Information Literacy and the IUPUI Common Theme Project

Engaging faculty, students, and the community

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The Common Theme & Social Entrepreneurship

Social Entrepreneurs...
- Develop SOLUTIONS
- Measure OUTCOMES
- Establish CHANGE MODELS
- Practice INCLUSION
- Leverage ASSETS
- Think LONG-TERM
Engaging Faculty: Finding Champions

Key strategies:

- Face-to-face visits
- Customized information packets
- Common Theme website
- Faculty workshops
- Course management system project site
- Additional presentations
- Facilitated introductions to partners, speakers
SOCIAL ENTREPRENEURSHIP IN NURSING—A TOOL FOR LEARNING, ADVOCACY AND INCOME GENERATION

Subadhra Devi Rai, PhD

Abstract

There is a perception that nursing and business do not fit—that the values of caring, compassion, and advocacy are an anachronism to the economic framework of profit-making, supply/demand, and competition. Social entrepreneurship (SE) offers a way of resolving this dilemma. SE encourages responsible business practices where consumers and producers benefit without exploiting the other and where profit-making is still possible. The framework of SE provides nurses with an opportunity to integrate the humanistic philosophy and practices of nursing into the fabric of businesses that care. Caring enterprises could encompass values of advocacy, development, capacity-building and income generation. In addition, nurse educators, practitioners, entrepreneurs and leaders could collaborate to incorporate the SE framework in their work to create a new nursing learning paradigm to equip nurses to handle challenges in health locally and globally.

Keywords: Nursing, social entrepreneurship, income generation, advocacy, learning, caring, capacity-building, development.

Introduction

When I first thought of this book, I was unsure how the idea was going to unfold. Many questions emerged such as whether there was a fit between social entrepreneurship (SE) initiative and the nursing discipline; and if there was a fit, what were the nature and extent of the fit? The central thesis of my paper and presentation is that there is a good fit between the approach of SE and the discipline of nursing. The concept of SE in nursing education (the initiative of SE in nursing is new). It is a work in progress, one that I am sure will continue to develop and deepen as others engage and critique this idea from various perspectives and in different nursing contexts. I believe that integrating the concepts of SE in nursing is revolutionary.

In this paper, I would like to do the following:
1. Introduce the concept of SE and provide examples of this approach using the work of individuals in other fields.
2. Describe how a nursing education rooted in the concepts of a caring and human freedom could accommodate and fit within the framework of SE.
3. Show that encouraging SE in nursing education and practice creates space for experimentation and innovation for nurses which will enable them to meet the challenges ahead through advocacy, learning, and capacity-building through income generation.

Emilie Meessen

Country: Belgium
Region: Europe
Field Of Work: Health
Subsectors: Health Care Delivery, Poverty Alleviation
Target Populations: Health Care Professionals, Homeless
Organization: Infirmiers de Rue
Year Elected: 2010

INTERNATIONAL INITIATIVES

Institute for Action Research in Community Health

Since its establishment by the Indiana University Board of Trustees in 1990 under the leadership of Beverly Flynn, the Institute for Action Research in Community Health (IARCH) at the School of Nursing has strived to improve the health of the community through local action and policy change.

Faculty, researchers, students, and community leaders collaborate on projects to reach this goal as they:

• Promote, develop, and conduct interdisciplinary research relevant to community health issues in the state, nation, and the world.
• Provide new opportunities for community health research, public service, and education for students and faculty; and
• Collaborate with communities in identifying solutions to their health concerns.

The World Health Organization Collaborating Center (WHO) designated IARCH as the WHO Collaborating Center in Healthy Cities.

IARCH Fellows

Learn more about the IARCH Fellows and their areas of interest and research.
Model of Integrating Humanitarian Development into Engineering Education

Bemard Amadei, Dist.M.ASCE1, and Robyn Sandecki2

Abstract: Ensuring the first half of the 21st century, the engineering profession must embrace a new mission statement—to contribute to the building of a more sustainable, stable, and equitable world. In particular, the engineering profession needs to train a new generation of engineers who can better meet the challenges of the developing world and address the needs of the most destitute people on our planet. This paper presents a model of integrating humanitarian development into engineering education based on our experience with Engineers Without Borders U.S.A. and the development of the Engineering for Developing Communities program at the University of Colorado at Boulder over the past eight years. We also review some like-minded programs in U.S. universities and discuss how such programs can be integrated into engineering education.

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Author keywords: Engineering education, Sustainable development, Education-practice interchange, Community development.

Introduction

In the next two decades, an additional 1.5 billion people are expected to populate the Earth, 97% of them in developing regions or currently labeled least developed countries (United Nations Department of Economic and Social Affairs, Population Division 2000). This growth will create unprecedented demands for energy, food, land, water, transportation, materials, waste disposal, earth moving, public health care, environmental cleanup, telecommunication, and infrastructure. The role of engineers will be critical in fulfilling those demands at various scales, ranging from small remote communities to large urban areas (megacities), mostly in the developing world. The question now arises about what needs to be done now and in the near future, to allow all humans to enjoy a quality of life where basic needs of water, sanitation, nutrition, health, safety, and meaningful work are fulfilled. The eight Millennium Development Goals set forth by the United Nations General Assembly in 2000 represent a major effort by all of the world’s countries and leading development institutions to meet the needs of the world’s poorest people (United Nations Development Programme 2005).

Considering the problems facing the planet today and those expected to arise in the next 40–50 years, the engineering profession must revitalize its mindset and adopt a new mission statement—to contribute to the building of a more sustainable, stable, and equitable world. As discussed in previous papers (Amadei 2004, Sandecki et al. 2007), it is clear that engineering education needs to train the engineers and leaders for the new era in engineering firms, for the recommendation for general education suggested by accreditation boards, and for the limited skills and tools traditionally taught in engineering programs in U.S. universities.

Engineers of the future must be trained to make intelligent decisions that protect and enhance the quality of life on earth rather than endangering it. They must also make decisions in a professional environment in which they will have to interact with people from both technical and nontechnical disciplines at the national and international levels. Preparing engineers to become facilitators of sustainable development, appropriate technology, and social and economic changes is one of the greatest challenges faced by the engineering profession today. Meeting this challenge may provide a unique opportunity for renewing the leadership of the U.S. engineering profession as it enters the 21st century.
Fostering Social Entrepreneurship through Liberal Learning in the Social Sciences

By Idee Wincfield, associate professor of sociology, College of Charleston

There is no one definition of entrepreneurship. Some view it as the process of creating innovation. "(Emergence) of responding to the opportunities made possible by change (Drucker 1955), or of exploiting ambiguity (Mark 2000). Others see it as actively bringing about changes in "how we see and understand and handle things or people in some domains" (Flora and Dreyfus 1998, 36, also see www.changemakers.com and www.ashoka.com). Deneen, Economy, and Eronson (2001, 4) argue that the common thread running through these definitions is the idea that "entrepreneurs are innovative, opportunity oriented, resourceful, value creating change agents." This applies not only to business entrepreneurs but also to social entrepreneurs.

Although both business and social entrepreneurship emphasize innovation, opportunity, and change, social entrepreneurship differs from business entrepreneurship in some important ways. The key difference is that social entrepreneurs set out with an explicit social mission in mind (Deneen, Economy, and Eronson 2001). Their main objective is to make the world a better place—to create social value.

Before you can teach social entrepreneurs specific skills in value creation, you first have to create an environment that nurtures nascent social entrepreneurs—those who not only "see" a problem that needs fixing, but also believe that they should do something about it.

The Social Sciences

The social sciences, as part of a liberal education, can play an important role in supporting nascent social entrepreneurs by providing a way of seeing the world that goes beyond individual experience and a way of explaining human behavior in the context of the social, political, economic, and cultural systems of a time and place. Students in the social sciences learn to empirically examine and assess complex problems by developing critical observation skills. This is a necessary foundation for developing the ability to envision alternative responses and develop innovative solutions.

Stevens and Van Naten (2002) contend that critical observation encompasses three core skills:

1. The ability to make a clear distinction between an event and the analysis of the event (i.e., the observed behavior and the meanings we assign to them).
2. The ability to identify the assumptions, expectations, and stereotypes we bring to our interpretations of behaviors and to recognize when we are relying on them rather than empirical evidence.

This is a revised and extended version of a discussion paper first prepared for the 2003 meeting of the Consortium for Liberal Education and Entrepreneurship at the College of Charleston, November 14 and 15, 2003, made possible through a grant from the Ewing Marion Kauffman Foundation.

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GENDER AND SOCIAL ENTREPRENEURSHIP IN SOCIETIES IN TRANSITION: THE CASE OF AZERBAIJAN

By Mehrangiz Najafizadeh and Lewis A. Mennerick *

INTRODUCTION

In this article, we examine sociopolitical and ideological change and the social construction of women’s private and public roles in the Republic of Azerbaijan. Situated geographically with Russia and Georgia to the north, Armenia and Turkey to the west, Iran to the south, and the Caspian Sea and Turkmenistan and Kazakhstan to the east, Azerbaijan is at the sociopolitical and cultural crossroads of Russia, the Middle East, and Central Asia. Cyrus the Great of Persia occupied Azerbaijan in the sixth century B.C., followed by Alexander the Great, the Roman legions under Pompey, the Persians and the Ottomans, and finally by the Russians in the 1800s. Indeed, Azerbaijan’s history is colored by the dynamics of politics, power, ideology, and gender.

We first elaborate the social constructionist theoretical orientation that guides our analysis. Next, we focus on ideology and social entrepreneurs and on the social construction of gender—especially, the social construction of women’s roles—during two distinct periods of Azerbaijan’s “modern” history, from the 1800s to (99). Third, we examine in greater detail the sociopolitical, economic, and ideological transition in post-Soviet Azerbaijan, from 1991 to present. We examine how this transition has affected women’s place and well-being, and we focus on women’s advocacy associations that—as social entrepreneurs—are assisting women in dealing with social and economic problems, redefining women’s identity, and empowering women in post-Soviet Azerbaijani society.

THEORETICAL ORIENTATION

In studying the social construction of gender roles in Azerbaijan, we examine differing ways in which social actors perceive and define such roles.

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Engaging Students

Key strategies:

• Overcome dislike of reading
• Featured books on reserve
• Online tools (Facebook, Twitter, LinkedIn, YouTube, TEDTalks)
• Competitions
• Course assignments and projects, service learning
November 23, 2013

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Stay Informed
Spotlights

Joe Spaulding

IUPUI Senior, Sam H. Jones Scholar

Joe Spaulding, an IUPUI senior studying engineering, questioned how his love for community service would be relevant to his major.

"In most work or corporate environments, they don’t care about being civically engaged," Spaulding says. "I want to bring a civic mind to engineering and into the workplace."

Spaulding knows the value of civic-mindedness having been a part of the Center for Service Learning since the beginning of his college career, first as a Freshman Service Scholar then a Community Service Scholar. He has helped organize and participated in various campus and community service events, including Global Youth Service Day, Cesar Chavez Day of Service, and MLK Day of Service.

He has been a Sam H. Jones Community Service Leader for the past two years. CSL developed the Sam H. Jones scholarship program to encourage and support students like Spaulding as they pursue their passions for community service.

"With the Sam H. Jones program, I have gained a lot of resources," Spaulding says. "It showed me how to get involved on campus and gave me tools to inform my peers. I have been able to become an advocate for causes in the community that are close to my heart."

Spaulding is most passionate about homeless outreach. With the help of CSL, he interned for a year with Coalition for Homelessness Intervention & Prevention (CHIPindy), working to expose and address homeless issues in Indianapolis communities.

Now, with the tools CHIPindy and CSL have given him to put his passion into action, he is spearheading Paw’s Pantry, a campus food pantry for students at IUPUI. The project has been in the works for the past two years in collaboration with the Student Organization for Alternative Retail. Spaulding is the first Community Service Leader to operate and report Paw’s Pantry. CSL through the Sam H. Jones program,
Tourism, Conventions & Event Management
“Most of the students . . . had never thought of sport organizations as anything other than professional/collegiate money-making enterprises. Based on their feedback, this project really helped open their eyes to a different avenue they could pursue in the sport industry.”
Nursing
Engaging the Campus and Community

Key strategies:

• Finding community partners
• Author visits
• Other speakers
• Documentary screenings
• Social entrepreneur “speed dating”
• Student-run roundtable event
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IUPUI Common Theme 2011 – 2013

www.iupui.edu/common_theme/2011/about/theme/