KENDALL COLLEGE OF ART AND DESIGN OF FERRIS STATE UNIVERSITY
REPORT ON DIVERSITY AND INCLUSION
FOR THE *DIVERSITY AT FERRIS ANNUAL REPORT 2017-2018*

INTRODUCTION

Kendall College of Art and Design (KCAD) is committed to diversity, equity, and inclusion and works to provide an environment that is welcoming to diverse populations, a curriculum that reflects cultural diversity as well as diversity in expression, and programing that is inclusive and innovative in its content and ideas. KCAD's approach to diversity is to reach inward to the college community and curriculum as well as reaching outward in terms of community outreach and programmatic sponsorships.

One of the nine standing committees of the KCAD Senate is the Diversity, Equity, and Inclusion Committee (DEI). Its charge is to "Identify KCAD's challenges and strengths in achieving and relating to diversity, equity and inclusion. Recommend institutional goals relating to diversity, equity and inclusion. Recommend structures, initiatives and policies relevant to supporting, educating and promoting diversity, equity and inclusion. Monitor and report on diversity equity and inclusion initiatives." Furthermore, KCAD seeks to develop community partnerships and sponsorships that connect the College to the City of Grand Rapids and its diverse communities. The KCAD Diversity, Equity, and Inclusion Committee Annual Report for 2017-2018 is included below followed by reports on the goals of the Ferris Diversity Plan.

KCAD DIVERSITY, EQUITY, AND INCLUSION COMMITTEE REPORT TO SENATE
APRIL 2018
Charge: Identify Kendall's challenges and strengths in achieving and relating to diversity, equity and inclusion. Recommend institutional goals relating to diversity, equity and inclusion. Recommend structures, initiatives and policies relevant to supporting, educating and promoting diversity, equity, and inclusion. Monitor and report on diversity, equity and inclusion initiatives. This committee will include one Senator, six faculty members, and one staff member.

Diversity, Equity and Inclusion Committee Membership:

• Senator: Deborah Rockman, 2017-2018
• Faculty at large, co-chair: Christine Haskill, 2016-2018
• Faculty at large, co-chair: Stefanie Snider, 2017-2019
• Staff: Elise Bohn, 2017-2019
• Faculty at large: Mick McCulloch, 2017-2019
• Faculty at large: Monty Simpson, 2017-2019
• Faculty at large: Natalie Wetzel, 2016-2018
• Faculty at large: Danielle Wyckoff 2017-2019
• Student member: Andrew McPherson, 2017-2018

Summary of Activities and Projects for 2017-2018:
Over the course of the academic year, the committee met regularly and often to discuss DEI related issues at KCAD, particularly on a Diversity Guiding document and the foundation of a content-based exhibition guide.

In the fall, the committee ran a call for student membership and successfully admitted a KCAD undergraduate in order to integrate student perspectives into our work.

In the fall, the committee reviewed and revised the Draft Diversity Plan and submitted it to Senate in November 2017. Work on this document began in 2015 based on the Ferris Diversity and Inclusion Plan. This document was approved by Senate and received by the administration. The administration requested that the document receive feedback from students and the leadership team in addition to the feedback already received from faculty and staff. These feedback sessions occurred during two student presentations and a leadership meeting in January 2018.

The feedback we received was affirming of the overarching principles, while revealing the challenges of creating a functional document that is KCAD specific. Recommendations were made to revise the document from a "plan" to a statement of guiding principles and to include recommendations from the committee to the administration. This document is undergoing additional revisions and will be submitted to Senate for approval in early fall 2018.

Additionally, in the fall the committee started working on a policy regarding content exhibited on KCAD's campus. This began as a discussion about freedom of expression and censorship of student work at KCAD. This discussion was further reinforced after ArtPrize 2017 and the controversy surrounding the exhibition of LeAndra LeSeur's work. As a committee, we divided the work of crafting language and researching freedom of expression and censorship policies at various art and academic institutions. We reported and discussed our findings in early spring semester and through many discussions came to the conclusion that what we needed was a series of exhibition recommendations that would outline "who can exhibit what where" for students, faculty, and staff. Additionally, such a guide would define who makes decisions regarding content, for example, the dean in designated spaces, museum directors/curators in the galleries, and faculty in program spaces…etc. Such a document will help define the guiding principles of freedom of expression and clarify the process and spaces appropriate for exhibition. This document has been drafted (see Addendum 2), and the committee asks that the Faculty Senate review this document during summer break. The DEI committee plans to hold a forum in early fall semester to discuss this document before it is submitted for approval.

Finally, in support of the Strategic Plan, the DEI was asked to participate in creating dialogues on campus. In January, we created a presentation on inclusive teaching and classrooms to the All-College Meeting, and we presented a version of the Diversity document to students during welcome week and to the RSO leadership. Additionally, we organized a panel discussion entitled "Freedom of Expression? Artist and Institutional Responsibilities in

the 21st Century" and made up of KCAD faculty and alumni in February. This panel discussed the challenges of presenting provocative work and the various responsibilities of artists, curators, and the public in engaging this work. Finally, we met with Student Engagement to discuss and brainstorm diversity-related programming for the upcoming academic year; we strongly recommend more campus programming on issues of diversity, equity, and inclusion.
End Report

The DEI Committee continues to work on an approach to exhibition recommendations in response to ideas surrounding freedom of expression in exhibition of artworks on campus. The DEI Committee submitted a final version of the KCAD Diversity Equity, and Inclusion Statement to the KCAD Senate on October 23, 2018. The statement was approved by the Senate to recommend to the administration. The text of the KCAD Diversity, Equity, and Inclusion Statement follows:

CREATE A UNIVERSITY THAT IS RESPECTFUL OF DIFFERENCES AND CIVIL TOWARD PEOPLE WHO ARE DIFFERENT

KCAD Diversity, Equity, and Inclusion Committee Statement and Recommendations
Statement
The KCAD Diversity, Equity, and Inclusion Committee presents this statement to express our commitment to and hope for KCAD's embrace of equity and inclusion as fundamental qualities of the institution. As part of a college within Ferris State University, we look to the words of its founder, Woodbridge N. Ferris, who is credited as saying, "My plea in Michigan—and it will be my plea to the last breath I draw, and the last word I speak—is education for all children, all men, and all women of Michigan, all the people in all our states all the time."

Beginning in 2013, the KCAD Diversity, Equity and Inclusion Committee has worked to identify KCAD's challenges and strengths in these areas. As part of the KCAD Senate, the DEI Committee's charge reads: "Identify Kendall's challenges and strengths in achieving and relating to diversity, equity and inclusion. Recommend institutional goals relating to diversity, equity and inclusion. Recommend structures, initiatives and policies relevant to supporting, educating and promoting diversity, equity and inclusion. Monitor and report on diversity, equity and inclusion initiatives."

We define diversity, equity, and inclusion in these ways:

•Diversity recognizes and embraces our differences, both individually and socially. We may differ based on race, gender, age, citizenship status, religious affiliation, ability, familial status, and socio-economic status, amongst other identities, but we thrive in our community because of, not in spite of, these differences.

•Equity is about fairness, justice, and creating opportunities for all people to thrive on campus. A commitment to equity means a commitment to the distribution of resources

according to one's needs. Within the KCAD community, this means that students, staff, and faculty should have fair access to community resources and opportunities. No individuals or groups of people should be asked to carry a greater burden than the rest of the community. Community members who need accommodations for access in and outside of classes and who need administrative, creative, and academic support should be able to get their needs met quickly and with ease to sustain a standard of living conducive to functioning well in their roles in the community. A belief in equity means we must lift everyone up so that we all start on an equal level; only then will we all be able to achieve our best.

•Inclusion is about collaboration, connection, and empowerment. Diversity is enormously important. But achieving diversity is not the end of creating a climate of access and open inquiry for students, staff, and faculty. Inclusion is necessary because it prioritizes historically marginalized community members and centers them in the artistic and academic spaces and discourses at KCAD. This enhances the learning community for everyone at KCAD as we learn to ask questions and think critically about the world we build. Inclusion is active and it is an ongoing process; like diversity, it needs to be implemented in terms of the membership of students, staff, and faculty at KCAD, but it cannot stop there. Inclusion must be an integral part of curriculum, programming, and conversations both within and outside of the classroom walls.

KCAD safeguards an individual's constitutional rights and protected speech and supports diversity, equity, and inclusion across the college and wider community. KCAD supports freedom of expression. KCAD defends the right to engage in awareness initiatives and educational dialogue in order to cultivate a constructive response to difficult topics and against actions that undermine our inclusive and safe community. An inclusive community promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.

As Dean of Student Success, Sandy Britton, notes, "At KCAD, we work alongside one another to discover how our various identities help us deepen our collective understandings. It is important for all of us to show respect for those that hold different views. I encourage you to keep extending your arms in learning together, with dignity and respect, and to value our differences in an environment that is safe and void of hate."

Recommendations
KCAD nurtures creativity. We challenge ourselves to learn from the best ideas, forms, and methods of the past in order to forge new voices and expression going forward. We embrace all manners of expression and support art that tackles all topics – including difficult ones. We create art, design, and scholarly work not in a vacuum but through connections with others. The future of KCAD depends, in large measure, on the efforts we make to infuse these ideas into our college-wide plans. But even as programs and initiatives are put into place, their success will depend on individuals and groups recognizing the extent to which their lives are enriched by a diverse, equitable, and inclusive community. We need all voices, perspectives, and experiences to grow. This range of backgrounds is not merely something we celebrate. It is our fuel. It is something we need—creatively and academically—in order to innovate. This

is KCAD at its best.

After speaking with KCAD students, staff, and faculty about their needs and interests, the Diversity, Equity, and Inclusion Committee makes the following recommendations to the KCAD Senate to bring to the administration to incorporate and foster these values:

• Invest in and implement campus-wide programming focused on uplifting marginalized student, staff, and faculty voices. This might include, but is not limited to, planning exhibitions of student artwork dealing with issues related to diverse and inclusive identities and communities; creating events that feature faculty scholarship and creative activity that actively engages in issues of diversity, equity, and inclusion; celebrating commemorative days and months that highlight the historical and contemporary work done locally, nationally, and internationally to enhance diversity, equity, and inclusion.

• Create, fund, and host equity and inclusion workshops for staff and faculty at KCAD that provide practical and sustainable training and suggestions for incorporating issues and approaches to diversity, equity, and inclusion in curriculum, projects, and student interactions across all programs and offices.

• Implement and circulate institution-wide policies that enhance and enforce gender-neutral and accessible situations and facilities for all students, staff, and faculty. This includes, but is not limited to, the re-naming and/or building of single stall or unisex bathrooms in both the Fountain and Ferris buildings on campus; creating standard syllabus language that describes strategies for accessibility in classes; and highlighting inclusive policies already practiced at Ferris State University and KCAD, such as the recently-instituted preferred first name policy; creating a webpage on the KCAD site that includes DEI related resources, policies, programming, and information relevant to the above statements and recommendations.

Through this statement and set of recommendations, the KCAD Diversity, Equity, and Inclusion Committee hopes to engage with the full KCAD community to highlight all of our responsibilities regarding diversity, equity, and inclusion. All KCAD stakeholders must be willing to participate and communicate with one another in order to truly bring about and embody our ideals of a diverse, equitable, and inclusive campus community.
End Statement

BUILD UPON EXISTING PARTNERSHIPS AND CREATE NEW PARTNERSHIPS THAT ENHANCE THE UNIVERSITY'S COMMITMENT TO AND WORK WITH DIVERSE POPULATIONS

On March 5, thirteen members of the KCAD and UICA administration, staff, and faculty attended the Partners for a Racism Free Community Forum, *Standing at the Intersection.* The focus of the forum was on intersectionality and how racial bias often intersects with other aspects of an individual's identity that can also be marginalized. Among the many inspired presenters was the keynote speaker, Charlene Carruthers. Her forthcoming book *Unapologetic: A Black, Queer and Feminist Mandate for Our Movement* will be published in the fall of 2018 on Beacon Press.

On March 14 a cohort of KCAD and UICA faculty and staff participated in an Inside Look of the Grand Rapids Ballet's MOVEMEDIA: Diversity II. This is was this year's collaborative project between KCAD and the Grand Rapids Ballet to find innovative ways to spark the conversation around inclusion. We saw two of the performances in process; *Swing*, created by choreographer Oliver Weavers and *Adam's Key*, created by choreographer Danielle Rowe. Rowe's work addressed the isolation and challenges of communication with autism. The group was able to have a conversation with Oliver Weaver about his work in progress, which addresses bullying. KCAD and UICA will continue to seek more opportunities for faculty, students and staff to engage in meaningful conversations on the topics of diversity, equity and inclusion.

KCAD and Site Studio – Site Studio is an on-going project directed by KCAD Professor Margaret Vega with current partners: KCAD, Cook Art Center, Grand Rapids Public Schools, and most recently, the Grand Rapids Children's Museum. It provides children along the Grandville Avenue corridor, Cesar Chavez and Southwest schools, with specialized art experiences. This year KCAD Industrial Design students worked with school children from the Grandville neighborhood in a design process to create proposals for seating at the Children's Museum. One of the designs has been chosen by the Children's Museum to prototype. These kinds of projects introduce the methods of design problem solving to school children as well as creating a network with the people and experiences of an institution of higher education for school children at an early age with the potential of encouraging interest in design and art professions and attendance at universities and colleges in the long term.

West Michigan Presidents' Compact Committee (WMPCC) – WMPCC is an organization led by college and university presidents in West Michigan that promotes anti-racist and multicultural efforts. KCAD is a member and participates in the programs of the WMPCC throughout the year. The KCAD president and members of the KCAD leadership team attend the annual conference and Dean Sandy Britton is KCAD's liaison.

For academic year 2018-2019 Professor Margaret Vega has been named Assistant to the KCAD President for Outreach and Inclusion.

IMPROVE INCLUSIVITY BY INCORPORATING DIVERSITY AND INCLUSION IN SIGNIFICANT WAYS IN TEACHING, LEARNING, AND RESEARCH

Over the course of the academic year KCAD programs developed the following curricular revisions, which were passed by the KCAD Senate and administration.

- Study Away: Italy – KCAD Master of Architecture Program offered a travel abroad experience through their KGAR 611 Immersion V course called Critical Travel. Students engaged in place-making by studying in three different Italian cities, Volterra, Milan, and Venice using design research to understand the interactions of social context, cultural diversity, and human behavior with the built environment.

<u>Study Away</u>: Sweden – KCAD Graphic Design Program offered a travel abroad experience in Malmö, Sweden during the summer of 2018. The course of study focused on observation and the creative process.

- *Religion Studies*, a new 300 level course in the General Education curriculum was approved.
- *Race Studies*, a new 300 level course in the General Education curriculum was approved.

KCAD Continuing Studies Reaches A Broad Community
The continuing impact of expanded programs to reach all age groups and constituents from a variety of backgrounds and in different life stages has been successful with the Go Folio youth program, the Grow Folio adult program and the Pro Folio program for professionals and businesses.

The Urban Institute for Contemporary Arts (UICA) continues its new vision, established on the occasion of its 40th anniversary in 2017, to take up the challenge to create a new paradigm for community interaction and outreach. It is a paradigm shift that puts inclusion front and center. In accomplishing this UICA serves as a guide and a model for the larger institution of Kendall College of Art and Design, reaching out and inviting in a broad array of communities and individuals to actively participate in the process of presenting relevant art by living artists with diverse and global perspectives in an unprecedented approach for an exhibition venue of its caliber. This approach challenges assumptions about who is expert, who is represented and who can be included. We see this manifest in exhibitions such as Transitions: New Photography from Bangladesh, programs like the Exit Space Project, and ArtWorks, a free program for students ages 14-18 years old who receive on-site job training and mentorship, and engage in art, design, and installation projects. Led by highly qualified instructors and artists, students work in small groups on the creative process, and design solutions to client or community partner needs.

RECRUIT, RETAIN, AND GRADUATE A DIVERSE STUDENT POPULATION

<u>Academic Affairs</u>
Professor Margaret Vega created a collaborative performance work and public written word artwork to address the impact of micro-aggressions within the KCAD student community. ***Micro-Aggression*** was a commentary on the impact of cultural and racial slurs. The media of chalk and the chalkboard were used due to their association with learning. This appropriation worked as an interesting play on inappropriate dialogue that asks questions of the audience and divides us between the person delivering the comment or receiving it. *Micro-Aggression*, a term coined by Columbia Professor Derald Wing Sue, remarks on marginality and racial dialogue. Each comment on the board was spoken, perpetuating indirect, subtle, often unintentional, discrimination. This piece considered our interaction with people whom we casually degrade by our words.

The artists involve with this work were:

Gustavo Enrique Bastidas Medina	Josh Montoya
Fernando Ramirez III	Marcello Pope
Tatsuki Hakoyama	Rohullah Hassani

Student Business Affairs

Resources KCAD has offered students which support diversity and inclusion are the following:

- FAFSA filing station and general financial aid question booth in the atrium the first week of October to promote early FAFSA filing for continuing students.
- Student loan repayment sessions reinstated for December and May graduates to promote successful loan repayment (previously information was covered in critical transitions).
- FAFSA filing assistance after Fall scheduled Connect to KCAD events as support for prospective students.
- Financial Aid Fast Facts info added to Student Success Monthly. Fast Facts provide students with information regarding financial aid and money management throughout corresponding times of the year.

Student Engagement

- Working with the Diversity, Equity, and Inclusion Committee, Student Engagement has developed a plan for the academic year 2018-2019 to include programs that acknowledge a calendar cycle for diversity and inclusion with specific programming for each month. This plan has been developed and is being implemented starting in the fall 2018.
- KCAD has a twenty-two RSO (Registered Student Organizations), two of which focus on diversity, equity and inclusion: 1) International Student Club – The KCAD International Student Club is open to international students from all over the world. It hosts regular events to encourage friendships, explore diversity, and support each other as well as present the different cultures that we come from to American students; 2) KCAD Pride Club – The purpose of the KCAD Pride Club is to create a safe space for LGBTQIA students on campus and promote fair treatment and equal rights of LGBTQIA people around the world. Allies are welcome.
- Bus Pass Initiative: KCAD has been providing free bus passes to all students, faculty and staff since the fall 2010 semester. This initiative provides free, sustainable transportation opportunities to members of our community. This resource may be the reason attending KCAD is an option for low-income individuals.

KCAD is a partner in the *Woodbridge Promesa Summer Success* program sponsored by Ferris State University Division of Academic Affairs, Retention and Student Success Unit, the Center for College Readiness, and the Center for Latin@ Studies.

RECRUIT, EMPLOY, AND RETAIN A DIVERSE WORKFORCE

KCAD's director of human resources, dean of academic affairs, and president have worked to further refine the procedures and practices of faculty and staff searches to incorporate best practices in regard to expanding the search recruitment to increase the diversity of the applicant pool. This includes an initial meeting that KCAD's director of human resources has with every search committee before the applications are reviewed. Each search committee is introduced to the policy and procedures for hiring at Ferris State University as well as approaches for recruitment that focus on attracting diverse candidates. An informational packet on this topic is provided for each individual serving on a search committee. Search committee members have expressed appreciation for this approach.

KEY INITIATIVE

The key initiative for Kendall College of Art and Design continues to be one of the five strategic priorities that make up its current strategic plan.

Strategic Priority: Diversity and Inclusion
KCAD will implement an active commitment to diversity and inclusion within the entire KCAD community.
•   Objective 1: Recruit and retain a diverse student body.
•   Objective 2: Recruit and retain diverse faculty and staff.
•   Objective 3: Enhance programs and curriculum to engage discourse and learning
                around the topics of diversity and inclusion.
Through this Strategic Priority KCAD seeks to recruit, enroll, and support a broader pool of diverse students. This includes expansion of our early engagement pipeline for diversity through a strengthening of our K-12 connectivity in the city and the state to include more Dual-enrollment opportunities, more faculty outreach, and more continuing education for youth and K-12 teachers. KCAD seeks to address economic barriers for potential students. In addition, KCAD seeks to enhance and grow global opportunities for students and encourage international students through partnerships with overseas institutions and enhanced support for international students on campus.
KCAD seeks to develop diversity and inclusion awareness on campus through curriculum, programs, study abroad opportunities, awareness programming, and student activities.