

Note

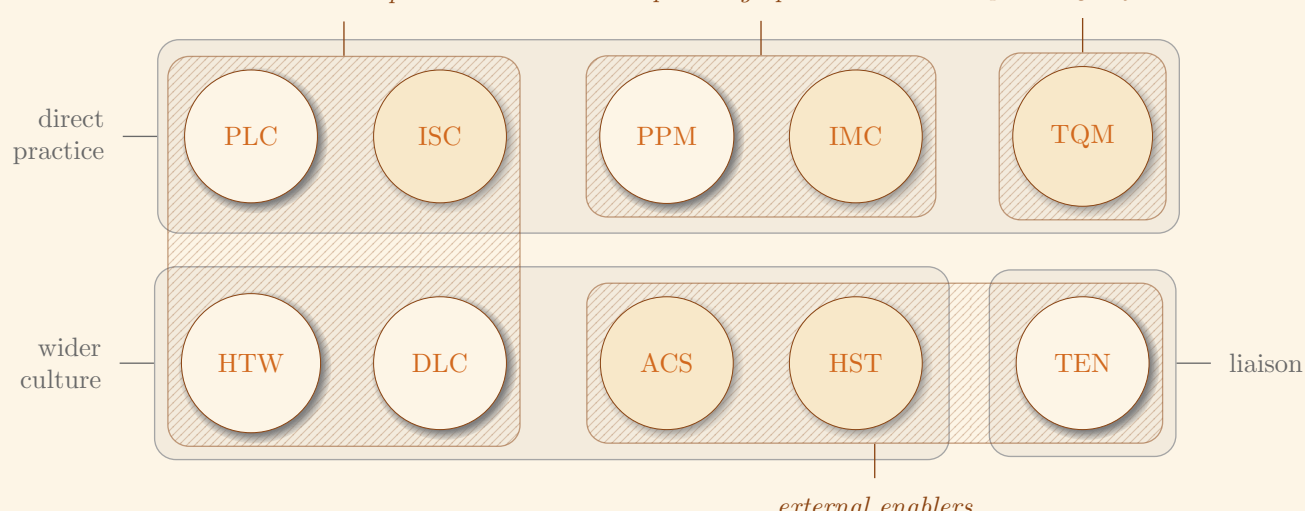
True to its cause (Perdicoulis, 2014f), Systems PlanningSM reaches out to the wider community through *missions* (§ 1), which imply activism for social and professional innovation (Perdicoulis, 2014c). Missions are delivered in practice through **Academic Activism**SM (§ 2), which raises community awareness through guidance in a reflective mode, and by **Outreach Seminars**SM (§ 3), which are explanatory or motivational talks with an academic pitch.

1 Missions

ABBR.	REF.	DESIGNATION	REMIT	AIM
PLC _[Mi]	(§1.1)	Planning Competences™	essential	research, training
IMC _[Mi]	(§1.2)	Impact Continuum™	special ^a	research, prototyping
PPM _[Mi]	(§1.3)	Planning Practice Monitor™	essential	research, learning
DLC _[Mi]	(§1.4)	Diagrammatic Literacy Campaign™	essential	prototyping, training
ISC _[Mi]	(§1.5)	Inductive Science Campaign™	special ^b	research, prototyping
TQM _[Mi]	(§1.6)	The Quality Movement™	extra ^c	research, prototyping
HST _[Mi]	(§1.7)	History of Science, Education, and Culture™	extra ^d	research, training
ACS _[Mi]	(§1.8)	Accessible Science™	extra ^e	research, prototyping
HTW _[Mi]	(§1.9)	How Things Work™	essential	learning, training
TEN _[Mi]	(§1.10)	Teaching Exchange Network™	essential	networking, training

Missions of Systems PlanningSM

^a Limited to impact assessment specialities (e.g. EIA, EMS)
^b Limited to the *preparation* of hypotheses/ proposals
^c Extended scope (e.g. quality, efficiency)
^d Extended scope (e.g. education, culture)
^e Extended scope (e.g. scientific publishing)



Essential missions (lighter-colour disks) accompanied by support missions (darker-colour disks)

1.1 PLANNING COMPETENCES™ (PLC)

Enhance planning efficiency through stakeholder competences at the ‘invisible’ side of planning (e.g. mental models, causality, procedural protocols).

Academic ActivismSM — objective criteria, formal problem

1.2 IMPACT CONTINUUM™ (IMC)

Enhance the efficiency of impact management through the better integration of EIA and EMS, as much between them as with the wider planning and management operations.

Academic ActivismSM — learned management

1.3 PLANNING PRACTICE MONITOR™ (PPM)

Seek the explicit definition of the planning problem, shared system knowledge, visual reasoning, and induction methods through the examination of plans, planning processes, and related mental models.

Academic ActivismSM — formal problem

1.4 DIAGRAMMATIC LITERACY CAMPAIGN™ (DLC)

Enhance the reasoning and communication of structure and function in systems, processes, and plans with the Systems Planning Modelling Language™ (SPML) and the Systems Planning Methodology™ (SPM).

1.5 INDUCTIVE SCIENCE CAMPAIGN™ (ISC)

Improve experimental outcomes and/ or decisions by providing better hypotheses as inputs, conceived through appropriate induction methods (e.g. creative processes).

Academic ActivismSM — mental models

1.6 THE QUALITY MOVEMENT™ (TQM)

Understand quality as the inherent properties of substance (e.g. planning objects), and appreciate the work involved to produce desired states of these properties.

Academic ActivismSM — scholarly publishing

1.7 HISTORY OF SCIENCE, EDUCATION, AND CULTURE™ (HST)

Comprehend civilisation as historical developments at the global scale, from the perspective of science, education, and culture.

Academic ActivismSM — organic university, ethical research

1.8 ACCESSIBLE SCIENCE™ (ACS)

Re-condition scientific publishing to accommodate trustworthy knowledge that is physically and conceptually accessible, steering clear of ‘exploitation’ or ‘underground’ models.

Academic ActivismSM — scholarly publishing

1.9 HOW THINGS WORK™ (HTW)

Explore and document ‘how things work’ through an accurate understanding of the structure, function, and form of systems, processes, and plans.

Academic ActivismSM — mental models

1.10 TEACHING EXCHANGE NETWORK™ (TEN)

Build a network of enthusiastic similar-thinking scholars and their institutions, on the subject matter of Systems PlanningSM (Perdicoulis, 2014i) and its teaching.

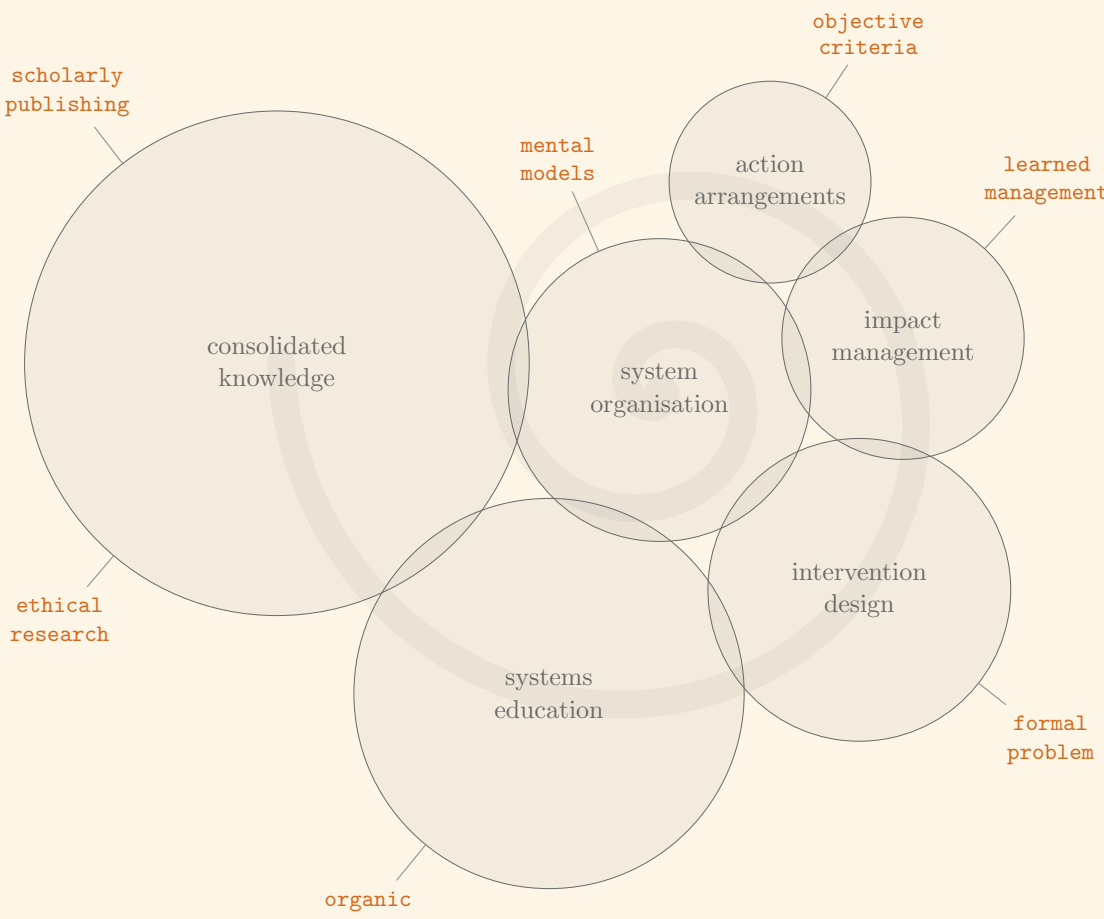
2 Academic ActivismSM

Academic ActivismSM raises (or ‘flags’) appropriate issues related to the missions of Systems PlanningSM (§ 1) and creates *community awareness through guidance in a reflective mode* — e.g. through careful observation of situation dynamics, informed discussions, group mental modelling, collaborative conception of creative solutions.

FLAG ^a	MISSION	OPTIMUM ^b	CONCERN ^c	LEAD ^d
mental models	HTW ISC	Draft mental model about ‘how things work’	understanding, organisation	SPML™ (e.g. RBP™, CPD™)
objective criteria	PLC	Assessment criteria shaped after the plan objectives	scientific rigour, justice	<i>Cause</i> ^e <i>Assessment</i> ^f
learned management	IMC	Impact assessment and management in a continuous process	organisation, efficiency	Impact Continuum SM <i>Impacts</i> ^g ; <i>Projects</i> ^h
formal problem	PPM PLC	Formal definition of the planning problem	understanding, efficiency	SPM™ (e.g. XPD™)
organic university	HST	Organic university — a natural scholarly development space	knowledge, the common good, scientific rigour	Classic Education SM Integrated Knowledge™
ethical research	HST	Ethical research — re: conduct (authors, publishers, sponsors)	ethics, efficiency	R&D Style (Perdicoulis, 2014g)
scholarly publishing	ACS TQM	Scholarly publishing with perpetual community-wide feedback	quality, scientific rigour	Editorial Style (Perdicoulis, 2014g)

Details of the Academic Activism™ ‘flags’

^a Succinct expression
^b Intended state/ objective (Z)
^c Ideal/ top interest (Y); v. Perdicoulis (2014f)
^d Example/ action (X)
^e *Cause* technical folio (Perdicoulis, 2014f)
^f *Assessment* technical folio (Perdicoulis, 2014j)
^g *Impacts* technical folio (Perdicoulis, 2015b)
^h *Projects* technical folio (Perdicoulis, 2017)



Academic ActivismSM ‘flags’ associated with the domains of expertise of Systems PlanningSM

NOTE ON ACTIVISM

Safeguarding — In the name of ‘objectivity’, academics usually refrain from becoming activists. However, inactivity in the face of potential situations that are unfavourable to further knowledge is not ethically advisable. Pacific and benevolent attitudes should not preclude academics from helping the community confront perilous situations through community awareness and learned reflection.

Encouragement — On a more ‘positive’ note, the wider community can be stimulated (e.g. presented with knowledge and opportunities) for even further knowledge and creative thinking, beyond the scope and reach of formal education. This type of activism also fits the social function of academics, and usually comes in the ‘community extension’ responsibilities of their job description.

Superiority — Activism anchored in academia naturally assumes a contemplative style, but its profoundly distinctive feature is the quest for *higher causes or ideals* — for instance, organisation, understanding, knowledge, efficiency, scientific rigour, ethics, all of which relate to each other and create a network of excellence — and this makes it markedly different from political or commercial campaigns.

3 Outreach SeminarsSM

Outreach SeminarsSM are explanatory and/ or motivational talks that present interesting aspects of Systems PlanningSM along the themes of its missions to a broad range of stakeholders worldwide.

NB: Together with the Specialist WorkshopsSM (Perdicoulis, 2015a), Scholarly ClubsSM (Perdicoulis, 2015a), and **Academic Activism**SM (§ 2), all of which involve their participants quite actively, **Outreach Seminars**SM are of the most direct means to reach out to the wider community. Special interest groups (SIG) consolidate the community around similar efforts (Perdicoulis, 2014h).

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