

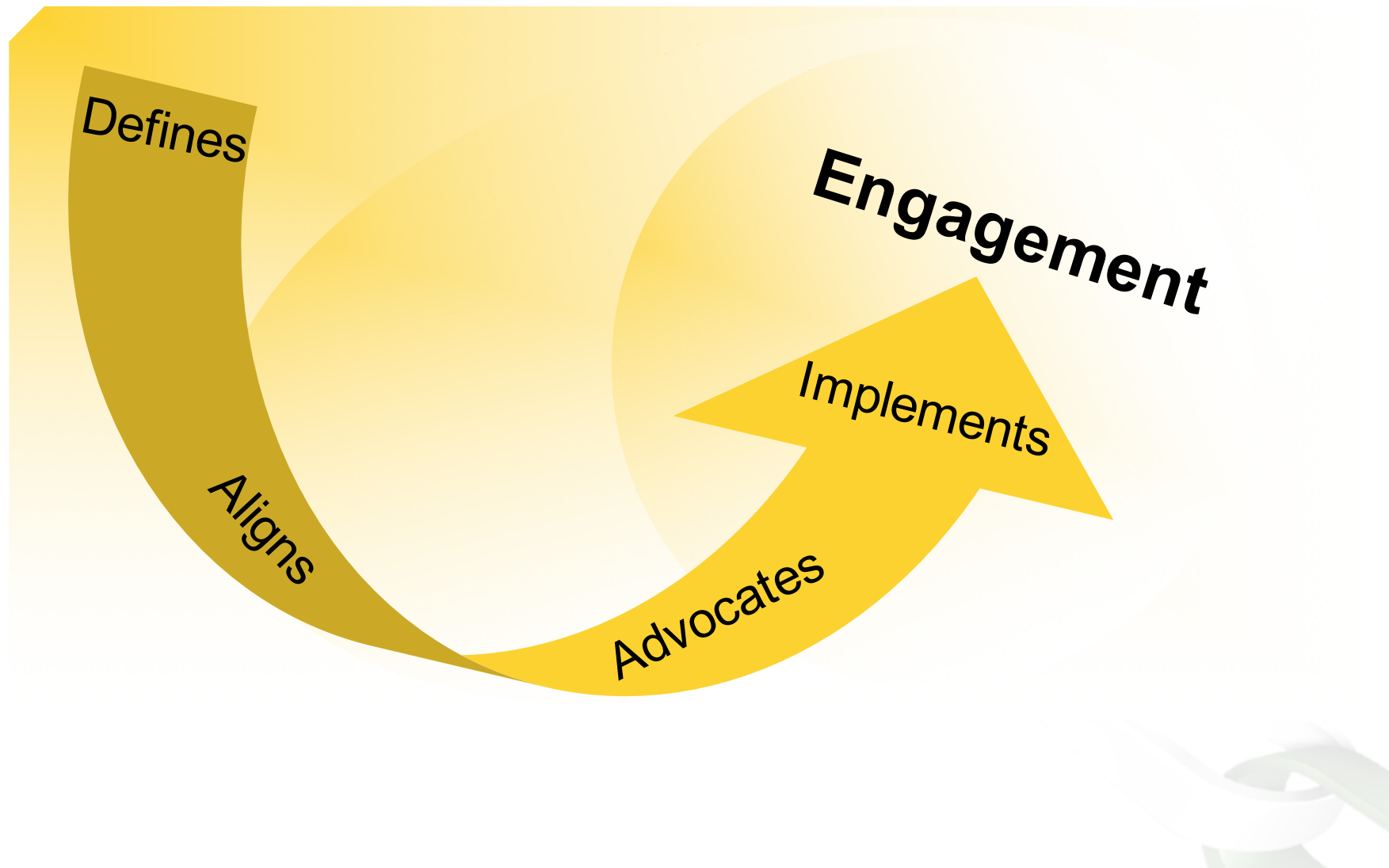
Community Engagement Scholarship: Transforming Higher Education for 21st Century Success

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**East Carolina University
Greenville, NC
April 12-15**

An Engaged University...

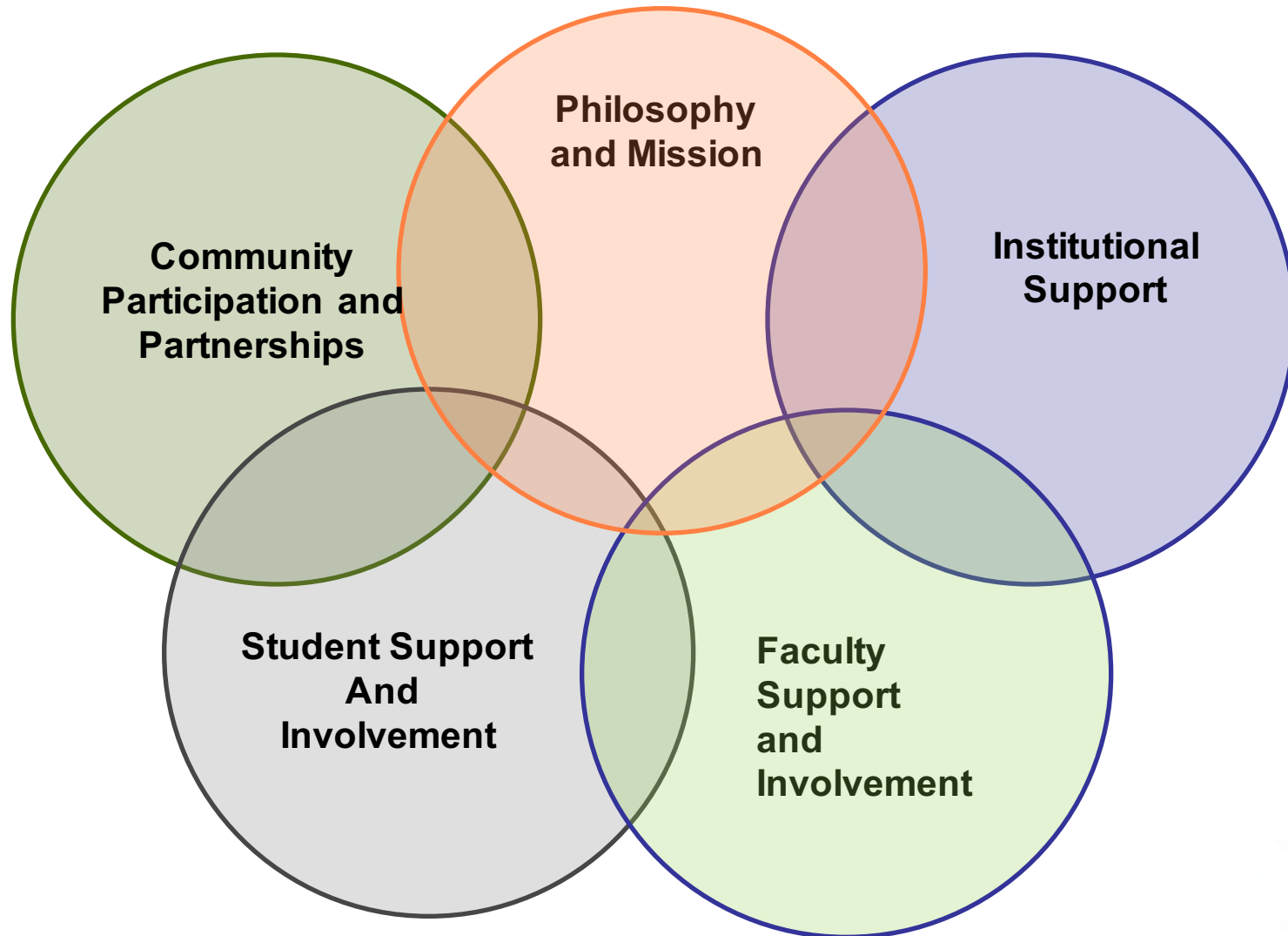



An Engaged Institution...

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

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

PRESIDENTIAL LEADERSHIP

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
Support

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

Classifying Engagement: Carnegie Foundation

- 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).**

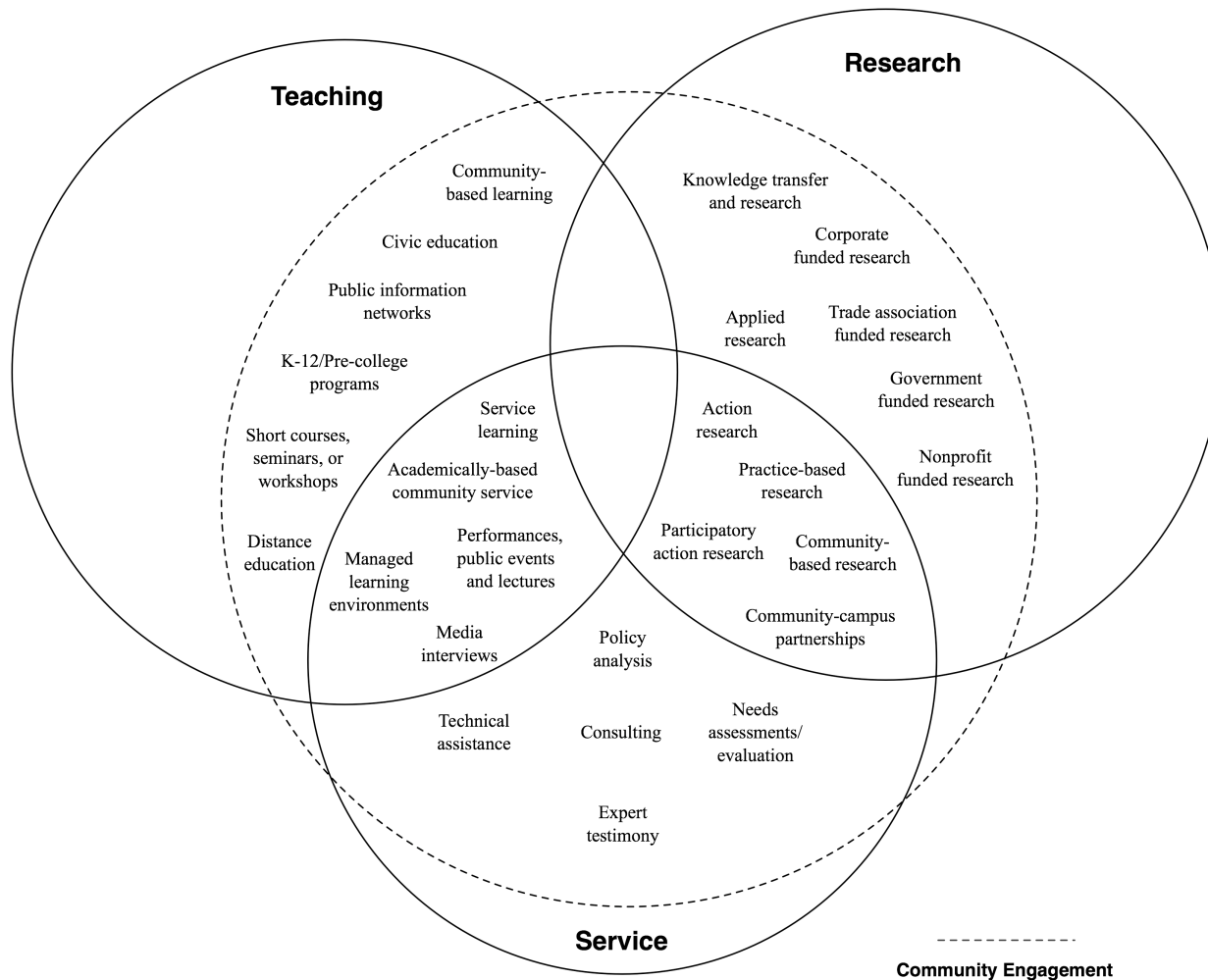
What Do We Mean By Scholarship?

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

Engaged Research and Creative Activity	Engaged Teaching and Learning	Engaged Service
<ul style="list-style-type: none"> • Use inspired basic research • Community-based research • Applied research • Contractual research • Demonstration projects • Needs and assets assessments • Program evaluations • Translation of scholarship through presentations, publications, and web sites • Exhibitions and performances 	<ul style="list-style-type: none"> • Online and off-campus education • Continuing education • Occupational short course, certificate, and licensure programs • Contract instructional programs • Participatory curriculum development • Non-credit classes and programs • Conferences, seminars, and workshops • Educational enrichment programs for the public and alumni • Service-learning • Study abroad programs with engagement components • Pre-college programs 	<ul style="list-style-type: none"> • Technical assistance • Consulting • Policy analysis • Expert testimony • Knowledge transfer • Commercialization of discoveries • Creation of new business ventures • Clinical services • Human and animal patient care

ACHIEVING SYNERGY



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

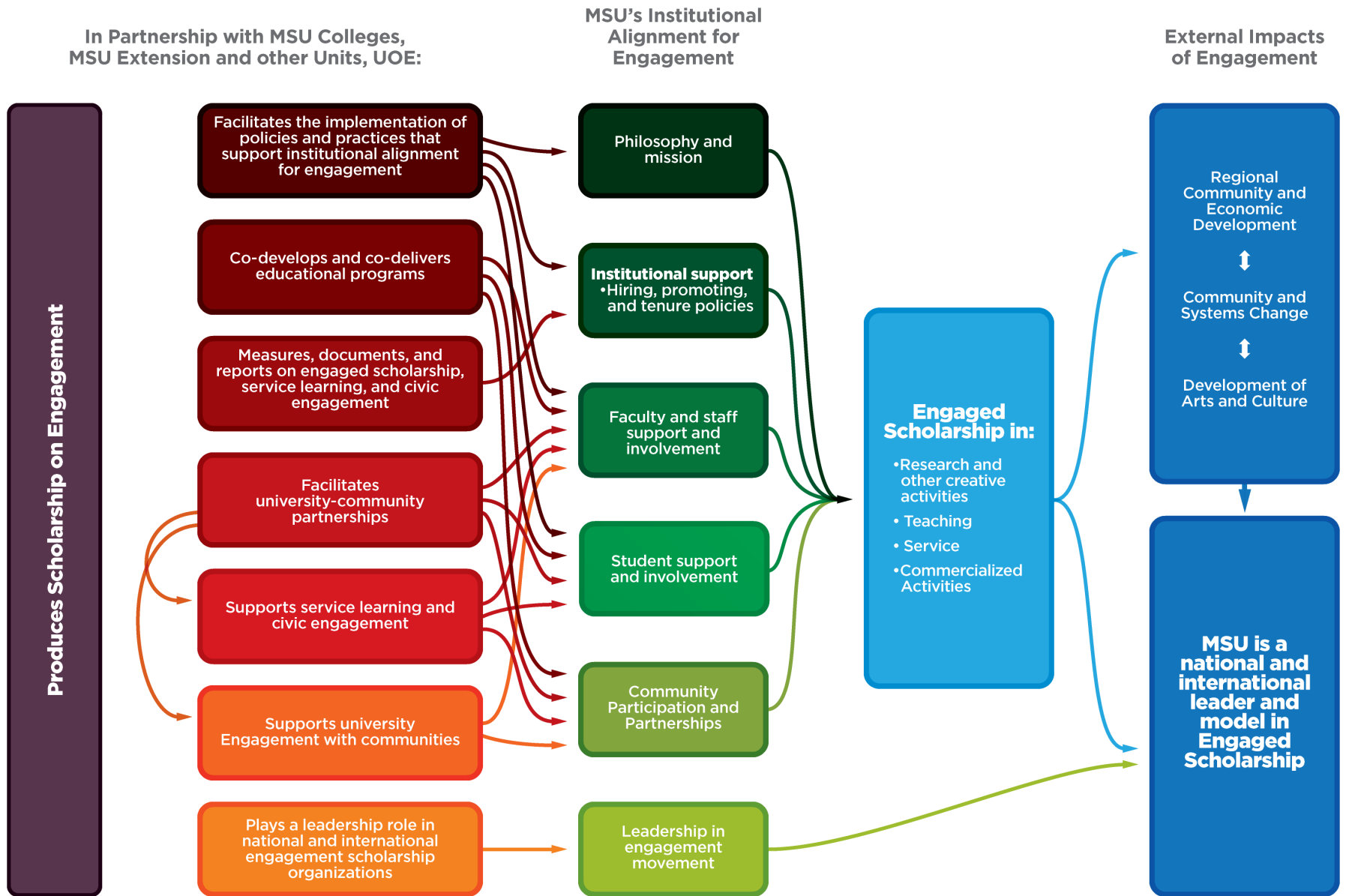


BOLDER **BY DESIGN**

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



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

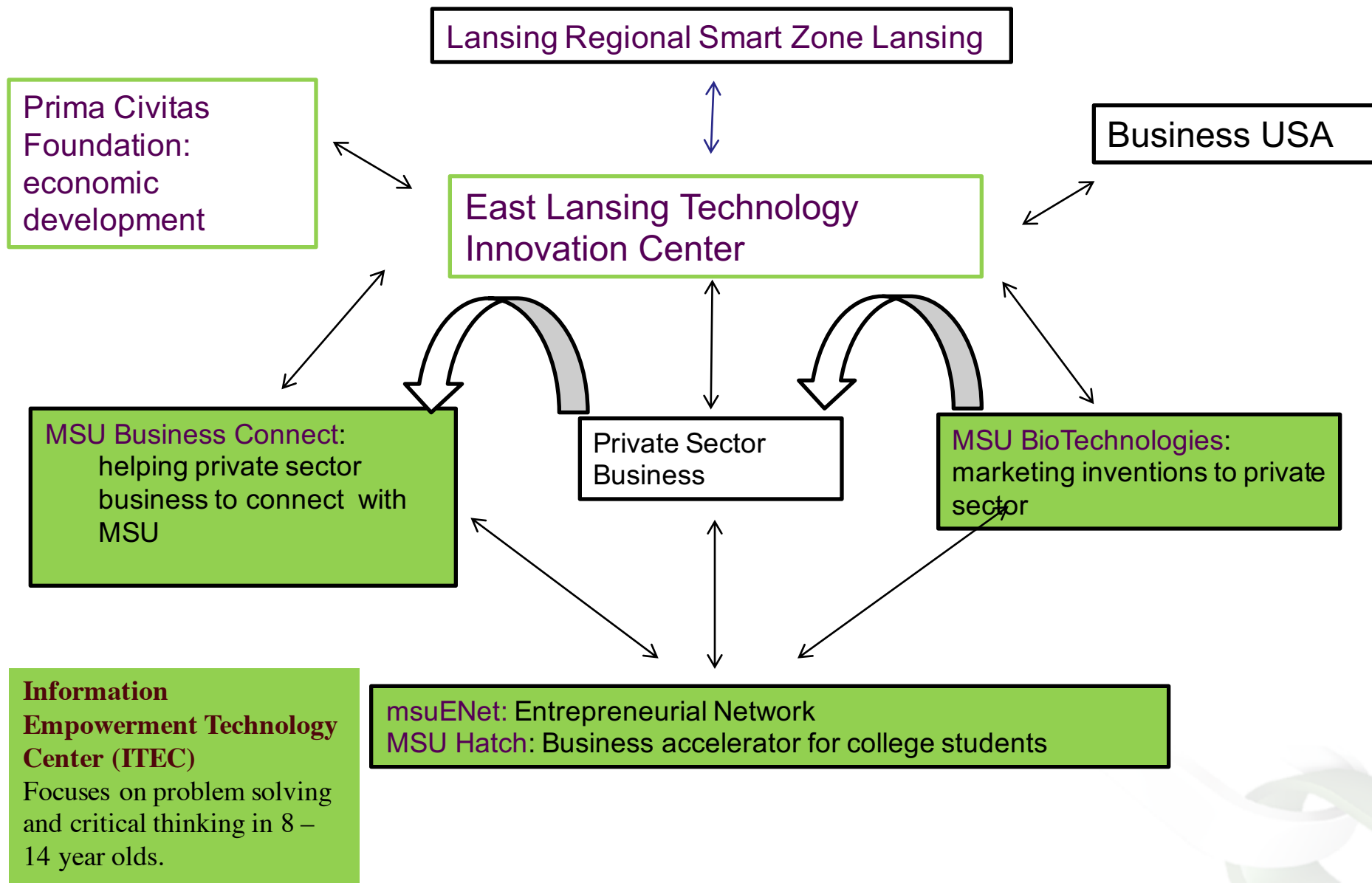
2014

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



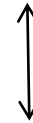
Community-Based Health Care, Medical Education and Research: Expanding Local Capacity Statewide

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**



**Detroit: Ben Carson
High School**

Medical Centers in Grand Rapids, Detroit, and Statewide

University Corporate Research Park

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



Faculty Support
and Involvement

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

Assessing Excellence: Promotion, Tenure, Merit Awards & Rewards

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

Revised Reappointment, Promotion, and Tenure Procedures (2001)

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

Outreach & Engagement Measurement Instrument
OEMI

For help with the survey or how to complete it, see our [Frequently Asked Questions](#). Contact us at oemihelp@msu.edu or call 517-353-8977.

Michigan State University Survey 2009
Engagement Activities from January 1, 2009 through December 31, 2009

What is outreach and engagement?
Outreach/engagement occurs when a person's research, teaching, or service activity significantly engages that person's scholarly or professional expertise with communities and/or organizations outside the academy with the direct goal of improving outcomes for those who live and work in them. That is, outreach/engagement is scholarly activity conducted for the direct benefit of audiences external to the academy: for example, non-traditional students, government agencies, industrial firms and associations, health and welfare organizations, preK-12 schools, labor organizations, and the like.
Outreach/engagement is often like other faculty work that occurs on campus, but may differ in format; for example, by scheduling instruction at times and in places convenient to a working adult, or by communicating research results in ways that an external audience finds both understandable and usable. At its best engagement involves shared goals, expertise, resources, and results in mutually identified benefits.

What is the OEMI?
In order to help increase public understanding of Michigan State University's outreach/engagement effort, the Provost's Office collects data annually on faculty activities. The OEMI gathers numerical data about your outreach/engagement along seven dimensions:

- Time spent
- Social issues
- Boldness By Design imperatives
- Forms of activity
- Locations
- Non-university participants
- External funding and in-kind support

The survey also asks for descriptive information about purposes, methods, impacts on scholarship, and impacts on the external audiences for individual projects/activities. This information enables the University to showcase its faculty's contributions to the public that supports it.


Who should complete the OEMI?
All faculty, academic specialists, research associates, campus-based extension specialists, and visiting faculty should complete the OEMI. Adjunct faculty, graduate assistants, administrative professionals, and other MSU employees are not included at this time. If you did **NOT** participate in any outreach/engagement activities during this period, please log in and select "I did not participate in any outreach/engagement activity during this period." in the first question.

What to report?
Outreach/engagement is an aspect of many different kinds of scholarly work, neither a separate sphere of activity distinct from teaching or research nor identical with "service." **It is very likely that you will include activities on the OEMI that you may have reported in other places as instruction, research, or creative activities. Thus, the first question on this survey asks you to identify the percentage of your total outreach effort across all the categories of your academic work (i.e., instruction, advising, research and creative activity, service, and administration).** This work can take the form of:

- Outreach Research and Creative Activity 2
- Technical or Expert Assistance 2
- Outreach Instruction: Credit Courses and Programs 2
- Outreach Instruction: Non-Credit Classes and Programs 2
- Experiential/Service-Learning 2
- Clinical Service 2

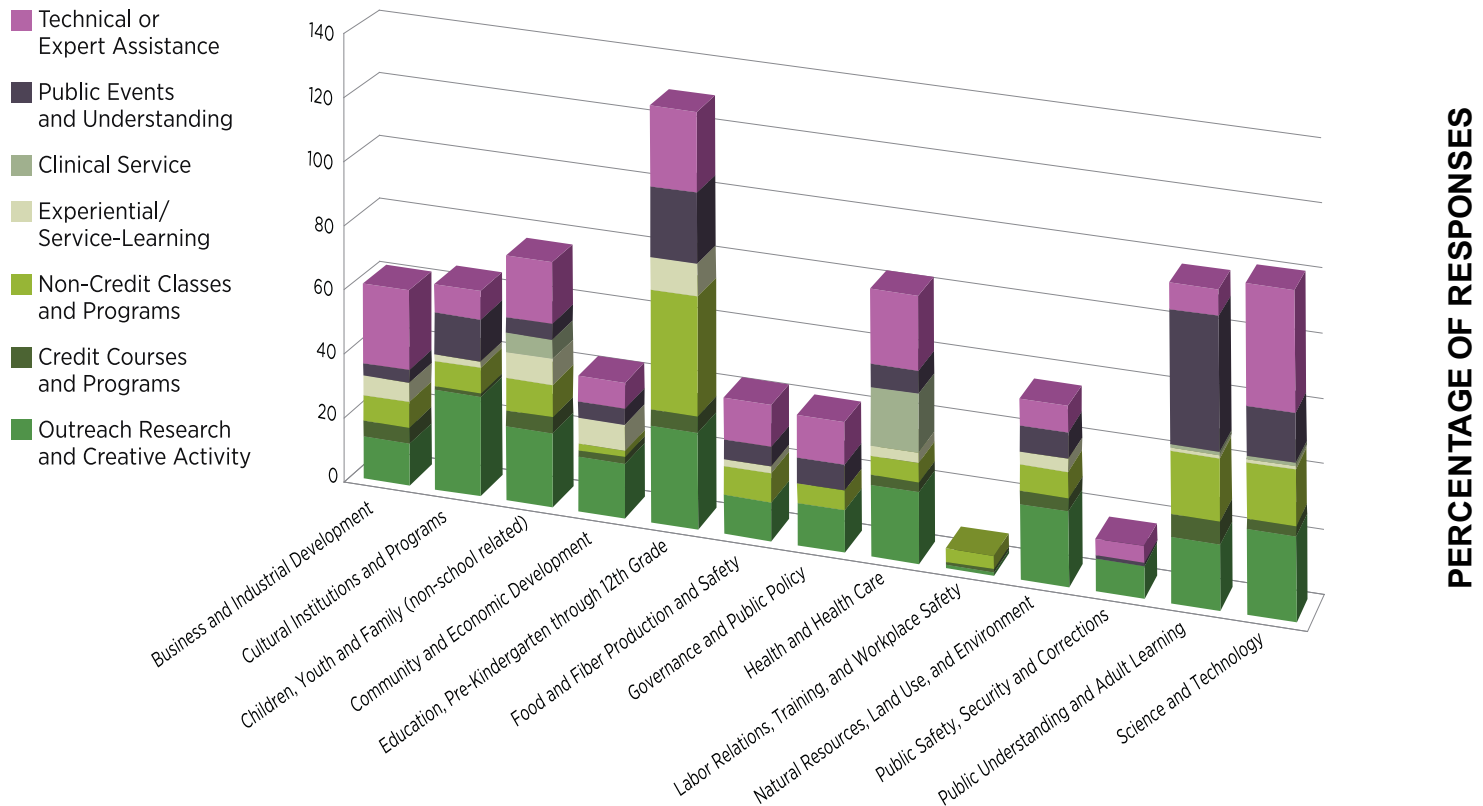
Note: Throughout the survey, use the help icons (2) for definitions and examples.

How to begin the survey?
To start the survey, proceed to the [login page](#).
You will need your MSUNetID and password to log in. If you have trouble logging into the survey, contact the Administrative Information Services (AIS) Help Desk at 517-353-4420, ext. 311.

 **National Collaborative for the Study of University Engagement**
University Outreach and Engagement • Michigan State University
Kellogg Center, Garden Level • East Lansing, MI 48824-1022
Phone: 517.353.8977 • Fax: 517.432.9541 • E-mail: oemihelp@msu.edu
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Data about MSU Outreach and Engagement (2011)

Forms of Outreach Cross-Tabulated with Societal Concerns for 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.

University Outreach and Engagement. (2012). Snapshot of outreach and engagement at Michigan State University, 2011. *The Engaged Scholar Magazine*, 7, 27. East Lansing: Michigan State University. Retrieved from <http://engagedscholar.msu.edu/magazine/volume7/default.aspx>.

FACULTY COMMUNITY ENGAGED SCHOLARSHIP AND ROI

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 multi-media 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
- 

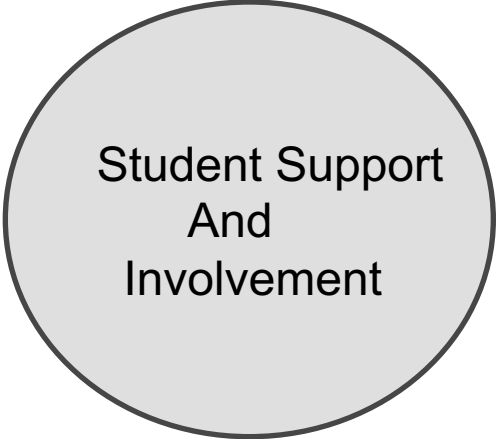
Campus-Community Partnerships for Health

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



Student Support
And
Involvement



**Institutional Alignment: Student
Support and Involvement**

Center for Service-Learning & Civic Engagement

Jointly Administered:

Associate Provost for UOE, Academic Service Learning

Vice President of Student Affairs & Services, Volunteer Services

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

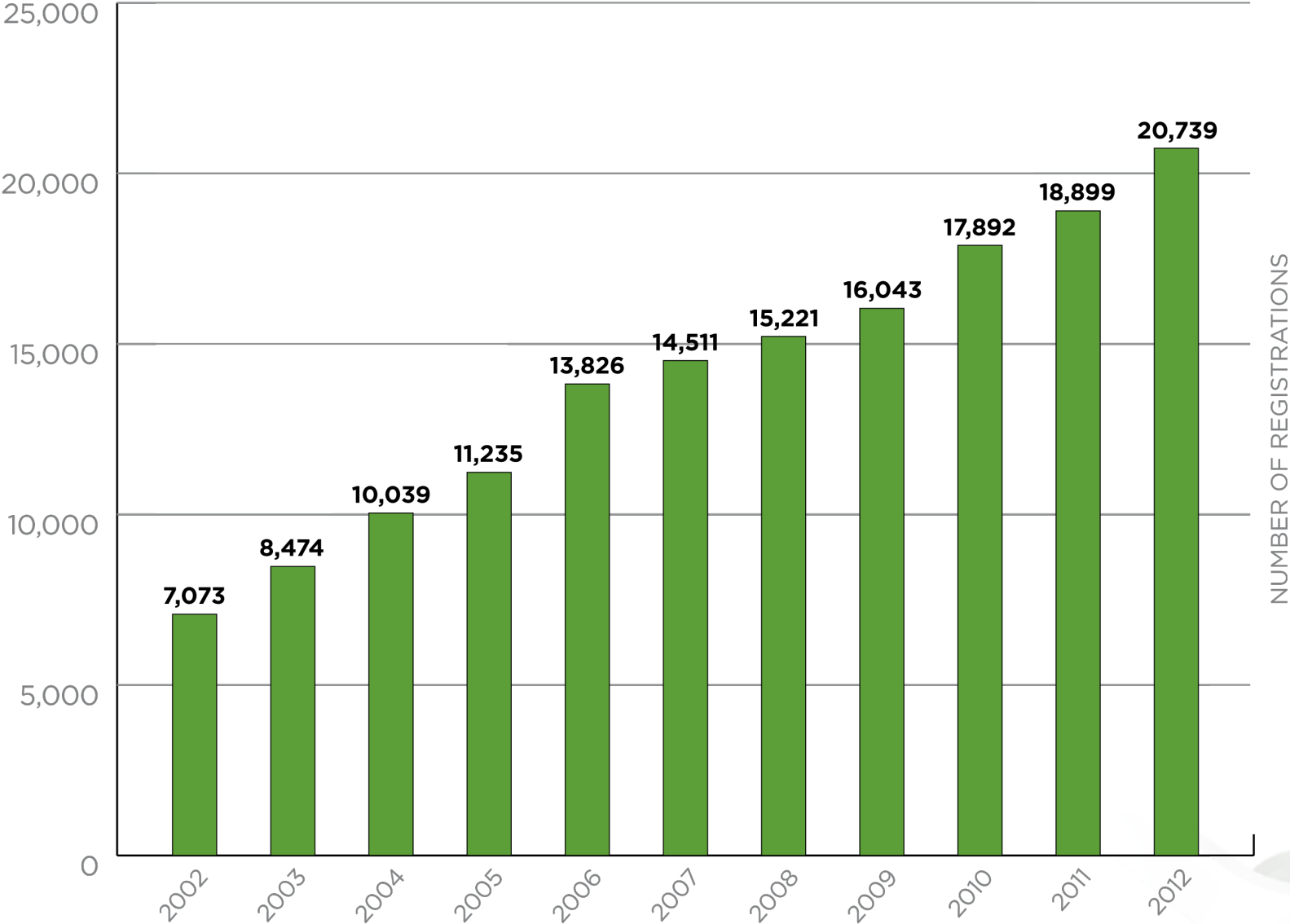
- with local artists and cultural industries
- with hospitality industries

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)



CES Approaches and Student Learning: value added

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

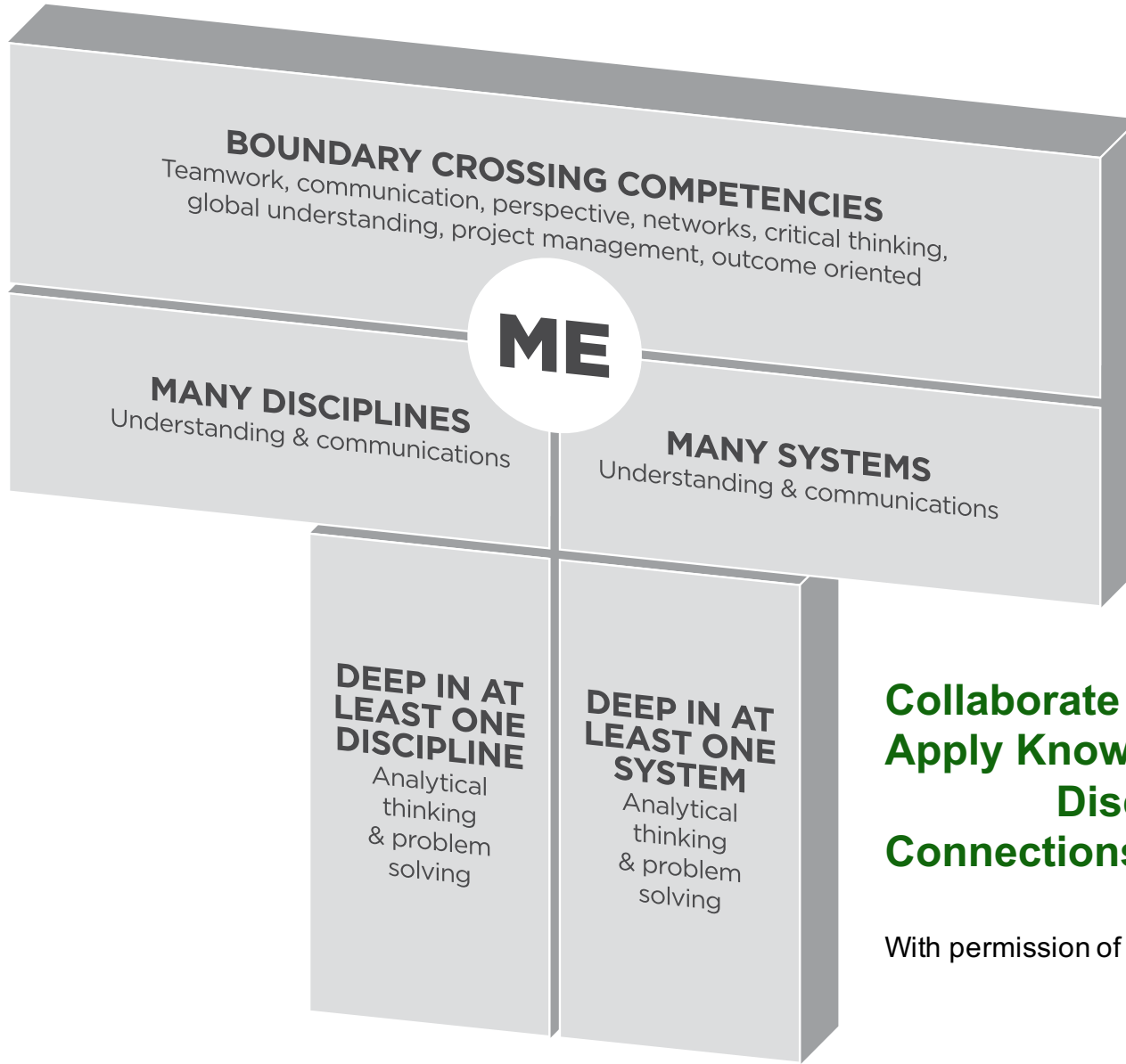
Inspiring to ask questions!

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

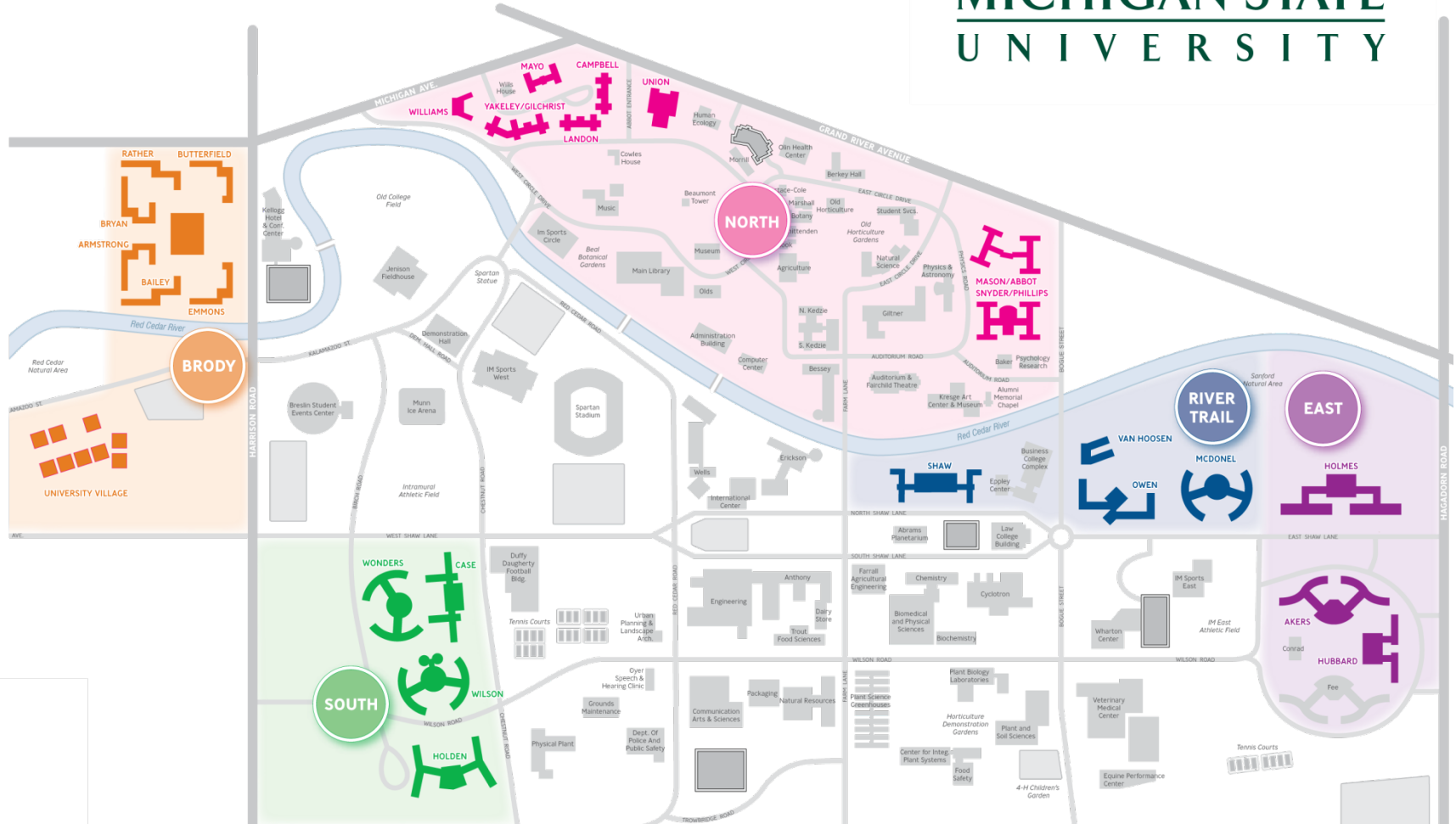


Collaborate Across Disciplines
Apply Knowledge from Other Disciplines
Connections to Community Contexts

With permission of MSU and IBM

MSU's 5 Campus Neighborhoods & Engagement Centers

MICHIGAN STATE UNIVERSITY



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**

Community
Participation
and
Partnerships

**Institutional Alignment: Systemic
Engagement, Community
Participation and Partnerships**

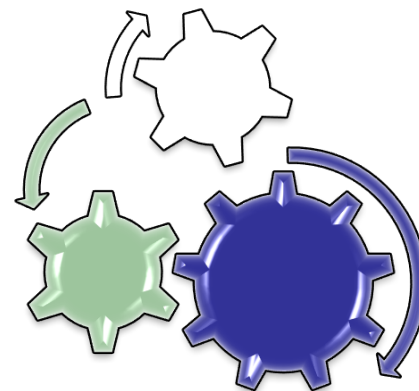


What is a System?



- "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

Components

Range, character and quality of existing services

Connections

Relations and connections between service components

Power and Control Dynamics

How decisions are made and who participates

System Regulations

Policies, practices and procedures that regulate system behavior

Values and Norms

Attitudes, values, and beliefs that motivate behavior and practices

System Interdependencies

Feedback mechanisms

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”

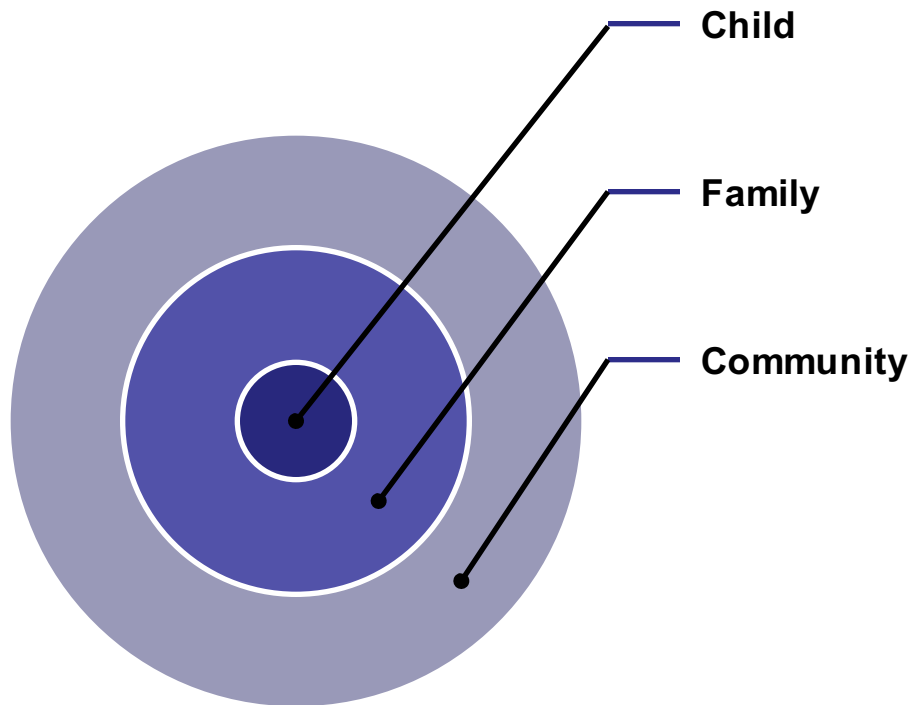
(Midgley, 2000, p.38)

- 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*

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

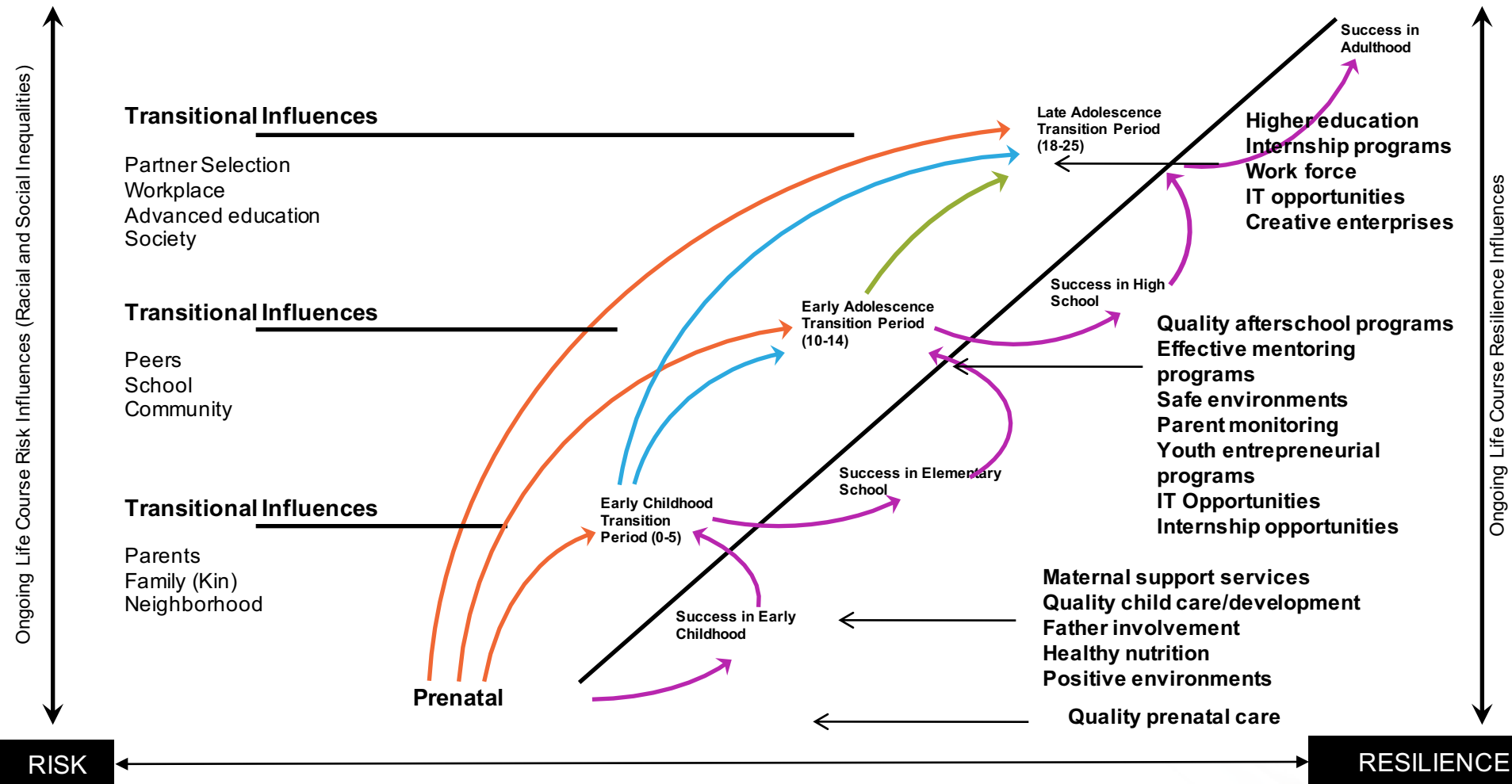
Multiple Strands of Inquiry and Action: Tacit and Explicit Knowledge

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

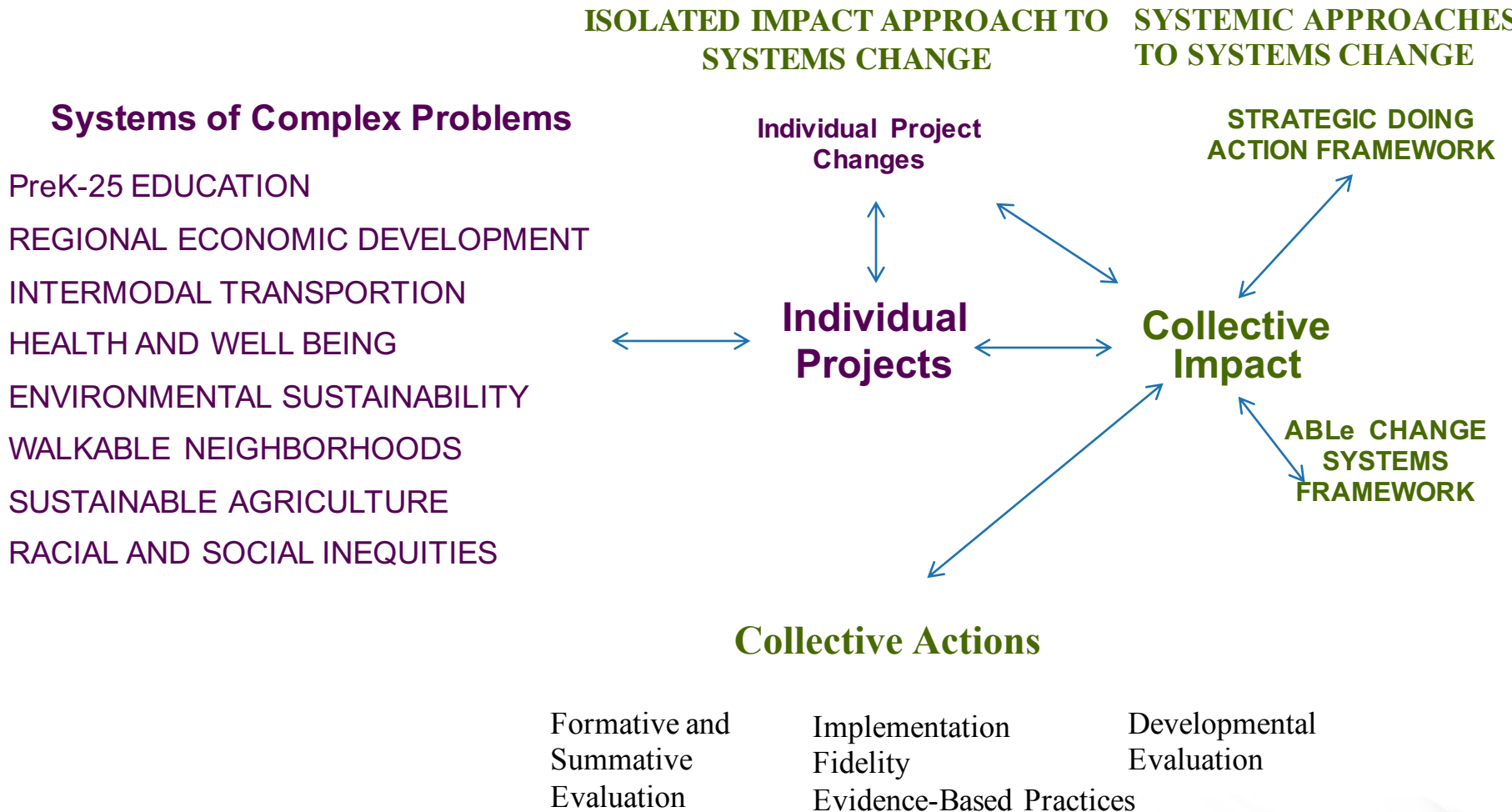
Transdisciplinary Approaches

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

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



BLENDING: PROJECTS, COLLECTIVE IMPACT, AND 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).

12 Practices designed to Advance the LC/R agenda (Conference Report: International Conference on Learning Cities, 2012, pp 24-27):

- 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)

• CES	LCRs
• Life span	Life span
• Evidence based	Place based
• Authentic partnerships	Individual and organization learning
• Systems Change (Systems focus)	Systems Change (Economic focus)
• Education	Education
• Government	Government
• Business	Business
• Civil society	Civil society
• Sustainability	Sustainability
• Systems change models	Systems and networks formation
• Co-creation of knowledge	
• Data driven decision making	
• impact metrics	
• Focus on scholarship	
• Discovery: new knowledge	
• Application: scaling up	
• Learning	Learning
• Dissemination (outreach)	Dissemination (outreach)
• Innovation	Innovation
• Democratization of Knowledge	Democratization of knowledge
• Equity and Social Justice	Equity and Social Justice
•	

SYSTEMS CHANGE



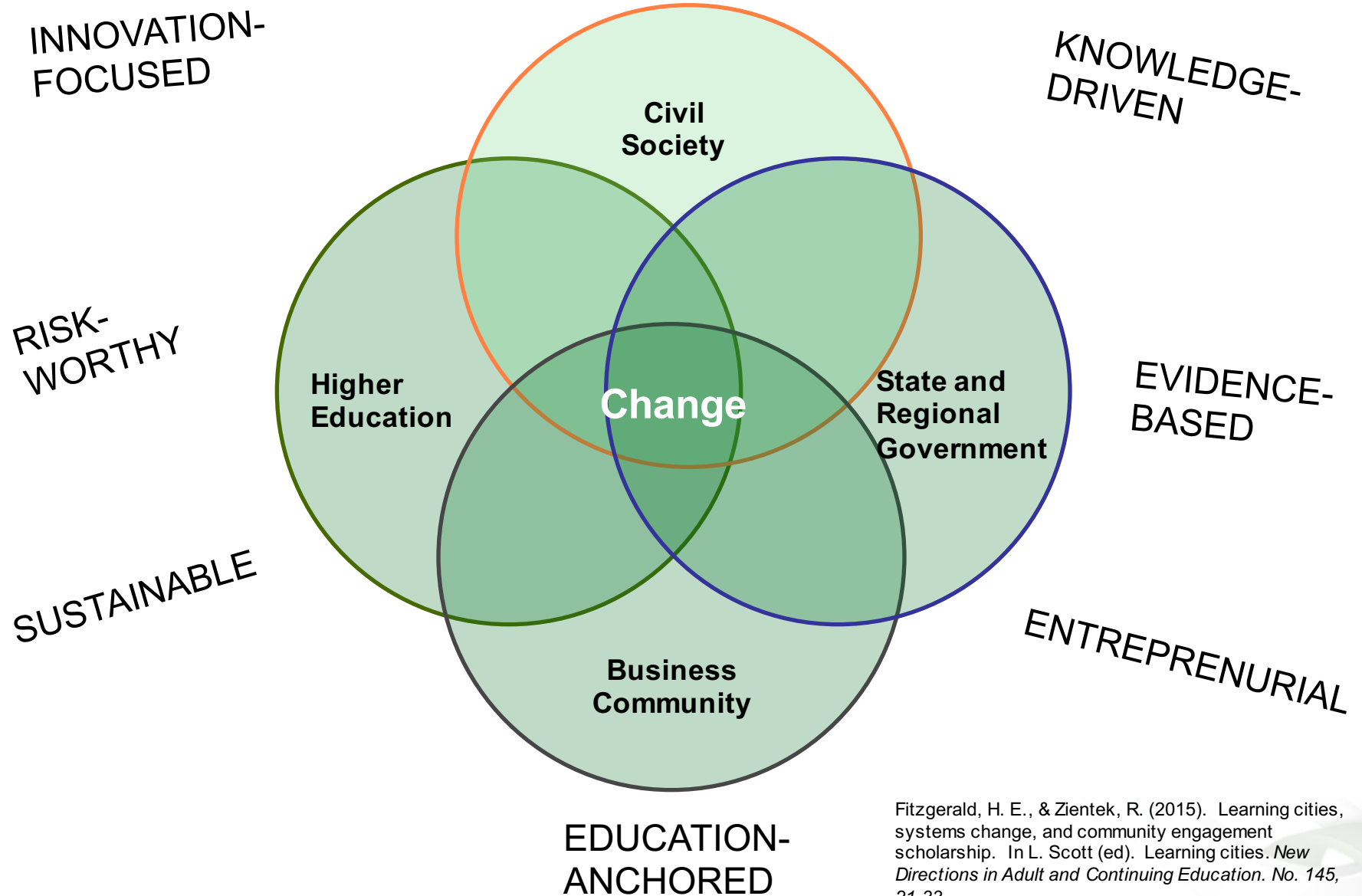
What is Systems Change?

- “...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*

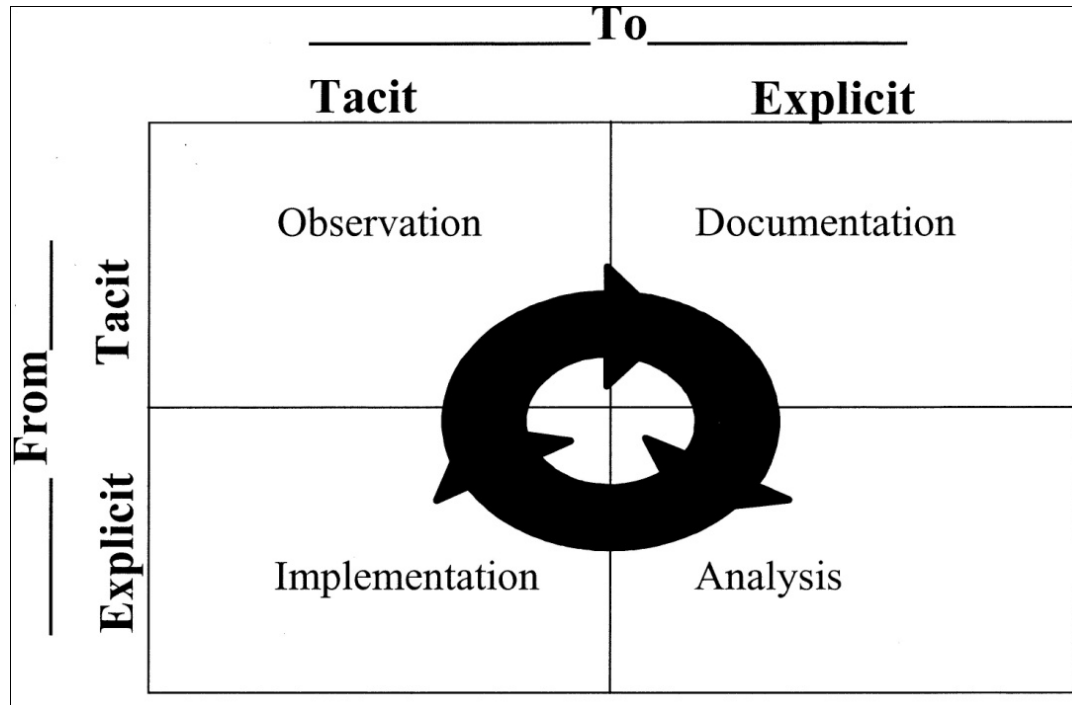
QUAD Helix and Systems Change



Fitzgerald, H. E., & Zientek, R. (2015). Learning cities, systems change, and community engagement scholarship. In L. Scott (ed). *Learning cities. New Directions in Adult and Continuing Education. No. 145*, 21-33.

Blending Tacit and Explicit Knowledge for Systems 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.

Kania, J., & Kramer, M. (2013, January). Embracing Emergence: How Collective Impact Addresses Complexity. *Stanford Social Innovation Review*. Stanford University

Systemic Change Framework



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

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 VMSSOA (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

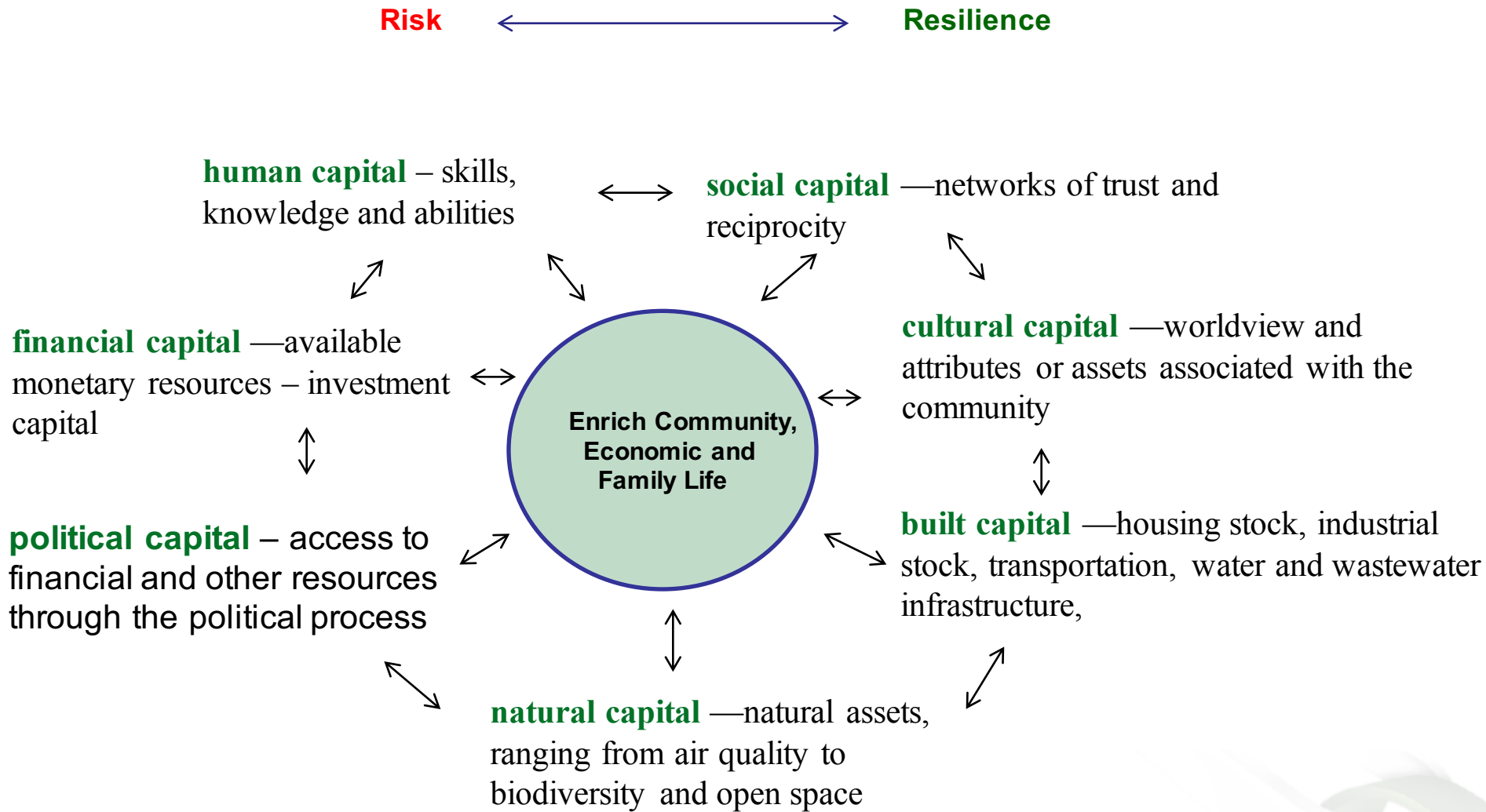
Take Action

- 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



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***

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.

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