collaboratory
at THE NEW SCHOOL

Interim Report
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1. Executive Summary

The New School Collaboratory is a two-year research and design initiative launched formally in June 2013 with funding from the Rockefeller Foundation. It aims to enhance the University's efforts to foster meaningful, efficacious, and sustainable engagements with communities and external partners in New York City. Through cross-cutting analysis of a set of partnership projects, the Collaboratory seeks to identify the challenges of and best practices for collaboration from the perspectives of all stakeholders, including communities, institutional partners, students, and faculty.

Social engagement is an essential part of the University's progressive legacy and educational vision. Given the complexity of today's world, socially engaged education, with its focus on critical thinking, creativity, problem solving, and collaboration is essential to prepare students for the 21st century. Students must be equipped to work across boundaries (sectors, cultures, disciplines, etc.) to solve problems in innovative ways and to act as responsible and active citizens. To achieve this, it is imperative to create learning environments that are interdisciplinary and engaged with real-world problems and partners. In addition to its educational value, The New School's public engagement contributes to new knowledge and capacities that benefit diverse external partners and communities.

The projects associated with the Collaboratory provide a unique opportunity to learn about how The New School collaborates at a process-based level. The interdisciplinary teams of designers, artists, curators, filmmakers, and social scientists combined with a wide array of students, community groups, citizens and other organizations constitute a fairly complex assemblage of skills, perspectives, interests, histories, goals, and desires. To track how these various actors work together, how they share knowledge and skill sets, and how they present differing approaches to community engagement and social innovation is an invaluable opportunity to study emergent forms of collaboration as they unfold. The complex problems of today require networked, interdisciplinary forms of knowledge to be solved. As The New School affirms its commitment to being an active player in promoting transformative change in New York City and beyond, it is important to gain a more nuanced understanding of how such complex endeavors work.

This interim report is the outcome of qualitative research conducted by Collaboratory researchers between January and July 2014 across six project partnerships (the Community of Practice). The report provides an analysis of the challenges and some emergent best practices identified across these case studies. The findings in this report are meant to serve as a jumping off point for the next phase of the Collaboratory. In particular, we hope to host a set of workshops involving diverse stakeholders to generate and subsequently test solutions to the challenges of socially engaged education and knowledge creation identified in this report. The report shares interim research findings and proposes critical questions around which we would design the proposed set of workshops in the coming year.

Summary of Findings:

- There is a strong desire for tools and systems that can be used so that each partnership does not have to start from scratch. Faculty are seeking ways to promote best practices that are flexible enough to allow partnerships to exist on a variety of scales, among diverse groups, and aimed at diverse ends.

- Students of The New School are excited by opportunities to work with outside partners in local communities. Such opportunities allow students to develop and refine new skills in a real-world setting, extend their own professional networks, and do work that matters to them personally. However, students find that there are a number of practical barriers to pursuing these opportunities. Students feel that it is difficult to find such courses, that course learning objectives and activities tend to be unclear, that courses

sometimes focus too much on building rudimentary skills, and that there are few opportunities to continue working with community partners after the course of a semester.

- While faculty engaged in the Collaboratory are proud of their socially engaged teaching, scholarship, and practice, they feel insufficiently supported by the University in pursuing this work. At present there is a paucity of institutional or peer-driven means for faculty to find professional development or other support for such work. Faculty also feel that the time-consuming nature of working with outside partners is not taken into account in workload decisions. Adding to this challenge, publicly engaged work is not seen as fully valued in promotion and tenure review.

- Faculty and external partners view the University as lacking the institutional infrastructure and resources to support complex, publicly engaged partnerships. While faculty and external partners would like more institutional support, they are also wary of standardization of approaches to social engaged education and scholarship. As The New School considers how it can further support publicly engaged education, care should be taken to preserve the diversity of forms and scales of publicly engaged projects.

While the report focuses on the challenges of public engagement, it is clear that the Collaboratory projects are evolving in exciting ways and, while still at an early stage, are achieving recognition and interest in new contexts. They are a testament to the meaningful work that faculty, students, and partners can co-create when given the opportunity to develop sustained initiatives to address complex social justice and sustainability issues. We hope our interpretations adequately reflect what we observed, read, and heard from these dedicated and creative individuals. We also hope that this research will contribute to enhancing The New School's ability to support these types of efforts more broadly.

Assumptions:

The New School Collaboratory's focus on socially engaged teaching and scholarship is informed by the following assumptions:

- To solve complex problems it is necessary to cross-disciplinary, cultural, and sectoral boundaries.
- Successful social innovation to improve lives and address the challenges of the 21st century entails new forms of interaction, organization, policies, products and services, technologies, and systems.
- Communities possess critical experience, insights, and knowledge for addressing systemic failures and creating innovation. Collaboration with communities is a highly effective way to generate sustainable solutions to local and global problems.
- Universities have a wealth of underutilized resources to contribute to solving complex social problems and a responsibility to channel these resources effectively.
- Learning that is organized around real-world issues and based on the values of active citizenship and interdisciplinary problem solving prepares students to become skilled changemakers throughout their lives.

2. Description of Collaboratory

The Collaboratory includes the following components:

- **Project Partnerships** - The Collaboratory project partnerships are illustrative case studies of more widespread efforts: They represent a range of practices that provide insights relevant to The New School more broadly. Each project received funding of $20,000 to help advance work over two years. These funds were allocated through a call for proposals initiated by the Provost's Office and a selection committee with representatives from across the University. The selected projects vary in terms of pedagogical approaches, disciplinary perspectives, types of partners, issue focus, duration, and scale. Each of the six project partnerships examines and tests new approaches to creating a more just, resilient, and equitable society, including strategies that specifically address race, gender, class, ability, poverty, and sustainability. They also advance innovation in socially engaged, problem-focused learning and public scholarship with external partners and communities.

- **Crosscutting Research** - Collaboratory researchers have been conducting interviews with faculty, students, and partners, as well as field observation in classrooms, partner communities, and Community of Practice meetings. Through analysis across the selected project partnerships (the "case studies"), the research aims to identify challenges and best practices of creating deep, sustained, and interdisciplinary collaborations with external partners from the perspectives of all stakeholders.

- **Community of Practice** - The Community of Practice is a context for peer learning that includes the faculty, students, and partners from the six project partnerships and other interested individuals from across the university. The Collaboratory's Community of Practice includes 48 participants (including faculty, external partners, and research assistants) and reflects a wide constellation of programs including Media Studies, Food Studies, History, Anthropology, Sociology, Psychology, Transdisciplinary Design, Arts, Media and Technology, and Management, among others.

- **Prototyping** - During its second year the Collaboratory expects to prototype and field-test selected solutions designed in response to the research findings. These prototypes will seek to enhance the University's capacity to engage in socially engaged education and scholarship.

3. **Emergent Findings**

Icons to identify quotations:

🍎 Professor

🤝 Partner

👨‍🎓 Student

Practices of External Engagement and Interdisciplinary Collaborations

In this section, we investigate the common challenges and some emergent best practices of developing collaborative projects.

Creating and Sustaining Partnerships

Project partnerships varied in their genesis.   Some were co-created from the beginning with partners, while others involved pre-existing programs that were being replicated with a new partner. The project development cycle has distinct phases including discovery and incubation, mutual problem setting and negotiation, sustained engagement and research, and delivery. In cases where one of the partners has already developed programming these phases may change.

- Central Role of Faculty: A common thread across these phases is the unique role of faculty. Partners are usually found through the personal and professional networks of faculty. Moreover, faculty has the responsibility for creating and sustaining relationships with external partners.

- Central Role of Partner: Depending on the partnering institution, individuals with varying levels of authority were designated as the primary partner. The role of partners in their home institutions is analogous to the role of faculty at the University. Partners are responsible for communicating with faculty and university administration, with varying amounts of support from their own institutions. Like faculty, much of the time spent managing projects is unremunerated.

- Building in time for start-up: Creating the context for incubating collaborative projects is important to get them off the ground effectively. Successful partnerships tend to have a long incubation period. In the early stages of project partnerships, a large amount of work goes into exploring goals, defining how the partnership will operate, building relational capital, and project planning. This means establishing roles for faculty, students, and partners; structuring the engagement between classes and communities; assessing

needs and capacities; developing the curriculum and writing grants, among other tasks.

- Integrating Reflection Opportunities: Faculty and partners have found that periodic moments of critical reflection are essential to the process of collaboration, allowing partnerships to identify problems and strengths, propose solutions, and plan future work.

- Engaging Graduate Research Assistants: Having a strong graduate research assistant who can help facilitate the development of the project partnership can add enormously to the effectiveness of the collaboration across faculty, students, and partners.

> 66 You've got conflicting interests here because you all want good evaluations from the students and so as the semester comes to a close your interests have completely shifted from what your interests were at the beginning of the semester."

Managing Tensions Between Competing Interests

There is a structural tension between the needs of partners and students, and academic careers. Sometimes this tension causes a shift in faculty focus during the semester. As the 15 week semester progresses, faculty may shift focus from public engagement and producing deliverables for partners to learning outcomes for students.

- Integrating Partners in Course Development: Effective collaborations plan course activities with partners closely engaged in the course development. Sometimes this means co-writing syllabi that effectively align the needs, capabilities, and timelines, of partners, faculty, and students. When partnerships co-designed a syllabus there generally was more productive and mutually beneficial outcomes.

- Designing Courses over Multiple Semesters: Some partnerships devised syllabi that were designed to span multiple semesters each with a

different, attainable goal that built upon the prior semester strengthening outcomes for students, partners and faculty.

- Operating from a Standard Template: In one case, the faculty person offered the partner a well-tested program that was ready to implement. Depending on the objectives sought, offering a "ready made" collaboration can streamline the process of collaborations and reduce the amount of time needed to incubate and execute project operations.

Capturing Institutional Knowledge and Memory

Throughout the partnership, faculty, students, and partners generate a body of knowledge related to creating and sustaining external partnerships.

- Sharing Best Practices: There is presently no means to archive and retrieve this institutional knowledge so that it can be used to generate best practices for future collaborations.

Measuring Progress and Impact

Establishing shared metrics are important in that they help all project stakeholders to assess the progress of projects on an ongoing basis in order to make course corrections and resourcing decisions. Currently there is no university-wide system of assessing external partnerships from the perspective of their effectiveness in achieving educational and community goals.

> " I don't even think The New School knows what success looks like."

> " The New School is the least adept at defining success for itself, let alone for its project. It becomes default. The default becomes the end of the semester the students need grades and I need a good evaluation as a faculty."

Just as there are no University wide metrics for measuring the success of partnerships, there are sometimes different definitions of success within projects themselves. In some cases, faculty may feel that the work produced by students in the course of a project is exemplary and indicates that the partnership is effective, while partners may be disappointed with the caliber and utility of that same work. This difference points to the need not only for University wide metrics

of success, but also for metrics of success within individual projects.

- Creating Assessment Tools: A common assessment framework is needed; however, it must be flexible and recognize that students, faculty, and partners may initially differ in their definitions of success. Therefore, it is crucial to establish a common understanding of success early in the process and re-evaluate it continuously.

> " The main thing I don't understand about universities is why universities don't use success metrics to determine distribution of resources."

Workshop Proposal

This workshop series aims to find ways to enhance mutual discovery and goal setting; to more closely align educational goals and learning outcomes with partner needs; and to ensure that socially engaged courses and pedagogy are matched to the needs and desired outcomes of partners and communities.

Key Questions:

- How might we design systems to turn dispersed, tactical, ad hoc knowledge developed in the context of collaborations into strategic knowledge and institutional memory that will be useful in the future?

- How might we prototype tools and systems, such as assessments, that enable scaling, sustaining and/or replicating certain aspects or outcomes of projects, but do not overly standardize the practice of external collaborations?

- How might we sustain peer learning and nurture a community of practice across diverse modes and scales of social engagement so that smart practices and solutions can spread and no project is alone in challenging times?

3.2 Student Experience and Curriculum

Introduction

For many students, The New School is an attractive choice because of its commitment to interdisciplinary education and social engagement. The University's location in New York City provides students with a chance to build their professional networks in diverse fields and connect theory to practice. Although students are excited to do meaningful work, many find that programs and courses do not always meet their expectations in this area. This section of the report outlines key areas of opportunity for improving student experiences.

Course Design, Selection, and Preparation

Students often bring a nuanced understanding of social justice issues into their classes and they expect to have opportunities to explore these issues in an applied manner. Problems arise when students and faculty have differing practical and conceptual understandings of community engagement and social justice.

- Laying the Conceptual Groundwork: Establishing a critical understanding of social justice issues and language at the start of a course is essential in order to build trust among faculty, partners and students.

Successful publicly engaged, project-based courses benefit when students come from diverse disciplinary perspectives that enhance opportunities for collaborative work.

- Navigating the Curriculum: Most of the support available for course selection decisions has a program-based focus, making it difficult for students to understand opportunities for learning across divisions and programs.

Open enrollment in project-based courses, can result in a wide variety of student capacities and interests in a class.

- Preparing Students for Engagement: Because faculty lack the means to identify student capacities and interests before the start of a course, they sometimes devote a significant portion of the semester developing foundational knowledge and capacities before introducing students to work with partners and in partner communities. This can create frustrations for more advanced students and partners alike.

> " I'm not comfortable creating something that's making profits rather than improving the world. [When I came to Parsons] I wanted something where my efforts would be applied to help people who need help…"

> " I do a lot of advertising work as well. A lot of it was telling people what they want, whether or not they wanted it was a separate story. It was a sort of an ethical thing for me, like 'why would I want to sell things to people that they don't need and didn't want and wasn't trying to make their life better?' I really believe that design should be for people. It should help people. It should make their lives better."

> " Experiential learning is not in the foreground of the program. It feels like an add on. I expected more thoughtful integration."

> " Our students are extremely sophisticated when it comes to social justice … they had [previous] experience. [Some of them said,] I worked with organizations like these and that's not why I came to The New School. [These organizations] seem so detached from the real residents and the real communities. I came to The New School to critique that."

> " It's hard to accept the plurality of language is all equally relevant and important when we've all carved out these areas we are committed to. When you say civic engagement, social justice, how are they the same? How are they different? I think that's where the friction occurs."

Project-based courses are typically more open-ended than conventional courses, and often require more fluidity in their design. In project-based courses, assignments and expectations tend to change over time as student capacities become apparent and partner needs become more defined.

- Establishing Expectations: When the purpose and approach of socially engaged courses are not clearly understood by all stakeholders, student-learning outcomes can become too vague and the desired partner outcomes may also be weakened. Creating a context where all stakeholders are committed to the project as co-learners, co-creators and co-educators, can enhance the experience for all participants.

> " We didn't get a full syllabus on the first day so we were a little in the dark. Every time we had a question about how things are going to work they were like, oh, we should probably talk about that and figure that out. Like okay. Why are we here? We were told straight out that they didn't plan past the fifth week and that was really frustrating. So I don't know how much thought has been put into the program."

Extending the Student Experience Beyond the Course

In many cases, the short temporal arc of courses does not meet the needs of students or partners. While taking public engagement courses, students develop significant practical knowledge about projects, partners, and communities. Once the semester ends and students leave, this knowledge and capacity is lost for partners and communities. Currently, the University offers few opportunities for students to continue their work after the end of a semester. Similarly, new students rarely benefit from the mentoring of former students except when funding is available for teaching assistantships.

> " …if I start building relationships, they are relationships that can continue, not only in that semester but as I am going through to my thesis and I do want to have these connections to these amazing people that are actually doing really great work that all have these relationships and this continued reciprocity of work…"

- The Collaboratory is piloting a summer student fellowship that provides a stipend to students to continue working with partners on promising projects between semesters.
- Partnership case studies are also experimenting with diverse means to sustain the work of students:
  - By recruiting students during their first year at The New School, with the hope that they may continue in research assistant positions or via independent study opportunities over several semesters.

  - By recruiting students to stay on in a volunteer capacity as mentors to new students.

> " It's just that we have the tendency to fit everything into four months. The professors want the students to learn more and try to give and provide [the partners/community] with the best experience. It's difficult to fit that into four months...it felt like rushing."

Workshop Proposal

This workshop series will aim to address challenges related to the student experience of working in interdisciplinary partnerships with external partners and communities by addressing three key areas of opportunity.

Key Questions:

- How might we design socially engaged course offerings such that they align and balance partner goals, educational goals, and the capacities and motivations of students?

- How might we redesign the trajectory of student experience so that their capacity to work with communities is developed incrementally and reflexively throughout various forms and scales of public engagement and over time?

- How might we make the student capacity to co-create change with communities a more significant aspect of learning goals across the University schools and divisions

3.3 Teaching, Scholarship, and Faculty Affairs

Introduction

The faculty who pursue publicly engaged scholarship do so because of their deep commitments to social justice issues. This section examines commonly shared challenges facing faculty who pursue socially engaged teaching and scholarship.

Faculty Development

Faculty who participate in project partnerships are collaborating at multiple levels: with partner organizations, students, administration, other faculty, and outside communities. Effectively managing these ongoing relationships requires a set of skills and capacities including trust-building, active listening, establishing mutuality, managing expectations, and the co-creation of a common working language and processes. Often, many of these skills are not part of faculty expertise.

- Building Faculty Skills: Although The New School is committed to interdisciplinary, publicly engaged teaching and scholarship, cultivating these skills among faculty is not seen as a formal goal of faculty development. As such, faculty are largely on their own as they face the unique challenges and difficulties of working across divisional lines or with outside collaborators.

Peer Learning

While faculty can look to their colleagues for guidance when they need assistance with conventional academic work, peer-learning networks for publicly engaged work are just emerging at The New School. A lack of a peer-learning networks means that there are few spaces for faculty to critically reflect on their practices.

- Creating Mechanisms for Peer Learning:
  - Members of the Community of Practice have found it useful to develop their own peer-learning networks for the purpose of critical reflection, some using private blogging platforms. Others have designed formal points of engagement among project participants for peer reflection.
  - During the convenings of the Collaboratory Community of Practice we have begun to see how peer learning might take form. In these meetings, members of the Community of Practice (including faculty, students, and partners) come together to identify common problems and potential solutions, allowing members a context for sharing both their frustrations and their expertise.

Workload

> " When I was a producer and a production manager…my specialty was bringing disparate disciplines together… how do you knit people with their own cultures and their own ways of doing things together? That's been my life."

> " Collaboration skills are not just something you read in a book or see in a video or hear in a lecture. You actually engage with a partner, and you have to speak the partner's language. You have to decide what the deliverables are and deliver them in fifteen weeks which is usually really, really too short.

> " We don't also provide faculty with the kinds of support from the point of view of professional development that can encourage involvement in this area. We don't make it clear that in fact these areas are in sync with people's professional goals and that this institution is a place where you could perform these goals."

> "It's really important to learn how to be an active listener, which is that you understand the concerns of the other side and that you learn their language as quickly as possible"

> " So you acknowledge these differences and then you figure out is there anything similar or mutual. And if we can trust each other, if there is some kind of mutuality then we can blend. And it's a slow process."

> " In fact I was questioned whether or not I was teaching the right amount of classes this year. I pointed out to a person who is supposed to keep track of my workload that I had worked on [preparing] the class first semester. And they went "no, no, no."

Creating sustainable engagements that are useful to partners and gratifying for students and faculty is a time-consuming process. This is particularly true in the early stages of partnerships when faculty must establish trust with partners and co-create project-based courses. As they continue, projects require frequent communication between faculty, partners, and students in order to respond to the problems that inevitably arise from collaborative work.

- Re-configuring Workload: The time consuming work of incubating partnerships, designing project-based syllabi, and teaching collaborative courses often goes unrecognized as faculty workload. Course releases are seen as one solution that would help faculty to free up time to work on more time-consuming, project-based courses and to improve outcomes for all stakeholders.

For tenure-seeking faculty, publicly engaged scholarship presents particular challenges. Many faculty members felt that their collaborative, publicly engaged work makes them better scholars and educators. However, the time demands of building and managing partnerships can be problematic for tenure-track faculty who are expected to focus on more conventionally acceptable scholarship that will enhance their academic dossier. Additionally, many faculty members are concerned that this type of socially engaged work will not be seen as valid scholarship during tenure and promotion review.

- Evaluating Faculty: There needs to be a shared understanding of what is evidence of excellent publicly engaged scholarship and publicly engaged teaching. Such work should be considered holistically as part of both teaching and scholarship in reappointment, promotion, and tenure review.

Workshop Proposal

This workshop series aims to find ways to make socially engaged work valued as scholarship; recognized, resourced, and compensated for in terms of the additional investment of faculty time and energy; and supported in terms of faculty development and peer learning.

Key Questions:

- How might we develop new forms of faculty development to include capacity for creating and managing collaborations that are interdisciplinary and focused on social justice and sustainability outcomes?
- How might we better support the faculty committed to socially engaged work, tenure-track or otherwise, so that their work is visible and valued as a central part of scholarship, service, and pedagogy?
- How might we create forms of administrative support and compensation that recognize the time-consuming work of socially engaged education and support faculty regardless of their title or point in their professional career?

New Report focuses on Publicly Engaged Teaching and Scholarship

In April 2014, The Civic Engagement and Social Innovation Committee at The New School for Public Engagement (NSPE) produced a report entitled Evaluating the Publicly Engaged Work of Faculty: Ideas, Principles and Practices. This report provides important recommendations about how to advance publicly engaged scholarship. The report states:

"The goal of evaluation at NSPE is twofold: to develop individual faculty members to their highest potential; and to build a bold, innovative and heterodox faculty for the twenty-first century. The standard categories of teaching, research, and service provide flexible rubrics for evaluating faculty work. At the same time, public engagement efforts often cross these categories, making documentation and evaluation challenging. This report provides guidelines for faculty to document this work if they choose to do it, and for review committees to evaluate it." (p3)

3.4 Teaching, Scholarship, and Faculty Affairs

Introduction

While there are widespread examples of faculty working on socially engaged teaching and scholarship, they work in relative isolation and their aggregate individual commitments to public engagement do not translate into an institutional capacity for deep and sustained collaboration with external partners. This section articulates the need to develop more formal institutional capacity and additional resources support publicly engaged teaching and scholarship.

Institutional Infrastructure

While there is a robust set of institutional resources and protocols that support conventional academic work, there is less formal infrastructure and processes supporting the non-standard work of collaborative partnerships and public engagement. Instead, faculty, students and partners interact with the existing University administration using ad hoc means.

- Formalizing administrative roles: For all stakeholders, it can be unclear where and how support and resources can be accessed and who can fix emergent problems. Without a designated person or group who is formally charged to address the issues of complex partnerships across University silos, the partners relied on faculty who often lack the administrative power (or time) to help. This type of challenge points to the need for more formal administrative processes and systems to build and sustain partnerships.
- Recognizing the role of partners: In addition, the voice of partners is not represented in University processes and governance and there is no special designation for partners who have been working with the school in a meaningful way. Indeed, several partners were concerned that they were contractually designated as "work-for-hire" by the University, and not as equal partners.
- Creating enhanced institutional capacity: The need for

> " No one else at The New School...has the experience or the knowledge that I have in terms of partnering and [...] so many of the bumps that we come up against that are institutional bumps can be navigated, I think, if I'm at the table."

Milano Partnership Hub Working Group Recommendations

Last semester, a working group tasked by the Milano Dean to create a Partnership Hub at Milano made a set of recommendations for increasing the Milano School's capacity to engage in external partnerships. Many of these recommendations, summarized below, are relevant across the University:

- Enhanced staffing
- A searchable database of partnerships and clients
- More resources to support public engagement in the curriculum (i.e. in particular, for teaching and research assistantships)
- Better student preparation and advising for publicly engaged learning experiences
- Enhanced visibility for our socially engaged education, externally and internally
- Better faculty development and support for publicly engaged teaching and scholarship
- More focused fundraising to support deep and sustained external partnerships

> *"There could be an interface with community so that [The New School] is clear and transparent. So that the community understood… why it would want to be involved with The New School, what The New School could deliver to them, why in fact it is worthwhile to do that. But there isn't…. the portal is for entry."*

> *"[The New School] does not provide faculty with kinds of facilitated ways in which they can actually support those kinds of relationships."*

> *"Some of these challenges can be addressed through faculty development, but there is also a very strong need for administrative support for partnerships so that faculty do not need to do everything."*

enhanced institutional capacity to do meaningful publicly engaged teaching and scholarship with external partners has been recognized by not only Collaboratory members but also various important committees, initiatives, and working groups at the University. Several have recommended the creation of a kind of clearinghouse -- or hub, or center, -- for all activity involving The New School's publicly engaged external partnerships. Such a "clearinghouse" or "hub" could provide a more accessible public-facing entry point for external partners, facilitate workflow of project partnerships, enhance and allocate resources, interface with diverse administrative departments of the University, and support publicly engaged work of the University in other ways. While not the only solution, a "clearinghouse" or "hub" could provide more central support for faculty, partners, and students.

Funding

The funding from the Rockefeller Foundation that is supporting the Collaboratory over two years, has been essential in supporting the time of external partners, research assistants, summer student fellowships, community participation in workshops, part-time faculty, and project materials. This type of funding is critical and should be available to project partnerships on an ongoing basis if they are to be sustained.

- Distributing Resources Based on Progress: Recognizing the scarcity of project funding, metrics of success are one way to better distribute future

funding overtime. Assessing ongoing partnerships based on standards would allow the University to identify which projects warrant further funding and which are in need of significant revision if they are to continue to receive support.

- Enhancing the University's Development Capacity: Most project funding has been sourced in an ad hoc way by faculty and partners. Faculty and partners agree that more assistance with fundraising by the University is crucial and that there needs to be a University strategy to support socially engaged projects. They have also felt that there is insufficient support provided by understaffed development office.

- Leveraging the Collaboratory as a Fundraising Vehicle: Due to their individual efforts, some faculty have found that they have been able to attract new funders to their projects beyond the funding provided through the Collaboratory. Several have indicated that the association of projects with the Collaboratory and the Rockefeller Foundation has helped them attract other funding. This suggests that the Collaboratory can be a conduit for future fundraising efforts by the University. However, this will require more strategic and focused support by the University's Development Office than the Collaboratory has received thus far.

Workshop Proposal

This workshop series focuses on the need to build institutional capacities related to external partnership and collaboration.

Key Questions:

- How might we create specific administrative, legal, financial, and operational systems and tools that would ease the temporal and logistical burdens of creating sustainable external partnerships?

- How might we construct new kinds of roles for external collaborators in the University such that they are recognized as equal co-partners, co-learners, public scholars, and co-educators?

- How might we develop a strategic fundraising approach for publicly engaged education?

4. Project Partnerships and Students Work

The following case studies provide brief descriptions of the project partnerships, illustrating their variety in terms of pedagogical approaches, disciplinary perspectives, types of partners, duration, scale and issues being addressed. However, they do not provide the complete detail of each project, which continue to evolve in richness over time. In addition, examples of student work are briefly described to illustrate the variety of student perspectives and approaches.

4.1 Revitalizing NYC

Stakeholders:

Nitin Sawhney PhD, Assistant Professor, NSPE
Lara Penin PhD, Assistant Professor, Parsons
Eduardo Staszowski PhD, Assistant Professor, Parsons
Melanie Crean, Assistant Professor, Parsons
Vyjayanthi Rao PhD, Assistant Professor, NSSR
Manon Slome, President and Chief Curator, No Longer Empty
Naomi Hersson-Ringskog, Executive Director, No Longer Empty
Andrew Moon, Graduate Student Researcher, NSSR

Partner organization mission statement:

No Longer Empty's mission is to widen the audience for contemporary art, to promote socially conscious artists, and to build resilience in communities through art. It does so by presenting professionally curated, site-specific art exhibitions where a community of artists, educators, scholars and the public come together to create and experience art, free of market imperatives and institutional constraints.

Project Summary:

Revitalizing NYC brings together faculty and students from across the various schools of the university (including faculty from Design Strategies, Media Studies, Communication Design and Technology, and Anthropology) with No Longer Empty and other community based partners to explore the possibility of enriching, advocating for, enhancing and learning about the local urban landscape and the communities that exist within it. Revitalizing NYC creates a shared practice of investigating and transforming abandoned neighborhood sites through participatory inquiry, artistic engagement, design-based curatorial interventions, and public action/policy advocacy. The project's goal is to foster research processes, interventions and civic agency that is co-investigated and co-designed with community participants in order to create sustainable structures for community-based artistic initiatives, capacity building and innovative public action.

In its first semester of Revitalizing NYC the Parsons DESIS Lab worked with a class of Transdisciplinary Design MFA students and No Longer Empty to investigate new models for public innovation spaces in New York City. During the semester, students designed a fictional governmental agency in the Lower East Side – The NYC Office of Public Imagination – aimed at promoting social innovations and enhancing the community resilience in the area. In the second semester site and design of creative interventions. Media and Design students worked collaboratively in neighborhoods of Harlem in uptown Manhattan, including Sugar Hill, with community-based organizations and artist-activist collectives to investigate and inform the design of site-specific interventions. In the coming academic year, these two prior bodies of work will inform the creation of 'Social Innovation Labs' where city residents, experts, businesses and governments work closely, together, to develop community-based partnerships to address complex social challenges. Funding for the second year of Revitalizing NYC has been enhanced by a grant from the National Endowment for the Arts. The Collaboratory grant is funding a fellowship for two graduate student teams as a pilot program for supporting exceptional student work beyond the termination of the course in which it was created.

The Urban Atlas Project
Sabrina Dorsainvil & Luisa Múnera

The Urban Atlas Project is an archive of narratives around urban development as seen through the five lenses of stories, boundaries, power dynamics, networks and imaginaries. It serves as a platform for local artists, residents and youth to critically investigate, unearth and imagine the ways in which processes or effects of urban development impact their everyday life.

The objective of the Urban Atlas Project is to develop creative methods of alternatively examining the everyday. The Urban Atlas Project is organized through the Urban Atlas Project (UAP) Youth Initiative, the Urban Atlas Project Collective, made up of citizen artists and designers with an interest in socially engaged art practices, open resident contribution and partnerships with local organizations. The project is designed to allow the individuals directly affected by urban change to collaboratively contribute to the archive. Their guiding tool, the Urban Atlas Guide, exposes UAP participants to creative methods and tools pulled from various artists, social scientists, activists, community organizations and more. By utilizing these tools and reframing their context for urban investigations UAP participants can unearth the past, reveal the present and imagine the future of their city. No Longer Empty, the partner organization collaborating with Collaboratory is a partner of the UAP.

Walk Harlem
Nour Chamoun, Daryl Meador, Ann-Sofie Persson and Hugo Rojas

"Walk Harlem" is a participatory project developed to promote social change through the use and creation of maps and walking experiences in the area of Harlem. Behind the project is an attempt to discover more about how culture and political history relates to place. The idea is that participants will be able to see their neighborhood in a new perspective or discover aspects or parts of its history previously overlooked or unknown to the participant. The goal is for the participants to gain new knowledge, or to see an old familiar place from a new perspective. The project further aspires to humanize neighborhoods that are often understood only in terms of statistics or stereotypes. The participant will be able to walk through a mix of art experiences and civil rights/Harlem history and learn about and discover new sides of Harlem. We have created a few template walks, as well as template maps that can be downloaded or printed, and the hope is that these will serve as examples and inspire new ideas among participants to create their own maps with new or expanded walks in the neighborhood.

Art x Neighbors
Helen Hyungou Jo and Anna Jungan Lin

Art x Neighbors is a collaborative art project with a neighborhood in East Harlem that offers the neighborhood a new way to share and communicate with each other. Art is a interactive medium, there is no language boundaries and technical limitations. It is potentially able to show people's thoughts, characteristics and underground culture. Through art, this project focuses on three aspects: social engagement, humanity, and process. Moreover, by putting research into practice, building relationships, and collaborating with the community, we were able to learn the culture from their perspective.

We used three tactics for engaging the community. First, we visited them as much as possible. Secondly, we tried to have conversations. In our case, it was better to have light chatting and make simple jokes instead of formal interviews. All of us had some language difficulties. Our first language is not English, and neither is theirs. However, because of this difficulty it was much easier to have conversation between us, like using simple and easy sentences. Lastly, building trust was the most important thing for our project. Because we hoped participants would feel free to do something with us we acted like a friend to them and showed our open minds.

Hopefully, we can have chance to scale this project. We see the 117th street community garden as our starting point and template to collaborate further with more neighborhoods in other community gardens in east Harlem, and collect them as a series of collaborative culture-based art.

Arts for Survival Toolkit

Stakeholders:

Louise Montello PhD, Associate Professor, NSPE
Anezka Sebek, Associate Professor, Parsons
Shelley Wyant, Faculty, The New School for Drama
Nicholas Fortugno, Assistant Professor, Parsons
Ulana Tatunchak, Client Services Associate, Polaris Project New Jersey
Kate Keisel, Director, Polaris Project New Jersey

Partner organization mission statement:

Polaris Project is committed to combating human trafficking and modern-day slavery, and to strengthening the anti-trafficking movement through a comprehensive approach.

Project Summary:

The Arts for Survival Toolkit project aims to mobilize creative arts therapy to help victims recover from emotional damage caused by human trafficking. Students engage with each other and faculty to design interventions that the partner organization can use in the course of providing services to their clients, survivors of human trafficking. The project outcome will be a digital collection of creative arts therapy resources drawing from diverse disciplines including theatre and communications design. The Arts for Survival Toolkit is being designed to enrich the practices of professionals who help human trafficking victims who are in the process of establishing safe and autonomous lives. Students learn how to design therapeutic experiences for human trafficking survivors, and develop their own art, performance and game design practices. Components of the toolkit will include Live Action Role Playing, specially-designed theater games, interactive web-based resources, guided imagery CD's, etc) that can be used directly to help survivors and/or to raise public awareness.

This course attempts to combine disciplinary practices in ways that have not been done before. Students in the course were charged with designing a Live Action Role Playing Game (LARP) to serve as a creative arts therapy experience for human trafficking survivors and the professionals who are aiding in them in their recovery. LARP design and play are activities typically pursued only by "hardcore gamers", especially those interested in the fantasy genre. LARP designs are intricate and sophisticated frameworks in which individuals adopt a character and proceed through controlled interactions.

This work has begun to attract broader attention from other organizations and funders who are interested in the Arts for Survival Toolkit concept for applications in other contexts where people have been traumatized.

Building on Planet Q

Rachel Fried, Jessy Jo Gomez, Joseph Moore, Niki Selken, Dylan Shad and Wenting Zhang

This game activity involves two teams, each with the goal of building a sculpture in their own "village". Gameplay is designed around a controlled economy of building supplies, and each individual adopts a character to perform as they play. The rules of the game determine who can trade building supplies and when, but the decisions and performances of these actions are entirely up to the players. Non-player characters (NPCs) guide the gameplay experience from one phase to the next. In the design specifications the game designers emphasize that each player has control over their own fate in the game. This is how the game provides therapeutic experiences to the players. Human trafficking survivors benefit from the game experience by acting in their own self-interest in a safe and cooperative environment that is thematically distant from their own lives. Each time the game is played the designers observe player participation and evolve or "tune" the game design to improve the gameplay experience.

The following reflections are captured from a report delivered by this team at the end of the term.

"I found that it was very effective to learn enough about the specific needs of our players to make informed and directed choices and scenarios, structures, and design moves but when it came to making an actual LARP, it was more effective to start with making the game itself, and then do tailoring, or start bending the bones of the structure to meet these needs, but only after you've got something to hang your choices on."

"With a limited kind of interaction for this audience, the constraints made for new paths, and I think better ones, than if we were just designing a game for our friends. I was really happy with the way the final LARP went. It was rough and had some design as well as trauma concerns to iron out, but it is by no means an insurmountable task, and I feel that if we had another semester to work on it, we could produce something truly special, useful, and worth having in the world."

"I learned that human interaction is not predictable, and only play test can reveal the truth. It is such a valuable lesson and a 'moment' for me."

"With a great LARP, everyone created their own experiences by making their choices in the game, and end up have all kinds of different interaction if given freedom"

Heart of the Forest

Alec Dawson, Tannaz Ebadollahi, Shelly Ebner, Denah Emerson, Pat Mooney, Harriet Serenki, Kayla Victoria, Xing Zhang

Players in Heart of the Forest take on the roles of local villagers, investigating the strange occurrences that have stirred up trouble in their homes. Each player receives a card that lists their character's profession and a short description of their backstory, including the reasons why the character decided to join the search. To guide the players through the game, four non-player characters (NPCs) help to run scenes and offer hints and clues. By interacting with the NPCs the players learn about the village and are hopefully inspired to help solve the puzzles and proceed to the next phase of the game. Because this is a game and not a casual interaction, players are motivated to keep playing and discover what comes next. This intrinsic motivation of game play is what makes it such a strong match for a creative arts therapy experience. Gameplay concludes when the players have solved the puzzles, and they are rewarded with a picnic of (real) sweets and drinks. The game design of this project is polished and ready for use.

Case Study: Health Class 2.0

Stakeholders:

Natalia Mehlman-Petrzela PhD, Assistant Professor, Eugene Lang College
Apryl Grasty, Executive Director, Healthclass 2.0
Norene Leddy, Assistant Professor, Parsons
Elizabeth Slagus, Lecturer, Parsons
Cecilia Rubino, Assistant Professor, Eugene Lang College
Lisa Rubin PhD, Associate Professor, NSSR
Fabio Parasecoli PhD, Associate Professor, Parsons
Jilly Traganou PhD, Associate Professor, Parsons
Caitlin Hanson, Director of School Based Health and Adolescent Medicine, Institute for Family Health
Cynthia Renta, Community School Director, Phipps Community Development Corporation

Partner organization mission statement:

The Institute for Family Health seeks to improve access to high quality, patient-centered primary health care targeted to the needs of medically underserved communities.

Phipps Houses is the oldest and largest not-for-profit developer, owner, and manager of affordable housing in New York City. Its social services affiliate, Phipps Neighborhoods, provides children, youth and families in low-income neighborhoods the opportunities they need to thrive through comprehensive education and career programs, and access to community services.

Project Summary:

HealthClass 2.0 is an experiential learning program empowering young people to engage in new conversations about health, food and exercise. HC2.0's approach to health education involves exhilarating workouts, healthy food and collaborative inquiry. HC2.0 sessions, led in NYC schools by Eugene Lang College leaders, support students in learning about health through a powerful, multifaceted framework. The program's holistic approach to health education frames fitness and food education as an avenue to developing critical thinking skills, decision-making capabilities and a strong sense of self. HC2.0 encourages developing students' ability not only to create healthy habits for themselves but also consider structural factors that contribute to health and food insecurity issues in many under-resourced communities.

The program, started By Dr. Mehlman-Petrzela in 2011 at Washington Irving High school, has grown to nine different schools with more than 700 students in NYC. Dr. Mehlman-Petrzela founded the program as an experiment to integrate her two professional practices: scholarship and fitness. The curriculum is designed in the tradition of radical pedagogy, where the Lang "leaders" engage high school students in co-created, dialogue based learning. Each intervention includes both a physical workout incorporating positive affirmations and a dialogue session about nutrition and health. During the past year HealthClass 2.0 has expanded its programming to offer an innovative sex education curriculum, through a partnership with The SexEd Project designed by Parsons faculty Norene Leddy and Elizabeth Slagus. This collaboration will incorporate nutrition education and sex education, and will launch in classrooms in the 2014/2015 academic year.

The first cohort of Lang undergraduates shadowed Dr. Mehlman-Petrzela in health and wellness interventions in local public school physical education classes. After the first semester students began to lead the interventions themselves, and course meetings are reserved for faculty mentorship and expanding the health and wellness curriculum taught at the high school sites. Many students develop a deep commitment to HC 2.0 and have continued to enroll in zero or one unit courses to peer mentor students who were new to the program.

The expectation is that the HC 2.0 will continue to evolve both in content as well as in scale over time. Prior to the launch of the Collaboratory, HC2.0 had already secured designation as a "special project" of the New School, which allows the project to receive funds from the public through the school's 501c3 organization to pay for a part time executive director and small stipends for the Lang Leaders.

Health Class 2.0 students are undergraduates who enroll in a zero or one unit practicum, during which they receive training and guidance over the course of the semester, as they lead fitness sessions in public high schools around New York City. Students do not produce individual projects per se, but their participation is unique and reflects each individual's strengths and interests. A number of remarkable outcomes have manifested in the past year as new students join the program, and returning students expand and deepen their practice.   Examples of the way in which the program supports student leadership development include:

- One frequently recurring narrative is that of a hesitant freshman who feels underprepared to lead a classroom of distracted teens in a fitness regimen and round table discussion. For example, this past year Lang Freshman Emma Hersh, while working under the guidance of seniors Ally Tufenkjian and Chelsea File, developed from a quiet follower to a bold and confident leader. She has begun pursuing wellness and food justice work in other capacities.

- This year marks the departure of the program's first Executive Director, Lang graduate Marilee Herring. Marilee, who was recruited from an earlier cohort of graduating Health Class 2.0 leaders, worked part time to support the ever-expanding number off Lang students and sites served by the program. After gaining significant professional experience, Marilee is moving on in pursuit of a full time position in the field of community engagement.

- Lang students contribute far more to the Health Class 2.0 program than the time they spend in the classrooms. This past spring students contributed by designing, promoting and executing fundraising and awareness events that keep the program alive. Students engaged their own network and collected auction donations from Lululemon, and space donation from Brooklyn Boulders.

Stakeholders:

Kevin McQueen, Part-time Faculty, NSPE
Tony Whitfield, Associate Professor, Parsons
Fabio Parasecoli PhD, Associate Professor, NSPE
Stefani Bardin, Lecturer, NSPE, Parsons, and Lang
Linda Goode Bryant, Founder and Executive Director, Active Citizen Project
Aly Blenkin, alumna, Parsons
Luke Keller, alumnus, Parsons
Charlie Wirene, graduate research assistant, Parsons

Partner organization mission statement:

The Active Citizen Project (ACP) mission is to support new modes of public thought and social action that increase opportunities for everyday people to pursue their mutual well being. ACP develops strategies and techniques that use art and new media as principal tools for social action. Through its work, ACP acts as a catalyst to inspire people to self-organize, initiate, implement and sustain social actions. ACP provides tools, strategic frameworks and networks that support socially opportunistic activism or people using whatever they have to catalyze, facilitate and connect with each other to cause social change.

Project Summary:

Revitalizing NYC brings together faculty and students Project EATS is an urban agriculture project developed by the New York City based nonprofit organization Active Citizen Project. This six-year old project has operated farm sites in Brooklyn, the Bronx and Manhattan, engaging partners such as NYC Department of Sanitation, the Department of Probation (adults and youth), the NYC Housing Authority (NYCHA), the Department of Housing Preservation and Development, HELP USA and the NYS Department of Education. Project EATS has created a unique model that supports the local food system while providing economic and social benefits for low-income communities predominantly made up of Black and Latino residents. Project EATS engages

these communities to build self-sufficiency through urban food production to create a number of socially and environmentally beneficial outcomes, such as job creation, access to healthy and fresh food, education and community participation. Through its vast partner network, Project Eats incorporates youth education, events for raising community awareness about health and nutrition, and business planning that helps local communities achieve financial independence from fiscal sponsorship.

In 2012 Active Citizen Project Executive Director Linda Bryant approached Parsons MFA students Aly Blenkin and Luke Keller to design a home composting service to incorporate into the organization's urban farming project. Together they founded Hello Compost, and Ms. Bryant has diversified her engagement with The New School to provide students from a variety of other programs with the opportunity to work with her organization. Together they work on all aspects of the Project Eats mission of delivering affordable, locally grown produce to under-served urban neighborhoods. The Collaboratory grant was awarded to support the expansion of this relationship resulting in a series of independent study projects (under the mentorship of Ms. Belkin and Mr. Keller), and a year long student consulting project through the Community Development Finance Lab at Milano led by faculty member Kevin McQueen. The relationship between Active Citizen Project and the Community Development Finance Lab is an excellent example of a robust and fruitful curricular-based consultancy. Students are provided with the opportunity to engage in experiential learning under the supervision of an expert in the business consulting field, develop their professional networks, and build their CVs. The Community Development Finance Lab was tasked with conducting an analysis and producing recommendations to support the organization's goal of financial viability and regional expansion. Students delivered an extensive report to the organization on how these goals might be accomplished.

Amboy Farm Physical Social Space (Independent Study Project)
Gabrielle Andersen

Project Eats is developing a human energy device program at each of their farm sites and partner schools. Each device includes a tool like a bicycle or a toy like kinetic playground equipment, and a battery that captures the electricity generated by human engagement with the device. The pilot program will be run at Amboy Farm in the Brownsville neighborhood of Brooklyn, and Ms. Andersen contributed to the research and engagement strategy, and helped develop the project budget.

Hello Compost Brownsville Community Development (Independent Study Project)
Colleen Doyle and Reid Henkel

Hello Compost is a system by which food scraps can be exchanged for credit at a Project Eats farm stand. This award-winning project was founded by Aly Blenkin and Luke Keller as a Parsons MFA thesis project, and is currently being implemented at the Amboy Farm site in the Brownsville neighborhood of Brooklyn. The independent study team worked with Hello Compost to produce messaging and signage compelling enough to promote the summer composting pilot at Amboy and to win the trust of the community. Together they produced the "Turn Peels into Meals" campaign, visually representing the cycle by which food scraps are turned into food.

Community Development Finance Lab
Annie Bickerton, Kieanna Bishop, Zach Koser, and Charlie Wirene

The Community Development Finance Lab was tasked with conducting an analysis and producing recommendations to support Project EATS' goal of reaching financial viability and expanding regionally. The student team's analysis and recommendations included:

- Framing of the Project EATS Model
- Market Analysis of Urban Agriculture Models
- Organizational and Financial Assessment of Project EATS
- Short Term Strategies for Growth
- Financial Models for a New Farm Site

The Finance Lab recommended that Project EATS consider restructuring its organizational model by combining aspects of more traditional organizational structures with newer, innovative ways to let its social justice work and commercial growing complement each other more strategically.

Stakeholders:

Michele Kahane, Professor of Professional Practice, Management, NSPE-Milano
Cynthia Lawson, Associate Provost for Distributed and Global Education and
Associate Professor of Integrated Design, Parsons
Mary Watson PhD, Executive Dean, NSPE
Jonathan Williams, Courtney Locus, Syambra Moitozo, Erika Nonken, Ally Dommu, Jeff Bailey, Luke Keller, and Shahrouz Varshabi (Graduate Students, NSPE and Parsons)
Diverse community partners

Mission statement:

The New School launched a university-wide ideas competition, New Challenge, in Spring 2012. New Challenge expands opportunities for students who are committed to working on social and environmental challenges by providing financial support, skills building workshops, and peer-to-peer support and mentoring.

Project Summary:

Building on The New School's commitment to learning through action, New Challenge helps students develop as changemakers and to lead change in the world. Over the past three years, over four hundred students have submitted their project ideas to New Challenge. Reflecting The New School's diverse and creative community, New Challenge encourages students to submit entries of all types, including ideas for new products or services, social ventures, policy-oriented initiatives, performance projects, documentary films, technology apps, game design, etc. Winning projects have spanned a wide range of issues, including prison reform, food justice, gentrification, climate change, eco-transportation, domestic violence, education, economic development, and more. New Challenge projects are being implemented in various locations including, the South Bronx and Williamsburg in NYC, as well as Eastern Europe, Liberia, Cambodia, Colombia, and

Honduras. The majority of projects involve partnerships with local, national or international organizations such as the Vera Institute of Justice, Red Cross, FEMA, Vital Voices, Theatre for a New Audience, The After School Corporation, The Point Community Development Corporation, and many others.

New Challenge breaks educational boundaries in diverse ways. It centers on student ideas and agency, extending learning experiences from the classroom into real world. It is open to students from across all divisions of The New School and provides them with an opportunity to work together and take their learning into action, providing financial and non-financial support to advance student ideas. New Challenge strengthens the learning community across the university, by fostering collaboration and support among students, faculty, and alumni.

Drive Change
Annie Bickerton

Drive Change is building a fleet of trucks that serve delicious, inspired food to broaden opportunities for young people coming out of prison. Launching their first food truck, Snowday in March 2014, Annie worked with partner Jordyn Lexton to leverage their New Challenge award to raise an additional $150,000 to support Drive Change. Drive Change plans to pilot a formal re-entry program for their employees in November 2014 through collaboration with the Vera Institute of Justice. Through the New York City Work Progress Program, Drive Change secured a wage subsidy that will fund a minimum-wage salary for three months for all program employees.

Amigo Legal
Lien Tran

Amigo Legal uses games to teach immigrant youth their rights so they can better understand their legal situation and effectively defend themselves in court. Lien, who is now teaching at the University of Miami in the Department of Cinema and Interactive Media, is developing a partnership with the Immigrant Children's Affirmative Network at the University of Miami and En Familia, a community-based organization that provides services to migrant farming families in Homestead, Florida, to provide unaccompanied immigrant minors access to "Make a Move," Lien's first immigration game. Lien is currently creating a new brand, Amiguía Americana, which will serve as an umbrella for future interactive resources for immigrant youth, as well as a website to catalogue and distribute the resources that have been created.

PhileasFOGG
James Frankis and Sean Baker

PhileasFOGG is a system to provide on-the-ground users the capacity to capture and access real-time footage of the aftermath of a disaster. By creating a network of open-source community and civic-owned and launched FOGG weather balloon kits equipped with a radio camera, we can provide live video feeds, across a wide geographic area. These balloons communicate with the Phileas system that collects and consolidates the individual feeds into a city-wide view. This online and non- governmental platform will provide local people the same capacities as large scale-disaster responders, empowering them to understand the situation and act accordingly after a crisis. For crisis management teams, this system gives a first glimpse of a disaster's impact at the local level, speeding up response times and accuracy in the crucial first hours. PhileasFOGG's partners include the Red Cross, FEMA, and a growing number of community partners.

Case Study: Ship's First Shape Was a Raft

Stakeholders:

Shana Agid, Assistant Professor, Parsons
Gabrielle Bendiner-Viani PhD, Director Civic Engagement, NSPE
Kerry MacNeil, Dean of Student Affairs, Washington Heights Expeditionary Learning School
John Kefalas, Teacher & Volunteer Coordinator, Fortune Society

Partner organization mission statement:

At Washington Heights Expeditionary Learning School (WHEELS), our mission is to work with families to prepare each kindergarten – twelfth grade student academically, emotionally, intellectually and socially to succeed in a college of her/his choice and beyond.

The Fortune Society's mission is to support successful reentry from prison and promote alternatives to incarceration, thus strengthening the fabric of our communities.

Project Summary:

Ship's First Shape (SFS) is a partnership between Working with People (WWP), WHEELS and the Fortune Society. Combining their interests in urban studies, media and technology, and social justice, in 2009 New School Professors Agid and Bendiner-Viani started the critical pedagogy project "Working with People" to develop innovative approaches toward fostering critical conversations around "civic engagement" and the pedagogy and politics of teaching and collaborating "with communities." Working with People helps spur and facilitate difficult conversations on complex issues around collaboration, community, power and difference in diverse contexts. With support from the Collaboratory, the SFS project collaborators have extended the application of "Working with People" into new learning and community contexts with The Fortune Society and WHEELS. Together, The Fortune Society, WHEELS, and The New School, are applying the WWP as a framework across the three institutions and learning environments to further shape and develop the WWP curriculum and the digital tools through co-design processes. SFS places students from partner communities into collaborations with Parsons undergraduate students and faculty in order to use design practices and pedagogy to inform the creation and critically questioning of community.

Seeking ways to sustain continuity of student engagement as the project unfolds over over two years, SFS has recruited students that can remain with the project for its entire lifespan. The success of SFS comes from the strength of the relationships between partners, who have been partners for many years. Key faculty has longstanding relationships with staff at both of the partner organizations and together have developed significant relationships with target populations.

5. Appendices

5.1 Research Methods

The intent of the research has been to discover challenges to creating enduring partnerships and articulate them as areas of opportunity for organizational change that would enable the University and diverse partners to improve the practice in regard to public engagement and socially engaged education.

The research design drew upon ethnographic, design, and organizational change methodologies. Fieldwork for this research included more than 60 hours of observations in field engagements, classes, and project management meetings; 20 semi-structured interviews with faculty members; 29 semi-structured interviews with students; five interviews with external collaborators; and midpoint reporting sessions with each of the case study partnerships. The resulting corpus of data was analyzed for insights and patterns by the Collaboratory researchers.

The research process was designed and executed by graduate students Katie Edmonds (NSPE Media Studies and Parsons Transdisciplinary Design), Mateusz Halawa (NSSR Anthropology), and Kevin Swann (NSSR Anthropology) under the guidance of Michele Kahane, Professor of Professional Practice at NSPE and the principal investigator of the Collaboratory. Preliminary insights were refined with the input of the Collaboratory Steering Committee, which included faculty and students from across the University who are part of the Collaboratory, including: Lara Penin, Eduardo Staszowski, Michele Kahane, Nitin Sawhney, Louise Montello, Mary Watson, Tony Whitfield, Anezka Sebek, and Natalia Mehlman-Petrzela, and student project and research assistants including Marilee Herring, Andrew Moon, and Charlie Wirene.

5.2 Approaches to Socially Engaged Education

Across the case studies, there were a number of approaches to collaborative, project-based social engagement courses. These models varied across diverse dimensions including, among others: the relationship between partners and faculty, students and partners, and students and partner communities; lengths of the partnership; class structure, pedagogy and content; student outputs; intended learning outcomes and partner outcomes.

A range of pedagogy:
- Pedagogy varies across the case studies in diverse ways, for example:
- Students work on projects directly with members of partner communities under the direction of faculty and partners.
- Students work with a partner organization as a "client", producing agreed upon deliverables (usually related to improving organizational performance).
- Students work in a community location associated with a partner organization and create site-specific projects, but neither produce work "for" the partner nor work "with" the partner.
- Students extend the socially engaged projects that they began in courses and, with financial support from the university, work independently to advance and more deeply embed the work in communities.

A range of intended learning outcomes:
- Intended learning outcomes vary across the case studies, but include, among others:
- Thinking innovatively, critically and creatively about how to address social issues
- Using emerging theories of social innovation and social justice to understand how change happens within organizations, communities and systems
- Understanding and respecting the needs, perspectives, and contributions of relevant communities
- Using interdisciplinary methods and frameworks for creating change, including those that emphasize co-creating solutions to identified needs with communities
- Collaborating effectively with diverse people from different backgrounds
- Building confidence, agency and leadership capacity to address complex social issues
Instilling a commitment to civic participation in ones life

A range of intended partner and community outcomes:
Intended outcomes for partner organizations and communities from engagement with The New School include, for example:
- Creative tools and strategies that enhance partner organizations programmatically and operationally;
- New community-based capacities;
- New "spaces" to elicit voices and concerns not normally heard and to support dialogue among diverse community members; and
- Changes in policy, programs and agendas