

Tenure Statement

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In this document, I summarize my achievements and future plans in teaching, research, and service at Michigan State University (MSU) for my tenure case.

Becoming a Construction Management Scholar

*"The whole secret of life is to be interested in one thing profoundly and in a thousand things well."--
Horace Walpole*

During graduate school, I found Construction Management to be full of simple and powerful ideas, clever techniques, challenging projects and problems. But the experience of graduate school did more than just convert me to a learned construction manager. It made me realize that I have a knack for sharing information about construction management and making it more accessible to a wider audience. I also recognized, through research assistantships and professional experiences, how much I enjoyed the discovery and application of new ideas, methods, and techniques. This affinity for teaching and research crystallized into a professional aspiration of becoming a bona fide scholar of teaching and research in Construction Management. Therefore, I left a secure position at Ford Motor Company to join the Construction Management Program at MSU as an assistant professor.

Upon joining MSU, I realized that the scholarship I have been trained to do at the University of Michigan contained two basic features (Diamond and Adam 1993)¹:

- The activity requires a high level of discipline- related expertise, breaks new ground, is innovative, can be replicated or elaborated, and has significance or impact.
- The work and its results can be documented, and can be peer-reviewed.

This definition of scholarship was disheartening to me because it seemed to encompass only one type of scholarly pursuit (that of the discovery of new knowledge), at the expense of other forms such as teaching. This was particularly important to me because I had no prior teaching experience and I wanted to be the best teacher that I could be. As a consumer of great and terrible teaching, I thought I knew exactly what my teaching should be, but quickly realized that I didn't know how to do it in a genuine and authentic way. I intuitively believed that the way to approach pedagogy should be no different from approaching research problems, i.e., through the scientific process. This meant I have to be a scholar of teaching as much as one of construction management. However, I have long heard that in academia, instruction does not get the same rewards as disciplinary scholarship.

I found solace after reading the reference "Scholarship Reconsidered: Priorities of the Professoriate" by Ernest L. Boyer², wherein he defined the following forms of scholarships: Discovery, Integration, Application, and Teaching. To me, Boyer captures the epitome of scholarship, one that is observed and practiced in every aspect of academic life. That is the type of scholarship I have been working towards in the past five years and look forward to continue pursuing at MSU in the future.

Teaching at MSU

"Education is not to teach men facts, theories or laws, not to reform or amuse them or make them expert technicians. It is to unsettle their minds, widen their horizons, inflame their intellect, teach them to think straight, if possible, but to think nevertheless." Robert M Hutchins.

I believe that each teacher has to arrive at his/her own style of instruction that is commensurate and compatible with their own personality. I, therefore, worked on a statement of teaching philosophy to guide me in the design and delivery of instruction. Basically, I am fully in favor of a topic-based approach where students and teacher all form a "circle" around the topic and have vigorous discussions about it. I also want every student to leave my class at the end of the semester saying, "I didn't know that I could work so hard, and I didn't realize that I could learn so much." Anything less is unacceptable. Upon sharing this position on teaching in the first class, students are typically not sure how to react to because they have been socialized to be passive learners during most of their education years. An open discussion regarding this philosophy helps them to realize how it will be achieved.

¹ Diamond R. & Adam, B (1993). *Recognizing faculty work: Reward systems for the year 2000*. Jossey-Bass, San Francisco, CA

² Boyer, E. L. (1997). Carnegie Foundation for the Advancement for Teaching.

My teaching assignment in the program has been the undergraduate and graduate courses on construction scheduling, BCM411 and BCM811, respectively. BCM411 is offered as a 2-hour lecture section with multiple 2-hour lab sections. BCM811 is similar to the 411 model. Also, as part of my teaching assignment, I was to develop a new graduate course on a topic of my choosing. I have developed this course and it is titled "Lean Construction Principles and Methods". The course has been well received by students and will become a regular course offering as of the academic year 05/06. During the academic year 04/05, I also taught the Commercial Capstone course, BCM436, and supervised the Professional Internship class, CMP493. The average SIRS score I received in all the classes I have taught at MSU is 1.4 (1 = superior and 5 = inferior), and the range of the SIRS scores received was between 1.18 and 1.86.

As I continued to attend more and more teaching seminars at MSU and through independent readings, my curiosity about the scholarship of teaching and learning grew. Consequently, during the academic year 02/03, I applied and was accepted to the MSU Lilly Fellowship program. The main goal of my Lilly research project was to enhance teaching delivery methods in the Construction Management Program through a study of teacher-student learning style disparity. I successfully completed the Lilly Fellowship year with a detailed report about the project I conducted and a published paper in the Journal of Construction Education - an on-line peer-reviewed journal published by the Associated Schools of Construction. Although I benefited tremendously from the project, the longer-lasting impact of the Lilly Fellowship on me was in the re-orientation and transformation of my perspective on teaching and learning that occurred through mentorship under Dr. Steve Yelon, the guidance of the Lilly leaders Dr. Karl Smith and Dr. Cathy Bristow, and the thoughtful conversations with the other Lilly Fellows.

Advising graduate students brings me particular enjoyment because of the immediate change and influence one can see in the students. My strategy in advising graduate students is to clarify early on what will constitute a win-win outcome for both of us. We discuss and agree upon the following five elements of a win-win agreement, which are adopted after Covey (1990)³: (1) Desired results (goal, objectives, and outcome); (2) Guidelines (boundaries and deadlines); (3) Resources (those needed against those available); (4) Accountability (measurements of progress and accomplishments); and (5) Consequences (what happens if win-win is achieved or not achieved).

Future Teaching Plan

Student feedback has been a great source of inspiration and validation for my efforts to improve my teaching. I regard the content I choose to teach as mostly quite fascinating, very exciting and fundamentally important. To me that this sense of fascination, excitement and importance is the core of much of what students respond to most positively in my teaching.

To date, I continue to work on improving class content and delivery methods to keep the students engaged and to direct classroom activities towards the development of critical thinking. I have also invited a teaching consultant to attend class. I also continue to attend teaching and learning workshops, symposia, or similar programs. My long-term teaching plans focus on experimenting with new teaching methods, and instructing in other existing courses and developing new ones. In addition, I am planning to pursue research in the scholarship of teaching and learning based on ideas from observations during and reflection after the Lilly Fellowship year. In particular, I am interested in developing a framework to assist students in arriving at better studying strategies based on their preferred learning style.

Research at MSU

"Do not go where the path may lead, go instead where there is no path and leave a trail."--Ralph Waldo Emerson

To me, research follows the motto of the Tiger Cubs (first level for Boy Scouts), which I helped my son commit to memory and practice: "Search, Discover, and Share". This simple phrase helps my graduate

³ Covey, S. R. (1990). *The 7 Habits of Highly Effective People*. Free Press, New York, NY.

students orient themselves to the process of research. It also provides them with a roadmap to what needs to be accomplished in their individual research projects.

When I arrived at MSU, I had an overarching research goal that was shaped by job experiences at Ford Motor Company. In particular, my training as a Lean Production subject matter expert made me recognize that the Construction Management field lacked a theoretical framework that was capable of fully explaining problems that arose in practice. In essence, the conceptual models of construction management were unable to *consistently* deliver on the mantra of completing a project 'on-time, on budget, and at desired quality'. This inability was also evident from empirical data indicating that construction projects were low efficiency systems with high rate of injuries and fatalities, endemic quality problems, and rising litigation.

I surmised that the crux of the problem was in the production paradigms that dominated and guided the thinking about the construction process. I concluded that a paradigm shift was clearly needed in how construction as a process was conceptualized, similar to how lean production, as originally practiced by Toyota Motor Company and now by many others, evolved from craft and mass production. However, I was not convinced that construction management only needed an additive change; rather it needed one that was "ecological" wherein everything had to change.

Given that the scientific process is a social process, and not a solo adventure, I realized that this research goal cannot be achieved without the creation and involvement of an entire community of scholars. After a couple of months of critical literature review, I found that, as is always the case, other researchers were working on the same goal. The two primary entities that were active in research in this area were the International Group for Lean Construction (IGLC), formed in 1993 and the Lean Construction Institute (LCI), a non-profit organization that was formed in 1997. I immediately began the 'search' phase and read most of the available literature that both organizations produced. I also attended two workshops run by LCI that provided an overview of Lean Construction thinking and insights into teaching the topic in undergraduate and graduate programs.

Since discovering this community of researchers and practitioners interested in changing what we build and how we build it, I have been intrigued by the study of construction projects as project-based production systems. Another term for project-based production systems is Lean Construction wherein production is conceptualized in three complementary ways, namely, as a Transformation (T) of raw materials into standing structures, as a Flow(F) of the raw material and information through various production/assembly processes, and as Value (V) generation and creation for owners through the elimination of value loss (realized outcome versus best possible) by ensuring customer needs and wants are captured and challenged.

Lean Construction principles inform and guide my primary research interests in the discovery, exploration, and application of new theories and methods to:

(1) Protect and safeguard construction workers from occupational injuries and fatalities. Specifically, I am interested in the following three main topics of research:

- o Prediction techniques for physiological demands during construction work.
- o Construction worker's hazard perception models.
- o Construction Accidents Causation models.

(2) Develop construction production planning and control models.

After five years of working according to the research plan outlined above (tracks A and B), I have supervised 7 Plan A masters students (with 5 completed), published 4 refereed journal articles, 2 paper closures, and 17 refereed conference papers, and 2 research reports. A search on Google's scholar database (<http://scholar.google.com/>) reveals that my publications have been cited in 14 scholarly works (excluding self-cited work), and listed as recommended readings on a number of sites.

I have also received a 3-year NIOSH grant in the amount of \$143,173, a one-year Consumers Union Southwest Regional Office - Manufactured Housing Research Initiative grant in the amount of \$45,000

(co-investigator). In 2004, I was extensively involved in the launch of the Lean Construction Journal (<http://www.leanconstructionjournal.org/>), an on-line peer-reviewed journal published by the Lean Construction Institute. I currently serve as co-editor for the Lean Construction Journal and as chair of the Lean Construction Institute Academic Forum. I also review for 10 different peer-reviewed journals and conferences (to date, I have reviewed a total of 76 papers).

Future Research Plan

"Just because something doesn't do what you planned it to do doesn't mean it's useless."--Thomas A. Edison

During the past five years, I have developed 9 full proposals based on findings from the NIOSH grant, the Consumers Union project, and various Master's theses, as well as numerous pre-proposals. While these proposals were not successful, I am learning valuable lessons from writing each one, specifically from the peer-review feedback received. For example, I realize now that on large grants, the presence of two or more principal investigators, both from MSU and from other institutions, is critical. In addition, I have learned that establishing a professional working relation with the granting agency is equally critical, e.g., through presenting seminars about ongoing research efforts and engaging agency staff early-on in discussions regarding the relevance and significance of the proposed research topic to the agency's research priorities. I also need to target smaller grants offered by construction trade associations and other professional associations, which will create a track record that would be valued by federal and state funding agencies. These grants will also allow me to focus on a particular construction domain wherein I can apply and focus my disciplinary expertise (occupational safety and production planning).

In the years to come, I will continue to conduct research in the two tracks mentioned earlier. This is not in defiance or denial of the outcomes of my grant seeking efforts thus far. This is primarily driven by the fact that all the proposals I have submitted have been found to have merit. However, without compromising my idealist views and belief in the power of ideas in changing people and the world, my approach will be vastly different in seeking funding based on the lessons learned explained earlier. I believe also that the launch of the Construction Management PhD program in fall 2005 as well as the planned addition of more faculty to the program will help tremendously in being more prolific in scholarly pursuits and more successful in grant-seeking activity.

I will continue to establish strong presence and name recognition in Construction Safety and Lean Construction through publications in peer-reviewed journals and attending conferences, conventions, professional meetings, colloquia and seminars. I also intend to organize/chair/host conferences on Construction Safety and/or in Lean Construction at Michigan State University.

As of the writing of this statement, the following is brief listing of ongoing and planned research projects:

Current Projects:

- Investigation of Construction Workers' and Managers' Attitudes Towards Project Planning Uncertainty - Plan A thesis.
- Assessment of Construction Worker Hazard Perception using Fuzzy Signal Detection Theory - Plan A thesis.

Future Projects:

- Assessment of Alertness Levels During Construction Work Activities Using Ambulatory Electroencephalography (EEG)
- Ergonomic Evaluation of Manufactured Housing Production Operations.
- Validation of Energy Expenditure Production Models for Construction Work Activities
- Work-Rest Cycle Management to Improve Worker Performance In Construction
- Production Planning Assessment During Manufactured Housing Installation Operations Using Lean Production Principles
- Improving quality of pre-fabricated wood truss elements using Six-Sigma techniques

Service

"One act of beneficence, one act of real usefulness, is worth all the abstract sentiment in the world" - Ann Radcliffe

I enjoy working with students and colleagues on matters important to the program, college, and university. Interaction with industry through outreach has also been a source of great insight and validation of the importance of the research ideas that I am pursuing.

In general, my approach to service is the same as my approach to teaching and research. Regardless of the service engagement, I find delight in researching the topic(s) at hand, identifying a strategy to address issues, and bringing rigor to the process and outcomes. An example of this is the outreach project that the Construction Management Program (CMP) was requested to develop by Haworth, Inc. (a Michigan-based manufacturer). The project consisted of development and delivery of five 4-day construction management workshops, to be offered in 2005. I served as the project manager for this outreach program. In that capacity, I developed the program proposal (including content, delivery formats and structure, and budgets), and coordinated and managed training logistics, training materials, and instructors. In working with my colleagues on selecting content and delivery formats, I read available literature on andragogy because of the type of audience we expected to have. I found it interesting to see how the learner, the learner's experience, readiness to learn, and orientation to learning have been portrayed as having different characteristics in pedagogy compared to andragogy (Hanson 1996)⁴. These factors were all taken into consideration, and Haworth considers this program as one of their best offerings. This outreach project generated \$115,000 in revenue to CMP. Another round of workshops is being seriously considered by Haworth for 2006.

In the future, I will continue to participate in all dimensions of service when requested as well as proactively seek and engage service opportunities and develop outreach events for professionals.

Final Thoughts

"Not everything that can be counted counts and not everything that counts can be counted." -A. Einstein

After five diverse, challenging, emotionally and professionally enriching, and rewarding years at MSU, I believe that my efforts are consistent with the forms of scholarships described by Boyer (1997) - Scholarship of discovery, integration, application, and teaching. I believe that my accomplishments reflects this by showing: (1) a demonstrated record of effectiveness as a teacher; (2) a record of peer-reviewed publication and peer-reviewed creative activity which has contributed to the field of Construction Management, to my intellectual development, and to the quality of the Construction Management Program; (3) a record of professional service, which is proportionally appropriate to my appointment, to the program, college, university, and the construction industry; and (4) promise of growth in teaching and research.

No one, at least among the people I know, springs full-grown from the brow of Zeus. I came to MSU capable of certain things and full of promise to do others, and I am getting better all the time. I am very proud of what I have been able to accomplish at MSU. I realize I need to, and I will, bring my grant activity to be on par with my scholarly productivity in teaching, research, and service. I believe that I am on track towards fulfilling my overriding mission of spreading and contributing to the body of construction knowledge as a teaching and research scholar of Construction Management. That is why I look forward to being a part of Michigan State University.

⁴ Hanson, A. (1996) 'The search for separate theories of adult learning: does anyone really need andragogy?' in Edwards, R., Hanson, A., and Raggatt, P. (eds.) *Boundaries of Adult Learning. Adult Learners, Education and Training Vol. 1*, London: Routledge.

Area of Scholarship and Duties

As a farm kid growing up in rural Kentucky, I often heard my tobacco farmer neighbors' wry advice: "Keep one eye on the field, the other one on Washington, and pray!" Like farmers everywhere, they were keenly aware that their livelihoods were full of uncertainty and change. Seeds, water, sunlight, good soil, new tractors, and kids who don't whine when a hoe is placed in their hands are all useful assets for farm well-being, but the key factors, many would say, are social, cultural, and political conditions that swing, like a pendulum, in and out of their favor. This bit of rural wisdom has probably stayed with me over the years because it is central to my interest in the dynamism of agriculture and food systems.

My role as a rural sociologist in the College of Agriculture and Natural Resources (CANR) affords me a front row seat to the dynamism taking place in agriculture in Michigan and around the world. *I am fulfilling this role with a responsive and engaged program of scholarship to analyze the social, cultural, and political changes occurring in agriculture, link those changes to larger forces, and assess the implications for rural people and places.* As an Assistant Professor in the multidisciplinary Department of Community, Agriculture, Recreation, and Resource Studies (CARRS), I carry out this program of scholarship through teaching (30%), research (40%, MAES), and Extension (30%, MSU Extension). My adjunct position in the Department of Sociology offers the opportunity to span college boundaries.

Scholarly Foundations and Philosophy

My intellectual curiosity resides in exploring the social, cultural, and political dynamics of change that operate at the intersection of agriculture and food, or the agrifood system. Two primary questions drive my research: How do broader social, cultural, and political forces affect change in agrifood systems, and what are intended and unintended consequences of such change for farmers, farm families, and rural people? I am particularly interested in how non-farm interest groups influence the way Americans farm and eat. Non-farm interest groups have stimulated changes in agriculture by raising questions about how we treat the environment, care for animals, secure human health, or provide for vulnerable populations such as farm workers or the hungry. The rise in such collective action marks a watershed moment of participation in our food system, but what are the implications of such changes for rural livelihoods and culture? How do farmers respond? Do they adapt to new demands or resist? Do the impacts of change improve quality of life or do they reshuffle the deck creating new forms of social inequality? My program of scholarship is especially sensitive to changes resulting in social inequality. Such issues are critical for social scientists because they affect the way people live, including whether or not they eat, lead purposeful lives, and exercise autonomy over their lives. In my scholarship, I channel education and research to be *responsive* to social, economic, and political agrifood system problems to improve social conditions.

In addition to responding to rural and agrifood problems, my philosophy of scholarship assimilates my roles as teacher, researcher, and Extension Specialist. The integration of these roles is a mutually formative or complementary process that weaves teaching, research, and engagement/outreach into a more robust program of scholarship. As I deliberately blur the distinctions of the academic tripod, I am able to use new knowledge from my research in

different contexts. This reinforces my own internalization of the knowledge and my ability to share it with others. Likewise, engagement/outreach work grounds my scholarship preventing over-abstraction. In the following paragraphs, I will use this integrative approach to describe how I go about analyzing change in agrifood systems, linking those changes to larger social forces, and assessing the implications of change. The cumulative impact of this scholarship is found in its ability to extend our understanding of social equity in agrifood systems and practically integrate into agrifood decision making those historically marginalized.

Building a Program of Scholarship in Agrifood Change

Building a program of scholarship in agrifood change started with my doctoral research which employed commodity systems analysis (CSA) to examine the socio-economic and political changes that transformed Burley tobacco farming in Kentucky over the twentieth century. Conceptualized by William Friedland - one of the founders of the sociology of agriculture - CSA allowed me to link waves in agricultural policy to changes in production practices, grower organization, labor, distribution, research and development, and marketing of tobacco. I identified the rise through the 1960s-1990s of new interest groups bent on curtailing tobacco consumption and using their political power to fragment traditional government /farmer partnerships and ushered in a climate hostile to tobacco. But even as non-farm advocates and the public health community were influencing policy that irrevocably impacted rural livelihoods, tobacco farmers did not adapt quietly to these new hostile conditions. They resisted agricultural diversification, opting to maintain agricultural traditions. This was culture in action, a rich and complicated web of meaning prescribing the lives of everyday rural people.

My discovery of the use of culture by tobacco farmers and the integration of new political actors in commodity regulation helped redefine the theoretical and methodological framework of CSA. Friedland revised this framework in 2001 to include the role of culture and attributed this revision, in part, to my dissertation. The Rural Sociological Society (RSS) honored me with the 2004 Early Careers Award with support that allowed me to publish this research (*Agriculture and Human Values*, 2005). Invitations from universities in Hungary and Poland to speak on this work allowed me to contribute to international debates on the role of culture in agrifood system change.

I have expanded this program of scholarship by analyzing changes taking place in Michigan communities as a result of investments in biofuels. This case helps to illustrate ways in which changes in Michigan's agriculture and communities are tied to broader forces of national policy (e.g., energy security). For many, biofuels are a way for progressive communities to address our nation's energy problems and function as an antidote to economic decline. My research suggests, however, that beyond the concerns over the rising costs of food, policies promoting biofuels are having unintended consequences for rural communities. As I discuss in an article that is currently under review, investment in ethanol is not inherently bad, but it carries consequences that require consideration of the social and political effects taking place at the local level. This work will be one of the earliest sociological explorations of the impacts of biofuels in the literature. I have been invited to state and national conferences to communicate these findings. Also, I was invited to participate in the 2007 Experts Workshop on the Sustainability of Bioenergy sponsored by USDA/CSREES and Dept of Energy. I currently represent MSU on

the bioenergy multi-state research project (NC-506) which allows Michigan specific data to inform national policy.

Three articles and an edited book published since 2006 illustrate the various dimensions of socio-political and cultural change in the agrifood system and the implications for social equality that are central to my research program. I have submitted my biofuels work to *Rural Sociology*, while other scholarship has been published in venues dedicated to applied or public scholarship, such as *Agriculture and Human Values*, *Community Development*, and *Journal of Illness, Crisis and Loss*. My scholarship also reaches broader audiences; for example, I have been invited to co-author three entries in the *Encyclopedia of Rural America*. My edited book, *The Fight Over Food: Producers, Consumers, and Activists Challenge the Global Food System* (2007, Penn State University Press) explores how new cultural values around health, safety, identity, and lifestyle are catalyzing change in the food system. What makes this book unique is that it is the first of its kind to bring agrifood change scholarship to undergraduates. This text distinguishes itself from others by its accessible writing style and integration of pedagogical aids and technology supplements that have facilitated distribution. It has been announced in *The New York Review of Books* (Vol LV, No. 8), adopted in classes in the US and Japan, and selected to provide the intellectual framework for the *Choices* (Nutrition) Conference in 2009. As a result of the early success of our book, I was asked to serve on the RSS Rural Studies Series Editorial Review Board to help guide other rural scholarship into the publication pipeline (2008-11).

Agrifood Change Scholarship in the Classroom. A responsive program of scholarship in agrifood system change must use and communicate research findings in a meaningful way to both students and non-academic audiences. I have taught 15 different classes, two at Szent István University, Gödöllő, Hungary in 2006 as part of my Fulbright Fellowship. Since arriving at MSU, I have developed two new classes and taught a third which seek to spark students' enthusiasm for understanding the changes taking place in agrifood systems and rural culture. The three courses I teach are integral to my scholarship, and integrating the three parts of the academic tripod helps to advance both my research and engagement. It also dramatically enhances the learning experience of students and models "a more inclusive view of what it means to be a scholar" (Boyer, 1990:24). Both of the new courses I have developed for the CARRS curriculum add a unique component in that they allow students to confront the question of how everyday rural life and transitions are connected to broader political and market-based realities. "Agriculture and Social Movements" (ACR 891, now 854) cuts to the core of how actors work collectively to institute change in agriculture and rural life. "Problem Solving in Community, Agriculture, and Environmental Systems" (ACR 202) explores social problems that emerge from the intersection of community, agriculture, and natural resources. This class also creates the context for students to learn research skills and collaborate with communities to bring about change to solve problems. I also teach the graduate "core course" in CARRS, "Foundations in Community, Agriculture, Recreation and Resource Studies" (ACR 800) which explores the intellectual foundations and boundaries for scholarly and critical reflective practice across the domains of community, agriculture, recreation and natural resources.

The contribution of my teaching to broader scholarship that advances student learning in agrifood and rural change is illustrated by the research/engagement of students in ACR 202. Students collaborated in a participatory research project to study rural community change with

Alcona County residents and the local Extension Educator. They linked many of the changes taking place to larger patterns of outmigration and economic decline. They discovered residents were proud of their culture and heritage, despite socio-economic challenges. Using this knowledge, they proposed using local cultural assets to invigorate the community. They identified a local quilt shop and community quilters as cultural assets and collaborated with volunteers to turn their passion for quilting into a Barn Quilt Heritage Trail. Barn quilt trails showcase the art of quilts in the form of painted wooden replicas attached to barns. The barns can be linked together to form a self-guided trail. In this exercise, student learning served as a catalyst for rural development. One student organized an independent study with me the following term and worked with our local partners to complete the project. She then developed a poster which we presented at the 2008 Extension Conference. The student, Extension Educator and I are co-writing a manuscript to submit to the *Journal of Extension*. Not only has the partnership sparked community vitality, neighboring communities are now inquiring about extending the trail to their area.

Although formal training is an important part of the educational experience, students also need informal mentoring to succeed in both their graduate and undergraduate programs. Toward this end, I have jointly presented a conference paper co-authored with a graduate student and I have co-authored four papers with different graduate students in the past year. Two of the students I have recently mentored tied each other for Outstanding Graduate Student Paper Award from the Agriculture and Human Values Society.

Agrifood Change Scholarship in the Community. I believe in the public utility of my work – that scholarship should be responsive by harnessing research and instruction to improve social conditions. Since arriving at MSU, my Extension appointment has allowed me to embed engagement and outreach in my program of scholarship in a systematic manner and to maximize the integration of these domains. One example of this synthesis is my role as co-PI with the Kettering initiative, a three-year multi-institution learning collaboration with the Charles F. Kettering Foundation (we are in year two). This multidisciplinary project assists Michigan citizens in addressing contested issues in agriculture and natural resources at the local and state levels using public dialogue and deliberation. As part of my public scholarship, this work seeks to engage non-academics in ways that inspire civic engagement, thus dismantling the hold of the university on knowledge production and allowing citizens to fulfill their responsibilities in a democracy. My role involves collecting and analyzing data to assess the extent to which citizen engagement is becoming embedded in the programmatic ethos of MSUE and CANR. In the Spring of 2008 I led a campus-wide conversation – called the Kettering Roundtable – to discuss the civic impulse that underpins our land grant mission and to create a network of scholars interested in reinvigorating this unique charge.

This work was made possible by a \$133,000 grant from the Kettering foundation. I have been successful in generating support through research, instructional, or outreach grants. I have written research-related grants in the amount of \$820,654 since arriving at MSU with \$248,000 funded. Prior to coming to MSU I received \$129,000 in grant support. My total successful grant activity for the reporting period is \$377,000.

I have been active in national and international leadership positions, serving on several committees. From 2002-2006 I served as the Secretary/Treasurer for the International Sociological Society Research Committee on Food and Agriculture and in this capacity I linked scholars around the world working on issues related to social change in agriculture by coordinating mini-conferences, writing newsletters, managing finances, and numerous other organizational functions. As a result of this prior leadership, I have been asked to co-edit the entries for the Sociology of Agriculture and Food for a new Sociological Encyclopedia under development by the International Sociological Association.

Trajectory for the Future

My vision of a mature program of scholarship in the domain of agrifood system change melds agrifood change and social inequality with my work in public engagement. I am integrating these two bodies of scholarship to more fully explore the concept of agrifood citizenship and contribute to knowledge on the construction of food democracy. Agrifood citizenship is about everyday people controlling their agrifood destiny, rather than scientists, governmental regulatory bodies, or transnational firms. Consumers/citizens are demanding a voice in the food system, yet little is known about how people can take ownership of their food system and restructure food and agriculture in a way that delimits dysfunction and unintended consequences to achieve sustainable futures. I am continuing to refine CSA to accommodate the contested nature of agricultural change while integrating literatures on democracy, civic engagement, and public life. My current book project explores how the culture of agricultural production shapes citizen participation in food governance.

Integrating teaching, research, and engagement is critical to my vision of a mature program of scholarship around agrifood change that intersects with local and global concerns. Responsive scholarship must recognize and accommodate the transformations taking place in our institutions and culture, and one of the most significant cultural shifts we will experience in the 21st century is the integration of the world through globalization. Our food system is an excellent lens through which to study this change. My goal is to build a program of scholarship that creates the context for students to explore the rapidly increasing effects of agrifood change in a global context. One way to further realize this is through cross-cultural collaboration. I have been asked to develop an institutional exchange of students between MSU and Hungary and to work with colleagues on agrifood research as there are no other social scientists exploring food system change in the Hungarian context.

The proclivity for intellectual trespassing by the CARRS faculty is allowing me to build a responsive program of scholarship that explores questions pertaining to change in the agrifood system while at the same time encouraging me to reconsider my own ways of knowing agriculture and to advance my own epistemological growth. Within agrifood scholarship there is growing interest in dissolving disciplinary boundaries that separate agrifood scholars and non-academic groups. This movement allows those of us in CARRS to position the Department as a national and international leader as scholar-practitioners of agrifood change. Critical to such success will be nurturing an undergraduate and graduate community committed to advancing agrifood democracy in Michigan, the US, and globally. The program of work I have detailed above will be public scholarship appropriate to that of an engaged land grant university that seeks to fulfill its mandate of public inclusion and accountability.