



**Student Voice Association Town Hall  
Fall 2017**

**I. Welcome and Introduction**

**II. Studio Spaces**

- A. How did the relocation of majors and the purchase of new MICA buildings affect studio spaces?
  - 1. The purchase of the old RK&K property—the ground floor has been turned into studios for sculpture students in the first year program.
  - 2. Leasing out portion of the building so that the college can generate the revenue. We haven't really expanded the square footage of the school that is open to students.
  - 3. Dolphin Design Center
    - a) Now there are five floors. We just haven't added in different independent studio spaces in there. For the past five years, we've had a relatively steady body of students, and we've been trying to moreso expand programs instead of expand studio space.
- B. "Talk about resources within each major and how the studio spaces fit into that grand scheme"
  - 1. Some majors don't have independent senior studio spaces and some do. There are a number of reasons for this, but we need to think about the notion of student resources. There are more things than just independent studio spaces
  - 2. What do we have as expenses? MICA has a big picture of allotments—the number of faculty in departments, support staff working in labs, perks of being able to print free as a GD major / use equipment.
- C. "The number of students are fluctuating every year, so how do the growth/shrinkage address the studio spaces?"
  - 1. We also have to think about allotting space for people who are even concentrating in a major.
  - 2. We also have a lot of needs in the Graduate and Post-Bacc programs. We can't turn things around overnight—it takes time to build studios and then maintain them.
- D. "What is going to happen to the old MICA Store?"
  - 1. BCAN—Baltimore Creatives Action Network
    - a) Trying to make a contribution to Baltimore that makes a dual-model economy in a post industrial frame. The old store is not one of the most equitable spaces on campus, so we want to bring MICA into an expansive ecosystem with the city.

### III. Mental Health Support in the Classroom

#### A. How should faculty be trained to handle

1. Not all conversations need to be at the counseling center. We're trying to get faculty to use a four-step process to learn how to address students in distress.
2. Online faculty training. Teaches the faculty how to engage with the students. Students in distress / LGBTQ.
  - a) Going through a step-by-step situation with an avatar online. Deadline of October 31 for the training.
  - b) Part of the issue has been that we don't need all of the students to go to the counseling center. Sometimes we need to just address the student in classroom—having a simple conversation can prevent a lot of stress.

#### B. Trigger Warnings

1. This is kind of a hot topic.
  - a) Reaching out to the students to figure out how it is best to shed some light on the situation. We'll be spending more time on the topic on October 12. It's difficult to really understand a student's reaction to sensitive content.
2. When a student has been approved for LRC, those students are expected to interact with faculty and make arrangements. If, for some reason, the professor's response is not appropriate, the LRC needs to know.
3. "After this training for the thing they're doing, is there a follow-up with the faculty?"
  - a) The plan is to see how many faculty has completed it by 10/31. Part of my goal is to get feedback with people on how they understand it. It's not just a one-shot deal—it's on-going.
4. "How are we working against these different levels of misunderstanding and insensitive remarks made in the classroom?"
  - a) If there's a single report of an incident in a classroom, we'll take that to the level of needing to have some further training or further dialogue. It escalates depending on the type of behavior.
5. "When you're talking about faculty, are you talking about part-time as well?"
  - a) Yes. We're aware that adjunct faculty is not always around. All faculty is meant to
6. "For students who are not officially registered with the LRC, who is there as a safety net when confronting faculty who might not be open to absences in regards to mental health?"
  - a) AKA Insensitivity Mental Health induced absences.
    - (1) Student Affairs Office. Any kind of situation that you feel is a crisis to you.

#### IV. OPEN FORUM

- A. How is MICA protecting students from online bullying?
  - 1. Director of Campus Safety says to contact Campus Safety. If it's someone who's on campus and you have an e-mail or something that supports that claim, Campus Safety will take the investigation into their hands.
  - 2. Mike speaks about bullying in regards to a NOT criminal experience. Most specifically right now in the first year program is how do we work with the campus to have successful and challenging conversations. How do we honor the fact that we might have real differences—how do we as an educational environment handle a discourse that is very very very challenging.
    - a) Campus Safety would also be able to determine the severity of the situation as well and direct you to the right direction.
- B. Why is this training not required?
  - 1. We're working with the philosophy with Faculty Professional Development—serving on search committees; in this case, we think this is something that we can move the faculty too, with some incentives.
- C. If students are having issues with a teacher but is too nervous to report, what can you do?
  - 1. You can e-mail SVA and we can relay information to a teacher or department chair for you!!!
- D. Difficult times for commuter students
  - 1. We do have a transfer commuter mentor program! Currently, the Meyerhoff underground is a good space to hang out. There are couches / vending machines / are working towards adding more resources to that room.
- E. If there is a student/professor that says something inappropriate in a class, how are they held accountable for their actions?
  - 1. The main response is that the details matter according to each situation. Is this something that actually violated a college policy. Are you okay? Do you need support? Once we clear that, we need to look intensely at if this is a violation of college policy. There is an infrastructure to the complaint—is it harassment, gender-based, sexuality-based, racist, etc