This is not a finished conception, but a place to start. It is a set of ideas that now needs to be discussed, reflected upon, tested and worked with more widely in the MICA community and beyond. A HUB Extension Committee, described further at the end of the recommendations below, will be formed to carry this work forward. The following "Summary Recommendations" represent a synthesis of the different recommendations developed by the subHUBs for developing and building this work within our broader institutional and community context. We close with a description of the HUB Extension Committee and recommended next steps.

Summary Recommendations:

1. Mission and Vision:
   - It is recommended that a representative, or representatives, of the HUB Extension Committee be appointed to the new HUB on Mission and Vision to be convened in Fall 2016.
   - In particular, the concept of "Creative Citizenship" and the language developed by the Mission, Vision, and Guiding Principles and Student Educational Experience subHUBs should be considered within the HUB on Mission and Vision.
   - As part of the HUB on Mission and Vision, it will be important to consider whether or not MICA should pursue the Carnegie Classification for Community Engagement in tandem with its upcoming re-accreditation process.

2. Development of the Curriculum and Co-Curriculum
   - A process will be established for translating the Mission for Community Engagement at MICA into Institutional Learning Outcomes that will frame the student educational experience.
   - Since this process will need to align with the work of the HUB on Mission and Vision and with our self-study/accreditation process, the initial planning will take place within the Institutional Assessment Committee, President's Council, and Provost's Council, and working with the academic Chairs and Directors, the academic committees of Faculty Assembly, and appropriate representatives from Academic Services and Student Affairs. [Timeline: Begin in spring 2017].
   - The principles of curricular/co-curricular integration, empowerment of students to customize their education, and enhancing open access across these different learning experiences is to be built into our academic planning processes at all levels.
   - There is also a need to consider alternate course delivery models for long-term community-based projects that may differ from the semester model.

3. Building the Platform
   - A primary focus of the HUB Extension Committee will be on finalizing and developing the institutional platform for community engagement and future partnerships at the College.

- The Wheel of Engagement, the overview of Platform Characteristics, Platform Functions, and Platform users to support Community Engagement, and the development of infrastructure for stewarding partnerships (all outlined above) are to be used as an initial framework for this work.

4. Engagement and Accountability
   - In addition to working to coordinate the implementation of the other recommendations in this report, the HUB Extension Committee will develop an overall engagement and accountability strategy with the explicit aim of aligning the curriculum and co-curriculum and broadening the stakeholder base for this work both inside and outside of the institution, encouraging collaboration within the College, and institutionalizing community engagement at MICA.
   - This strategy will account for, among other concerns, strategies and supports for best practice in partnerships.
   - It is recommended that MICA create policy to better support employee participation in community-engaged activities. Although employee participation would not be mandated, the goal is to have a critical mass of staff and faculty involved and to build community engagement into the core of MICA community's values.

5. Diversity, Equity, Inclusion, and Globalization
   It is important to underscore that throughout this year, a second college-wide task force—the President's Task Force on Diversity, Equity, Inclusion, and Globalization—has also been meeting, and has been doing different but related work, also with the aim of transforming elements of MICA's institutional culture. However, there has been little discussion or coordination between these two groups. This is understandable, since each of these task forces has been intensely focused on their own charges and the direction their particular process has taken them. However, we also want to be sensitive to the possibility for fragmentation in these institutional discussions. *It is CE Rethink HUB's belief that we need to make the convergence of work on community engagement and the work being pursued by the President's Task Force on Diversity, Equity, Inclusion, and Globalization an explicit priority for AY2016-17.*

Immediate next steps:

- A HUB Extension Committee will be formed as a successor to this HUB to coordinate the implementation of the recommendations in this report. The charge for this group should be task-oriented and time-limited. The membership is to be limited in size (6-8 people) and would be determined by area accountability and the need to have other groups connected to this work.
- This report will be made available for comment to the entire MICA community. In addition, the HUB Extension Committee will commit to doing outreach to specific groups, offices, and/or programs who have an historical commitment to this work—both within and outside of MICA—to share the findings of the HUB and invite detailed comment on this report.
- The HUB Extension Committee will assemble this commentary and use it as a basis for developing a work plan for implementing the final recommendations across the campus.

- The HUB Extension Committee will also create a timeline for further implementation and realization of this vision.

As a group comprising faculty, staff, and institutional leadership, we want to acknowledge that our way of functioning as a group—of talking honestly and openly, of working across areas and functions, of sharing responsibility for our collective work—is prototypical of the kind of organizational practice and institutional culture we are aspiring to build.

In their essay on democratic engagement, Saltmarsh et al. distinguish between "first order changes" that "make what already exists more efficient and more effective, without disturbing the basic organizational features," and "second order changes" which "introduce new goals, structures, and roles that transform familiar ways of doing things into new ways of solving persistent problems."[13] Clearly the deeper and more meaningful discussions of the CE Rethink HUB have centered on a conception of dialogue and engagement that aspires to second order change that not only is of value and makes a difference for our community partners, but transforms who we are, what we do, and how we do it as well.

Endnotes

[1] Saltmarsh, J., Hartley, M. and P.H. Clayton, "Democratic Engagement White Paper," (2009) Boston, MA: New England Resource Center for Higher Education.

[2] Saltmarsh et al., p. 9.

[3] See Appendix B, "MICA Core Values."

[4] For a listing of all of the subHUBs and their membership, see Appendix C.

[5] See Appendix D, "Indicators of an Engaged Campus"

[6] See Appendix E, "Wheel of Engagement"

[7] See Appendix F, "Map of Community Engagement Activity at MICA", created by Jenna Frye/ Karen Stults for keynote speech at College Music Society *National Summit on Community Engagement*, Atlanta GA 2011.

[8] See Appendix G, "Framework for Mapping MICA's CE 'DNA' in Student Educational Experience."

[9] See Appendix H, "Maryland Institute College of Art/Institutional Learning Outcomes."

[10] See Appendix I, "CE Sub-HUB: Engagement & Student Educational Experience — Spectrum."

[11] The Student Educational Experience group has developed an initial overview of core competencies that is intended to align with the concept of "creative citizenship." See Appendix J, "Creative Citizenship."

[12] See Appendix K, "Partnership Framework Draft"

[13] Saltmarsh et al., p. 13.

Hubx Institutional Learning Outcome Work
Draft Updated April 18, 2017 MICA

Our Goal: Translate Mission for Community Engagement into Institutional Learning Outcomes (ILO's).

Mission for Community Engagement at MICA [Draft from HUB Report AY16, emphasis added]:
> MICA equips students to actively apply exemplary creative practices and skills to envision and advance a diverse, dynamic and equitable society and healthy environment.

Vision for Community Engagement at MICA [Draft from HUB Report AY16, emphasis added]:
> Working holistically and seamlessly across the institution through direct action embedded in and with community, MICA prepares for and practices creative citizenship. MICA's actions reverberate throughout Baltimore and the world by advancing the common good—culturally, socially, economically, and environmentally.

Rationale for Community Engagement at MICA [Draft from HUB Report AY16, emphasis added]:
- We believe that a MICA education integrates an active, engaged, reciprocal approach to creative practices so that students graduate as creative citizens who participate in diverse, inclusive, sustainable and mutually empowering communities.
- We believe that the mindsets and skills that an ever-evolving MICA education imparts can be applied to a broad range of disciplines and cross-cultural, economic, social, ethical and environmental contexts while abiding by the principles and practices of social justice.
- We believe that MICA and its community of students, faculty, and staff can actively engage locally and globally to advance the needs, interests, wellbeing, and future of both an equitable society and sustainable environment.

Please also see the DRAFT Creative Citizenship ILO's at the end of this document.

Most relevant ILO's currently in place at MICA:

Although many of the outcomes relate to community engagement, the outcomes in bold are perhaps most related to Community Engagement already. **(#'s 4, 6, 7, 10)**

MICA prepares its graduates to:

1. Master the skills and knowledge appropriate to a discipline, field or area of research and inquiry.

2. Develop a sustainable and creative practice that envisions and engenders new possibilities.

3. Maintain a commitment to excellence and an authentic personal voice through a rigorous exploration of their work and practices.

4. **Navigate diverse, complex, and dynamic environments and embrace ambiguity and uncertainty.**

5. Generate and critically engage complex ideas across disciplines through their research, writing, speaking and making.

6. **Working effectively with diverse communities, locally and globally, through collaboration, empathy, curiosity and open-mindedness.**

7. **Evaluate and respond to the social, ethical, and environmental impacts of their personal and creative choices.**

8. Research and acquire appropriate information, skill sets, resources and partners in order to enhance a professional practice and life.

9. Demonstrate confidence and rigor in their work through risk-taking, experimentation, perseverance and self-reliance.

10. **Reflect on and question their assumptions and those of others in order to re-imagine their ways of thinking, making and seeing.**

For Reference, see Cornell University's work in this area:
Cornell: http://provost.cornell.edu/assessment/learning-outcomes/
In addition to demonstrating other learning outcomes, Cornell graduates will:
- Engage in their communities, demonstrating responsibility to a larger community or public; connect positively with and in communities of various sizes and composition through and outside the classroom; participate in community engagement or civic action to benefit the public good.

Skeleton Drafts Towards New ILO's [Pick two? Pick three?]:
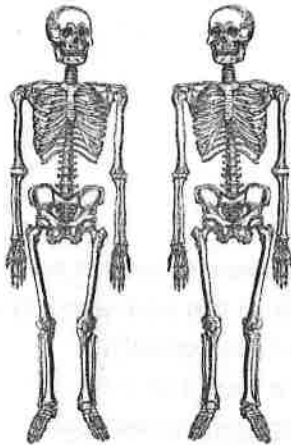
Envision and advance the principles and practices of social justice using an active, engaged, reciprocal approach to creative practices.

- Demonstrate a practice that connects local and global issues and the structural and systemic nature of complex cultural, educational, economic, and environmental and social conditions.
- Demonstrate a practice that demonstrates the role and responsibility of art and design to help envision and create a more just and sustainable world.
- Seek and accept critical feedback when using direct action embedded in/with community toward the mutual benefit and survival of an interconnected world.
- Develop and apply advanced critical self-awareness through direct action in/with community towards the mutual benefit of an interconnected world.
  - co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities
  - engaged citizenship
  - pursuit of the public good
- Bridge difference towards new understandings and collaborative partnerships.
- Use art and design skills to co-construct meaning and elevate unconventional wisdom.
- Demonstrate critical self-awareness and use of cultural social political economic and historical factors that define the community engaged.
- Communicates to a specific audience...
-
-

Ken says:
I've been thinking about the following suggested ILO (highlighted). Also, I'm reminded that some of us felt that, overall, there are too many ILOs.

"Develop and apply advanced critical self-awareness through direct action in/with community towards the mutual benefit of an interconnected world."

Broken down to its component parts, the following is revealed.

1) Develop and apply advanced critical self-awareness...
2) ...direct action in/with community...
3) ...towards the mutual benefit...
4) ...interconnected world.

Related Questions:
Are all of our programs and departments practicing community engagement? Are all of the students in these students reaching a level of mastery in this work? Does this work with ILO's suggest a requirement for programs/departments that perhaps are not even providing opportunities for community engagement? For example, cleaning up a vacant lot in a neighborhood, or a running a toy or food drive, a two- or three-day engagement with local youth, or installing art in a hospice may be important on one level will not necessarily address ILO's related to Community Engagement.

Can ILO's help to "beef up" or advance beginning work or projects within a program or department to make them more mutually beneficial to diverse communities and outside the walls of MICA? How?

Do we want to define more: who are the audiences/participants in this work other than MICA students and faculty?

Notes for reference:
Towards mutually beneficial partnerships
Towards... with... someone outside of the College...
Tailoring communication to an audience... **disposition of inquiry**, seeking critical feedback, disposition ... **seeking and accepting feedback**
Toward our mutual survival, the mutual benefit of an interconnected world

Art Education Outcomes for reference:
- Advocate, justify, and defend choices for arts programming within schools as sites of ethical, social, and civic activity that embody teaching and learning as social practice within a broad educational community.
- Collaborate with colleagues using a fluency of languages within and outside of art education.
- Demonstrate the capacity to contextualize one's philosophy of education within a broad view of historical and contemporary developments in art/design, education, theory, and culture.

Creative Citizenship:
Student Learning Outcomes

MICA aspires to engage students in a life-long learning process of critical thinking and practice to prepare them with the awareness, knowledge, motivation, skills and values to lead lives as engaged community citizens and creative professionals that are both individually life-enriching and socially beneficial to society.

We believe the following are key capabilities/competencies* for "creative citizenship" at MICA:

Responsibility of Art & Design: To understand the role and responsibility of art and design to help envision and create a more just and sustainable world and to contribute to improving the quality of life in society..

Valuing Context & Community: To develop awareness of, respect for, and connection to our city, our neighbors and immediate surrounding community, understanding the rich history of Baltimore and important current events.

World View: To understand the interconnectedness of local and global issues and the structural and systemic nature of complex cultural, educational, economic, environmental and social problems, and our role as global citizens.
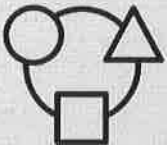
Commitment to Diversity: To develop awareness, curiosity, empathy, open-mindedness and respect for different people and cultures, divergent opinions and interests, and a commitment to equity and social justice.

Ethics & Values: To develop an enhanced sense of personal values and civic responsibility and a capacity to evaluate and respond to social, ethical and environmental consequences and impacts of personal and creative practices.

Connecting Practice & Purpose: To understand the unique value of creative practices to the community and to integrate individual practice and academic work with work in the public interest.

Collaboration: To develop team skills in consensus building, listening, negotiation & conflict resolution to work respectfully & effectively with diverse communities to achieve collective goals, mutual benefit & shared value.

* Our intention is for these capabilities and competencies to align with the core values and learning outcomes of MICA. They should also be aspirational to help us to identify gaps that need to be filled in order to enable creative citizenship to flourish on campus.

Credit: Icons from Noun Project

MICA
MARYLAND INSTITUTE
COLLEGE OF ART

Framework for Mapping MICA's CE "DNA" in Student Educational Experience *

MICA Open Studies Learning Outcomes)
- Proj¹ SLOs
- Proj² SLOs
- Proj³ SLOs
- Proj⁴ SLOs
- Etc.

Undergraduate Studies Learning Outcomes)
- Fine Arts SLOs → Proj¹, Proj², Proj³, Proj⁴, Proj⁵
- Liberal St. SLOs → Proj¹, Proj²
- Design+Media SLOs → Proj¹, Proj², Proj³, Proj⁴
- Foundation SLOs

Graduate Studies Learning Outcomes)
- Proj¹ SLOs
- Proj² SLOs
- Proj³ SLOs
- Proj⁴ SLOs
- Etc.

MICA Institutional Learning Outcomes

MICA Institutional Mission **
informed by...
- Vision
- Core Values

* Mapping conceded to assessment/accreditation   ** currently under review for accreditation