

**University Learning Partnership Approach – (as of 10-17-14)**

**KD Officer Experience/Beliefs/ Assumptions**

**About Memorial Fund**

Discovery as a grant initiative has many connections and partners – scholars were not an identified partner.

Past work with universities was project specific but not framed as partnerships.

Conducting research through non-profit researchers alone limits the potential for higher education institutional leverage/partnership strategy.

Having a scholar on staff with a research agenda will help connect to university scholars.

One in house-scholar can be more effective working in partnership with other scholars than only conducting research.

The work of Discovery can inform and should be present in the educational change and philanthropy fields.

**About Connecticut Higher Education**

CT Higher education has a role in systems change as well as in preparing educational leaders to functions in the improved systems.

Connecticut has not traditionally retained action-oriented social justice scholars.

CT statistics show limited diversity in educational leadership prep programs – educational faculty and graduating students do not reflect the CT student prek-12 population demographics.

**About Educational Leadership Preparation**

Education as a field does not have a history of engaging students in the communities they will serve.

Even when ideas of parent engagement and community are brought into education curriculum, it is usually not from a structural equity understanding.

University based researchers are in a position to:

- 1) have influence on the next generation of educators;
- 2) influence colleagues and potentially the institution
- 3) contribute to the quality of education in CT
- 4) engage in long-term research agendas partially supported by their institutions;
- 5) abide by ethics consistent with institutional reviews of research ethics that protect human “subjects.”
- 6) produce quality research because of both professional and institutional pressures;
- 7) have a national reach through associations;
- 8) leverage resources of the university for educational change.

**Knowledge Development Grant Emerging Proposition:**

The Memorial Fund can:

Make modest investments into universities in a way that focuses on inquiry and learning important to educational change issues across the Discovery network

and by doing so also:

Support action/social justice faculty within higher education institutions;

- Who will be an engaged voice for issues of equity, parent/community engagement in educational leadership, and action oriented methodology
- Who will bring values of inclusiveness, collaboration, and social justice into education preparation
- Who will Inform local and state conversations on education
- Who will participate in national and field wide conversations that inform social and policy change related to equity and education.
- Who will expand and sustain the investment through their research, teaching and service agendas.

Provide legitimization for social justice methods in research and philanthropy.

Inform change practice in philanthropy and educational arenas by:

- Contributing stories of practice to the conversations of philanthropy and education
- Taking leadership in the emerging kd field-building in philanthropy

**Target Rationale**

Universities with graduate programs

- Will have faculty research capacity
- Will touch teachers, principals, and superintendents in CT
- Will have infrastructure for supporting research
- Will have access to student resources

Universities with graduate programs in education will have faculty who participate in state and national conversations in education through associations and work with government

Education as a field will have researchers from a variety of social science disciplines.

**Outcome Questions**

- **Was a university-based social justice scholar supported?**
- **How were Discovery participants involved in inquiry?**
- **What was the contribution to capacity?**
- **What was the contribution to statewide efforts?**
- **What was the influence within the University – colleague faculty/ students/ institution?**
- **What resources were leveraged?**
- **Where was work shared?**