

Educating for Change: How you can partner with higher education



CENTER for
CIVIC ENGAGEMENT

NOVAA Workshop
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Goals for Today

- Unpack the premise of collaboration for change
- Cover the landscape of higher ed
- Review the basics of social change
- Consider together various principles and strategies to facilitate strong collaborative partnerships between higher ed and community organizations

Agenda

- The Premise
- Higher Ed 101
- Social change 101
- Principles and practicalities of partnerships with higher ed
- General Q&A, wrap-up & assessment

The Premise

- Change, democracy, & collective action
- Charity to solidarity “change range”
- Co-educating & co-creating



Charity



Social
Improvement



System Change



Higher Ed 101

- Characteristics of institutions
 - ▣ Public / private
 - ▣ Carnegie classification
 - ▣ Urban / rural / suburban / “college town”
- Implications for surrounding communities
 - ▣ Priorities
 - ▣ Opportunities for partnership
 - ▣ Student life and residence
 - ▣ Faculty life and residence

Higher Ed 101

- Current challenges
 - ▣ Budgets / funding
 - ▣ Enrollment trends
 - ▣ Managing a microcosm
- Current opportunities
 - ▣ Innovation
 - ▣ Competitive advantage
 - ▣ Shared solutions

Figure 1.1. Total U.S. Public and Private High School Graduates (Actual and Projected) 1979 to 2032

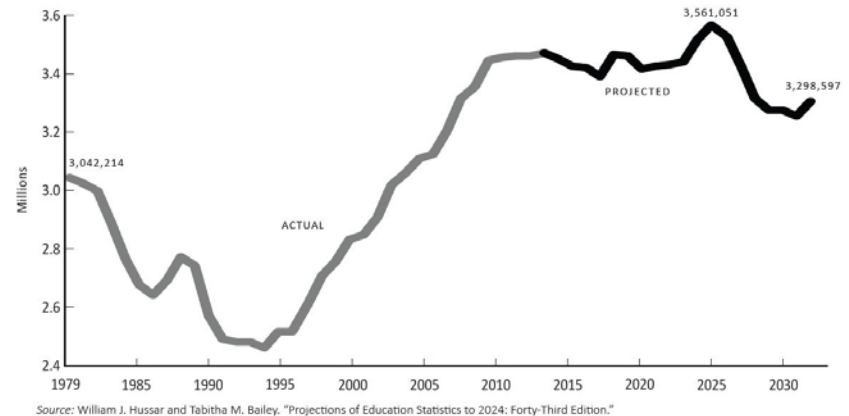
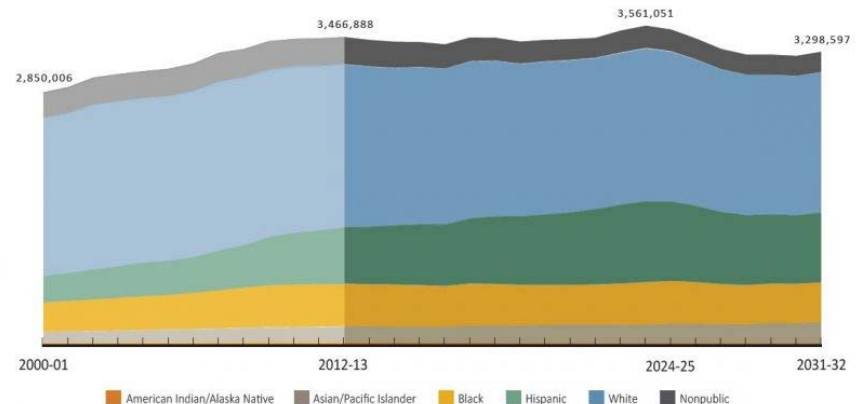


Figure 2.4. Total U.S. Public and Private High School Graduates, by Race/Ethnicity, School Years 2000-01 to 2012-13 (Actual) through 2013-14 to 2031-32 (Projected)



Higher Ed 101

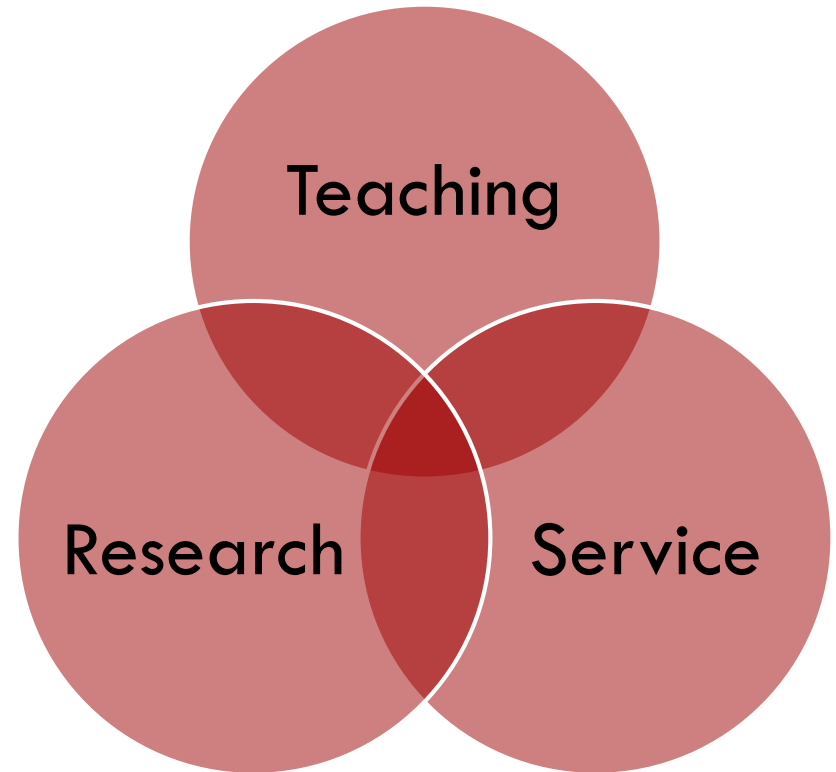
□ Secrets of academe

▣ Faculty life

- Responsibilities
- Schedules and planning
- Faculty culture

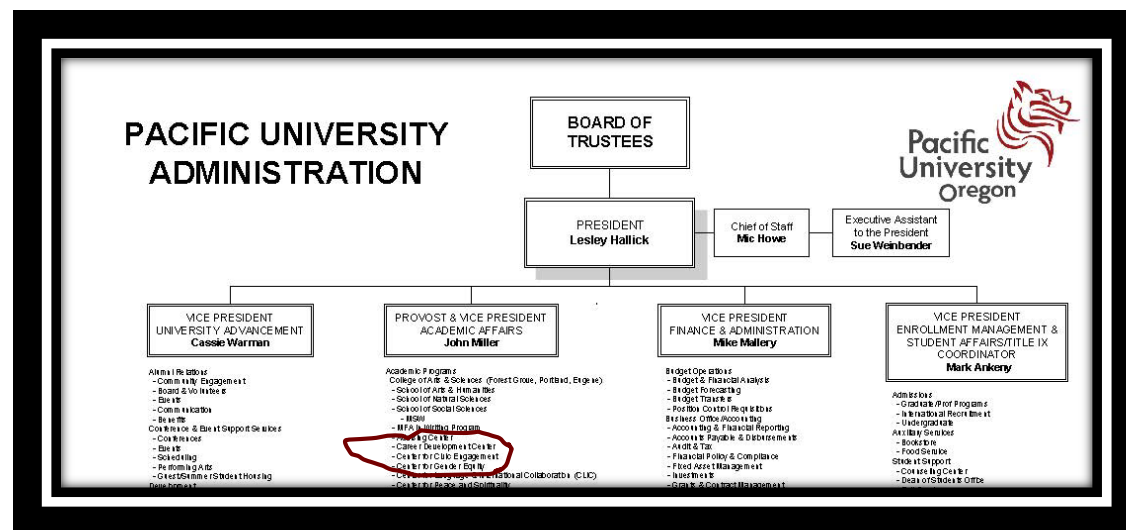
▣ Student life

- Responsibilities
- Schedules and planning
- Student culture



Higher Ed 101

- Secrets of academe
 - Administration and organization
 - Administrator priorities
 - Organizational structure
 - Terminology



Higher Ed 101

□ What's in a Name? Examples of various offices doing similar work at different institutions.

- Center for Civic Engagement (Pacific University)
- Office of Student Leadership and Service (Lewis & Clark)
- Office of Community-Based Learning (Portland Community College)
- Service-Learning Office (Warner Pacific)
- Office of Service Leadership (Concordia University)
- Student Community Engagement Center (Portland State University)
- Center for Engagement with Communities (Whittier College)
- Office of Community Engagement and Service (Miami University)
- Office of Volunteer Programs (University of Illinois)
- Office of Experiential Education & Civic Engagement (Kent State)
- Office of Service-Learning and Community Action (Emerson College)
- Center for Public Service (Tulane University)
- Collaborative for Community Engagement (Colorado College)

Social Change 101

- ❑ Mechanisms of social change
- ❑ Types of partnerships
- ❑ Networks of partnerships



Social Change 101

Advocacy – supporting an idea or cause through public and private communications, and collecting evidence to support one’s position

Examples:

- Speaking or writing to individuals, groups, or elected officials on behalf of a cause
- Sharing a video about your cause on social media

Charitable Volunteerism – addressing immediate needs, most often through social service agencies, churches, or schools

Examples:

- Tutoring a child or an adult once a week
- Serving food or registering people at a soup kitchen or shelter

Community & Economic Development – acting to provide economic opportunities and improve social conditions in a sustainable way

Examples:

- Developing marketing plans, websites, or other supports to help small businesses grow
- Providing microloans or training to aspiring entrepreneurs

Community-Based Participatory Research – conducting research in partnership with members of a community with an intention to benefit the community

Examples:

- Defining a research agenda and implementing each aspect of research projects with local stakeholders
- Jointly publishing results to ensure they reach public as well as academic audiences

Community-Building – strengthening through interpersonal connections the capacity of local residents and associations to work together

Examples:

- Creating local history projects profiling both long-time and new residents
- Organizing neighborhood clean-ups or National Night Out activities

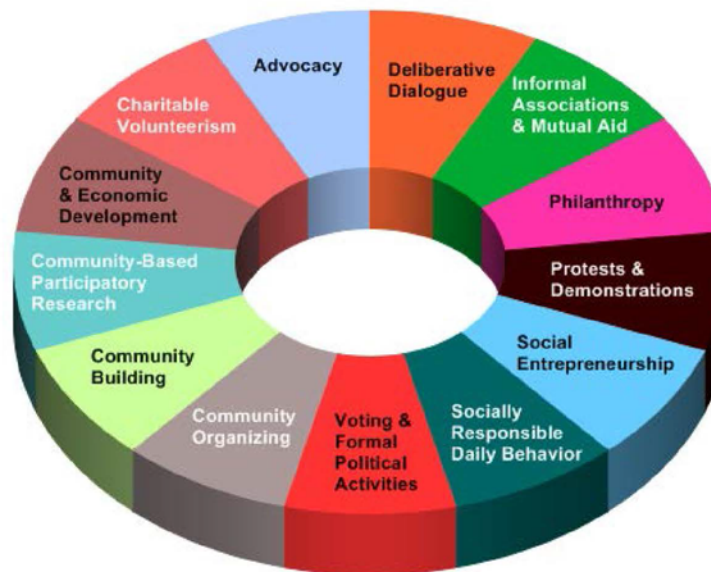
Community Organizing - bringing people together to act in their shared self-interest

Examples:

- Mapping the skills, interests, relationships, and other assets of residents to inform work on particular issues
- Developing an issue campaign to call for change in a troubling practice, such as the overuse of school suspensions

SOCIAL CHANGE WHEEL

All of these strategies can contribute to social change.



Deliberative Dialogue – exchanging and weighing different ideas, perspectives, and approaches around particular issues in a public setting

Examples:

- Organizing ongoing local discussion circles
- Using a National Issues Forums guide to prompt a group to consider multiple options on an issue

Informal Associations & Mutual Aid – unpaid, collaborative work or sharing of resources by people seeking to improve their collective quality of life

Examples:

- Starting a support group around an issue of concern
- Participating in disaster relief efforts or opening your home to a displaced person

Philanthropy – Donating money to increase the well-being of humankind or advance another social good

Examples:

- Holding a fundraiser for a nonprofit organization
- Providing cash or in-kind donations yourself

Protests & Demonstrations – expressing public disagreement with a situation or policy in a visible, non-violent way

Examples:

- Participating in rallies or marches in support of a cause
- Creating public visual or performance art intended to draw attention to an issue

Social Entrepreneurship – creating a new venture or using entrepreneurial principles to change an existing one

Examples:

- Launching a business with a clear social benefit
- Developing a new product that affordably provides clean water to people in areas without it

Socially Responsible Daily Behavior – acting on one’s values and civic commitments in one’s personal and professional life

Examples:

- Challenging racist or sexist words or behavior
- Buying from locally owned or socially responsible businesses

Voting & Formal Political Activities – mobilizing others to influence public policy through formal political channels – and participating yourself

Examples:

- Organizing a voter registration drive
- Running for public office or working or volunteering on another candidate’s campaign



Campus Compact
Minnesota



Social Change 101

The Relationship Spectrum



TRANSACTIONAL COLLABORATION

- One party decides
- One party purchases (or donates) a specific resource
- Inflexible expectations and contract with clear deliverables decided at beginning
- Limited interest or buy-in from partners beyond the contractual agreement
- Transparency not necessary
- Risk and reward individually mitigated
- Relationship must fulfil contractual obligation; equity not needed

TRANSFORMATIONAL PARTNERSHIP

- Co-generation of programme
- Partners bring together a range of complementary resources and competencies
- Ongoing discussions with organic deliverables adapted to local, changing realities or unexpected events
- Transparency essential
- Risk and reward shared
- Equity core to vision

Social Change 101

- Networks of partnership
- Collective impact
- Partnerships as collective action

Five Conditions for Collective Impact



Common Agenda



**Shared
Measurement**



**Mutually Reinforcing
Activities**



**Continuous
Communication**



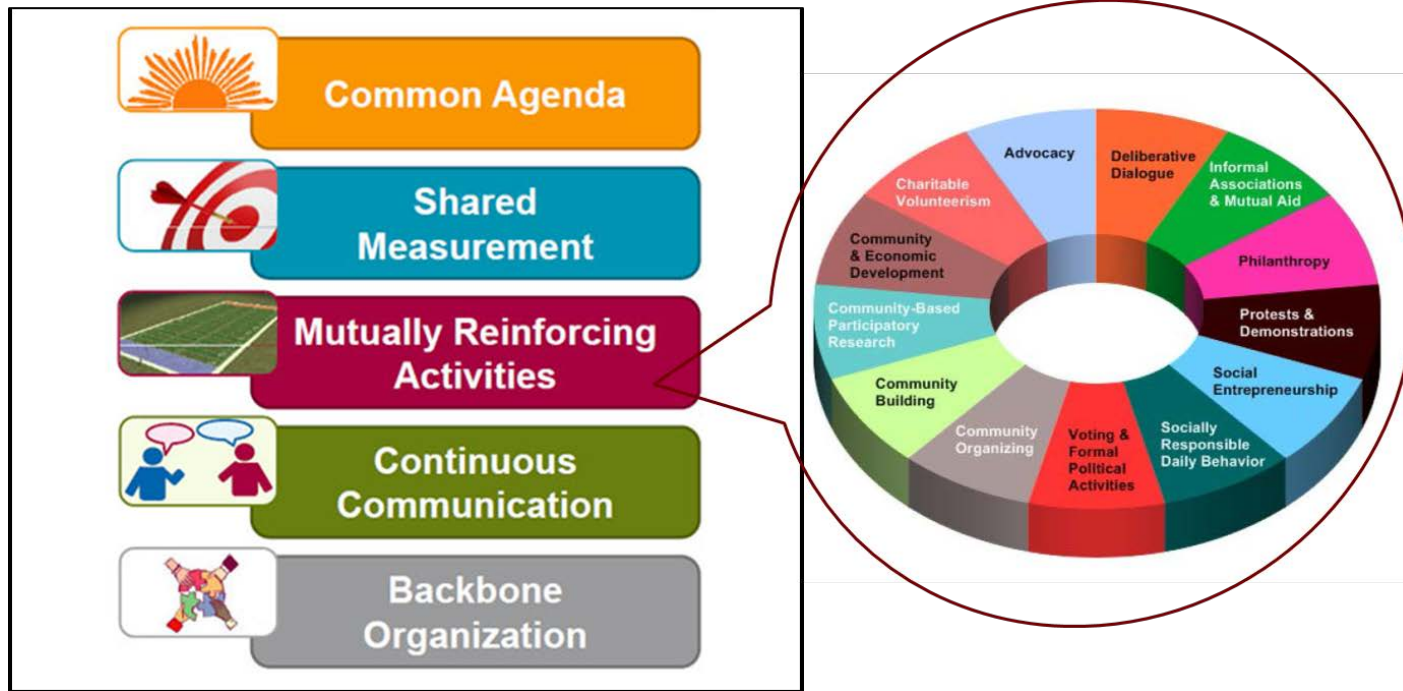
**Backbone
Organization**

Source: https://ssir.org/articles/entry/channeling_change_making_collective_impact_work

Social Change 101



Social Change 101

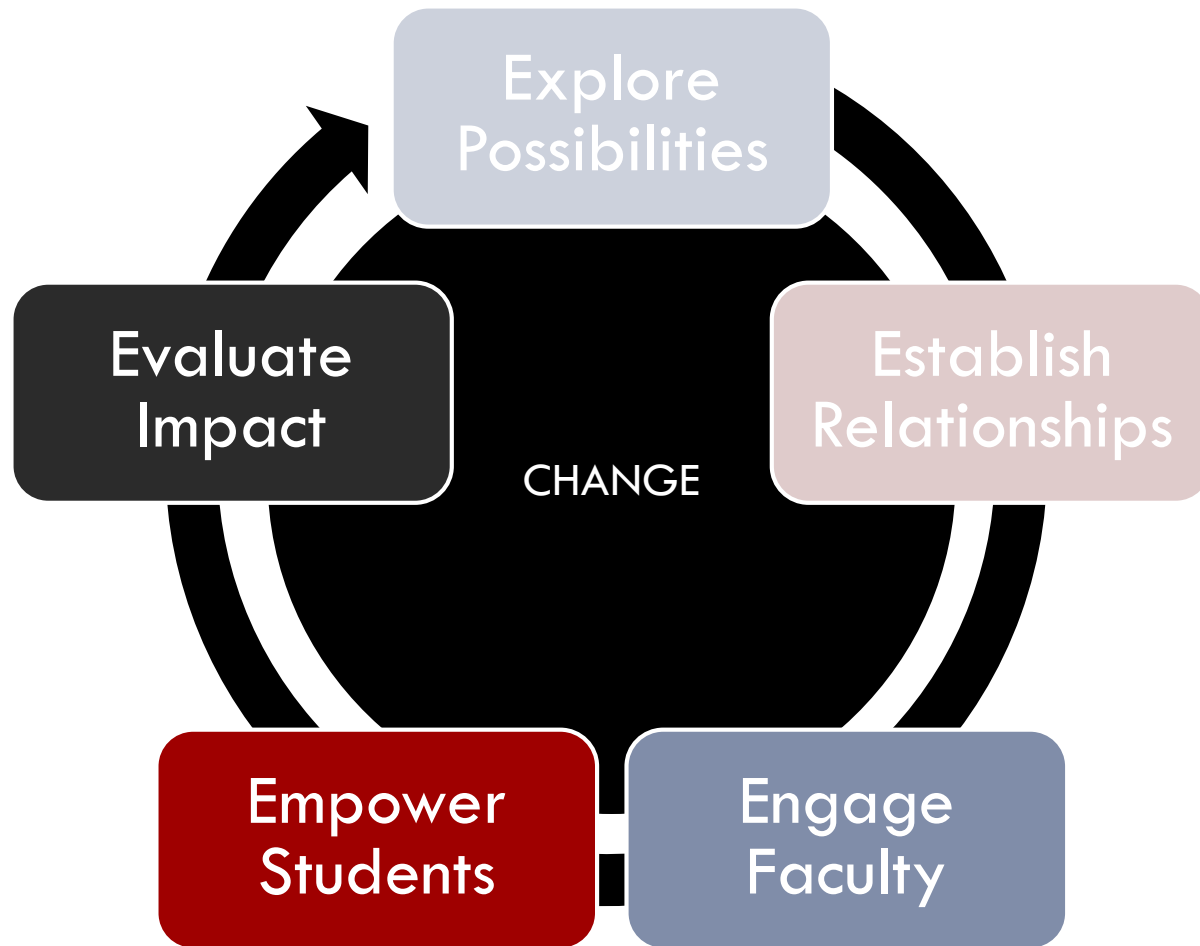


What does partnership as collective action look like for your work or organization? What are the challenges and opportunities?

Break time!



Co-creating Collaborations

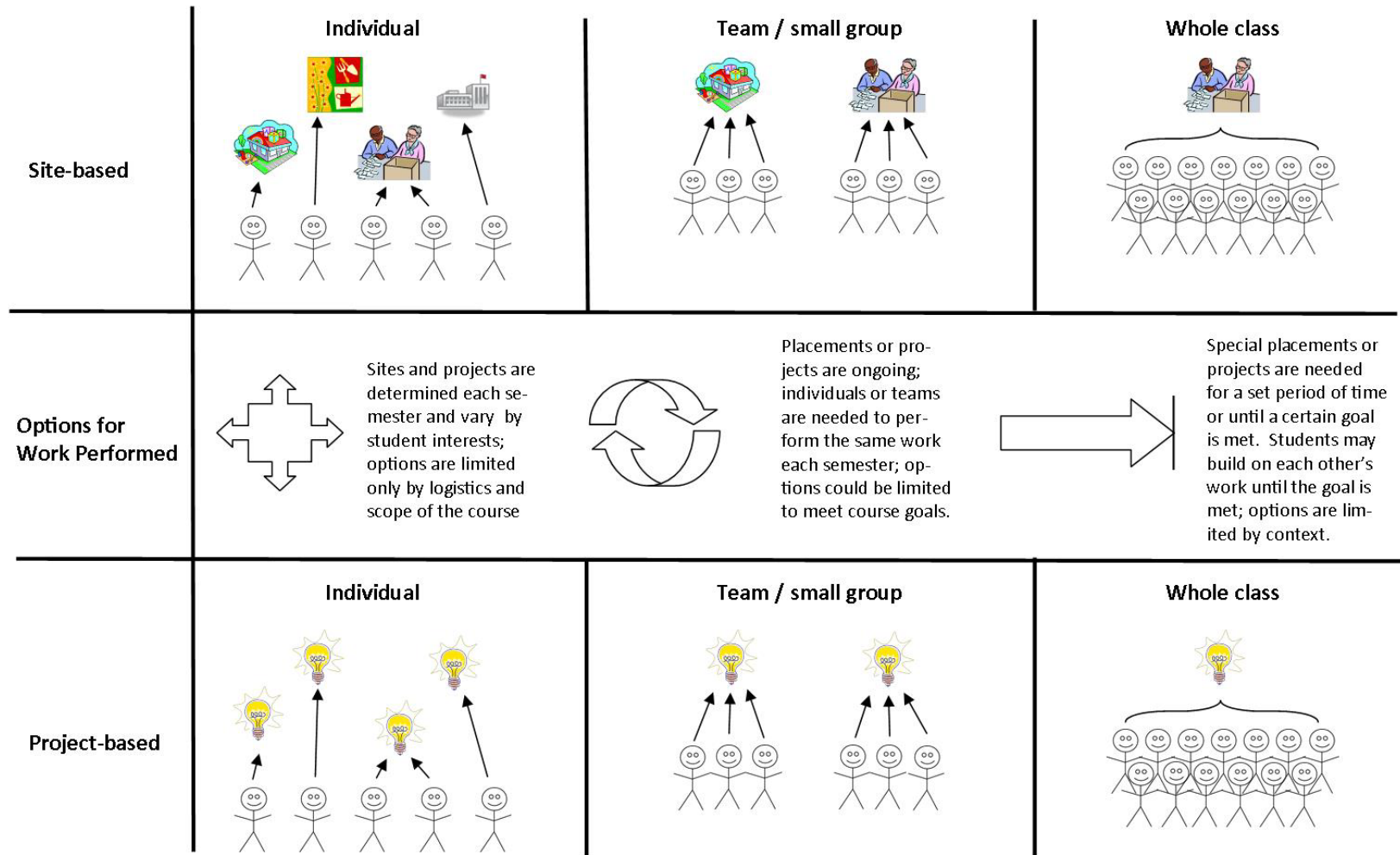


Explore Possibilities

- Models of engagement
- Civic, disciplinary, and professional lenses
- Campus offices, clubs, departments, and communities
- Nuts and bolts



Models of Engagement



Explore Possibilities

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- Civic, disciplinary, and professional lenses
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Explore Possibilities

- Identify civic connections:
 - ▣ What do you do to which to which students can make a meaningful and authentic contribution?
 - ▣ What do you do that can help students develop civic knowledge, skills, attitudes, behaviors?



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- ▣ What do you do to which to which students can make a meaningful and authentic contribution?
- ▣ What do you do that can help students develop civic knowledge, skills, attitudes, behaviors?

□ Identify civic connections:

- ▣ What course content will help students make a meaningful and authentic contribution?
- ▣ What course content will help students develop civic knowledge, skills, attitudes, behaviors?

Explore Possibilities

- Identify disciplinary connections
 - ▣ What subjects/disciplinary areas connect to your work?
- Identify professional connections
 - ▣ Skills
 - ▣ Professional development



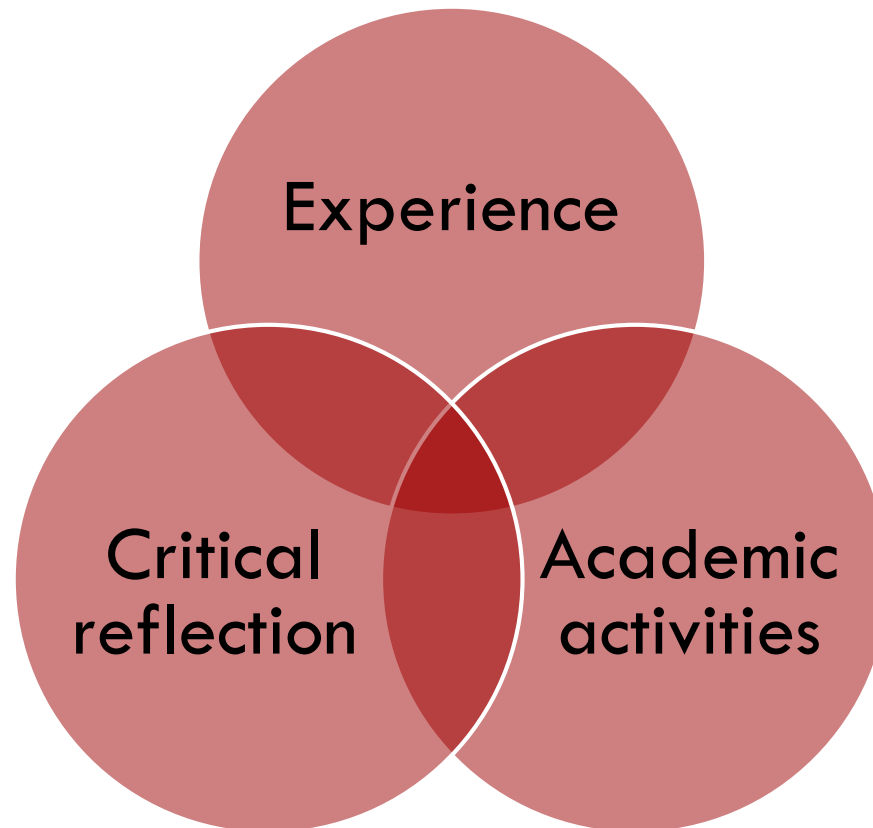
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Explore Possibilities

- Design for Learning Outcomes



Establish Relationships

- Needs, interests, and expectations
- Navigating cultures and boundaries
- Time lines, planning, legalities and risk management



Establish Relationships

Principles of Partnership (Community-Campus Partnerships for Health)

1. The Partnership forms to serve a specific purpose and may take on new goals over time.
2. The Partnership agrees upon mission, values, goals, measurable outcomes and processes for accountability.
3. The relationship between partners in the Partnership is characterized by mutual trust, respect, genuineness, and commitment.
4. The Partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.
5. The Partnership balances power among partners and enables resources among partners to be shared.
6. Partners make clear and open communication an ongoing priority in the Partnership by striving to understand each other's needs and self-interests, and developing a common language.
7. Principles and processes for the Partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.
8. There is feedback among all stakeholders in the Partnership, with the goal of continuously improving the Partnership and its outcomes.
9. Partners share the benefits of the Partnership's accomplishments.
10. Partnerships can dissolve, and when they do, need to plan a process for closure.
11. Partnerships consider the nature of the environment within which they exist as a principle of their design, evaluation, and sustainability.
12. The Partnership values multiple kinds of knowledge and life experiences.

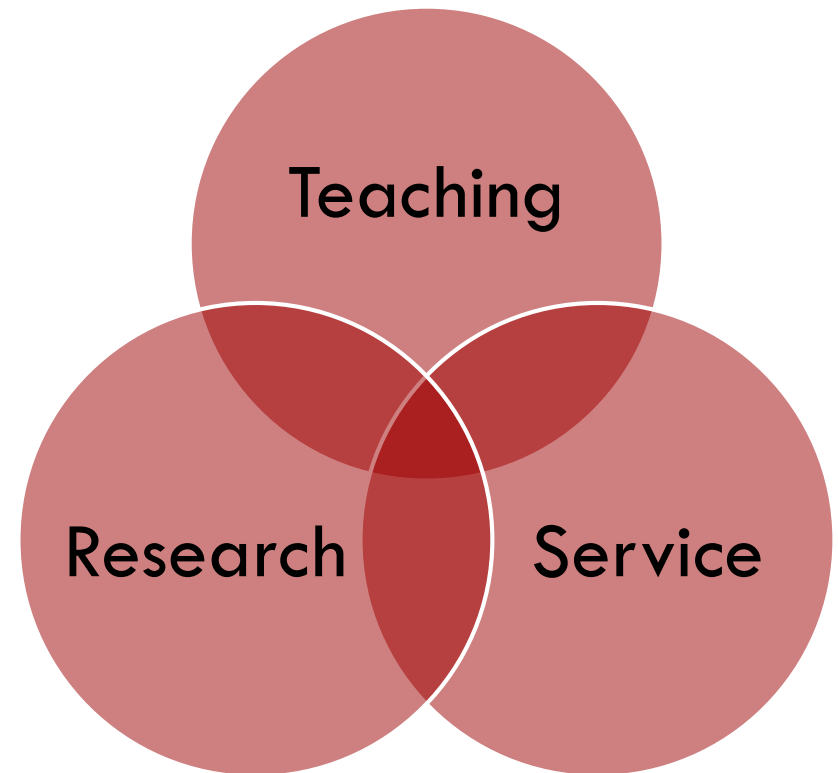
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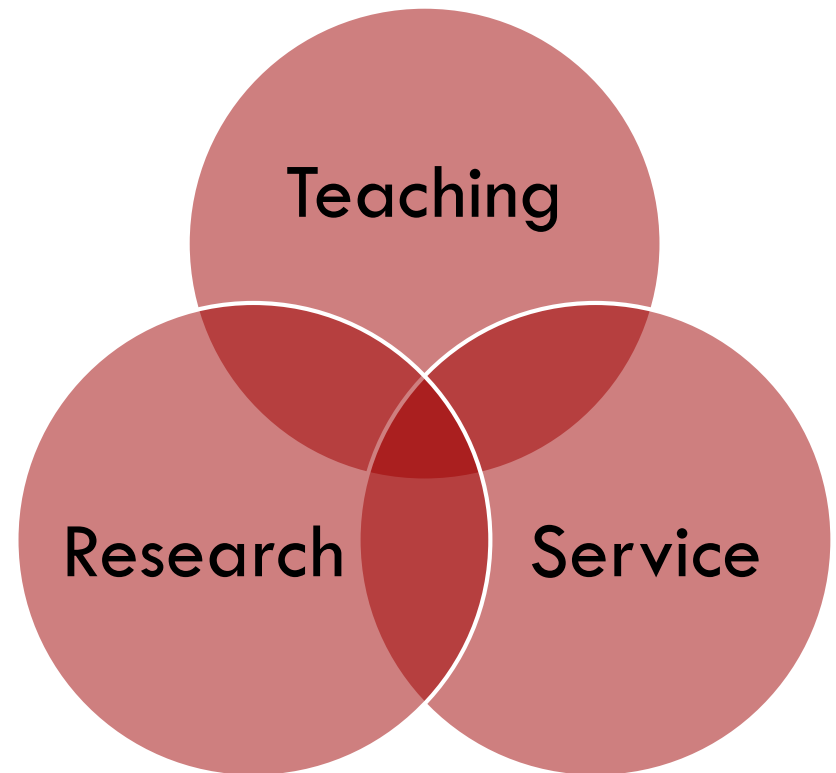
Engage Faculty

- Faculty responsibilities
- Applied and civic aspects of disciplines
- Engagement networks
- Personal connections



Engage Faculty

- Co-create courses
 - ▣ Learning outcomes
 - ▣ Content
 - ▣ Assignments
 - ▣ Activities
 - ▣ Time lines



Learning Outcomes for CIV 105

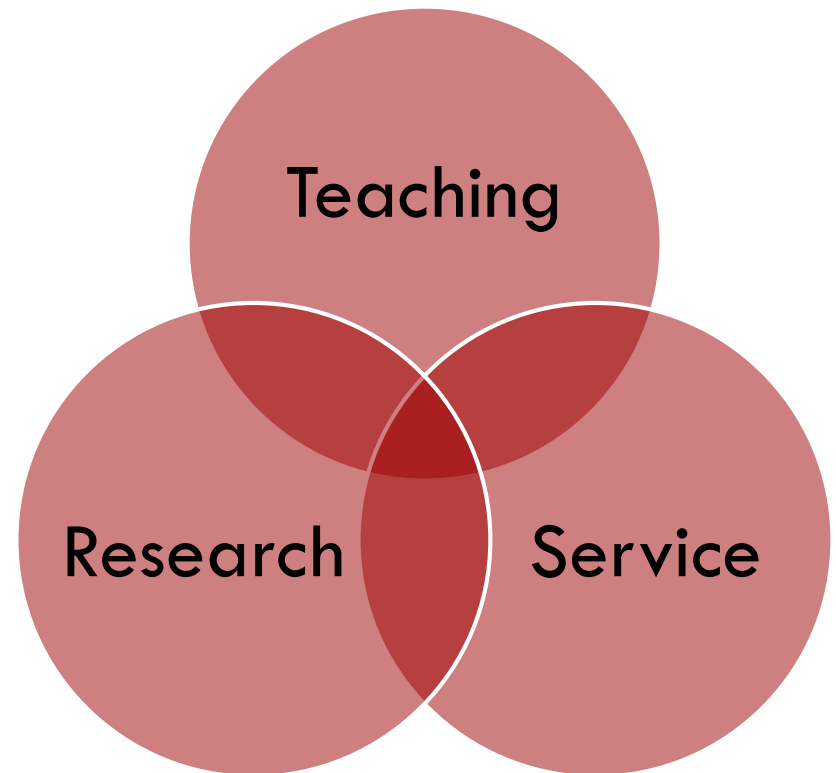
- Upon completion of this requirement students will be able to:
 1. identify social and environmental problems, possible underlying causes, potential solutions, and related civic actions to work toward those solutions
 2. identify and select a variety of ways to take civic action in the local community context to work toward solving and/or alleviating social and environmental concerns
 3. discuss current events in a respectful, informed, and thoughtful way
 4. discuss concepts fundamental to civic engagement, such as community, democracy, social justice, and diversity
 5. reflectively analyze their own role in social change in light of personal and collective action

Learning Outcomes for PH 101

- Upon completion of this requirement students will be able to:
 - ▣ List populations known to experience health disparities and describe several root causes of these disparities
 - ▣ Identify descriptions of public health activities by the corresponding essential public health service
 - ▣ Describe the relationships between local, state, and national public health systems and relevance of quality health care to public health

Engage Faculty

- Co-create courses
 - ▣ Learning outcomes
 - ▣ Content
 - ▣ Assignments
 - ▣ Activities
 - ▣ Time lines



Design for Learning Outcomes



Empower Students

- ❑ Preparation and orientation
- ❑ Leadership development
- ❑ Constructive controversy and facilitating learning



Empower Students

□ Topics for preparation:

- ▣ Background on issue, local population
- ▣ Appropriate language and terminology
- ▣ Local context and history
- ▣ Power, privilege, and stereotypes
- ▣ Expectations and agreements

□ Topics for orientation:

- ▣ Dress code
- ▣ E-mail and phone etiquette
- ▣ Social media and confidentiality
- ▣ Appropriate use of technology, including cell phones
- ▣ Attendance and timeliness
- ▣ Decision-making processes
- ▣ Policies and procedures
- ▣ Troubleshooting – what to do when there's a problem or emergency

Empower Students

Social Change Model of Leadership Development (Astin's Seven C's):

Individual Values	Consciousness of Self —awareness of one's own values and beliefs that motivate action.
	Congruence —integrity and consistency of one's thoughts and beliefs with actions towards others.
	Commitment —passion and intensity to maintain energy in acting congruently toward and with others.
Group Values	Collaboration —working with others in mutual understanding on a shared effort.
	Common Purpose —performing collaborative work through shared aims and values with others.
	Controversy with Civility —respectful disagreement that allows for the continued productivity and creativity of individuals and the group.
Societal/ Community Values	Citizenship —interconnectedness of individual and group to society at large to create change on a broader level.

Empower Students

□ “Leaning in” to constructive controversy

- ▣ Can we dig into that point further?
- ▣ How did you come to hold that opinion?
- ▣ What is at the heart of your beliefs?
- ▣ What hopes, concerns, and values do you have that underlie your beliefs?
- ▣ What is it in your life experience that has led you to believe the things you do?
- ▣ What’s bothering you / angered you/ hurt you about what happened?
- ▣ How does this problem affect you and your family?
- ▣ Huh, interesting -- tell me more.
- ▣ I come from a different point of view. Can you help me understand your perspective?
- ▣ I noticed that comment...I’d like to return to it after I’ve had a chance to formulate my own thoughts.
- ▣ I feel the temperature rising. Can we take a break/explore this topic/take a moment for quiet reflection?
- ▣ I want to learn more about your thinking there. Can you help me understand why you said that?

Empower Students

□ Facilitating learning through reflection

- What are some assumptions you think people make about this topic?
- What was surprising to you about what we did today?
- What went well and what did not during today's session? Why?
- How does the way we provide this service differ from other organizations you've been a part of?
- Why do you think this organization needs to exist?
- I expected community members to be....(ask to fill in the blank)
- What have you learned about the community?
- What impact do you think your work has?
- What new questions do you have?
- How do you feel about what you did today?
- Will you do anything or think anything differently because of your experience today?

Evaluating Impact

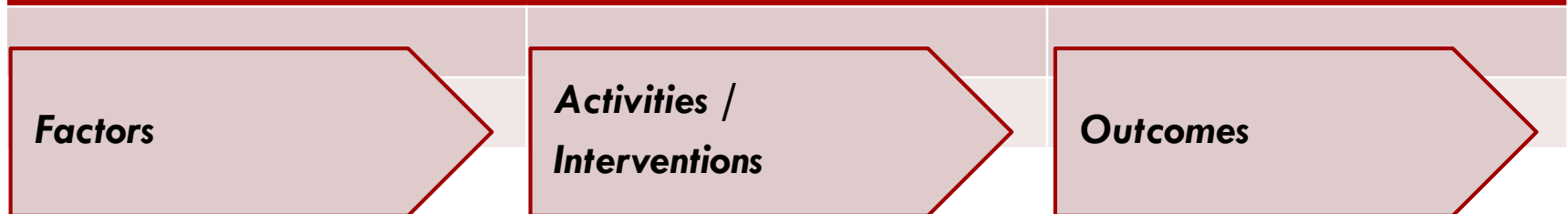
- Key questions
 - ▣ Did our efforts make a difference?
 - ▣ Why did our efforts make a difference?
 - ▣ How can we make a bigger difference?
- Co-creating methods and shared measurements
- Iterating

Evaluating Impact

Astin's Inputs, Environments, and Outcomes Model: Examples

<i>Inputs</i>	<i>Environments</i>	<i>Outcomes</i>
I. Student Data	1. S-L Course	A. Increased Learning
II. Client Data	2. Tutoring	B. Increased Reading Levels
III.	3.	C.

Logic Model



Evaluating Impact

Assessment Matrix

- What do we want to know? (concept)
- How will we know it? (measurable indicators)
- How will we gather evidence to demonstrate what we know? (methods, sources, timing)

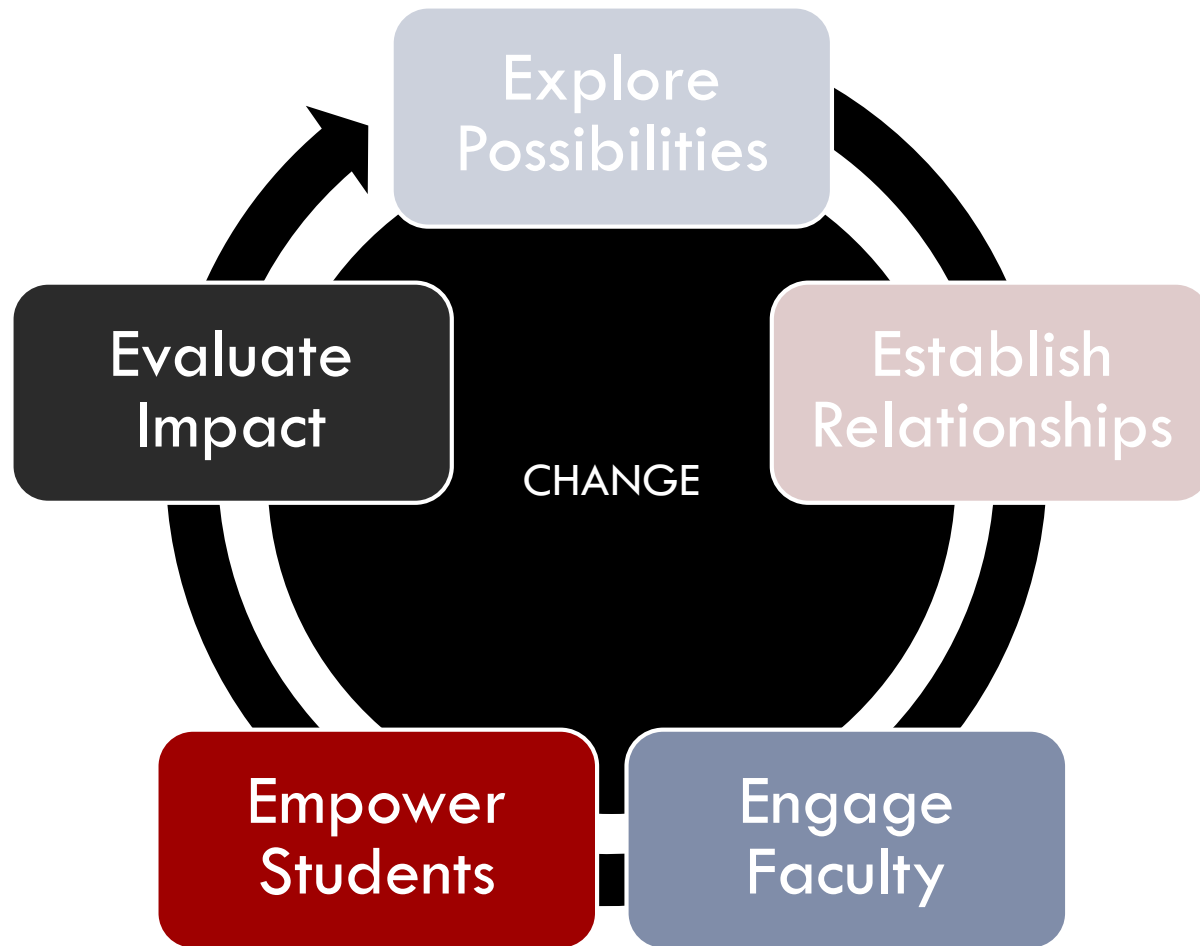
What is the impact of students' community engagement on community partners?

Concept	Indicator	Methods
<ul style="list-style-type: none">• capacity to fulfill mission• economic impacts	<ul style="list-style-type: none">• number of clients• impact on resource and funding utilization	<ul style="list-style-type: none">• focus groups• Interviews• document reviews• survey

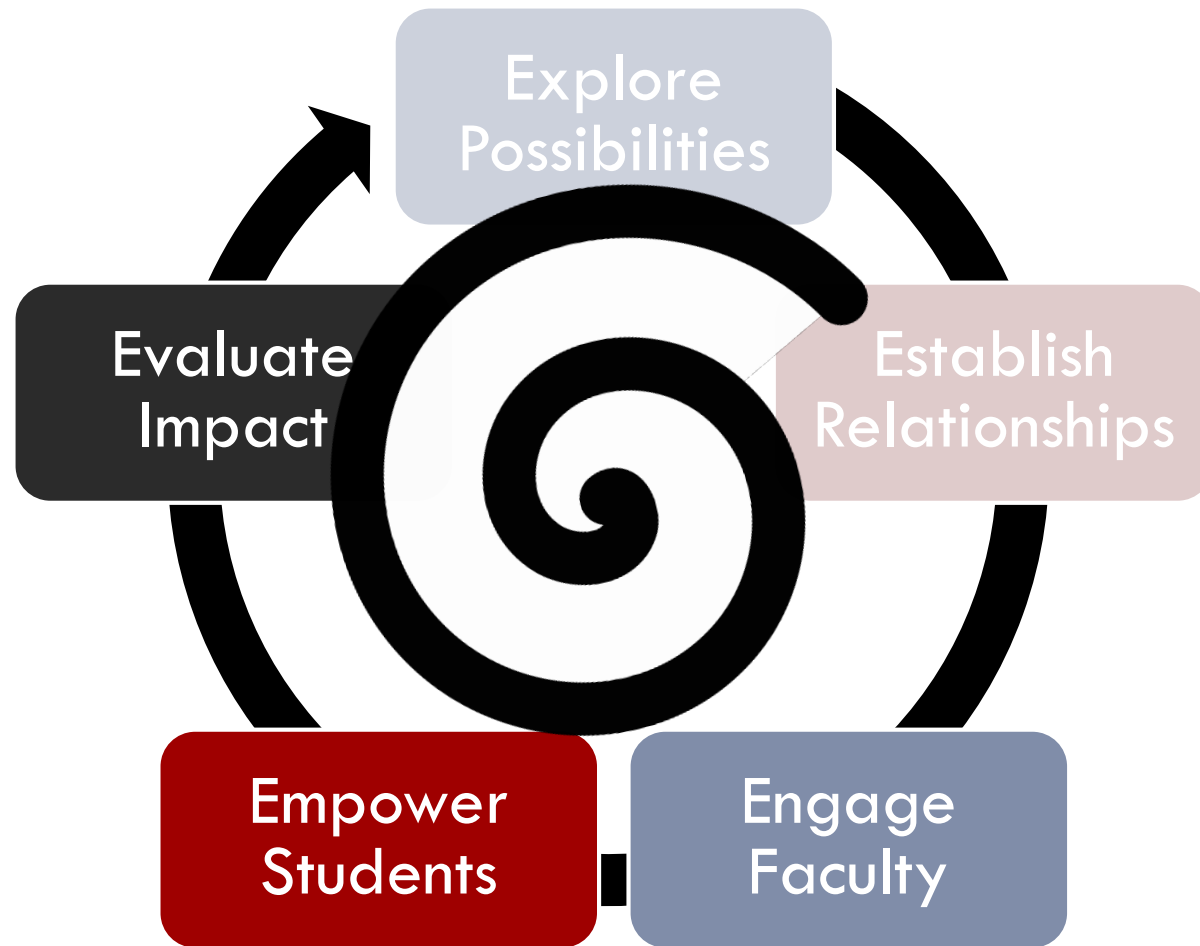
What is the impact of students' community engagement on 6th grade reading levels in our district?

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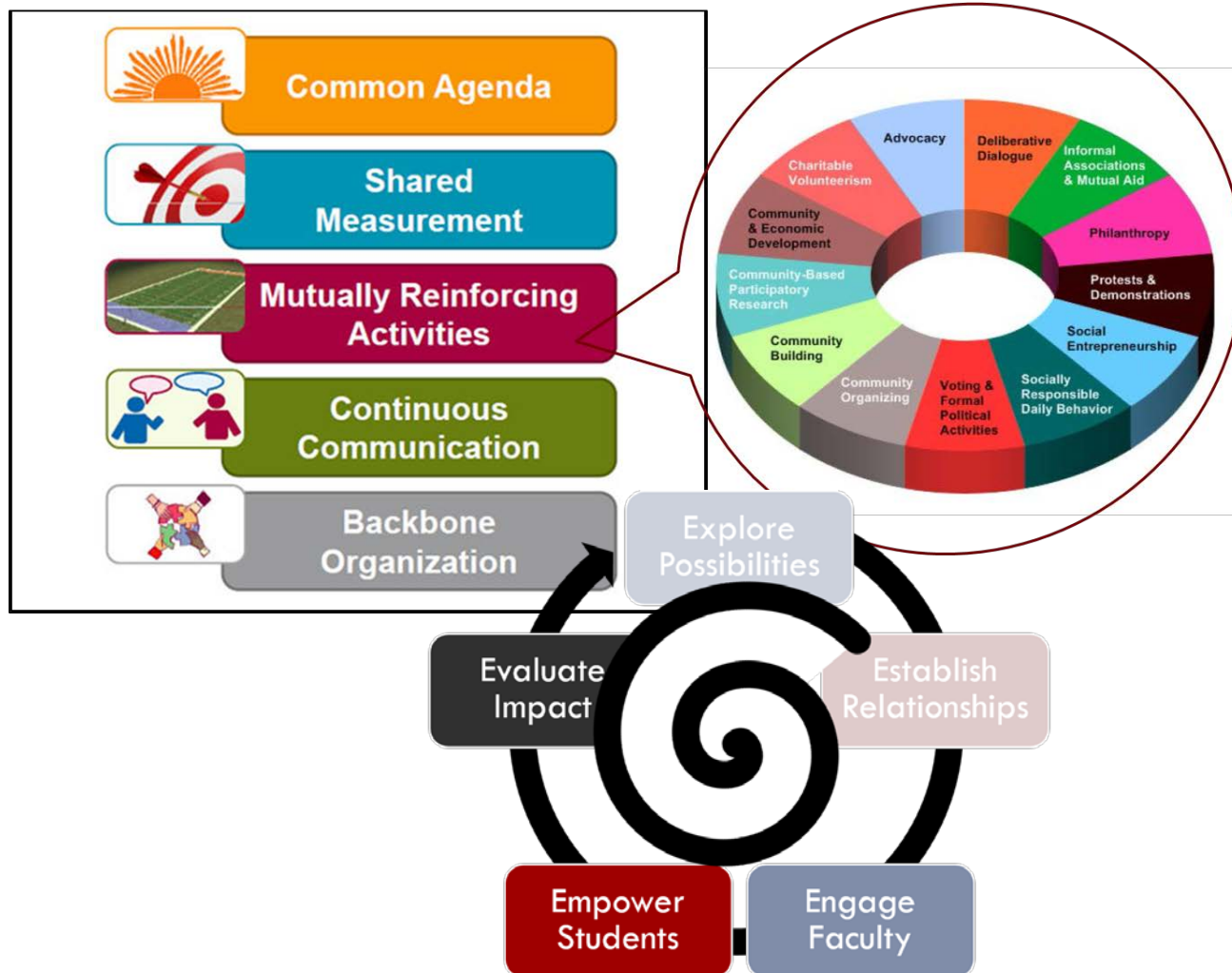
Co-creating Collaborations



Co-creating Collaborations



Collaborations for Change



Assessment

- Next Steps
- Revisit goals—met?, how? how better?
- Key take-away from today

Thank you for your time today!

*Special thanks to NOVAA for the invitation
and to my co-authors Christine Cress & Joyce Kaufman*

*Never doubt that a small
group of thoughtful,
committed citizens can
change the world. Indeed,
it's the only thing that ever
has.*

*Margaret Mead
(Lutkehaus, 2008)*

*If you have come here to
help me, you are wasting
your time.*

*But if you have come
because your liberation is
bound up with mine,
then let us work together.*

*Lila Watson, Aboriginal
Activist and Educator*

Design CE for Learning Outcomes

- What civic engagement activities will help students learn course material?
- Which model of CE best fits your learning objectives?
- What will take students to the next level of knowledge/skills/attitudes/behaviors/civic identity?

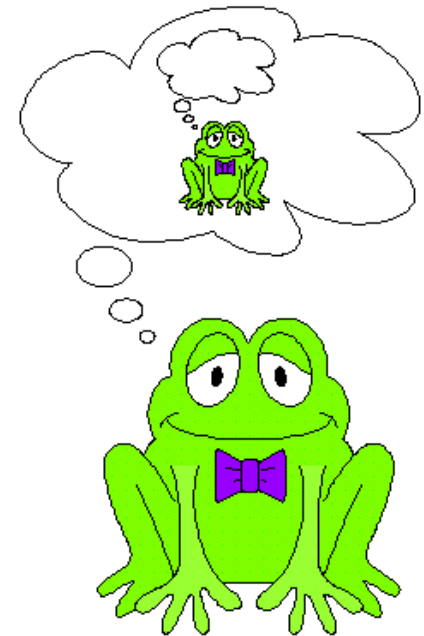
Selecting Faculty Partners

□ Reciprocity

- What can students contribute with their level of knowledge/skill, etc.?
- Where in the community or on campus are the knowledge, skills, etc. you want students to learn utilized, applied, displayed or in need?
- What kind of work could students do at that site that will help them learn and engage?
- How close does it need to be?

Student Learning from CE

- Reflection on Experience
- Reflection...
 - ▣ is the means through which we learn from experience
 - ▣ is required in order to shift perspective
 - ▣ is an opportunity to identify problems and concerns
 - ▣ takes many forms, not just journals
 - ▣ can be assessed with respect to learning objectives
 - ▣ is uniquely human (as far as we know)



Critical Reflection

- Critical in this context has two basic meanings:
 - *Critical thinking* to generate, deepen, and document your learning, critiquing your own and others' reasoning in terms of such criteria as logic, clarity, fairness, consideration of multiple perspectives, and use of evidence, among others. Critical thinking entails *metacognition* – thinking about your thinking.
 - *Critical inquiry* to try to understand your own and others' underlying assumptions and systemic problems, ask questions about who does and does not have power in given circumstances, and challenge structural inequalities and dominant ways of thinking and acting.
- Critical reflection uses critical thinking to engage in critical inquiry. It is the mechanism through which students can “go upstream” to understand root causes of problems, how they affect people in different ways based on their positions in society, and what civic actions can address those problems.

Reflection Techniques

- Written reflection
 - ▣ Analytical vs. journaling
 - ▣ Structured questioning
 - What? So what? Now what?
 - DEAL – Describe, Explain, Articulate Learning
 - Sentence Stems – “I expected the kids to be...”
 - Open-ended prompts – “What did you learn?”
- Discussion
 - ▣ Open format

Reflection Techniques

- Written reflection
- Discussion
- Structured dialogue
 - ▣ Save the Last Word for ME!
 - ▣ Concentric Circles
 - ▣ Chalk Talk
 - ▣ Deliberative dialogue – e.g. National Issues Forums
 - ▣ Protocols – e.g. National School Reform Faculty

Assessment of CE

- Appropriate Assessment
 - ▣ Assessing student learning from CE
 - ▣ Assessing community impact from CE
 - ▣ Assessment tied to learning objectives
 - ▣ Closing the loop – feedback between partners and students



Sharing CE: Public Citizenship

- Public Citizenship
- Inspiration, information, and documentation
 - ▣ Make presentations public
 - ▣ Invite partners
 - ▣ Post and share papers
 - ▣ Deliver final products to many people
 - ▣ Make copies available online
 - ▣ Share portfolios
 - ▣ Don't leave it on the shelf