May 17th, 9:30 AM - 11:00 AM

21st Century Community Engagement

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**Location**
Richmond, Virginia

**Disciplines**
Higher Education

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21st Century Community Engagement in Higher Education

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Community Engagement Institute
May 17, 2016
A Time of Change

• What changes do you think the public would like to see occur in U.S. higher education in the future?

• Over the past few decades, what changes in U.S. colleges and universities have you already noticed as occurring?
A Time of Change

• Higher education will change more in the next 10 years than it has in the last 40 put together.

• Academic culture, policies, funding streams, measures of success and the academic workforce itself are changing rapidly in response to:
  • new modes of knowledge production
  • greater need and incentive to work collaboratively and
  • the growing impact of a new generation of scholars.

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Historic Moment in Higher Ed

- The world is already beginning the largest renewal of the academic workforce in 50 years.
- Gen X and Y (i.e., Millennial) scholars are entering the faculty now, and will be in charge of faculty governance within 8 years.
- Research shows the new generation, as a group, has very different goals, values, and expectations.

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Not Your Grandfather’s Professoriate!

**Traditionalists:** (born 1900 – 1945) >70 yrs old; ≈5% of work force; respect authority, hard work, company first, pay your dues, values family/community.

**Boomers:** (born 1946-1960) 55-69 yrs old; ≈45% of work force; workaholic; idealistic, competitive, multi-taskers, optimistic; values success.

**Gen Xers** (born 1961-1979) 36-54 yrs old; ≈40% of work force; strives for work-life balance, work smarter/not longer, skeptical, self-reliant, pragmatic, flexible, values time.

**Millenials** (born 1977-1998) 17-38 yrs old, ≈10% of work force; ambitious, tenacious, entrepreneurial, optimistic, sociable, want immediate results, values individuality.

A sea change in the workplace is underway!
For the next 15 years, Boomers will be turning 65 at a rate of 10,000/day.

### VCU’s Faculty by Generation

<table>
<thead>
<tr>
<th>Generation</th>
<th>Ineligible</th>
<th>Tenure Track</th>
<th>Tenured</th>
<th>Unknown</th>
<th>Total</th>
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<tbody>
<tr>
<td>1944 or Before</td>
<td>10</td>
<td>29</td>
<td>39</td>
<td></td>
<td>39</td>
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<tr>
<td>1945-1964</td>
<td>487</td>
<td>38</td>
<td>455</td>
<td>4</td>
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<td>1965-1980</td>
<td>710</td>
<td>189</td>
<td>188</td>
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<td>1100</td>
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<tr>
<td>1981-1995</td>
<td>148</td>
<td>35</td>
<td>30</td>
<td>5</td>
<td>218</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1355</td>
<td>262</td>
<td>702</td>
<td>22</td>
<td>2341</td>
</tr>
</tbody>
</table>

*as of March 10, 2015

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New Directions for Higher Ed

- Take a more **integrated view** of teaching, learning and research/creative expression; student success.
- **Broadened view of impact** and knowledge dissemination; restore higher education as a valued resource.
- **Diversified sources of revenue** through partnerships with other sectors; intensify our public purpose.
- Develop a **more inclusive & equitable workplace culture**.
- Increase capacity for **more interdisciplinary work** – The “Grand Challenges” are nuanced & complex.
- Learn to see the university as a **collective enterprise**, not just a sum of individual parts.

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Community Engagement describes the collaboration between higher education institutions and their larger communities [local, national, global] for the *mutually beneficial exchange of knowledge* and resources in a context of *partnership* and *reciprocity*.

Carnegie Foundation, 2006
Engagement is a Method

Community Engagement is a VEHICLE...

...a way of doing teaching, learning, and research/creative expression that involves “others” outside academia who have expertise, wisdom, insights and lived experience that equips them to contribute to the quality of our teaching and scholarly agendas.

As a vehicle, community engagement is used in situations where it is the best fit for the question, problem, or learning goal.

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Other Terms = Different Meanings

Public Service & Outreach

- Extension services
- Public lectures
- Community boards and other volunteering as VCU rep
- Media interactions
- Cultural and sports events
- Free clinics
- Adult and continuing education
- Professional development
- Facilities use

“for”, “in”, and “to” vs. “with”

Service...

- ...to campus
- ...to discipline
- ...to community as a volunteer

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Engagement’s Defining Features

- Partnership
- Mutually beneficial goals
  - Addresses a community-identified need
  - Through an intellectual activity of importance
- Reciprocity
  - Enhances community capacity
  - Enhances student learning and/or research studies/creative expression
- Knowledge exchange relationship – two-way

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Engagement as Connected Learning and Discovery

• Interdependent knowledge relationships – The nexus of academic goals (teaching, learning, research) with external expertise, assets, questions, and opportunities.

• Students, community members, and faculty work together to learn, explore, discover.

• Includes off-campus collaborators-- business, industry, schools, government, NGOs, communities.

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“It takes a unique approach. UCLA Grand Challenges represent a new paradigm for university research. This new approach involves building a team, creating partnerships across sectors, facilitating collaboration, soliciting new perspectives, producing transformational work, evaluating and reporting on progress. Each Grand Challenge serves to align the creativity and talents of many around one ambitious goal.”

http://grandchallenges.ucla.edu/
“The University of Nebraska Omaha’s commitment to engagement has a new building fully dedicated to collaboration. The Barbara Weitz Community Engagement Center is a nationally unique space that serves to strengthen UNO's existing outreach efforts and foster future opportunities for partnerships between UNO students, faculty, staff and nonprofit or governmental organizations.” http://www.unomaha.edu/community-engagement-center/
Conversation

At your tables …

• What (new) ideas do you have?
• How might we involve students?
• How might we involve faculty, staff and community partners?
• How might we ensure the partnerships are mutually-beneficial?
Useful Resources

- Campus Compact/TRUCEN Research University Engaged Scholarship Toolkit (http://www.compact.org/initiatives/trucen/trucen-toolkit/)


- National Review Board for the Scholarship of Engagement http://schoe.coe.uga.edu


- O’Meara, KerryAnn. University of Maryland. Numerous refereed articles on change in P&T culture and policies