Community Engagement Scholarship: Transforming Higher Education for 21st Century Success

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Greenville, NC
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An Engaged University…

Defines → Aligns → Advocates → Implements → Engagement
An Engaged Institution...

is fully committed to direct, two-way interaction with communities and other external constituencies through the development, exchange, and application of knowledge, information and expertise for mutual benefit.

~Stepping Forward As Stewards of Place, AASCU, 2002
HEI Community Engagement Alignment

- Philosophy and Mission
  - Community Participation and Partnerships
  - Student Support and Involvement
  - Faculty Support and Involvement
  - Institutional Support

Institutional Alignment: Philosophy and Mission
Institutional Identity: Mission Statement

- To be a national model for student success, public service and regional transformation, East Carolina University:
  - Uses innovative learning strategies and delivery methods to maximize access;
  - Prepares students with the knowledge, skills and values to succeed in a global, multicultural society;
  - Develops tomorrow’s leaders to serve and inspire positive change;
  - Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond;
  - Transforms health care, promotes wellness, and reduces health disparities; and
  - Improves quality of life through cultural enrichment, academics, the arts, and athletics.

We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us

Approved by the Board of Trustees in July, 2013
Approved by the Board of Governors in February 2014
Work force needs certainly include more teachers, dentists, doctors, nurses, qualified engineers, health professionals, and a broad range of individuals equipped with business and technical skills. East Carolina University has built our entire mission around these service-oriented functions for the East – it is both our mission and our soul.

In the Chancellor’s Office, we believe in quality, partnerships, transparency, and engagement. Our role is to help provide the vision, leadership, and support to maximize the opportunities before us.

Steve Ballard, Chancellor
Institutional Alignment: Institutional Support For Community Engagement Scholarship
CRITICAL ALIGNMENT QUESTIONS

• Is the institution’s community engagement mission fully aligned across all academic units and programs?

• Is there adequate administrative support and funding for community engagement scholarship?

• Is community engagement scholarship evaluated and assessed at the institutional level and at the faculty and student levels?
What Do We Mean by Community?

**Geography:** (shared a physical place, such as neighborhood, city, or region)

**Identity:** (shared race, gender, or other characteristics)

- **Affiliation or interest:** (shared a common set of values or concerns)

- **Circumstances:** (shared a common experience such as surviving a natural disaster or managing a specific disease)

- **Profession or practice:** (shared specific knowledge to occupation, skill, or trade)

- **Faith:** (shared belief system, customs, and religious or spiritual practice)

- **Kinship:** (shared relationships through family and/or marriage)
What Do We Mean by Engagement

Engagement is the partnership of university knowledge and resources with those of the public and private sectors to

• enrich scholarship and research
• enhance curricular content and process
• prepare citizen scholars
• endorse democratic values and civic responsibility
• address critical societal issues
• contribute to the public good

CIC Institutions (Big Ten)

Michigan State
Northwestern Univ.
Ohio State Univ.
Penn State Univ.
Purdue Univ.
Rutgers Univ.
Univ. Chicago
Univ. Illinois
Univ. Indiana
Univ. Iowa
Univ. Maryland
Univ. Michigan
Univ. Minnesota
Univ. Nebraska
Univ. Wisconsin

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good (CIC Definition).

What Do We Mean By Scholarship?

1. Requires a high level of (trans)disciplinary expertise: problem and increasingly a systems change focus

2. Conducted in a scholarly manner

3. Is appropriately and effectively documented and disseminated to (academic and community) audiences, with reflective critique about significance, processes, and lessons learned

4. Has significance beyond the individual context

5. Is judged to be significant and meritorious by panel of peers

6. Demonstrates consistently ethical practice, in research, teaching, and the discipline

7. Recognizes the dynamic relationship between tacit and explicit knowledge

### Types of Engagement Scholarship

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<th>Engaged Teaching and Learning</th>
<th>Engaged Service</th>
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<td>- Use inspired basic research</td>
<td>- Online and off-campus education</td>
<td>- Technical assistance</td>
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<td>- Community-based research</td>
<td>- Continuing education</td>
<td>- Consulting</td>
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<td>- Applied research</td>
<td>- Occupational short course, certificate, and licensure programs</td>
<td>- Policy analysis</td>
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<td>- Contractual research</td>
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<td>- Demonstration projects</td>
<td>- Participatory curriculum development</td>
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<td>- Needs and assets assessments</td>
<td>- Non-credit classes and programs</td>
<td>- Commercialization of discoveries</td>
</tr>
<tr>
<td>- Program evaluations</td>
<td>- Conferences, seminars, and workshops</td>
<td>- Creation of new business ventures</td>
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<tr>
<td>- Translation of scholarship through presentations, publications, and web sites</td>
<td>- Educational enrichment programs for the public and alumni</td>
<td>- Clinical services</td>
</tr>
<tr>
<td>- Exhibitions and performances</td>
<td>- Service-learning</td>
<td>- Human and animal patient care</td>
</tr>
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Evidence of Integration

Research is more collaborative and networked because of the broad distribution of knowledge and data. **Trans-, multi- and Inter-disciplinary scholarship is rewarded.**

University is investing in **cross-disciplinary collaboration** and other sources of expertise.

University recognizes the value added for supporting learning, research, and service as engagement scholarship activities that impact communities.

University rejects the concept that community engagement scholarship is a “fourth” aspect of faculty work, in favor of its being a recognized form of teaching, research, and service.

University **aligns its promotion and tenure system** to accommodate research activities of its faculty.
Our shared strategic framework: six imperatives that commit us to delivering distinctive, high-value impact and experiences in everything we do:

1. **ENHANCE THE STUDENT EXPERIENCE** by expanding opportunities for where, when, and how students learn and increasing the value of an MSU degree.

2. **ENRICH COMMUNITY, ECONOMIC, AND FAMILY LIFE** through research, outreach, engagement, entrepreneurship, innovation, diversity, and inclusiveness.

3. **EXPAND INTERNATIONAL REACH** through academic, research and economic development initiatives, and strategic alliances.

4. **INCREASE RESEARCH OPPORTUNITIES** by expanding funding to support high-impact scholarship and research.

5. **STRENGTHEN STEWARDSHIP** by nurturing the university’s financial assets, campus environment, infrastructure, and people.

6. **ADVANCE OUR CULTURE OF HIGH PERFORMANCE** by elevating the quality and effectiveness of every product and process.
University Outreach and Engagement Bolder by Design Process Model

In Partnership with MSU Colleges, MSU Extension and other Units, UOE:

- Facilitates the implementation of policies and practices that support institutional alignment for engagement
- Co-develops and co-delivers educational programs
- Measures, documents, and reports on engaged scholarship, service learning, and civic engagement
- Facilitates university-community partnerships
- Supports service learning and civic engagement
- Supports university Engagement with communities
- Plays a leadership role in national and international engagement scholarship organizations

MSU’s Institutional Alignment for Engagement

- Philosophy and mission
- Institutional support
  - Hiring, promoting, and tenure policies
- Faculty and staff support and involvement
- Student support and involvement
- Community Participation and Partnerships
- Leadership in engagement movement

Engaged Scholarship in:
- Research and other creative activities
  - Teaching
  - Service
  - Commercialized Activities

External Impacts of Engagement

- Regional Community and Economic Development
- Community and Systems Change
- Development of Arts and Culture

MSU is a national and international leader and model in Engaged Scholarship
Annual UOE CES University Awardees: Presented by the President as the Annual University Awards Convocation

2007
Randi Nevins Staulis, Department of Teacher Education
E. Sharon Banks, Lansing School District

2008
Pamela Whitten, Department of Telecommunication, Information Studies, and Media
Sally Davis, Marquette General Health System

2009
Janet Swenson, Department of Writing, Rhetoric and American Cultures
Red Cedar Writing Project Team, East Lansing

2010
Rachel Fisher, Department of Pediatrics and Human Development
The Dream-M Project: Deafness Research and Education across Mid-Michigan

2011
Gretchen L. Birbeck, Department of Neurology and Ophthalmology & Department of Epidemiology
Chieftainess Mwenda, Basanje Royal Establishment in Mazabuka, Zambia

2012
Angela Calabrese Barton, Department of Teacher Education
Carmen Y. Turner, Boys and Girls Club, Lansing

2013
Daniel R. Gould, Institute for the Study of Youth Sports, Department of Kinesiology
Tim Richey and Daniel Varner, Think Detroit Police Athletic League

2014
Dorinda J. Carter Andrews, Department of Teacher Education
David B. Chapin and Clifford M. Seybert, East Lansing Public Schools
Academic Service Learning and Civic Engagement Award

• Given biennially to an individual from each of MSU’s 17 colleges who is nominated by the Dean of the College for the individual’s exemplary academic service learning course/program.
Campus-Community partnerships: Innovation, Incubation, and Economic Development

Lansing Regional Smart Zone Lansing

East Lansing Technology Innovation Center

Prima Civitas Foundation: economic development

Private Sector Business

MSU Business Connect: helping private sector business to connect with MSU

MSU BioTechnologies: marketing inventions to private sector

Information Empowerment Technology Center (ITEC)
Focuses on problem solving and critical thinking in 8 – 14 year olds.

msuENet: Entrepreneurial Network
MSU Hatch: Business accelerator for college students

Business USA
Community-Based Health Care, Medical Education and Research: Expanding Local Capacity Statewide

**College of Human Medicine (M.D.)**

Grand Rapids Secchia Center and hospital partners in Kalamazoo Lansing Midland/Saginaw Traverse City Marquette

**College of Osteopathic Medicine (D.O.)**

Detroit Medical Center Macolm CC University Center and a 30 hospital Statewide Campus System

**Medical Centers in Grand Rapids, Detroit, and Statewide**

Detroit: Ben Carson High School
The mission of the University Corporate Research Park is to mutually benefit Michigan State University and tenants of the Research Park through the advancement of research, technology, development of new knowledge, and commercialization of intellectual property.

Innovation Technology Center
- Analysts International Corporation
- Netarx LCC
- Diverse Computer Marketers, Inc.
- Transaction Network Services
- MI Virtual University
- MDOT Lansing Transportation Services Center

MSU Foundation Technology Development Center
- L&S Associates
- Lyondell Basell Industries
- MSU Composite Vehicle Research
- Liuman Technologies LLC

Biotechnology Development Center
- EcoSynthesis, Inc
- Claytex, Inc
- MBI International
Institutional Alignment: Faculty Support and Involvement
Institutional Support for Faculty

- Faculty Search
- Annual Performance & Review
- Faculty Mentoring
- Reappointment, Promotion, and Tenure
  - Clarify expectations for quality, rigor excellence for faculty
  - Provide guidance to faculty mentors, members of P&T committees too
- Financial support
  - assistance developing contracts and grants for engaged scholarship; mini-grant programs to launch new initiatives
- Curricular support
  - resources for embedding service learning, community-based research into classes
- Partnership support
  - help identifying potential community partners, establishing relationships

Four Dimensions of Quality Outreach and Engagement

Significance
- Importance of issue/opportunity to be addressed
- Goals/objectives of consequence

Context
- Consistency with university/unit values and stakeholder interests
- Appropriateness of expertise
- Degree of collaboration
- Appropriateness of methodological approach
- Sufficiency and creative use of resources

Scholarship
- Knowledge resources
- Knowledge application
- Knowledge generation
- Knowledge utilization

Impact
- Impact on issues, institutions, and individuals
- Sustainability and capacity building
- University-community relations
- Benefit to the university

Faculty committee makes recommendations to revise reappointment, promotion, and tenure forms and instructions along these lines:

1. emphasize multiple definitions of scholarship;
2. promote the use of evidence to document the quality of that scholarship;
3. embed opportunities to report outreach and engagement throughout the form;
4. distinguish among service to the university, to the profession, and to the broader community;
5. include new questions focused on scholarship of integration;
6. broaden the list of examples of scholarship to include outreach scholarship in each section.
Measuring Outreach and Engagement (OEMI)

- The OEMI is an annual survey that collects data on faculty and academic staff outreach and engagement activities.

- Data on faculty effort:
  - Time spent
  - Social issues
  - University strategic imperatives
  - Forms of outreach
  - Location
  - Non-university participants
  - External funding
  - In-kind support

- Data on specific projects:
  - Purposes
  - Methods
  - Involvement of partners, units, and students
  - Impacts on ongoing research
  - Impacts on external audiences
  - Evaluation
Data about MSU Outreach and Engagement (2011)

Note: The number of "responses" is greater than the number of "respondents." Respondents were given the opportunity to describe their engagement activities for up to two areas of social concern; each description was counted as a separate response.

Reports of Engaged Research, Teaching and Service
from 3,300 of 4,750 possible tenured and non-tenured faculty
over 7,500 projects

Return on Investment (ROI): Investments in Faculty FTE Hours
compared to Extramural Funding

2010-2012 (Source: OEMI and CGA data bases)

611.82 FTE Hours  Salary Value  $56,924,968
Extramural funding  $397,209,452

6.98:1 ROI
Engagement Portfolios

• Collection of different types of evidence relating to your engaged scholarship

• Evidence addresses
  – Scholarship that undergirds your engagement
  – Processes you used during your engaged scholarship
  – Outcomes/impacts of your engaged scholarship
  – Scholarly and community products generated by your engagement
  – Critical reflections on your engagement experience
  – Supporting materials to illustrate different aspects of your growth as an engaged scholar

Supporting Materials

Generated by University

• Teaching or Research statement incorporating engaged scholarship
• Resume or curriculum vitae
• Descriptions of projects
• Grant-proposals
• Peer reviewed publications
• Community-oriented publications
• Teaching/learning materials
• Reflections on experiences

Generated with your Partner

• Diagrams of collaborative processes
• Charts of accomplishments
• Interim and final reports
• Meeting minutes or agendas documenting decisions and processes
• Data collected in notes
Supporting Materials, cont’d.

**Created by Community Partners**
- Needs assessments
- Results from surveys from clients, community partners, or other stakeholders
- Formative evaluation results
- Summative evaluation results
- Public relations materials, such as annual reports, newsletters

**Recognition by Others**
- Awards or honors
- Newspaper reports
- Magazine features
- Radio or TV features
- Website stories
- Audio, Video, other multimedia materials
- Photographs
- Letters of support or endorsement
Supporting Materials, cont’d.

Supporting materials for Engaged Teaching & Learning

- Statements of Engaged Teaching Philosophy
- Syllabi from Engaged Teaching classes
- Curriculum for community workshops, classes, seminars
- Undergraduate, graduate, or other learner evaluations of engaged teaching
- Portfolios of student work
- Undergraduate or graduate scholarship based on engaged teaching/learning experience
- Pre/post test evaluation scores and other learning assessments
- Written comments from students and other learners
- Evaluation data, including interviews, of impact
Campus-Community Partnerships for Health

Characteristics of an Engagement Portfolio

1. Clear goals
2. Adequate preparation
3. Appropriate methods
4. Effective presentation/dissemination
5. Reflective critique
6. Leadership and personal contribution
7. Consistently ethical behavior

Rubric to score evidence of #1-7

–Weak, Sound, Exemplary

Institutional Alignment: Student Support and Involvement
Intentional student engagement that combines community service with academic instruction or co-curricular learning that is focused on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility and commitment to the community.

(Definition adapted from Campus Compact, http://compact.org.)
Choices for Civic Engagement Learning

• Co-curricular student engagement (not associated with classes)
• Academic service learning (associated with classes)
  – Individual classes
  – Groups of classes as certificates, minors, certifications (Butin, 2012)
• Community based research in all of its forms
  – as part of class assignments
  – with professors as research opportunities
• Study abroad programs with service learning and civic engagement
• Internships with service learning and reflection
• Capstone courses, honor thesis, senior projects
• Culminating experiences, such as written portfolios and presentations

Developmental, increasingly complex opportunities over time, with culminating reflection on learning and personal growth
Aligning Undergraduate Education: Tools of Engagement Online Learning Modules

- Increase student competency and understanding of outreach and engagement
- Cover the scholarly, community-based, collaborative, responsive, capacity-building aspects of outreach and engagement
- Are delivered at introductory, intermediate, and advanced levels
- Contain background information; pre-class, in-class, and post-class lesson plans; lecture notes; and background materials
- Employ multiple learning techniques
Partnership Domains and Student Service-Learning and Internship Experiences

Economic Development
  with entrepreneurs and venture capitalists
  with community based innovation centers
  with business and industry

Social and Health Policy Development
  in civil society
  in government

Art and Cultural Development
  with local artists and cultural industries
  with hospitality industries

Environmental Quality
  with water and air quality industries
  with sustainable environments
  with urban planners and designers
Number of Student Registrations for Service-Learning Received and Accommodated (2002-2012)

- 2002: 7,073
- 2003: 8,474
- 2004: 10,039
- 2005: 11,235
- 2006: 13,826
- 2007: 14,511
- 2008: 15,221
- 2009: 16,043
- 2010: 17,892
- 2011: 18,899
- 2012: 20,739
Learning by doing: Learning with consequences
Learning that knowledge has power
Demonstrating the usefulness of abstract ideas and theories
Exploring and identifying interests and talents
Enhancing motivation through a sense of responsibility to others
Inspiring to ask questions!

Adapted from B. Holland (Oct. 2013). University of Louisville.
Aligning Graduate Student Educational Experience Certification in Community Engagement: Core competencies and cross-cutting themes

• **Foundations and Variations**
  – History of the community engagement movement
  – Variations on community engaged scholarship and practice

• **Community Partnerships**
  – Initiating community partnerships
  – Sustaining community partnerships
  – Techniques for community collaboration

• **Critical Reflection**
  – Working with diverse communities
  – Critical reflection and critical thinking

• **Community Engaged Scholarship and Practice**
  – Community engaged research and creative activities
  – Community engaged teaching and learning
  – Community engaged service and practice
• **Approaches & Perspectives**
  – Asset based community engagement
  – Capacity building for sustained change
  – Systems approaches to community change

• **Evaluation & Assessment**
  – Evaluating engagement partnerships
  – Quality, excellence, and rigor in peer review of CES

• **Communications & Scholarly Skills**
  – Communicating with public audiences
  – Communicating with academic audiences (through peer reviewed publishing and grant writing)

• **Successful Community Engagement Careers**
  – Documenting engagement accomplishments
  – Community engagement over the career span

• **Ethical issues in community engaged scholarship (cross cutting theme)**
Creating the T-Shaped Student for a 21st Century Knowledge Economy Innovation Workforce

Collaborate Across Disciplines
Apply Knowledge from Other Disciplines
Connections to Community Contexts

With permission of MSU and IBM
MSU’s 5 Campus Neighborhoods & Engagement Centers
MSU’s 5 Campus Neighborhoods & Engagement Centers

- Create **supportive, residential spaces** for our students to learn and live.
- Develop and practice the perspectives, motivations, and skills which **promote academic success**
- Become active and **engaged learners**
- Become both independent and **interdependent learners**
- Participate in and contribute to a **multi-cultural community**
- **Develop relationships** which promote learning and promote success
- Develop and practice habits of **safe and healthy living**
- Develop and practice **leadership skills**
- Develop and practice the **ethos of MSU**: What it means to be a Spartan
- Refine and reflect on **personal goals and purpose**
Institutional Alignment: Systemic Engagement, Community Participation and Partnerships
What is a System?
"A system is a set of **components** (subsystems, units) which when coupled together form a **functional whole**. The study of systems requires:

- (1) identifying the **subunits** of the total system,
- (2) identifying the **structural connections** of subunits,
- (3) identifying and assessing the **functional connections** of subunits, and
- (4) assessing the **properties that emerge** when this collection of components are coupled over together into a specific dynamic structure and allowed to change over time.”

# System Characteristics

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
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<tbody>
<tr>
<td>Components</td>
<td>Range, character and quality of existing services</td>
</tr>
<tr>
<td>Connections</td>
<td>Relations and connections between service components</td>
</tr>
<tr>
<td>Power and Control Dynamics</td>
<td>How decisions are made and who participates</td>
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<tr>
<td>System Regulations</td>
<td>Policies, practices and procedures that regulate system behavior</td>
</tr>
<tr>
<td>Values and Norms</td>
<td>Attitudes, values, and beliefs that motivate behavior and practices</td>
</tr>
<tr>
<td>System Interdependencies</td>
<td>Feedback mechanisms</td>
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</table>
Mess: System of Interacting Complex Problems

- Systems are different from the sum of their parts: if they are open systems they are dynamic, if closed, they tend toward chaos and wicked problems, which are BIG MESSES (or Wicked Problems).

- Systems and problems are dynamic, so solution-focused change models also have to be dynamic. Parsimony and reductionism are not the guiding lights for fixing messes.

- A partial solution to a whole system of problems is better than whole solutions of each of its parts taken separately (Ackoff, 1999, p. 324)
Systems Thinking: Essential Concepts
Essential Concepts for Understanding Systems-Based Interventions

- Boundaries
- Perspectives
- Relationships

(Robert Williams and Iraj Imam, 2007)
ALL CONTIGUOUS SYSTEMS HAVE BOUNDARIES

• **BOUNDARY EXPANDABILITY:**
  – Both open and closed systems can “expand boundaries” more or less successfully depending upon how much “interchange” is desired

• **BOUNDARY PERMIABILITY:**
  – Only open systems have boundaries that are easily penetrable and transformative
  – In the context of organizational learning research information flow through an organization’s boundary has critical impact on the organization’s survivability within changing multinational environments.
    • Consider multi-national workforces in University overseas campuses
Draw boundaries widely, but not too widely

• The inclination in systems thinking is toward comprehensiveness, to ‘sweep in’ as much information as possible to improve our understanding of how problems are generated and how they can be ameliorated.

• Boundaries are “important precisely because of the impossibility of comprehensive understanding”

  (Midgley, 2000, p.38)

• To make inquiries tractable, we must place limits on comprehensiveness, but do so thoughtfully
Boundary Critique

• Boundaries are not ‘given’ by the structure of reality. They are social or personal constructs.
  – Where exactly are the boundaries of the ‘food system’?
    • Growing, harvesting, processing, packaging, transporting, marketing, consumption, disposal, and all inputs and outputs at each step

• In social systems, pushing out the boundaries of analysis means pushing out the boundaries of who may legitimately be considered a decision maker.
  – What class of individuals are typically excluded from decision making within the U.S. food system?
    • Migrant farm workers

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Relationships

- Look for nested and overlapping systems

- “A systems thinker always looks inside, outside, beside, and between the readily identified systems boundary"
SYSTEMIC ENGAGEMENT for Systems of Complex Problems

**Systems Thinking:** Complex problems cannot be solved by isolated-impact approaches

**Collaborative Inquiry:** participatory approaches to research and evaluation

**Support for Ongoing Learning:** Lifelong or long-term strategic planning

**Emergent Design:** Co-constructive processes

**Multiple Strands of Inquiry and Action:** Tacit and Explicit Knowledge

**Transdisciplinarity:** researchers and community partners working jointly on a common problem using a shared conceptual framework that draws from multiple disciplines.

Transdisciplinary Approaches

- Focus is on complexity in science and in problems
- Accepts local contexts and uncertainty
- Assumes intercommunicative action: result of inter-subjectivity
- Is action oriented: linking knowledge from research with societal decision-making processes
- Embraces knowledge generation and knowledge application research

RISK-RESILIENCE CONTINUUM: Transitional Periods Across the Life Span: Relationship Impacts and Age Period Program Exemplars

Transitional Influences

- Partner Selection
- Workplace
- Advanced education
- Society

Transitional Influences

- Peers
- School
- Community

Transitional Influences

- Parents
- Family (Kin)
- Neighborhood

Prenatal

Early Childhood Transition Period (0-5)

Late Adolescence Transition Period (18-25)

Early Adolescence Transition Period (10-14)

Success in Early Childhood

Success in Elementary School

Success in High School

Success in Adulthood

Quality prenatal care

Maternal support services

Quality child care/development

Healthy nutrition

Positive environments

Creative enterprises

Higher education

Internship programs

Work force

IT opportunities

Parent monitoring

Youth entrepreneurial programs

Opportunities

BLENDING: PROJECTS, COLLECTIVE IMPACT, AND EVIDENCE-BASED PRACTICES

Systems of Complex Problems
- PreK-25 EDUCATION
- REGIONAL ECONOMIC DEVELOPMENT
- INTERMODAL TRANSPORTATION
- HEALTH AND WELL BEING
- ENVIRONMENTAL SUSTAINABILITY
- WALKABLE NEIGHBORHOODS
- SUSTAINABLE AGRICULTURE
- RACIAL AND SOCIAL INEQUITIES

Individual Projects
- ISOLATED IMPACT APPROACH TO SYSTEMS CHANGE
- Systemic Approaches to Systems Change
- STRATEGIC DOING ACTION FRAMEWORK

Collective Impact
- ABLe CHANGE SYSTEMS FRAMEWORK

Collective Actions
- Formative and Summative Evaluation
- Implementation Fidelity
- Developmental Evaluation
- Evidence-Based Practices

The Concept of a Learning City (Region) has its Origins in Reports Advanced by the Organization of Economic Co-operation and Development (OECD, 2002)

- A learning city (region) was envisioned as a city where all segments of society shared a commitment to, “promote inclusive learning from basic to higher education, re-vitalize learning in families and communities, facilitate learning for and in the workplace, extend the use of modern learning technologies, enhance quality and excellence in learning; and foster a culture of learning throughout life” (Conference Report: International Conference on Learning Cities, 2014, p. 27).


- Empowering individuals and promoting social cohesion
- Enhancing economic development and cultural prosperity
- Promoting sustainable development
- Promoting inclusive learning in the education system
- Revitalizing learning in families and communities
- Facilitating learning for and in the workplace
- Extending the use of modern learning technologies
- Enhancing quality in learning
- Fostering a culture of learning throughout life
- Strengthening political will and commitment
- Improving governance and participation of all stakeholders
- Boosting resource mobilization and utilization

## Commonalities and Differences in Key Aspects of Community Engagement Scholarship (CES) and Learning Cities/Regions (LCRs)

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<th>CES</th>
<th>LCRs</th>
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<td>Life span</td>
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<tr>
<td>Evidence based</td>
<td>Place based</td>
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<td>Authentic partnerships</td>
<td>Individual and organization learning</td>
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<td>Systems Change (Systems focus)</td>
<td>Systems Change (Economic focus)</td>
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<td>Education</td>
<td>Education</td>
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<tr>
<td>Government</td>
<td>Government</td>
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<td>Business</td>
<td>Business</td>
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<td>Civil society</td>
<td>Civil society</td>
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<td>Sustainability</td>
<td>Sustainability</td>
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<td>Systems change models</td>
<td>Systems and networks formation</td>
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<td>Co-creation of knowledge</td>
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<td>Data driven decision making</td>
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<td>Impact metrics</td>
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<td>Focus on scholarship</td>
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<tr>
<td>Discovery: new knowledge</td>
<td>Learning</td>
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<tr>
<td>Application: scaling up</td>
<td>Dissemination (outreach)</td>
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SYSTEMS CHANGE
What is Systems Change?

• “…systems change refers to an intentional process designed to alter the status quo by shifting and realigning the form and function of a target system”  
  (Foster-Fishman, Nowell and Yang, 2007)

• Common targets for systems change: organizations, service delivery networks, or entire communities.

• Increasingly, academics and applied researchers are involved in partnerships with community stakeholders to transform entire systems
QUAD Helix and Systems Change

INNOVATION-FOCUSED

RISK-WORTHY

SUSTAINABLE

EDUCATION-ANCHORED

Civil Society

Higher Education

Business Community

State and Regional Government

Change

Cycles of knowing-in-action and reflection-in-action generate new knowledge by bringing together what is known tacitly and explicitly.

Community Systems Change Impacts: isolated vs. collective

Need for strategies focused on collective impact:

the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem.

Systemic Change Framework

1. Define Problem & Relevant Systems
2. Analyze Problem and Relevant System(s)
3. Plan for Systems Change
4. Assess Readiness and Capacity for Change
5. Take Action
6. Assess Results of Actions

Engage Stakeholders Throughout

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Major Tasks for Systemic Change

Engage Stakeholders
- Engage individuals, organizations or entire communities with a stake in the problem or issue
- This engagement should be continuous

Define Problem and Relevant System(s)
- Identify focal problem or situation
- Identify relevant system(s)
- Identify system boundaries

Analyze Problem and Relevant System(s)
- Analyze nature, scope, and causes of problem
- Identify how characteristics and dynamics of relevant systems perpetuate the problem
- Identify leverage points for change

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Major Tasks for Systemic Change

Plan for Systems Change

– Develop a **theory of change** (*with systems characteristics!*) to guide systems change effort (www.theoryofchange.org)

– Develop VMSOA (Vision, Mission, Objectives, Strategies, and Actions) of systems change effort (http://ctb.ku.edu)

Assess Readiness and Capacity for Change

– Assess capacity for change at multiple levels: project director, community leaders, systems, etc…

– Develop plans and strategies to build capacity

Take Action

– Enact Capacity Building and Systems Change Strategies

Assess Results of Actions

– Evaluate CB and SC process, outputs, outcomes and impacts
TRANSFORMATIONAL CHANGE for COLLECTIVE IMPACT: Building Transdisciplinary Teams

Risk ↔ Resilience

**human capital** – skills, knowledge and abilities

**financial capital** – available monetary resources – investment capital

**political capital** – access to financial and other resources through the political process

**social capital** —networks of trust and reciprocity

**cultural capital** —worldview and attributes or assets associated with the community

**built capital** —housing stock, industrial stock, transportation, water and wastewater infrastructure,

**natural capital** —natural assets, ranging from air quality to biodiversity and open space

**Enrich Community, Economic and Family Life**
Community-Based Participatory Research

• “A collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community and has the aim of combining knowledge with action and achieving social change...”

- WK Kellogg Foundation Community Health Scholars Program
CBPR Principles

- **Builds on strengths** and resources within the community
- **Addresses issues** from both positive and ecological perspectives
- **Facilitates collaborative partnerships** in all phases of the research
- **Promotes co-learning and empowerment**
- **Co-creation of knowledge** for mutual benefit of all partners
- **Involves a cyclical and iterative process**
- **Leads to trust** between researchers and community
- **Increasing of the reliability and validity of research** by collaborating with the community regarding interpretation of the research
- **Disseminates findings and knowledge gained to all partners**

Christopher et al., 2008; Cochran et al., 2008; Holkup, 2004, CCPH
CBPR: Learning Provides Connectivity between University and Community

• Learning:
  – About each other’s capacity and limitations
  – About each other’s goals, culture, expectations
  – To develop students as active citizens
  – To exchange expertise, ideas, fears, concerns
  – To share control and direction
  – To share results and apply them in different ways
  – To adapt based on evaluation and documentation
  – To experiment; to fail; to try again. To Trust

Ten Principles of Successful Partnerships

Initiating Partnerships.
1. Share a worldview or common vision.
2. Agree about goals and strategies.
3. Have trust and mutual respect.

Sustaining Partnerships.
4. Share power and responsibility.
5. Communicate clearly and listen carefully.
6. Understand and empathize with each other.
7. Remain flexible.
Ten Principles, con’t.

Outcomes of Partnerships.

8. Satisfy each other’s interests—mutual benefit.
   – Enhance your scholarly career.
   – Meet community partner’s needs, objectives.

9. Have their organizational capacities enhanced.
   – Enhance long-term sustainability.

10. Adopt long-range social change perspectives.

Strand, & et. al. (2003), pg. 19.
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