERSE AND CROSS-CULTURAL CURRICULUM AND CO-CURRICULAR ACTIVITIES

- Enrich the curriculum and co-curricular activities with more cross-cultural learning and activities and support

- Departmental review and development of curriculum and teaching to include more pedagogy and content that speaks to global, equity and representation issues

EQUITY ON CAMPUS

- Align internal equity with external promise and action

- Create transparency around staff pay grades

- Conduct an equity analysis of adjunct vs full-time faculty

HIRING & RETENTION OF FACULTY/STAFF OF DIVERSITY

- Move from general to targeted recruitment practices, including advertising where diverse candidates notice MICA opportunity/jobs

- Collect data on the effectiveness of recruitment and retention efforts, and use driving factors to retain talent of color

SUPPORT FOR INTERNATIONAL STUDENTS

- Enhancing support for international students – Extending cultural competence, language competence, international job support & awareness; moving into global practice & language and away from a US based, domestic lens

- Include international experiences for faculty's professional development to enhance their global perspectives in teaching and understanding of international students

- Recruit and increase staff members who reflect international linguistic/ethnic background

THEME 3: ACTIVATE Creative Agency with Baltimore and the World
(Strategically Engaged / Radically Partnered / Equitably Enriched)

Strategically Engaged / Radically Partnered / Equitably Enriched)

IMMERSIVE, PROJECT-BASED, FIELD-BASED, PARTNERED EDUCATION

- Build Vision and Core Infrastructure to support Field-Based and Partnered Educational Experiences
  - o Engage communities, organizations, and experts outside of MICA as partners in students' educational experience
  - o Develop MICA's core capacity for creating and sustaining partnerships with a racially and culturally diverse group of Baltimore communities, supporting complex educational projects, and understanding the cultural and ethical dimensions of this work
- Embed private-sector and educational partnerships on campus (i.e., CCS' Taubman Center model in Detroit)

ONE-MICA APPROACH TO PARTNERSHIPS AND CREATIVE AGENCY

- Develop a one-MICA approach to sustaining and accounting for partnered work (guiding principles, protocols, trainings, etc.)
- Examine and develop institutional understanding and capacity to implement and model best practices in ensuring equitable partnerships
- Orient new campus community members (faculty, staff, and students) to the real history of the city and what elements are in the city's legacy and how that impacts current Baltimore climate
- Quantify this work, measure success, help the MICA community understand the "what" and "why" in a comprehensive manner
  - o E.g., a visual map of how MICA is engaging with community; support of employees with a number of hours of volunteer time within their role
  - o Prepare and implement MICA's Bicentennial Celebration in an authentic, College-positioning and community celebrating way with full engagement of the right constituencies
- Identify and implement win-win partnerships, using MICA's organizational resources fro projects like joint grant applications and mutually beneficial activities (e.g., Wide-Angle Youth Media)

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THEME 4:   STRENGTHEN Institutional Capacity
(People / Systems /Culture)

<u>People</u>

CLEARLY DEFINED, EQUITABLY COMPENSATED, AND FLUID WORKFORCE

- Conduct campuswide review of positions and roles

- Develop institutional and staff capacity and fluid intelligence to flex into other duty areas when needed

- Structure annual performance review and advancement pathways

NEW MARKET AND NEW POPULATIONS FOR ENROLLMENT (linked to Theme I)

- Identify and target where and how desired growth would occur

- Tie to new programs development for Theme I

- Develop local and global pipelines

- Diversify international student population

WELLNESS AND HEALTHY ENVIRONMENT (linked to Theme I "Holistic Learning")

- Human Resources to support healthful work practices and institutional capacity

<u>Systems</u>

CAMPUS SYSTEMS STANDARDIZATION AND IMPROVEMENT

- Adopt more integrated and risk-proof systems
    - E.g., replace Campus Solutions with Workday Student; establish Enterprise Risk Management system

- Establish standards for procurement and accountability

- Thoughtful campus planning for technology and facilities vis a vis usage and events

- Create institutional internal calendar with cyclical institutional process, deadlines, and process; also, daily digest with announcements, deadlines, messages all in one place

- Develop structured model of academic conduct to address issues and facilitate active participation and communication among Undergraduate Studies, Grad Studies, Enrollment Services, EPD, AS and Student Affairs

- Consider a generalist in-house legal counsel to assist with consistency across areas and for deeper institutional knowledge, faster response, and potential cost saving; specialized legal counsel can still be outsourced

COLLEGE-WIDE PRIORITIZATION AND PROJECT MANAGEMENT

- Tied to Communications below

- Establish central Project Management Office

COMPREHENSIVE MICA DATA STORAGE AND SHARING

- Consolidate currently siloed data storage and maintenance

- Share Comprehensive Data, with campus-wide access to critical information beyond student data

- Create MICA Archive in anticipation of the bicentennial

NEW REVENUES

- Develop new revenue opportunities by building and deepening relationships with funders and undertaking cross-divisional research development strategies

- Seek out different funding opportunities that take advantage of the work MICA is already capable of doing

- Double MICA's endowment

SHARED GOVERNANCE

- Define and educate effective shared governance at MICA that helps all MICA community members to understand their roles

- Develop a comprehensive system about governance at MICA, not just "shared governance" that is primarily between faculty and senior administration

SUSTAINABILITY

- Set sustainability goals with policies and procedures across the campus: Waste management, energy use, sustainable making in studios, etc.; need to determine what is feasible within the five-year timeframe of the Strategic Plan

  (Note: The three student demand items from the September 20, 2019 Global Climate Action Strike, as well as the six related items from the October 15 follow-up meeting, should be linked here for discussion and consideration.)

Culture

CROSS-DIVISIONAL COMMUNICATIONS FOR ONE-TEAM MICA

- Improve MICA's internal inter-departmental (inclusive of cross-cultural) communication

  o Align understanding and planning of MICA's resource development priorities that prepares us to nimbly take advantage of new research and new revenues

- o Facilitate a more thorough One-MICA team, with meaningful engagement between students, staff, and faculty

- Study the effectiveness and ineffectiveness of emails
  - o Develop guidelines, protocols and coaching support to help staff cope with MICA's volume of emails and email response expectations
  - o Explore more contemporary alternatives to email as communication platform

WORKPLACE CULTURE

- Advance MICA's work culture through a focus on Core Values, DEIG, shared governance, and principles of equity and professional growth

- Create a culture of true volunteerism at MICA – internal and external, including faculty/staff, parents, alumni and the broader community

- Build a workplace culture where professional development becomes a priority; i.e., DDO model (Deliberately Developmental Organizations)