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DEIG at MICA

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

Final Draft for Community Review & Feedback
October 18, 2017

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FORWARD: 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 for campus review and look forward to your input.

The history, membership, process and work of the 2015–2017 Task Force can be viewed in the [Executive Summary](#) that follows this Forward 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, and 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 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, and **XX (other campus groups will be invited to consider signing after they have a chance to review this report)** 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 organization to fulfill its mission and vision, as well as to address challenging DEIG-related issues past and present. In meeting its charge, the Task Force conducted research and evaluation to understand the DEIG needs at MICA, including a third-party [Diversity Audit](#). The Task Force offered [DEIG definitions](#) for our campus community, set [DEIG goals](#), and initiated transformational actions. All relevant information relating to the Task Force and its efforts can be found on the [DEIG Integration at MICA](#) site.

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 this [DEIG Work Plan](#), and a descriptive summary of these initiatives and actions can be viewed [here](#). 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 Self-Study and 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 planned in Fall 2017 and appointed to begin its work in Spring 2018. The AMG will act as an internal auditor to monitor and ensure MICA's DEIG progress.

Efforts that have been put in motion by the Task Force since its inception are continuing with strong momentum on campus. MICA has taken a bold and fundamental approach to DEIG integration at the College, starting from incorporating a clear grounding of DEIG principles into our new [Mission, Vision and Tenets](#) that were broadly announced on September 19, 2017.

This Fall 2017, the most visible DEIG initiatives on campus include: 1) The former Office of Diversity and Intercultural Development, with a new name of Center for Identity and Inclusion and revised mission to broaden its scope and impact, will move into a central location and larger office in Fox Building, allowing for better services to students and the campus; and 2) The Office of Community Engagement will be re-launched as a new center focusing on creativity and the common good, 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 be co-located in Fox Building to encourage their collaboration and integrated support for 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. New courses are being developed, such as a Spring 2018 research-based class that will explore 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 Shirin Neshat in Spring 2018.

Behind the scenes, MICA's Institutional Learning Outcomes (ILOs) will be updated to align with the new mission and vision and reflect DEIG goals. Faculty Learning Circles will launch in Spring 2018 with a DEIG theme. A series of reforms is being applied to the recruitment, retention and leadership development of faculty and staff. For example, mandatory implicit bias training for faculty search committee members, which began in 2015, will be expanded to include administrative searches. All senior staff and trustees will be trained this academic year as well. New faculty recruitment pipelines, successfully launched, will be expanded for next year.

DEIG integration is critical for MICA's development. The DEIG recommendations of this report, dovetailing with the upcoming self-study and strategic planning processes, aim at a positive and inclusive shift in campus culture and a structuralization of policies and practices in the context of our educational mission. DEIG will be fully deployed as a catalyst for creativity, educational excellence and responsible engagement at MICA.

This Task Force Final Report provides a defined plan that integrates DEIG into MICA's identity, culture and practice, and advances MICA's growth and the welfare of its campus community.

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 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.

Following is the descriptive summary of a series of initiatives and actions that have been assigned to different areas of the College for implementation over the next two years. The detailed action matrix with specific information can be viewed in this [DEIG Work Plan](#). It is important to note that some of these are proposed initiatives and actions, and their implementation will involve extensive work and discussion with the appropriate stakeholder groups in line with MICA's commitment to existing governance practices.

a) Short-Range: Now and within 12 months (most are already in progress)

- **Invest in and align key DEIG functions and services:** Implement strategic moves to align, coordinate and charge a collective of existing and/or revamped campus functions to make explicit and visible the College's DEIG efforts; move the Office of Diversity and Intercultural Development, with a new name and expanded charter, into a central campus location for all students to be able to access and utilize its resources; re-launch the former Office of Community Engagement with a new name and structure to more strategically address social equity and inclusion; continue the evolution of the former Office of International Affairs, already renamed The Office of International Education, with additional student services to embrace goals of a more global education at MICA.
- **Align institutional learning outcomes with new Mission and Vision:** Work with faculty to revise Institutional Learning Outcomes (ILOs) to reflect MICA's new Mission and Vision as they relate to diversity, equity, inclusion and

globalization; with the revision of the ILOs, initiate the process for updating the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) to reflect these key priorities.

- **Curriculum development:** Establish College-wide speaker series/public events that are thematically aligned with DEIG goals and that provide an arc of programming that can be integrated into courses; support specific initiatives for course development and pedagogical strategies that address DEIG goals.
- **Increase racial and cultural diversity of faculty and leadership:** Continue implicit bias training for all faculty searches and extend to searches for leadership and staff; develop more comprehensive resources for targeted advertising and pool development, including the identification of discipline-specific interest organizations or professional groups, and more refined development and use of various databases and resources for proactive recruitment of candidates.
- **Professional development for faculty and staff:** Extend the current set of workshops, trainings and summer grant opportunities to begin Summer 2018 that will deepen faculty knowledge related to DEIG; establish dedicated budget to support opportunities for professional development in leadership for staff across campus divisions with priority placed on building diversity; incorporate these resources and professional development opportunities into planning for a new Center for Teaching and Learning.
- **Enhance access for students:** With admissions and Open Studies, develop a series of next generation pipeline programs that will provide opportunity for a more diverse student body to prepare for attendance at MICA and enroll at a lower cost; establish initiatives to remove unintentional bias in the admission process with the goal of admitting a more racially, culturally and economically diverse population of students.
- **Diversify student leadership/leadership roles:** 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, difference and related topics.

- **Expand access to community-based and international internship opportunities for students:** Expand the information available regarding international customs, job opportunities and application processes through external platforms; expand the presence of minority- and women-owned businesses at key campus recruitment events (Career Fair, Fine Art Reviews, etc.) by seeking out new gallery and industry partners.
- **Enhance direct support services addressing issues of student success, wellness and persistence:** Use institutional data to assess comparative health (persistence, graduation, etc.) of student body by race, gender and other factors; provide increased cultural sensitivity and access to clinical and wellness services; increase opportunities for meaningful student dialogue regarding differences.
- **Build public communications strategies around these initiatives:** Couple diversity and educational excellence to describe MICA to prospective students, parents, alumni and external audiences to create awareness beyond the campus; continue to ensure that marketing and branding materials emphasize diversity and inclusion as core values.
- **Develop greater institutional awareness of bias and inequity:** Provide workshops and post guides that help faculty, staff and students become more familiar with various forms of bias including implicit and unintended bias; clarify policies and procedures on bias-related incidents.
- **Accountability:** Establish a DEIG integration Accountability Monitoring Group (AMG), with broad representation of leaders from various college constituency groups; incorporate DEIG benchmarks into annual reports by the president and all vice presidents.

b) Mid-Range: 12–24 months

- **Institutional Planning:** Integrate DEIG goals and plans within MICA's accreditation Self-Study and upcoming strategic planning work, ensuring the centrality of DEIG goals and practices to MICA's institutional planning.
- **Curriculum Development:** Establish organizational linkage between the goals of the (re-launched) Office of Community Engagement and the goals of the Office of Diversity and Intercultural Development; work with existing committees (Assessment, Academic Affairs) 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 goals.
- **Increase racial and cultural diversity of faculty and leadership:** Build a more strategic long-term recruitment pipeline through the development of a visiting fellows program and active engagement with new functions and organizations; implement an annual review process that includes discussion and planning for professional development; explore the development of opportunities for merit pay to retain key faculty and staff; establish professional development opportunities for staff at all levels; build a mentoring program for faculty and staff.
- **Professional development for faculty and staff:** Establish Teaching Circles for faculty using the approach modeled by the Teaching Circle on multicultural/multilingual classrooms; incentivize faculty to propose and revise courses to be offered starting in Fall 2019 that will enhance critical thinking about social justice and DEIG; finalize planning and begin implementation of the new Center for Teaching and Learning.
- **Increase and interconnect campus programming:** Connect existing resources (personal, fiscal, programmatic) that already exist on campus in order to maximize programmatic impact campuswide; revisit area mission statements and learning outcomes in the light of the new College Mission and Vision Statements; Learning Outcomes that inform campus programming should be connected to the College's DEIG work thoughtfully and the allocation of programmatic should be tied to the efforts DEIG connection.

- **Enhance access:** Continue development of laddering and pipeline opportunities for students; increase financial aid and scholarship funding to attract and retain a diverse student body; develop parallel partnerships, programs and scholarships with local and regional Community Based Organizations (CBOs).
- **Develop greater institutional awareness of bias and inequity:** Continue to expand/extend trainings, workshops and guides; extend training to all campus groups, including Trustees; review compensation and benefits to see if any unintended or implicit bias exists in benefits structure that needs to be remedied.
- **Improve access and representation for staff in non-supervisory positions:** Work with supervisors and staff to create a framework/inventory for staff to serve on institutional committees; provide training to meeting facilitators in order to effectively engage all participants; provide flexible scheduling for staff in non-supervisory roles to attend meetings and be on committees.
- **Develop “engaged anchor institution” framework:** Establish a Goals and Work team to execute projects relevant to MICA's redefined role as an engaged institution and its 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.

As noted earlier in this report, long-range initiatives of 24 to 48 months and beyond will be articulated in the upcoming 2020–2026 Strategic Plan, informed deeply by the comprehensive re-accreditation-related Self-Study that has incorporated DEIG integration as a key theme.

3) **Accountability**

a) Accountability Monitoring Group

A DEIG integration Accountability Monitoring Group (AMG), with broad representation of leaders from various college constituency groups, will be planned in Fall 2017 and 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 at least 3 years 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
 - Board of Trustees Chair
 - Director 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 Executive Committee (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 impact by MICA’s bicentennial in 2026. Below are the vivid success scenarios derived from this collective envisioning.

This section is intentionally unfinished, and will be drafted after the collection of campus input from the pan-college convening and open feedback process.

The scenarios describe the impact on each key college constituency -

What will a successful DEIG integration at MICA mean for:

Students

.....

Faculty

.....

Staff

.....

APPENDIX I: ENDORSING SIGNATURES

Signatures of Task Force Members (including the president, five vice presidents and two trustees; will likely miss the signatures of students who graduated and a couple of faculty/staff members who have left MICA)

Signatures of Vice Presidents (who are not on the Task Force)

Signatures of Trustees (who are not on the Task Force)

Signatures of other campus leadership groups

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
- Wendy Jachman, Trustee
- Gwynne Keathley, Vice Provost for Research and Graduate Studies
- Vanessa Lopez, 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, Director of Community Engagement
- Estevanny Turns, Associate Vice President for Human Resources
- Rita Walters, Vice President for Advancement
- Alfonso Fernandez Vazquez, Graduate Student
- James Williams, 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 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
- 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 Lopez, 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, Director of Community Engagement
- Estevanny 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.