

Building a Community-University Modeling Partnership

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The makings of the Detroit - MSU modeling partnership

Relationship & Network Building

- ❑ Champions. Sponsors.
- ❑ Collaborators – Community Leader, Community members; MSU Staff, Faculty, and Students

Systemic Engagement

- ❑ Practices & Tools for Strengthening “Community Engagement”
 - ❑ Dialogues
 - ❑ Workshop Reviews
 - ❑ Faculty Learning Circle
- ❑ Engagement of Scholars in Community

Participatory Modeling Conference – Action Learning

- ❑ Designed a high-impact, relevant experience for community attendees to introduce to systems thinking and participatory modeling methods
- ❑ Create awareness of benefits of modeling and stimulated desire to engage [change management]

Doing Participatory Modeling – The Journey

2015

Pre-Conference – Why Model? Model what? Model how? Design Experience. The Invite. The Workshop.

Conference – Orient. Demonstrate. Do.

Post-Conference –

Perceived Benefits of modeling. Commitment and Capacity Conversations. Core Team Development.

2015-2016

Modeling in “Real Time”: Urban Livestock Policy Development

Doing Participatory Modeling – The Journey

2016

SESYNC Work Group work session

Modeling in “Real Time”: Flint – Trusted Conversations (The Water Crisis)

ICM Conference –

- Reconvene Community & Rebuild momentum.
- Re-Activate SD of Food Security with shift from Household to Systems Focus.
- Demonstrate SD of Urban Livestock and Policy Analysis.

Post-Conference –

- Structure: Core Team Development; Project Team Formation
- Training: Participatory Practices & Modeling Methods
- Modeling Initiatives: Urban Livestock; Food Security; Compost Ecosystem, Infrastructure, Economics and Food Waste Ethics; Open Space Planning for Food Systems Developments

Modeling Partnership Initiation

How engagement begins

1. Scientist initiation

- Scientist – Student – Community Leader – Community
- Driver: Research
- Community treated as a “lab” and community members as “research subjects”

2. Community Leader initiation

- Community Leader – Community – Scientist – Student
- Driver: Community issue/opportunity
- Scientists and Students are treated as “resources”

3. Collaborative initiation

- Co-leaders – Co-laborers
- Complementary drivers – Community issue/opportunity “and” Research
- Community-based Participatory Research
- Participants treated as “collaborators”

Ten (10) Partnership Opportunities & Challenges

- ❑ The “Sweet Spot”
- ❑ Orientation & Approach
- ❑ Using Modeling
- ❑ Practices and Tools
- ❑ Building the Modeling Community
- ❑ Capacity and Commitment
- ❑ Resource Constraints
- ❑ Language and Communications
- ❑ Product Ownership & Use
- ❑ Usability of Products

Opportunities & Challenges

Finding the “Sweet Spot”

University	Community
Teaching, Learning, Research, Employment Teaching and Student Learning Scholarly Engagement Research and Publications Employment (Eligibility, Promotion, Tenure)	Initiatives, Development/Improvement Change Initiatives Capacity Building Initiatives Services Development and/or Improvement Programs Development and/or Improvement

Opportunities & Challenges Orientation & Approach

University	Community
Shifting Orientation and Approaches	
From "Project Management"	To <i>"Project Management, Program/Service Management and Infrastructure Development"</i>
From "Problem Solving" – How do we fix this?	To <i>"Generative Thinking, Creative Tension" – What do we want to create?</i>
From "Deficit" orientation– What we don't have and what we can't do NOW	To <i>"Resourcefulness" orientation – What we do have and what we can do NOW</i>

Opportunities & Challenges Using Modeling

University	Community
Explaining what modeling is and how to use modeling to do academic and community work	Understanding what modeling is and how to use modeling to do community work
Guiding selection of appropriate modeling method(s)	Selecting appropriate modeling method(s)
Developing modeling training programs oriented for community learners	Learning in university setting as community learners
Accessible university programs – distance, time of course offerings, costs	Accessibility to university programs – distance, time of course offerings, costs

Opportunities & Challenges

Practices and Tools

University	Community
<p>Workshop Guidelines [Modeling building process focused]</p> <p>Questions - Framing, Clarification</p> <p>Diagrams – technical visual language</p> <p>Storytelling – Using stories to communicate research methods</p> <p>Software – University industry standards (STELLA)</p> <p>Appropriate/Common technology: Computers</p>	<p>Dialogue Guidelines [Participant Interaction process focused]</p> <p>Questions - Framing, Clarification</p> <p>Drawings – non-technical visual language</p> <p>The Power of Story – Sharing the Lived Experience (Including the Emotional Center), Learning, Documenting, Knowledge Sharing, Reporting</p> <p>Software – Ease of Use, Affordable</p> <p>Appropriate/Common technology: Computers (limited access), SMART Phones w/Cameras and Recording apps</p>

Opportunities & Challenges

Building Modeling Community

University	Community
<p>Practice & Transfer modeling knowledge Learn & Assimilate modeling knowledge</p> <p>Learn from community “lived experience” perspectives</p> <p>Respect, seek, welcome local knowledge</p>	<p>Learn & Assimilate modeling knowledge</p> <p>Learn from scientific, research, academic perspectives</p> <p>Respect, seek, welcome scientific knowledge</p>

Opportunities & Challenges

Building Modeling Community

University	Community
<p>Lead Collaborator: Faculty leaders (Scientists, others)</p> <p>Modeling Practices</p> <p>Facilitators, Modelers, Process Evaluators</p> <p>Scientific Knowledge holders (Experts)</p> <p>University Researchers</p>	<p>Lead Collaborator: Community leaders</p> <p>Community Mobilizers: Organizers, Activists, Advocates</p> <p>Participatory Practices</p> <p>Impacted Citizens, Facilitators, Process Monitors, Process Evaluators</p> <p>Community Knowledge holders (Experts)</p> <p>Community Researchers (CBPR)</p>

Opportunities & Challenges

Capacity and Commitment

University	Community
<p>Modeling readiness: Limited # of faculty, staff, students skilled in modeling methods</p> <p>Limited # of modelers <i>in the sweet spot NOW</i></p>	<p>Participatory Leadership readiness: Limited # of leaders skilled in systems thinking, participatory practices</p> <p>Limited # of staff, volunteers or service providers <i>in sweet spot NOW</i></p>
<p>Core Team Development – “Coalition of the Willing”</p> <p>Small Beginnings</p> <p>Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."</p>	

Opportunities & Challenges

Resource Constraints

University	Community
<p>Time – Academic Calendar Tenure and Graduation timelines</p> <p>Fundable research & learning</p> <p>University, Federal & National Funding for university participants; Generally funds secured for community participants is limited (small stipends)</p>	<p>Time – Daily operations Seasonality of Work</p> <p>Fundable engagement</p> <p>Fundable planning & implementation</p> <p>Local Donations, Fundraising & Funding for community participants</p>

Opportunities & Challenges

Language and Communications

University	Community
Science & Academic Speak	Community Speak
Translating Science & Academic Speak	Translating Community Speak
Communicate academic context, audiences, needs, desired outcomes, priorities	Communicate community context, audiences, needs, desired outcomes, priorities
Communicate to diverse community audience	Communicate to diverse academic audiences

Opportunities & Challenges

Product Ownership & Use

University	Community
<p>Internal policies and processes governing product ownership and use not known and/or clearly defined; may not be in writing</p>	<p>Not aware of university policies and processes governing product ownership and use not known and/or clearly defined</p>
<p>Ownership and use policies and processes not communicated and/or not communicated clearly to community partner; may be verbal only</p>	<p>Ownership and use policies and processes not communicated and/or not clearly communicated by university partner</p>
<p>Agreement on how university partner will use products generated from the project not clearly defined; not clearly communicated to community partner; may not be in writing</p>	<p>Agreement on how community partner will use products generated from the project not clearly defined; not clearly communicated to university partner; may not be in writing</p>

Opportunities & Challenges

Usability of Products

University	Community
Formatting of products suitable for university audience May not be suitable for community audiences	Formatting of products suitable for community audiences – Leaders, staff, policy makers, residents, Seniors, adults, young adults, youth, children May not suitable for some university audiences

Thank You!!!

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