Lincoln Institute of Land Policy Curriculum Innovation Award Application

Hadar Borden, Darren Cotton, Eve Holberg, Da'von McCune, Beverly Newkirk, Bob Shibley,
Elizabeth Walsh, Gail Wells, and Julia White

Department of Urban and Regional Planning, University at Buffalo (SUNY)

Title	One Region Forward's Champions for Change: Regional Sustainability from the Bottom Up
Topic & Subtopics	Regional, equitable sustainability planning concepts ● Climate Action for healthy, equitable, and resilient communities; ● Food systems planning for healthier communities and economies; and ● Transportation, land use, and housing planning for diverse, opportunity-rich communities. Leadership development for positive social and ecological change ● Project planning and asset-based community development; ● Interpersonal communication, facilitation and relationship building; and ● Social innovation and sustainable design.
Learning Goals	Goals for both enrolled UB students and community leaders: ● Develop a strong understanding of regional sustainability efforts in the Buffalo/Niagara Region; ● Develop an understanding of the foundations of regenerative development and asset-based community development (ABCD) ● Develop the capacity for deep active listening; ● Develop project management and collaborative leadership skills; ● Develop writing and visual representation skills; and ● Advance practice and theory in "bottom-up" regional planning through inquiry, dialogue, collaboration and reflection with faculty and diverse community stakeholders. For community leaders: ● Bring your vision to life, from an idea to a clear action plan; ● Refine your idea with a research & technical support team; ● Present your project idea to the public and potential supporters at the Idea Summit; and ● Expand personal network with peers and experts in a supportive setting.
Primary Audiences	(1) University at Buffalo undergraduate and graduate students from a variety of disciplines interested in regional planning to advance social and ecological well-being. (2) Community leaders from across the Buffalo-Niagara region with an idea for positive social and/or ecological change and willingness to transform it into a clear action plan in an engaging process-oriented learning environment.
Prerequisites	All participants (UB students and community Champions) in this diverse learning community go through an application process in which they state their intentions, the way they see the program supporting or fulfilling their intentions, and a basic skill and asset inventory. Internal motivation and willingness to try something new are essential prerequisites for the program. Students and community Champions are selected based on "goodness of fit" and diversity in representation (based on geography, socio-economic and cultural background, gender, interest areas, etc).

The Champions for Change (C4C) Program the Citizen Planning School emerged through the One Region Forward (1RF) sustainability planning process (http://www.oneregionforward.org/). Recognizing that sustainable regional change happens when diverse change agents across a region do their part to implement a plan in service of a common vision of the future, the 1RF planning process was highly collaborative, engaging over 5000 citizens throughout the process. 1RF received a prestigious award in 2016 from the American Planning Association for the exemplary approach to civic engagement, including the innovative Citizens Planning School (CPS) and its Champions for Change (C4C) program (http://www.oneregionforward.org/citizen-planning-school/)

Housed in the School of Architecture and Planning at the University at Buffalo, CPS and C4C live on through a practical, project-based, community-engaged intensive course that explores the role of civic engagement and community-driven design in regional planning. Residents apply with project ideas for positive change in their communities and are matched with students and mentors who support them in transforming their ideas into actionable plans. The program is vital to 1RF's bottom up approach to regional sustainability planning. Through a combination of academic preparation and firsthand experience engaging with diverse public constituencies, students (1) hone professional skills and disciplinary expertise and (2) develop capabilities in facilitative leadership, relationship-building, and project management, while (3) actively contributing to 1RF's community engagement efforts and supporting community leaders in solving real problems. This course is an elective.

Overview of Instructional Methods
To meet the learning goals for both UB students and community Champions, we designed the course in two tracks.

Academic Track for Students. The first month of the semester serves as on-boarding process for students through a reading-intensive, reflective seminar format. Students develop foundational conceptual understanding of regional sustainability planning topics (including One Region Forward's key planning areas, as well as literature on civic engagement, civic infrastructure, asset-based community development, sustainable design, facilitation methods). In this time, we also finalize selection of community Champions and establish student-Champion teams. We review the curricular design of the six C4C workshops and prepare students to support Champions in producing all of the required deliverables of the program (see syllabus).

Champions for Change Workshops & Culminating Idea Summit. The remainder of the course focuses on project-based learning with the Champions. Every other week we host the six C4C workshops, and on the "off-weeks" we use class time to share updates, celebrate successes and collaboratively address breakdowns.

1. One Region Forward: Stories of Change: Champions connect their personal stories of change with regional stories of change in the past, present, and future - from the legacy of the Haudenosaunee nations to One Region Forward.

2. <u>Theories of Change</u>: Champions and students apply concepts of asset-based community development and logic models to develop action plans.

3. <u>Cultivating Generative Relationships</u>: Champions and students practice relationship-building & generative listening skills to help them refine their action plans, expand their teams, and build relationships.

4. <u>Powerful Conversations</u>: Through a hands-on workshop, we practice powerful invitations, requests, and restorative dialogue to build resilient teams.

5. <u>Powerful Pitches</u>: Champions deliver spoken and visual presentations of their project ideas. These are dry-runs in preparation for the Idea Summit.

6. <u>Planning: Onward, Upward, & Forward</u>: Looking to the future beyond the end of the program, we discuss structures that can support the community's success in the future (e.g. meetups, social media channels, accountability partners).

7. <u>CFC Commencement & Community Forum: Idea Summit</u>: Champions for Change present their ideas to move One Region Forward, followed by a networking gathering where the larger community can make commitments of resources and action.

Overview of Assessment
Successful delivery of this course and its learning outcomes depends on iterative feedback/assessment processes that support intentional adaptation by collaborative teams working in dynamic environments.

For students, assessment is based on (1) consistent, engaged participation, (2) quality of four reading-reflection papers (first month), (3) completion of weekly "Leadership Logs" through which they reflect on their progress with Champions (including naming breakdowns and identifying requests for support), (4) integrity and professionalism in following through with working agreements made with community Champions, and (5) completion of professional deliverables.

For Champions, success depends on planning their work, working their plans, and adapting throughout the program. At each workshop, Champions complete a two-week action plan. At the next workshop, they report back on their successes and breakdowns in mentor-supported "flocks" with other Champions and students. Together, they celebrate successes and troubleshoot solutions.

Statement of how course fits into a broader program of study (up to 500 words)

For UB students, the Champions for Change (C4C) program is designed to complement the broader programs of study for students from diverse disciplines. It offers an experiential curriculum designed to cultivate resilient leadership capacities, awareness-based practices, and creative thinking needed to collaboratively address complex community challenges. Diverse students are matched with Champions based on (1) the extent to which the student's existing skills and disciplinary expertise can contribute to the identified needs of the Champion, and (2) alignment of the student's intentions and commitments with the Champion's idea for change. Together, the student and the Champion embark on a shared leadership journey that includes six hands-on workshops to transform ideas into action. Students value the productive struggles of C4C - as one recent masters of urban planning student expressed,

"Champions for Change has definitely been the most rewarding class I've taken at UB. It has been really great to embed the work I am doing in the Buffalo-Niagara community and contribute to a project that has a real impact." Fueled by their experiences in the course, several students from the 2018 cohort went on to become Western New York Prosperity Fellows.

For participants who intend to stay in the region, the program offers a foundational overview to the One Region Forward (1RF) plan for regional sustainability and its associated resources. The 1RF website offers access to a library of regional reports on critical planning issues, as well as online mapping resources, tools for implementation, status updates, video recordings of presentations by regional sustainability leaders, and a variety of tools that diverse citizens of the region can use to advance sustainable development. The course is designed to launch individuals on their own broader programs of self-directed study and action – while at the same time building on the community context for learning and collaborative change established by 1RF.

Gail Wells' leadership journey exemplifies the success of this approach. Gail set out to create a green infrastructure initiative as part of the Michigan Street African American Heritage Corridor. Not only did the program propel her to become a Master Gardener and mentor with GroundWork Buffalo, it also connected her with Della Miller, who set out to develop a Commercial Kitchen in East Buffalo. As a result of their shared passions for food justice, economic empowerment, and cultural heritage, they created a new project for the 2015 C4C: The Market on Michigan (MOM). Gail and Della entered the MOM project in a blind design competition, and won, receiving a yearlong membership at an innovation center to further develop their concept. Both have gone on to serve as members in prominent boards. Returning to C4C as a mentor in 2018,

Gail & Della want to see change in their community...

The Market on Michigan (MOM) aims to create and stimulate economic opportunity, by minimizing barriers to entry for new entrepreneurs. MOM offers unique, affordable food and retail vendors as well as cultural events designed to celebrate the diversity of the Corridor and Buffalo at large.

Gail connected with Champions Alex Wright and Allison DeHonney. Together, they applied and were accepted to the HEAL Food Alliance School for Political Leadership. Today, they are designing a campaign to provide low income communities in New York State with access to nutritious food using the projects, knowledge, and skills they developed through C4C.

Explanation of your innovative approach and how it removes barriers to learning and how the goals and topics of the course are aligned with the Institute's key issues (up to 750 words)

The innovative curricular design of Champions for Change (C4C) inspires new ways of thinking and opportunities for collaborative action among students and community leaders from diverse backgrounds to address three of the six key issues of the Institute, individually and in combination:

1. Climate-Resilient Communities and Regions
2. Reduced Poverty and Spatial Inequality
3. Sustainable Land and Water Management

These three topical areas are clearly reflected in the priorities of the One Region Forward Plan. C4C introduces these issues and makes expert knowledge on these subjects available to provide important regional context to Champions' ideas. Recognizing that achievement of these regional goals will take more than strategic policy recommendations and content knowledge, we designed C4C to cultivate new ways of thinking, being, and leading required to advance collective impact and transcend limiting beliefs, mental models, and cultural patterns.

Our curriculum stands out for two key innovations in design related to this challenge: (1) recruitment and engagement of an exceptionally diverse community of learners and teachers, and (2) incorporation of awareness-based, community-building practices to help remove barriers to learning and leadership in communities characterized by social difference who confront social and ecological crises.

(1) Innovation in designing a diverse, co-creative learning community
Although professional planners and urbanists learn to value diversity in theory, we less frequently have opportunities to engage productively with social difference in learning environments that cultivate trust and co-creativity, let alone develop competency in creating such environments in landscapes shaped by structural oppression (e.g racism, classism, sexism, ableism, etc) and associated social traumas.

We designed Champions for Change to address this important opportunity gap, both by recruiting diverse community leaders from across the region, and by using best practices from learning science to create a generative environment where participants can unleash their co-creative potential, individually and collectively. As our website shows, each semester the course has been offered, we have succeeded in recruiting a remarkably diverse cohort of of leaders initiating a wide range of projects to advance social and ecological wellbeing in the region – from establishing a prescription program for healthy food and an African-American owned cooperative grocery, to empowering women who are newly released from prison and creating a women-owned real estate company to support community wealth building in a gentrifying neighborhood. Some of our community leaders come with advanced graduate degrees, others with GEDs. All come with passion, purpose, and clearly articulated intentions for community-initiated change. The diversity of leaders and projects generates an inspiring energizing

environment that supports cross-pollination and challenges leaders to view their projects from new perspectives. While the projects are unique, they address interrelated challenges and are all necessary for the region to thrive.

The curricular design of Champions for Change cultivates productive struggles. There is nothing "easy" about the challenges community leaders have sought to address through their varied projects, yet we created achievable, universal learning outcomes and iterative feedback processes to support all participants in moving forward with autonomy. While our brains are wired to contract with the threat of failure, we have created an empowering space where participants (1) share their challenges and invite contributions and perspectives from others and (2) embrace tension as a resource for innovation and collective creativity.

(2) Innovation in incorporation of awareness-based practices

We have incorporated awareness-based practices into our curriculum to help shift underlying mental models and cultivate curious, compassionate, courageous and co-creative learning environments that inspire effective, ethical action through innovative, contextually appropriate projects designed to create a more just, healthy, and equitable region These practices (described in supplementary materials) include:

1. **Storytelling and envisioning practices** that enable visualization of success and inspire collective action;
2. **Gratitude practices** that support personal and community resiliency;
3. **Adaptive theory of change,** which integrates grounding awareness practices with traditional logic models to support intentional adaptation in the face of unexpected change;
4. **Generative listening practice,** including a workshop through which students and Champions share uninterrupted personal stories of their leadership challenges, while participant listeners practice suspending the automatic voices of judgment, cynicism, and fear that impede curiosity, compassion, courage, and connection.

Awareness-based practices are important in addressing all three key topic areas – community resilience, equitable prosperity, and ecosystem health - while removing barriers to engaged learning. Practices like generative listening help foster the caring, trusting relationships through which communities share information, resources, and mutual aid, enabling community resilience. Gratitude and envisioning practices also support resilience by expanding capacity for clear, creative, and resourceful thinking, beyond the fight/flight reactive responses to social and ecological challenges.

Academic year(s) in which it was offered: 2014, 2015, 2017, 2018, 2019.

Supplementary Information

1. Academic Syllabus
2. Exemplary Activities
    a. Overview of awareness-based practices
    b. Adaptive Theory of Change
    c. Generative Listening Workshop

CITIZEN PLANNING SCHOOL

END 489 | URP 590 | ARC 489 | ARC589
ONE REGION FORWARD'S CHAMPIONS FOR CHANGE:
REGIONAL SUSTAINABILITY FROM THE BOTTOM-UP
Spring Semester, 2019 | Tuesday, 6pm-8:40pm | Hayes 403

PRINCIPAL INSTRUCTOR		SUPPORTING FACULTY & MENTORS
Darren Cotton, MUP		**Dean Robert Shibley, FAIA, AICP**
HOURS	*By appointment*	**Hadar Borden, Program Director, Blackstone Launchpad**
		Beverly Newkirk, Executive Director, It Takes A Village
		Gail Wells, Friends of the Michigan Street African American
		Heritage Corridor
		Eve Holberg, AICP, Planner, Joy Kuebler Landscape Architect
Julia White, Teaching Ast.		**Stephanie Bucalo, University District Community**
HOURS	*By appointment*	**Development Association**
		Will Becker, Project Manager, Sinatra Development

"We must alter the parasitic and predatory modes of life that now play so large a part, and we must create region by region, continent by continent, and effective symbiosis or a co-operative living together. The problem is to coordinate, on the basis of more essential human values than the will-to-power and the will-to-profits, a host of social functions and processes that we have hitherto misused in the building of cities and polities, or of which we have never rationally taken advantage."
– Lewis Mumford, *Cities and the Crisis of Civilization* (1938)

"[C]hange takes place in living systems, not from above but from within, from many local actions occurring simultaneously."
– Grace Lee Boggs, *Seeds of Change, an interview with Bill Moyers* (2007)

"The standard answer is that we need better leaders. The real answer is that we need better citizens."
-   Thomas Friedman, NYT Columnist

CONTEXT

Writing in response to the social and ecological harm resulting from the rapid growth of industrial cities, Lewis Mumford named a crisis of civilization and called for a new way forward, grounded in a cooperative approach to regional development that would usher forward a new culture where citizens would coordinate and collectively act in way that would "do justice to all dimensions of living organisms and human personalities." His quote from the *Cities and the Crisis of Civilization* above suggests that he believed there were "social functions and processes" that were available to be employed to help achieve such a co-operative living together. In his lifetime, he helped found and lead the Regional Plan Association of America, drawing on the legacy of his mentor, Patrick Geddes. Over seventy years later, how can we develop and employ the social functions and processes, or civic infrastructure, he referred to in order to develop thriving regions and a sustainable planet?

This global question has been explored in practice in the Buffalo/Niagara region through the One Region Forward (1RF) sustainability planning process (http://www.oneregionforward.org/). Recognizing that sustainable regional change happens when diverse change agents across a region do their part to implement a plan in service of a common vision of the future, the planning process was highly collaborative, engaging over 5000 citizens throughout the process. 1RF received a prestigious award in 2016 from the American Planning Association for the exemplary approach to civic engagement in its regional planning process, including the innovative Citizens Planning School and its Champions for Change program.

COURSE DESCRIPTION

This practical, project based, research intensive course explores the role of community engagement in community-based planning and design efforts as it supports year three of One Region Forward's (1RF) Citizen Planning School (http://youtu.be/HEQCwRB_pO0). 1RF is a regional sustainability initiative in Erie and Niagara counties. The 1RF Citizen Planning School model is an innovative approach to community engagement that supports community initiated change through information sharing and collaborative learning between residents, decision makers, and professionals. It is a form of civic infrastructure that is vital to the ongoing success 1RF's bottom up approach to regional sustainability planning. Through a combination of academic preparation and firsthand experience engaging with diverse public constituencies, students will hone skills and actively contribute to One Region Forward's community engagement efforts. This course is an elective.

ELIGIBILITY

GRADUATE students of Architecture, Planning, Law, Public Health, Media Studies, Social Work, and Business Administration. UNDERGRADUATE students in Environmental Design. Others by permission of the instructors. All are required to fill out an online application:
https://goo.gl/forms/YXBcWUf3q4X48dEt2

COURSE OBJECTIVES

Through coursework including readings, lectures, in class workshops, and Champion projects, students will have the opportunity to:

- Develop a strong understanding of regional sustainability efforts in the Buffalo/Niagara Region;
- Develop an understanding of the foundations of regenerative development and asset-based community development (ABCD);
- Develop a theoretical and practical understanding of participatory action research and practices for social innovation;
- Develop the capacity for observation and deep active listening;
- Support Champions for Change in transforming their intentions and ideas into action;
- Develop project management and collaborative leadership skills;
- Develop writing and visual representation skills for a variety of audiences; and
- Advance practice and theory in "bottom-up" regional planning through inquiry, dialogue, collaboration and reflection with faculty and diverse community stakeholders.

EVALUATION AND WORK EXPECTATIONS

Successful completion of this course is based on consistent, engaged participation, integrity and professionalism in following through with working agreements made with champions for change, and successful, professional delivery of key research projects. This course requires a serious commitment on the part of its students to engage as a professional. This program is akin to an internship. High standards of professionalism are expected. Grading is based on:

- **PARTICIPATION & PROFESSIONALISM (15)**, gauged by group work, timely production of reports, attendance and engagement in seminar and workshop sessions. Week by week, students will make commitments to each other and their community partners about work plan agreements. They will track progress together, collaborating each week to plan and complete work items. Assessment will be based on mindful observations by instructors, end-of-semester peer and self-evaluation, and feedback from Champions for Change.

- **REFLECTIVE PAPERS (15):** In the first month of class, we will take a deep dive into 1) the challenges we face as a region and the plans underway to address them, 2) theories and approaches to leading sustainable regional change across the nation, 3) theories and approaches to regenerative development and asset-based community development, and 4) theories and practices of powerful regenerative leadership, participatory action research, and social innovation. To better help us interrogate and integrate our understanding, students will write 3 reflection papers in the first month. Each will be limited to 1500 words and require references to course lectures and materials.

- **LEADERSHIP LOG (15 POINTS, 1.5 EACH):** Students will work adaptively with their Champions for 12 weeks over the course of the semester. For 10 of these 12 weeks, students are required to complete a short reflection in a Leadership Log, along with submission of weekly action plans

(students can choose which 10). The short reflection follows the following basic 4-part structure:

(1) **What?** - what happened this week?
(2) **So What?** - what does this matter? what issues or challenges have come up? what successes are you declaring and celebrating
(3) **Now What?** - what are you takeaways, new ideas, and/or new commitments?
(4) **Requests & Questions?** - what support do you request from mentors or the larger community to move the ball forward?

Completion of these weekly reflections not only demonstrates your capacity for reflective practice, it also provides your mentors and larger community with vital feedback that can be used to respond to your/your Champions needs and make adjustments to the course as needed.

- **WEEKLY RELATIONSHIP BUILDING (5):** We recognize that 1) everything gets done through healthy relationships and nothing gets done without them, and 2) sustainable change happens at the speed of trust. As such, students are required to support their Champions outside of class. They are highly encouraged to (1) set up a weekly check-in with their Champions at the start of the program (ideally meet face to face), (2) engage in field visits to the project site to understand the project context, and (3) show up in support of their Champions at events related to the project (e.g., a block club meeting, a public meeting, a related conference, and especially any event that the Champion is hosting). With an understanding that there is no substitute for conversations and interpersonal relationships, students will delve deeper into their Champion's project. Short written reflections on these experiences and their significance to the student's understanding of their Champion's project will be included in weekly leadership logs. Additionally, special reflection on experiences with relationship building will be a section of the final self-evaluation at the end of the semester.

- **CHAMPIONS FOR CHANGE PORTFOLIOS (40)**: Students will support champions in creating a professional portfolio of materials to support their future efforts attracting resources to their initiatives and implementing their plans. Each team's portfolio will include _at minimum_:
  o Story of Change
  o Theory of Change/Logic Model
  o Work Plan with anticipated timeline
  o Project Poster, Flyer/Handout
  o PowerPoint Slide Deck
  o 2-Minute Pitch
  o Project Catalysts (case studies & background research, site design, business plan, special collateral materials, etc.)

- **CHAMPIONS IN ACTION: CITIZENS TOOLKIT (10)** Inspired by the Philadelphia Citizens Planning Institute's "Neighbors Helping Neighbors" initiative (https://citizensplanninginstitute.org/), students will compile a "learn by doing" case study of their Champion's project with the explicit goal of helping others along similar paths. Part storying telling and part lessoned learned, each

Citizens Toolkit will reside on One Region Forward's website and provide an ever evolving and ever growing resource guide for bottom-up planning in the region.

The primary intention of the semester is that the research team work together in service of the Champions for Change as they work in their own way to move One Region Forward.

WORK EXPECTATIONS (In order of due date)	Points	Due Date
Reflection Paper #1	5	2/4, 11:59pm
Reflection Paper #2	5	2/11, 11:59pm
Reflection Paper #3	5	2/18, 11:59pm
Weekly Leadership Log (10 of 12 weeks, 1.5 points each)	15	2/26 - 5/13, 11:59pm
Weekly Relationship Building	5	5/13, 11:59pm
Champions for Change Portfolios	40	5/7, 5:00pm
Champions in Action: Citizens Toolkit	10	5/13, 11:59pm
Participation & Professionalism Ongoing through the semester, but official peer evaluations, self-evaluations, and Champion evaluations will be due before the "final exam" reflection day on 5/14.	15	5/13, 11:59pm

GRADE DESCRIPTIONS

In addition to the basic grade levels described below, plus/minus (+ / -) grades will also be used. Grading will be decided as follows:

- 93-100 A (exceptional contribution)
- 90-92 A-
- 87-89 B+
- 83-86 B (substantial contribution)
- 80-82 B-
- 77-79 C+
- 73-76 C (average contribution)
- 70-72 C-
- 67-69 D+
- 63-66 D (poor contribution)
- 60-62 D-

I: Excused Incomplete. A grade of incomplete ("I") indicates that additional course work is required to fulfill the requirements of a given course. Students may only be given an "I" grade if they have a passing average in coursework that has been completed and have well-defined parameters to complete the course requirements that could result in a grade better than the default grade. An "I" grade may not be assigned to a student who did not attend the course. Prior to the end of the semester, students must initiate the request for an "I" grade and receive the instructor's approval. Assignment of an "I" grade is at the discretion of the instructor. More info is available at: http://undergrad-catalog.buffalo.edu/policies/grading/explanation.shtml#incomplete

ALL GRADES ARE SUBJECT TO DEDUCTIONS FOR ABSENCES, LATE WORK AND LATE ARRIVALS.

STATEMENT OF ACADEMIC INTEGRITY

Academic integrity is a fundamental university value. Through the honest completion of academic work, students sustain the integrity of the university while facilitating the university's imperative for the transmission of knowledge and culture based upon the generation of new and innovative ideas.

Each student in this course is expected to abide by the University at Buffalo's Code of Academic Integrity. Plagiarism is a serious offence, and we encourage you to read and become familiar with the University's Code of Academic Integrity (http://undergrad-catalog.buffalo.edu/policies/course/integrity.shtml). Any work submitted by a student in this course for academic credit will be the student's own work. Electronic submission of work will be required, and detection software will be used as an aid in determining originality of student work.

Students are encouraged to discuss information and concepts covered in lectures and the sections with other students. Students can give or receive "consulting" help to or from such students. Any submitted work, however, should be original. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a failing grade for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action

ACCESSIBILITY RESOURCES

In compliance with the University policy, your instructor is available to discuss appropriate academic individuals with disabilities (physical, learning or psychological) can access and benefit from all programs, services, and activities of the university. A variety of different accommodations are available to address the needs of people with disabilities at UB. For more information, please see: http://www.student-affairs.buffalo.edu/ods/request.

Students are encouraged to register with the UB's office of Accessibility Resources (AR) to verify their eligibility for appropriate accommodations and present the instructor with their letters of accommodation. Requests for academic accommodations are to be made during the first week of the semester. UB's office of Accessibility Resources (AR) coordinates reasonable accommodations.

ANTICIPATED[1] WEEKLY COURSE SCHEDULE

Week# Date	Seminar Topics & Assigned Preparatory Readings	Assignments Due
1 1/29	**Introduction & Course Orientation: Stories of Change** **Part I: Course Introduction** ● **Getting to know each other** ● **Grounding agreement for the course** ● **Regional Planning: Locally & Nationally** ● **Creating a new story for Buffalo Niagara: One Region Forward** ● **Review syllabus and assignments** **Part II: Gift-matching: Reviewing applications** ● **Review applications by community members** ● **Begin to prioritize and form teams**	*Reflection Paper #1 Prompt distributed in class*
	Diving Deeper in Preparation for Reflection Paper #1, due 2/4 *These readings will support your preparation of Reflection Paper #1 & class participation Session #2. **They are meant to ground you in the opportunities, challenge, and stories of our region**. With this general understanding, you can relate the stories of change proposed by our Champions to larger patterns of change at a regional scale. You are not expected to become an expert in these materials in a week: rather, **you are expected to familiarize yourself with these important resources** that will be on your "bookshelf" as references to draw upon throughout the semester. You will draw upon them to consider how our Champion's projects could most powerfully catalyze change related to regional priorities.* ***READINGS: Getting to know the challenges and opportunities of our region*** * oneregionforward.org (become familiar with website & its resources) * *One Region Forward: A New Way to Plan.* (skim full document) * Browse One Region Forward Regional Strategy Documents including: →*Resilient Buffalo Niagara Climate Change Strategy Document* →Growing Together: Sustainable Food Access And Justice Technical Report →Complete Communities for a Changing Region: Housing & Neighborhoods * Skim UBRI 2016 *Racial Equity Dividend Report* * Skim PPG 2017 Working Toward Equality, Updated	

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[1] This schedule has been designed to advance the learning objectives for students and Champions for Change. Given the emphasis of the course on reflective practice and collaborative leadership in changing environments, the instructors may adapt the specific readings and plans so as to best advance learning outcomes.

2
 	
2/5
	Regenerative development, asset-based community development, and the University-Community Partnership
	Part I: Intro to new forms of community/economic development
	   ● **The story of the Hodenosaunee**
	   ● **Buildinging on strengths**
	   ● **Bridging the divide with University-Community partnerships**
	Part II: Finalize selection of Champions for Change teams
	   ● **Which Champions do we have the capacity to support?**
	   ● **How do they relate to our key regional challenges?**
	   ● **Are there potential teams emerging?**
		Reflection Paper #1 Due 2/4
		
		Reflection Paper #2 Prompt distributed in class

	Preparation for Session #2
	● **Complete Reflection Paper #1 by 11:59pm, 2/4.** Essentially, you identify the 3 that you are most moved to support over the semester (and capable of supporting with your gifts). You will create 3 proposals for partnership with these three 3 Champions).
	
	Diving Deeper in Preparation for Reflection Paper #2, due 2/11
	These readings will support your preparation of Reflection Paper #2 & class participation Session #3.
	
	*https://www.cacwny.org/2017/08/clean-airs-response-to-the-university-at-buffalo-tonawanda-health-study/
	
	Readings on Sustainable Regional Planning & Citizen Participation
	* Walsh et al. (2017). Civic Infrastructure and Sustainable Regional Planning: Insights From the Sustainable Communities Initiative Regional Planning Grantees. *Cityscape*, *Volume 19* (3).
	
	   * Arnstein, Sherry R.(1969) 'A Ladder Of Citizen Participation', Journal of the American Planning Association,
	
	Asset-Based-Community Development Reading
	* http://www.abcdinstitute.org/toolkit/
	
	Regenerative Design & Development Reading
	   * Movement Generation's (MG's) framework for a just transition to a regenerative economy. http://movementgeneration.org/wp-content/uploads/2016/11/JT_booklet_English_SPREADs_web.pdf
	
	* Walsh, E. (2016). "Infrastructures for Grace: Meditations on regenerative design praxis in gentrifying urban landscapes," *Journal of Sustainability Pedagogy (11)*	

3 2/12	**Theories of Change: From Idea to Action** **Part I: Organizing for Action** • **Project Planning & Management** • **Community Organizing** • **Participatory Budgeting** **Part II: Theory of Change** • **Intro to logic models**	**Reflection Paper #2** Due 2/11 *Reflection Paper #3 Prompt distributed in class*
	Preparation for Session #3 ● **Complete Reflection Paper #2 by 11:59pm, 2/11.** **Diving Deeper in Preparation for Reflection Paper #3, due 2/18** *These readings will support your preparation of Reflection Paper #3 & class participation Session #4* ***Logic Models & Theories of Change*** *CNCS, "How to Develop A Program Logic Model."* https://www.nationalservice.gov/sites/default/files/upload/OpAC%20Logic%20Model%20draft%20in%20progress.pdf	
4 2/19	**From Theory to Practice** **Part 1: Generative Listening** **Part 2: Workshopping Mentor Projects**	**Reflection Paper #3** Due 2/18
	Preparation for Session #4 ● **Complete Reflection Paper #3 by 11:59pm, 2/18.** *These readings will support your first meeting with Champions for Change in Workshop #1.* ***Generative Listening*** * Selected videos (shared drive) * Hanlon & Rigney (2011). "Generative Listening" www.therightmind.com.au ***Tools for Generative Team Meetings*** * http://www.seedsforchange.org.uk/facilitationmeeting.pdf http://www.seedsforchange.org.uk/resources#grp * Six Thinking Hats (Edward de Bono). http://www.storyboardthat.com/articles/b/six-thinking-hats-examples	

5 2/26	**CFC Workshop #1: One Region Forward: Stories of Change** ***PRESENTATION:*** *One Region Forward a Story of Change – exploring our individual and collective stories.* ***WORKSHOP:*** *How do we transform an intention to an idea, plan, and new reality? Hands-on activities will introduce foundational concepts in regenerative development, transformational change and action planning. We will consider the power of stories, the power of our word, and the power of planning our work and working our plan.* ***ACTION LAB****: Develop work plan between student and Champion.* ***HOMEWORK****: Create assets and allies map*	
	ACTION RESEARCH ACTIVITIES. In preparation for SS #6 & Workshop #2, Students will: ● Follow through with commitments made to Champions to refine story of change and other agreements (likely conducting basic research on high potential case studies related to Champions' vision & intentions). SUPPORTING RESOURCES ***Participatory Action Research & Theory U*** *VIDEO: An interview with Dayna Cunningham, MIT Community Innovation Lab (MIT Co-Lab) https://dusp.mit.edu/faculty/dayna-cunningham * Scharmer, O. (2015). Awareness-Based Action Research: Catching Social Reality Creation in Flight. in: Hilary Bradbury (ed), *Action Research,* 3rd edition. L.A.: Sage, 2015, pp. 199.	
6 3/5	**Reflective Practice In Action**: Learning from the past & the emerging future Part 1: Theory of U Part 2: Progress of Champions & their TOC Part 3: Look into research and case studies on Champion topics - what's already out there?	
	ASSIGNMENTS (In preparation for SS#7 & Workshop #2) - Begin writing in Leadership Log - Begin practice of generative listening	

	- Keep working the plan and planning the work with Champions SUPPORTING RESOURCES * Explore "Dialogue Interview," "Stakeholder Interviews" and "Sensing Journeys, all described here: https://www.presencing.com/tools	
7 3/12	**CFC Workshop #2: Theories of Change** *WORKSHOP: Interactive activities will explore change in living systems, including being one part of the web of life, "being the change," and refining the "theory of change" form.* *ACTION LAB: Explanation of Logic model and developing a theory of change (TOC) with Champion* *HOMEWORK: Teams will come to 3/26 with a completed TOC. Champions will practice one-on-one conversations. Students will continue to support Champions with research.*	
3/19	NO CLASS – SPRING BREAK	.
8 3/26	**CFC Workshop #3: Generative Listening** *WORKSHOP: Healthy relationships are the foundation of a regenerative economy. How do we cultivate them? Champions will practice relationship-building & generative listening skills to help them refine their theories of change, expand their teams, and build relationships.* *ACTION LAB: Evaluate TOC, review progress, open questions, begin to develop framework for remaining pieces of Champion's portfolio* *HOMEWORK: Teams will continue action-lab work and establish a work plan to complete before 4/9.*	
	ASSIGNMENTS (In preparation for SS#9 & Workshop #4) - Keep writing in Leadership Log - Begin practice of generative listening - Keep working the plan and planning the work with Champions	

9
 	
4/2
	Reflective Practice In Action: Learning from the past & the emerging future
	Part 1: Reflective Practice: Facilitated Conversation
	   ● Progress of Champions & their TOC
	   ● Report out on portfolio deliverables	

	ASSIGNMENTS (In preparation for Workshop #4) - Keep writing in Leadership Log - Continue practices of gratitude & grounding intentions	

	- Begin practice of generative listening - Keep working the plan and planning the work with Champions	
10 4/9	**_CFC Workshop #4: Powerful Conversations_** **_WORKSHOP_**_: How do we go about making powerful requests and invitations, to galvanize assets and allies in service of our (increasingly shared) vision? In the face of breakdowns, how can we restore relationships and identify creative solutions? Champions will practice powerful conversations, including requests, invitations, and apologies. They continue building their powerful pitches and presentations._ **_ACTION LAB_**_: Report back on homework, review progress, open questions, Finalize content for 2-page handout and poster, Develop draft of 2 minute presentation (3-5 slides), Idea Summit guest list_ **_HOMEWORK_**_: Teams will continue action-lab work and establish a work plan **to complete their powerpoint, pitch, and poster before 4/9.**_	
	ASSIGNMENTS - Keep writing in Leadership Log - Bonus: Continue practices of gratitude & grounding intentions - Begin practice of generative listening - Keep working the plan and planning the work with Champions	
11 4/16	**Reflective Practice In Action**: Learning from the past & the emerging future Part 1: Review of Workshop #4, progress of Champions, - Report backs from team members Part 2: Workshop on preparing for presentations	
	ASSIGNMENTS - Keep writing in Leadership Log - Continue practice of grounding intentions - Begin practice of generative listening - Keep working the plan and planning the work with Champions	
12 4/23	**CFC Workshop #5: Powerful Pitches & Presentations** **_WORKSHOP_**_: How can we present a case for action in ways that inspire others and call them into collective action? **Champions will design and deliver spoken and visual presentations of their project ideas.**_ **_ACTION LAB_**_: Report back on homework, review progress, open questions_	
	ASSIGNMENTS - Keep writing in Leadership Log	

	- Bonus: Continue practices of gratitude & grounding intentions - Begin practice of generative listening - Keep working the plan and planning the work with Champions	
13 4/30	**Reflective Practice In Action**: Learning from the past & the emerging future Part 1: Review of Workshop #5, progress of Champions, - What? So What? Now What? Report backs from team members - Updates on case studies Part 2: Workshop on refining presentations and portfolios	FINAL POSTERS, MATERIALS, & PRESENTATION PORTFOLIOS to review with team
	<u>ASSIGNMENTS</u> - Keep writing in Leadership Log - Bonus: Continue practices of gratitude & grounding intentions - Practice of generative listening - COMPLETE PORTFOLIO FOR CHAMPIONS	
14 5/7	**CFC Workshop #6: Project Sustainability & Regeneration** *How can we mobilize ongoing support for project implementation, maintenance, and regeneration? Helpful social media tools and fundraising resources will be reviewed.*	FINAL POSTERS, MATERIALS, & PRESENTATION PORTFOLIOS PRESENTED TO CHAMPIONS.
5/11	**CFC Commencement & Community Forum: Idea Summit** *Champions for Change will present their ideas to move One Region Forward, followed by a resource fair, networking gathering, and opportunity to pledge actions.*	
15 5/14	Final Review / Debrief	Portfolios, toolkit, and networking report due.

Creative & Effective Use of Awareness-Based Practices

Gratitude Practices
At the beginning and closing of each workshop, we create time to give thanks. For each of their action plan reports, Champions are asked to reflect back on the past two weeks and name what they are grateful for. Gratitude is the bedrock of asset-based, regenerative development, which builds on community strengths. In Western New York, the Haudenosaunee nations have practiced regenerative development for well 600 years. Traditionally, they commence and close meetings with their Thanksgiving Address, expressing gratitude for all their relations in the web of life. Learning from this indigenous practice and the awareness that the UB campus sits on indigenous land, Champions for Change borrows the practice of gratitude, drawing students and Champions into an awareness of place, time, intention, and connection to life in evolution.

Storytelling and Envisioning Practices
As they enter the program, Champions share a "Once Upon a Time" story about their vision, as if it has already come to be. In developing their story, they imagine their roadmap to success. In sharing their story, they inspire connections and mutual desires. Donella Meadows (1994) noted "If we don't know where we want to go, it makes little difference that we make great progress." As a culture, "we talk about our fears, frustrations, and doubts endlessly, but we talk only rarely and with embarrassment about our dreams." Creating the space to dream and crystallize our intentions is essential. So, too, is sharing the stories of our hearts' desires with others willing to listen attentively and appreciatively.

Adaptive Theory of Change
Traditionally, planners develop theories of change to map out the inputs, activities, and outputs required for desired outcomes. Champions do as well, but they also name 1) their core intentions and the change they wish to be, and 2) their existing assets and allies. This connects a traditionally task-oriented plan with the intention and gratitude required for effective adaptation in dynamic environments. Traditional logic models can fix our attention on deficits and missed targets, rather than the change we want to see and be. With adaptive theories of change, we name our core intentions and our assets and allies, along with traditional inputs, activities, outputs and outcomes. This builds on research showing that our inner ways of being are as influential as our words and actions and enables intentional adaptation and emergent strategy. Past Champions have consistently given feedback that learning to develop a theory of change has been helpful to them in securing grants for financial capital. The "Adaptive Theory of Change" has expanded their resourcefulness and resilience, helping them deepen and expand their social networks and garner human and social capital.

Generative Listening Practice
Early on, we lead a workshop on "generative listening" – listening with an open mind, heart, and will. As students and Champions share uninterrupted personal stories of their leadership challenges, participant listeners practice suspending the automatic voices of judgment, cynicism, and fear that often impede curiosity, compassion, courage, and connection with one another. These exercises have been exceptionally effective in deepening the quality of trust and connection in each cohort. Not only did participants in the program full heartedly tell their life stories, but many of them experienced for the first time being truly listened to for five straight minutes without being interrupted. Participants find that this practice has helped strengthen relationships in their personal and community lives.

We provide detailed information about the "Adaptive Theory of Change" and the "Generative Listening Workshop" as these have been particularly effective in removing barriers to engaged learning.

CHAMPIONS FOR CHANGE
WORK PLAN

Adaptive Theory of Change

Intentions/Values
Who do we want to be?
What future do we want to see?

Existing Strengths
Who are your allies (present & potential)?
What assets will you build on?

Inputs
What do we invest?

→

Outputs

Activities

What do we do?

Participation

Who do we reach?

→

Outcomes

Measurable changes in community well-being.
(E.g., quantitative increases in community capitals, qualitative measures of well-being/satisfaction)

Short Term   *Medium Term*   *Long Term*

→

Workshop #3: Generative Relationships

We recognize that everything gets done through relationships and nothing gets done without them. Healthy relationships are the foundation of a regenerative economy – through them, we build the power to enhance social and ecological well-being. Powerful conversations are a foundation for healthy relationships. Generative listening is a foundation for powerful conversation. As we listen to others with our minds, hearts, and wills open, we are able to understand each other and allow new possibilities to emerge for shared action.

WELCOME CIRCLE & INVOCATION (6:30-6:35)

PART 1: GENERATIVE LISTENING (6:35 -7:35)

Through our generative listening workshop, we aim to:

1) Deepen our capacity for generative listening, a capacity for powerful relationships
2) Get to know one another, deepening connections among our community of leaders,
3) Share our leadership stories and explore our leadership challenges in an affirming environment.

Guidelines:

1) **Organize into groups of 4** people who don't know each other well – ideally 2 Champions and 2 student leaders per table
2) Take a minute or so to think about your own leadership journey, and some key leadership challenges you faced, or are facing now. During the exercise, you will have 5 minutes to share your leadership story with your group.
3) **Starting at 6:40** begin the first of 4 rounds of generative listening (listening with an open mind, heart, and will).
    a. Person A speaks **_uninterrupted_ for five minutes**. Others listen silently will full attention.
    b. Person B (to the right of Person A) listens *with an open mind,* listening for the facts of the story, and what exactly was said.
    c. Person C listens with an *open heart,* listening with compassion for how the person must have been feeling, what their experience was like.
    d. Person D listens with an *open will*, listening for the underlying commitment, intentions, or values revealed by the story.
    e. At the end of the five minutes, each listener has **up to 1 minute** to thank the storyteller and speak back what they heard while listening. *Total, 3 minutes report back.*
    f. The storyteller has **2 minutes** to reflect back on how the listeners did in understanding their story, and any insights gained in the process.
4) After each round, all of the roles shift by one [either stay seated in the same place, and shift the roles, or have everyone shift seats into the new roles).
5) After 4 rounds, at 7:20, we'll debrief and talk about ways to apply generative listening in our work.

BREAK (7:35-7:45)

PART 2: TEAM & FLOCK WORKSHOP (7:45 – 8:30)

In the second half of class, Champions and students will create their own plans to forward their projects. Valuable activities include:

1) Reviewing maps current and potential allies with an assessment of relationship strength.
2) Translating theory of change into action plans with benchmarks
3) Considering materials (photos, graphics, text) to include in final presentations, flyers, posters.

CLOSING: REFLECTION AND ACTION TWO-WEEK ACTION PLANNING (8:30-8:40)

ADDENDUM

The MIT Community Innovators Lab also works to bring people together to cultivate social and ecological well-being. They practice what has been called "presencing." Otto Scharmer and colleagues at MIT's Presencing Institute use "Theory U" to explain this process of becoming "present" – which they find to be the source of creativity and power that allows us to co-create the future we desire. The "U" is a process of deepening our awareness, as pictured below. The diagram shows to listen with an open mind requires suspending the automatic Voice of Judgment (VoJ), to listen with an open heart requires suspending the Voice of Cynicism (VoC), and to listen with an open will requires suspending the Voice of Fear (VoF).
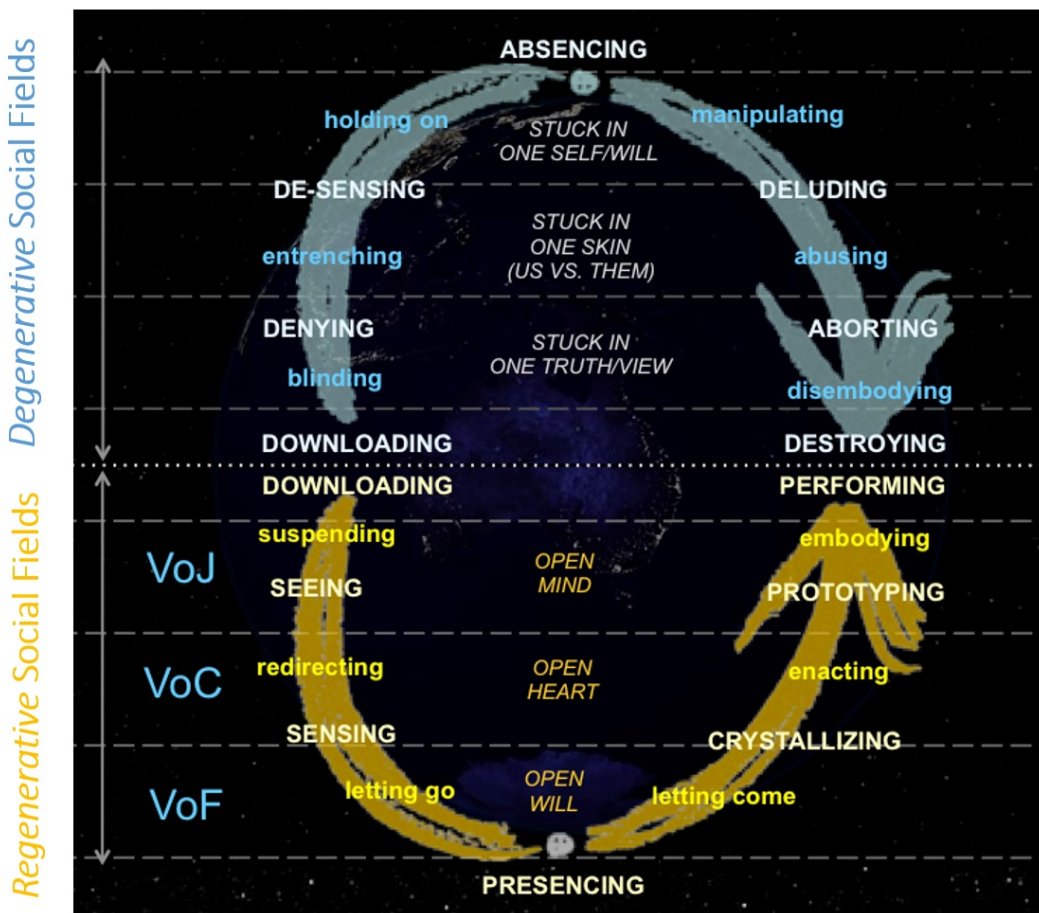
CHAMPIONS FOR CHANGE
WORKSHOP REFLECTION

GRATITUDE
What's one thing that you are grateful for today?

_____

OUR PAST
What's one thing you will remember about today's workshop?

_____

OUR PRESENT
What's one thing you would change about today's workshop?

_____

OUR FUTURE
What do you commit to doing between now and the next workshop?

_____

ONE
REGION
FORWARD

CITIZEN
PLANNING
SCHOOL