

**2020 ALL IN Campus Democracy  
Challenge ACTION PLAN**

DRAFT

# I. Executive Summary

Overview of the action plan explains: 1) Who developed it 2) The purpose of the plan 3) Where the plan will be implemented 4) The goal(s) of the plan 5) The intended duration of the plan 6) How the plan will be implemented.

To score a 4: Overview of action plan includes responses to all 6 of the suggested guiding questions.

The Maryland Institute College of Art (MICA) has a long history of incorporating civic learning and democratic engagement within its academic and public programs and the educational experience of its students.

MICA aspires to engage students in practices of critical thinking and action-based inquiry that prepares them to lead their lives as engaged creative citizens and professionals. This history of work demonstrates MICA's commitment to educating an informed citizenship, one equipped with the tools necessary to create and lead social change. Through the All-In Challenge MICA commits to the natural next step of translating democratic engagement and creative citizenship into tangibly increased student voting rates.

While the College's work is long-standing in this area, the modern version of MICA's democratic engagement began in 2015, when the College launched an effort to fundamentally rethink community engagement at MICA—from the place of civic learning within the college's mission and vision to the programmatic and administrative structures to support a culture of engagement at the College.

In 2016, a group of students formed a student interest group—the Political Engagement Club—and began working with local and national organizations aimed to increase student voter participation. The effort laid the foundation for the MICA Voter Access Initiative, a strategy to increase voter participation on campus. This initiative is now one piece of a broader and longer-term strategic plan to integrate civic learning and action, as well as democratic engagement, throughout the institution.

We believe arts-based initiatives of this kind can serve as a platform for building sustainable organization, infrastructure and programming around creative citizenship, democratic practice, and the role of the arts in political and social action campaigns. MICA aims to cultivate creative citizens as art and design professionals who apply their skills, mindsets and vision to actively advance and support a healthier, more equitable society, sustainable communities and environment.

This plan serves as a review of the numerous assets in civic learning and democratic engagement that exist at MICA. It is also intended to serve as an organizing document to build and mobilize the various stakeholders who will be involved in our plans for near- and short-term measures. The Voter Access Initiative is a direct extension of the College's mission, lives within our broader plans for integrating civic engagement throughout the institution, and speaks to the development of additional programs and initiatives aimed at creating a vibrant and sustainable culture of engagement at MICA.

# II. Leadership

A leadership team of all relevant stakeholders (across 5 categories) exists. The team includes academic affairs, student affairs, and students; as well as community partners and/or the local election office. The team includes diverse and marginalized communities.

To score a 4: A leadership team with many relevant stakeholders (across 3-4 categories) exists AND an effort is made to include diverse and marginalized communities.

Did this section include indicators of a succession plan (eg. if the person leading the work left is it clear who would continue to lead it)?

## WORKGROUP MEMBERS

Abby Neyenhouse – *Director, Center for Creative Citizenship*  
Allison Fisher – *Manager, Globe Press and Collection at MICA*  
Annabelle Hayford, '20 – *Student Leader, MPEC*  
Becky Slogeris – *Associate Director, Center for Social Design*  
Colette Veasey-Cullors – *Associate Dean, Design and Media*  
Erin Baynham – *Social Media Manager*  
David Bogen – *Vice President and Provost, Academic Affairs*  
Emily Chappell – *Public Relations Manager*  
Firmin DeBrabander – *Faculty, Humanistic Studies; Program Director, Constitution Day*  
Hannah Shaw, '18 – *Coordinator, Voter Access Initiative*  
Heather Slania – *Director, Decker Library*  
Jenn Ramsdell – *Assistant Director, Transitions, Student Activities*  
Karol Martinez-Doane – *Director, Student Activities*  
Kate McGrain, '18 – *Coordinator, Voter Access Initiative*  
Kevin Griffin Moreno – *Director, Strategic Projects, Office of Strategic Initiatives*  
Lauren B. Hill – *Assistant Director, International Student Services, International Education*  
Maddie Wolf, '19 – *Student Leader, MPEC*  
Michael Weiss – *Associate Dean, Fine Arts & First Year Experience*  
Mike Patterson – *Vice President and Dean of Students, Student Affairs*  
Nick McKernan, '20 – *Student Leader, MPEC*  
Nicolas Rodriguez Melo – *Asst. Director of Community Arts, Center for Student Engagement*  
Yael Bloom, '21 – *Student Leader, MPEC*

## PARTNERS

### Cross-Campus Collaboration

Academic Affairs\*  
Center for Creative Citizenship\*  
Center for Identity & Inclusion  
Center for Social Design\*  
Center for Student Engagement\*  
Community Art Collaborative

Decker Library\*  
Design and Media\*  
Digital Fabrication Studio  
Events  
Facilities  
First Year Experience\*  
Fitness Center  
Globe Collection & Press\*  
Graduate Studies  
Graphic Design  
Humanistic Studies  
International Student Services\*  
MICA Political Engagement Club\*  
Office of Events  
Painting  
Postal and Print Services  
Staff Enrichment Council  
Strategic Communications\*  
Strategic Initiatives\*  
Student Affairs\*  
Transportation & Operations Services

\* Voter Access Initiative member

### **Local**

Baltimore Intercollegiate Alliance  
Baltimore Jewelry Center  
Baltimore Votes†  
BUILD  
League of Women Voters  
Mt. Royal Recreation Center  
Out for Justice  
Represent Maryland  
Wet City  
Wide Angle Youth Media

### **National**

Alliance for Youth Organizing  
For Freedoms  
National Voter Registration Day  
Protest Banner Lending Library  
Students Learn Students Vote†  
TurboVote  
Vote Together  
Young Invincibles†

† Provided grant funding for VAI programming

While this initiative is a cross-campus collaboration, the Center for Creative Citizenship is coordinating and overseeing this work. CCC is responsible for convening the group at least once a month. At each meeting there is space to suggest new members to add to the group. CCC has three team members, in the event that one leaves the leadership will be continued by the others in the center. Additionally, VAI has a co-chair from the Center from Student Engagement.

### **ROLE OF WORK GROUP (NEED TO EDIT)**

In AY 18 a small work group was formed from different organizations and offices on campus. In AY 19 the work group evolved into a connected and collaborative initiative, gaining a core group of members that developed and coordinated programming. In AY 20, VAI will work together to implement the strategic plan and VAI will become a subgroup of a much larger effort to support civic engagement on campus.

This work group is a cross campus collaborative initiative, that meets monthly to identify, connect, and develop programming to increase civic learning and democratic engagement on campus. VAI is an institutional committee that coordinates and amplifies existing programs and resources on campus to create a one-MICA approach.....

Originally prioritizing voter access efforts, the workgroup has expanded to work toward the goal of embed civic engagement and activism into the DNA of MICA.

# III. Commitment

Description of institutional commitment to improving democratic engagement.

To score a 4: According to the plan, institutional commitment is visible and widely communicated - internally and externally. It is woven into the culture of the institution and is clearly reflected in the institution's mission, learning outcomes, curriculum, and co-curriculum.

MICA's mission, strategic plan, and educational programming demonstrate MICA's commitment to integrating civic learning and democratic engagement throughout the institution.

In 2014-15, students, faculty and staff created the "Power and Equity Forum," a space for dialogue and organizing aimed at affecting cultural and structural change around issues of race, equity, and diversity at the College. Based on the recommendations of this group, College-wide task forces were convened on Community Engagement and Diversity, Equity, Inclusion and Globalization (DEIG) during the 2015-16 academic year. The recommendations of these two task forces formed the basis for revisiting the College's mission and for the creation of the DEIG work plan and the development of MICA's Centers for Identity and Inclusion and Creative Citizenship. Over the past 5 years, MICA has worked intentionally and inclusively to craft new mission, vision, tenets and institutional learning outcomes (ILOs) for the school to better reflect and advance the role of MICA students in creating a more just and equitable world.

- **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.

Below are tenets, ILOs, and core values that further reflect MICA's commitment:

## 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 model a community of care.

## ILOS

- MICA students will understand the interconnectedness of local and global issues and be able to ethically engage a variety of cultural contexts.
- MICA students will articulate how their values inform their creative practice.
- MICA students will demonstrate an understanding of the importance of creative practices and their impact on community, society, and the world.

## Core Values

- **Engagement:** As an educational community, we also understand the importance of engagement with the larger community of Baltimore and support MICA’s multifaceted efforts and initiatives to collaborate with the communities within our city.
- **Community:** We also recognize that our community is a permeable one, strengthened and nourished by the relationships that connect MICA to the rest of Baltimore and the world.

Currently, the MICA community is shaping its next strategic plan – a five-year action roadmap culminating in MICA’s bicentennial in 2026. Under the umbrella of our mission to “thrive with Baltimore” and “make the world we imagine,” we strive to:

- honor and showcase the many perspectives and voices at MICA
- emphasize the importance of acting local while thinking global
- activate the student body to engage (whether through voting, service, connecting with Baltimore, etc)

The strategic planning process calls out a transformative educational approach embraced by MICA – Integrative Education. We envision it as a proudly art and design-centered education that intersects with multiple fields and spheres, empowering MICA graduates to succeed and contribute in a diverse and changing world.

For many artists, being engaged means acting as agents of social change. This desire is expressed through our faculty’s and students’ active participation in the many pan-institutional initiatives shaped around community engagement, social design, and sustainability. MICA also has several academic programs—including the MFA in Curatorial Practice, the MFA in Community Arts, the MA in Teaching, and the MA in Social Design, as well as numerous undergraduate majors—where partnered, community-based, and social practice strategies are central to the curriculum and the learning experience of our students. We take pride in the diversity of our students, faculty, and staff and in our long-standing commitment as an engaged and creative partner with the various communities, organizations, and publics of the City of Baltimore.

## PROGRAMMING

MICA’s institutional student learning outcomes define the attributes that make MICA graduates successful. Through a unique integration of creativity, community and personal agency, MICA provides an educational experience that prepares graduates with the capacity to lead, to work with others and to make transformative contributions to the communities and society in which they will live and work.

### Curricular:

The First Year Forum class serves all first-year students, and provides them with a transdisciplinary thematic studio and liberal arts experience, in which they investigate ways of being a creative person in today’s world. Beyond the first year, the MICA undergraduate experience includes a significant number of studio- and studies-based courses that allow students to extend their civic learning and community engagement opportunities, including community partnered courses in Sculpture, Painting, Illustration, Graphic Design, Product Design, Gaming, Art History and Ceramics.

Concentration in Sustainability and Social Practice - the first of its kind among art colleges - allows visual artists to connect their practice with sustainability, climate change, and social responsibility-issues and

prepares them to become professionally engaged in the areas of sustainability and social practice as artists, designers, entrepreneurs, or scholars.

Beginning in fall 2020, MICA will offer a new major in Sustainability.

Four of MICA's graduate programs boast curricula that are intentionally intertwined with community partners to address current and pressing social issues:

- **The Master of Arts in Social Design** connects students to project-based work with community partners. The program is driven by a deep commitment to social justice and equity and to increase designers' awareness of the systemic power dynamics, policies and structures that enable social inequities and injustice to persist.
- **The Master of Fine Arts in Community Arts** prepares artists to define their art practice as a means of civic empowerment, community organizing and development, activism, education, and more. This program also host AmeriCorps Placements through the Community Art Collaborative which matches talented community artists with nonprofit organizations, schools, or community centers for a year-long residency.
- **The Master of Arts in Teaching** encourages students to examine the role of art education in schools, child development, and work in local Baltimore schools.
- **The Master of Fine Arts in Curatorial Practice** prepares students to determine how curators will shape the cultural life of our global society. A hands-on curriculum balancing socially engaged practices with academic research in history and theory become the foundation for exhibitions that raise awareness, bridge societal gaps, and catalyze exchanges across various disciplines, both inside and outside the artworld.

## Co-curricular

MICA's Center for Creative Citizenship offers grants to students, staff and faculty, to support projects that are done jointly with a community member or organization. In addition, the Community Art and Service program in Student Engagement provides students opportunities to get involved in the Baltimore community in varying levels of engagement, volunteerism, and service.

MICA hosts many events and speakers to foster dialogue and education on current and relevant issues - at local, national, and international levels. Students have organized and led several voter registration campaigns (Rock the Vote, "Don't You Want To," National voting campaign, National Voter Registration Day).

Most notably, Constitution Day, celebrated every year, continues the College's tradition of leadership in raising and exploring the relationships between the arts, education, and the pressing social, cultural and political issues of our time/world today. Established in 2005, Constitution Day has evolved into a two-day symposium that is open to the public and includes panels and commentary on contemporary issues in politics, government, civic engagement and activism.



# IV. Landscape

Analysis of student data, campus climate, and current institutional efforts for improving democratic engagement.

To score a 4: The plan communicates a comprehensive understanding of its students, campus efforts, and climate; AND is using this information to inform its strategy. (what was successful/what wasn't and how is that info informing our campus strategy)

At MICA, students are active members of the campus community as well as engaged citizens of MICA's home, Baltimore City.

## CLIMATE

Through a variety of clubs, campus events, disciplines, and grant opportunities, MICA students get involved—on and off campus—with issues that matter to them.

Student Interest groups

Student Voice Association + student governance

In the current academic year, students great MICA engagement in what's happening in the world around them - Global Climate Strike, Global Connections (Hong Kong protests), Day of Service

### Voter Engagement

- The Voter Access Initiative coordinates and amplifies voter participation and civic engagement opportunities across MICA's campus. This work group arose organically from a student organization and several offices on campus whose efforts focused on voter education and electoral turnout. In order to ensure a robust, connected, and collaborative initiative, the work group met regularly throughout AY 2017-18 and Summer 2018 to detail a full strategy and series of events in preparation for the 2018 midterm elections.
- Throughout fall 2018, the Voter Access Initiative generated excitement for the midterm elections and civic involvement in the MICA community. With a coordinated, cross-campus effort, VAI developed and promoted engaging programming for students, staff, and faculty.
- VAI coordinated or promoted 11 distinct activities including opportunities for participants to share new ideas.
- MICA voter participation increased 39.6 percentage points from the 2014 midterm elections. This change joined the national trend—nationally, voter turnout reached 39.1%, a 21 point increase from 2014 and the highest turnout for a midterm since 1914 (United States Elections Project).

Leaders of the Voter Access Initiative are mindful that nearly 25% of the student population are not eligible to vote in U.S. elections. MICA recognizes that voting is not the only way to measure civic engagement on campus. Accordingly, the work group intends the Voter Access Initiative to be the launch of a more integrated and sustainable approach to embed civic action throughout the institution.

## Institutional Initiatives:

Partnerships committee is focused on assessing current practices and breadth of relationships with partners outside MICA. Concerted effort to streamline practices and opportunities, create institutional guidelines and trainings, and

VAI expansion to CE - concerted effort across campus to connect opportunities

# ADDITIONAL ASSETS

## MICA ASSETS + INITIATIVES

**Globe Press:** MICA acquired this historical press in 2012 and now utilizes it as a “living archive” for teaching traditional print and poster- making and its relationship to political and cultural communication. Globe has been central to many of MICA’s voter turnout efforts through the creation of posters, lawn signs, and other public communications collateral using the iconic colors and designs of Globe.

### Natural Dye Project

## LOCAL INITIATIVES (UPDATE - what still exists?)

Bmore Civic Campus Coalition: MICA, University of Maryland Baltimore County (UMBC), Loyola University Maryland, and Coppin State University are currently engaged with a team doing work and embedding civic action on Baltimore campuses. MICA’s reps currently are Maddie Wolfe, Valeria Fuentes, Kate McGrain, and Hannah Shaw.

Baltimore Collegetown Network Voter Education Community of Practice: Meeting of Baltimore-area universities that are all working on civic engagement and voter education efforts on their respective campus.

Baltimore Collegetown Network

## NATIONAL INITIATIVES

**Campus Compact:** “A national coalition of 1,000+ colleges and universities committed to the public purposes of higher education. [They] build democracy through civic education and community development.” MICA is part of the mid-Atlantic Regional Campus Compact, and we participate in the SAGE network, as well as regional and national meetings. We also currently have a full-time VISTA/ Americorps staff-person and have had a series of Newman Fellows in Civic Engagement through the Compact.

**For Freedoms:** A 50 state, non-partisan, initiative to use art as a means to inspire broad civic participation. Includes a billboard campaign, lawn signs, town halls, etc. inclusive of branding which we can either use, adapt, or not use. MICA is the point of locus in Maryland (we have signed on institutionally) for this work. At MICA, this initiative is led by Colette Veasey-Cullors, Associate Dean, and Hank Willis Thomas, a photo conceptual artist working primarily with themes related to identity, history and popular culture.

**ALL IN Campus Democracy Challenge:** “A national awards program. By recognizing colleges and universities for their commitment to increasing student voting rates, the Challenge encourages higher education institutions to help students form the habits of active and informed citizenship, make democratic

participation a core value on their campus, and cultivate generations of engaged citizens who are essential to a healthy democracy.”

**Students Learn Students Vote Coalition:** “[The coalition] promotes civic learning and engagement on campuses across the country by providing a series of key steps and information on best practices that institutions can use to create a more voter friendly campus.”

**National Study of Learning, Voting, and Engagement report (NSLVE):** “[NSLVE] offers colleges and universities an opportunity to learn their student registration and voting rates and, for interested campuses, a closer examination of their campus climate for political learning and engagement, as well as correlations between specific student learning experiences and voting. More than 1,000 campuses across the country are enrolled in this first-of-its-kind study which provides us a research database that includes nearly half of all college students in the United States.”

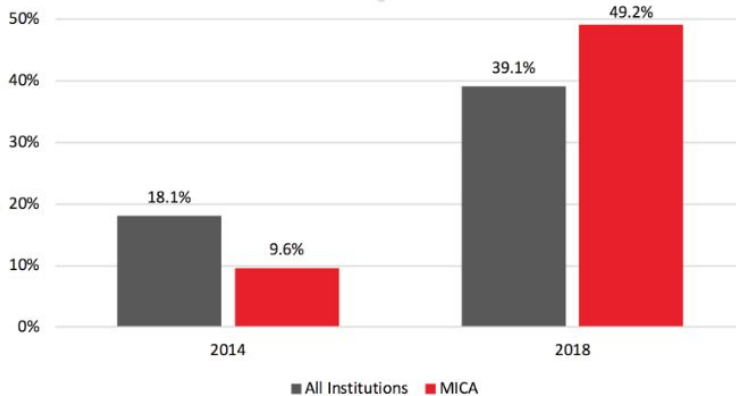
**Creative Placemaking:**

## STUDENT ENGAGEMENT DATA

# BY THE NUMBERS

## VOTER PARTICIPATION

### Voting Rate (Voter Turnout) 2014 & 2018 Midterm Elections



# +39.6

Point increase in voter turnout from 2014

- Over **10 points higher** than the national average

From 2014 to 2018:

- **5x** the number of undergraduate students voted
- **2x** the number of graduate students voted

### Registration Rate

# 95.2%

- Increase of 26.6 points from 2014 to 2018
- 10 points higher than the national average

### Voting Rate of Registered Students

# 51.7%

- Increase of 37.7 points from 2014 to 2018
- 3 points lower than the national average

Sources:

Institute for Democracy & Higher Education: National Study of Learning, Voting and Engagement. (2019). 2014 and 2018 report for MICA. Medford, MA.

### Increased Voter Access on Campus



# 35+

absentee ballot applications mailed

# 25+

voter registration forms mailed



# 25+

students taken to early voting

## CIVIC ENGAGEMENT



**\$3,699**

raised in project grants for fall events



**11 events**

Led or supported



**200+**

pledge cards completed by MICA students, faculty and community members

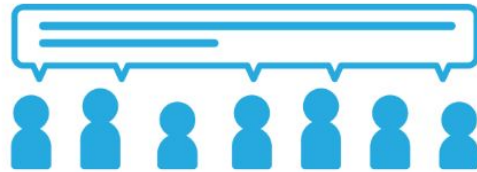
## Collaboration Across Different Sectors

**15**

community partners  
(8 local and 7 national)

**15**

MICA Offices  
joined VAI team



**1,200 Globe Posters**

Distributed to local community partners (350+), partners across the country (150+), MICA students and community members (450+), MICA offices (200+). Local elected officials (30+), and made [available for download online](#).

## ONLINE ENGAGEMENT

### Social Media



**2,040**

total social media engagements

Number of interactions with posts:



338



783



869



**Joined  
TurboVote**

in July 2018 & signed up **247 students**

# V. Goals

Description of institutional short-term (e.g., by next election) and long-term (e.g., in next decade or two election cycles) desired democratic engagement results.

To score a 4: Short-term and long-term democratic engagement goals are described. Goals are also S.M.A.R.T.I.E.: Specific, Measurable, Achievable, Realistic, Timebound, Inclusive, and Equitable. (includes voter registration/voter turnout/ and culture goals)

<p><b>VISION</b></p>	<p><b>MICA grows with Baltimore in cultivating a community that is informed and actively involved in civic and democratic engagement.</b></p>
<p><b>LONG-TERM GOALS</b> (2026 Strategic Plan)</p> <p><i>In the long-term, we aim to support students in developing as lifelong active citizens, community members, artists, and educators.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Visualization of where we've been and where we are - What happened? Where?</li> <li><input type="checkbox"/> Grants and resources for alumni</li> <li><input type="checkbox"/> Institution-wide understanding of MICA + civic engagement</li> <li><input type="checkbox"/> National and international model + resource for civic engagement in higher ed</li> <li><input type="checkbox"/> Required course of choice on civic engagement</li> <li><input type="checkbox"/> Training for faculty and staff on facilitating civic engagement</li> <li><input type="checkbox"/> Required info/visual lit course</li> </ul>
<p><b>MID-TERM GOALS</b> <i>The mid-term goals focus on broader civic engagement to include all MICA students - voters and those who are not eligible to vote.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Civic/community engagement module in join training for faculty and staff</li> <li><input type="checkbox"/> Require student orgs to do a community/civic engagement training or activity</li> </ul>
<p><b>SHORT-TERM GOALS</b> (2020)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Voting Rate (Voter Turnout):</b></li> <li><input type="checkbox"/> <b>Registration Rate:</b></li> <li><input type="checkbox"/> <b>Voting Rate of Registered Students:</b> <ul style="list-style-type: none"> <li>• Map the impact that we have in Baltimore</li> <li>• FYE 2020 - foundation course/program/orientation; civic engagement modules</li> <li>• Survey "political engagement" in our international student body</li> <li>• Teaching circle for faculty who incorporate civic engagement in their classes</li> </ul> </li> </ul>

**Near-Term Actions**

- Civic Engagement
  - Create a definition of civic engagement for mica
    - Draft: working to make a difference in the life of our community (Knowledge, skills, values, motivation)
  - Get pan college civic engagement on the strategic plan
- Clear mission for CCC + role in leading CE workgroup
- Intentionally engage international students in programming, including voting
- update/clarify Workgroup roles, responsibilities and expectations
  - Decide new name
  - Identify structure and goals of this work group

# VI. Strategy

Description of institutional efforts to reach desired democratic engagement results.

To score a 4: Strategy includes short-term tactics and long-term strategies. Tactics include a description of multiple voter registration, voter education, and voter turnout activities. Long-term strategies seek to make civic learning and democratic engagement an established part of the institution's curriculum and co-curriculum and go beyond the election.

\*\*look at our tactic cards?!

\*\*votes and ballots!

## DESIGN PRINCIPLES

We developed a set of design principles to ensure our initiative and its many parts reflect the needs, wants, and interests of the MICA community. We will refer to these principles as we build, implement, and evaluate our strategy.

**INCLUSIVE.** Create events, programs, and information that are relevant to all students, whether or not they are eligible to vote.

**COLLABORATIVE.** Maintain an interdisciplinary work group that includes student, staff, and community partners.

**COMMUNITY-MINDED.** Involve community partners and MICA neighbors in planning and implementation.

**COLLECTIVELY ASSESSED.** Provide opportunities for MICA community to give feedback on Voter Access Initiative and other opportunities; update programming to reflect that input.

**Student Activism:** Encourage and promote student activism

- Offer grants and funding for students wanting to do this work (civic engagement fellowship)
- Encourage transparency with information - power mapping
  - Know system and know how to advocate
- Connecting and participating in local issues and protests
- Cross-student leadership relationship building
- Identity based student orgs
- activist/political student orgs
- Student Interest groups: SVA, BSU, Hispanic Latina Student Union (HLSU), Students of Sustainability, MOA, Student Governance, March for Our Lives
- **Volunteerism**
  - MICA roots, global action - Act local, think and act global
  - Connecting to baltimore and baltimore to mica
  - Instilling a sense of responsibility in people
  - Engaging in service learning - reflect upon learning and art



- Service learning is a touch point to engage in cross-campus dialogue
- Provides exposure to unfamiliar and constructive opportunities
- Fostering a greater sense of value of SL in faculty, staff, students, and alumni
- Local Day of Service
- Community Arts and Services program
- Community Site Leaders (CSL) - semester long learning
- Mini community service activities within Center for Student Engagement
- National Day of Service
- **Resources:** MICA resources to support civic engagement in Baltimore and throughout the country.
  - Globe Press
  - Alumni network/ National network (AICAD)
  - All-in Challenge Action Plan
  - Intentional shareholder participation and presence (membership, representation) in local, national and international governing and leadership bodies (Wide Angle, Imagining America, Campus Compact, Civic Nation/All In Challenge, SLSV, For Freedoms/50 State Initiative, GBCA....)
  - Library is open to the public for art and design research
  - Community engagement grants; other campus grants
- **Off-site** partnerships/ Community partnerships
  - Utilizing our voter education and turnout efforts in conjunction with Globe materials, supporting community partners in their efforts (Baltimore Design School)
  - Creating innovative and engaging public programming such as Constitution Day, Design Fest, Think-a-thon
  - MICA PLACE
  - Open Studies
  - Center for Social Design fee for service initiatives
  - MICA Representation on boards, commissions, etc.
  - Events: DesignFest, Thinkathon, Constitution Day, Artwalk
  - AICAD Symposium
  - Alumni relations
  - MICA joining Black Arts District Planning
- **Voting**
  - Voter Registration
    - Registration Drives
    - TurboVote
    - National Voter Registration Day
    - Integrate registration into existing student-faced programming (orientation, course-selection, Canvas interface)
    - Support voter registration events at BDS and local high schools to increase voting access for Baltimore high school students
  - Voter Education
    - Information on voting basics (deadlines, FAQs, absentee voting) is available on our website
    - Absentee Ballot information
  - Voter Participation
- **Academic initiatives**
  - MICA supports and promotes faculty-led and course-based initiatives

- Natural Dye Initiative - teaching skills + history
- Finding Baltimore course
- Select DFAB/BIOFAB programs
- Curriculum enhancement grants
- Contact faculty to see who/if they are doing work externally
  - Inventory of courses that are working externally
  - Convene faculty
- Classroom integration
- **Education (discourse + public events + dialogue)**
  - Coordinated and regular programming that fosters dialogue among MICA students, staff, and faculty
    - CSE conversations
    - Lunch and learns
    - Global Connections
  - Events are shared with and open to the public
    - Constitution Day
    - Mixed Media/Visiting Artists
  - Trainings
    - Safe Zone training
- Intersection of design + art and activism
  - Mission and vision, ILOS
  - FYE
  - Role of art and design is fundamental to social change movements
  - Idea: History of GD required for all
  - Yearlong service based leadership program - France Merrick Fellowships
- Being mindful of the multiple layers of internal resources, staff and capacity to execute the Civic Engagement tent pole. (Globe, Decker, CCC, CSE, CII, OIE, CSD, MOA, SVA, CE Grants, etc.)

## TIMELINE

### NEAR-TERM (Spring- Summer 2020)

*These agendas will be workshopped this summer and will require ongoing efforts throughout the academic year.*

**Identify roles, responsibilities, and ownership:** Create an interdisciplinary team on campus to carry out the action plan and move this work forward.

Convene work group meetings, list events, dates and key offices/ work group members involved

**Coordinate and align existing efforts:** Develop a unifying strategy that incorporates the numerous efforts that already exist on campus and in Baltimore.

Finalize orientation materials, include information about voter registration, events on

campus

- Assign First Year summer read - connected to civic action - and develop reading guide
- Plan with First-Year Experience staff about how they will incorporate civic learning and democratic engagement into programming
- Create welcome packet for students and parents
- Confirm TurboVote

**Create an Action Plan for the ALL IN Campus Democracy Challenge:** Participate in the ALL IN Challenge in the 2018-2019 academic year. Develop a plan that leverages existing programs, identifies new initiatives, and determines a strategy to access and improve our actions.

- Submit a draft of the action plan by May 31st
- Continue to update the plan as work progresses

## SHORT-TERM (2018 Midterm Elections)

### **Awareness:**

- Create Globe Posters to be posted across campus
- Educate all department chairs and faculty on the ALL IN campaign. Establish a week when faculty are encouraged to mention ALL IN in class
- Meet with MICA Strategic Communications Department
- Leverage existing email platforms (weekly updates, grad community, RA, Graduate Program Assistants)
- #TakeThePrimaryStep Campaign - do a social media take over day discussing the importance of voting and civic activism
- Identify key contacts, create platform for students and staff to easily get questions answered
- Have different groups, departments, classes do Instagram takeovers reminding students to register and/or vote
- Other

### **Opportunities:**

- Have materials at orientation and for all returning students
- Have multiple tables for voter registration + more information at all campus activities fairs

### **Participation:**

- Designate one person to coordinate voting registration activities
- Align efforts to TurboVote
- Create pamphlets/quick guides on how to register for absentee
- Leverage existing Constitution Day to incorporate materials on registering to vote and how to vote

### **Evaluation:**

- Collect feedback from students
- Evaluate 2018-19 year with TurboVote

## MID-TERM (2019-2026)

### **Awareness:**

- Create a comprehensive calendar of all existing events related to voting and civic engagement
- Establish civic participation as a central component of programming and initiatives at the Center for Creative Citizenship
- Create sustainable presence for these activities in orientation, forum, and other key components of the FYE
- Finish development of new ILOs and integrate this work into the 2018-19 Strategic Planning process

### **Opportunities:**

- Integrate new ILOs into program review and planning and development documents for all academic programs
- Connect and integrate civic learning/engagement agenda with DEIG work plans across campus

### **Participation:**

- Through the Center for Creative Citizenship, establish seed grants targeting the development of civic learning and community-based curriculum development projects

### **Evaluation:**

- Assess and Evaluate programs and events
- Collect Insights and ideas from students & community
- Conduct In-depth interviews and brainstorming sessions with students will provide additional information (not included in the current voter participation data) that is more inclusive to the entire student body
- Determine assessment metrics so that we can continue to measure and improve our efforts

## LONG-TERM (2026 INSTITUTIONAL STRATEGIC PLAN)

Our long-term planning is focused on the development and launch of the new Center for Creative Citizenship, the development of projects, initiatives and public events associated with the Center, and the integration of our work on civic learning and public engagement into the educational frameworks and Strategic Plan of the College.

The development of MICA's 2026 Strategic Plan will formally begin in the Fall of 2018, and will incorporate the work on community engagement, DEIG, and mission and vision that has taken place over the last several years at MICA. Since this work will follow the principles (inclusive, collaborative, community-minded, collectively assessed) identified above, it needs to be understood as highly open-ended and evolving in the context of this understanding of our aspirations for growth and development as an organization and as an educational community in the City of Baltimore.

Long-term Opportunities may include:

- Student Voter/Democratic Engagement Education Week
- Ongoing speaker series, in partnership with other universities and/or community initiatives
- Continue to increase the number of students, faculty, and staff engaged in voter access and turnout events and initiatives.
- Continue to build our collaboration with other local colleges and universities and civic participation networks to broaden efforts around voter access and turnout
- Collect feedback from students, community partners and neighbors through interviews, surveys, and workshops

# VII. Reporting

Description of institutional efforts to make plans, data, and reports public.

To score a 4: Action plan, data, and reports are shared on campus AND are publicly available.

This plan will live within the Center for Creative Citizenship. In keeping with the institution's strategic planning process, the strategies and goals outlined in this document will be assessed quarterly by the Voter Access Initiative Work Group.

This plan will be available on MICA's website and incorporated, as appropriate or requested, into reports to the MICA community (students, staff, faculty and external community members). We will also share the NSLVE data/report, updates, and information through the Center for Creative Citizenship and other MICA news outlets.

# VIII. Evaluation

Description of institutional efforts to evaluate the action plan, implementation, efforts, and results.

To score a 4: The evaluation strategy describes how and what information will be collected and analyzed as well as how the results will be used to make improvements. Includes more than just looking at NSLVE data. Evaluation happens before, during, and after plan implementation. Evaluation strategy crosses several categories of participation from the Leadership Section.

In addition to using the NSLVE reports to assess the impact of MICA's Voter Access Initiative, the work group will collect feedback throughout the campaign. Evaluation and feedback opportunities will be integrated into each event. And attendance will be tracked at each of the events.

Evaluations and attendance reports will be collected by the work group/Center for Creative Citizenship. Data will be reviewed and evaluated to note engagement, opinions, impact, and gaps in the campaign.

A comprehensive evaluation of the year and this action plan will be completed at the end of the 2018-19 academic year.

Long-term, comparison to previous years data will be an indicator of success (increased attendance, improved voter turnout rates, etc.). This 2018-19 Action Plan will set the baseline data with which the College will be able to evaluate programming.

## **Quantitative measures may include:**

- Number of "check your voter registration" cards and "how to vote absentee" flyers distributed
- Number of students who register to vote or change their registration to Baltimore
- Number of events related to civic learning and democratic engagement
- Attendance at civic learning and democratic engagement events in Academic Year 2018-19
- Number of students taken to the polls on Election Day (if appropriate)
- Number of reactions/engagement in social media takeovers
- Number of absentee ballot request forms and absentee ballots mailed by the University
- Other measures as they come available

## **Qualitative measures may include:**

- Feedback from Voter Access Initiative workgroup, faculty, and staff that identify successful strategies and areas for improvement
- Success in implementing new strategies, such as securing reminders on Canvas, faculty/dean involvement or locating a polling place on campus
- Feedback from individuals working with targeted groups on success of reaching these groups



Additional rubric questions:

If so, which of the following are included?

Voter registration integrated into new and/or transfer student programming or other universal in person process (housing check-in, first year required course)

Voter registration integrated into online processes (e.g., course registration)

"Ask Every Student" model

Presidential commitment to full participation

A goal of 100% student voter registration