Intro to Community-Engaged Research and Service Learning Agenda

Tracey Gendron
Virginia Commonwealth University, tlgendro@vcu.edu

Jennifer Early
Virginia Commonwealth University, s2jlearl@vcu.edu

Katie Elliott
Virginia Commonwealth University, elliottkl@vcu.edu

Description

The purpose of this workshop is provide participants with an introduction of community-engaged research (CEnR) and service learning (SL) at VCU. Academics will be encouraged to think of the 3 traditional aspects of academic work (research, teaching, and service) as doors that they can open to collaborate with community partners in an integrated portfolio of scholarship. Community partners will be encouraged to consider how community initiatives align with academic aspects of research, teaching, and service.

Disciplines

Civic and Community Engagement | Community-Based Learning | Community-Based Research | Higher Education | Service Learning

Introduction to Community-Engaged Research and Service Learning

VCU Community Engagement Institute Workshop

May 2018

AGENDA

Workshop Overview: The purpose of this workshop is provide participants with an introduction of community-engaged research (CEnR) and service learning (SL) at VCU. Academics will be encouraged to think of the 3 traditional aspects of academic work (research, teaching, and service) as doors that they can open to collaborate with community partners in an integrated portfolio of scholarship. Community partners will be encouraged to consider how community initiatives align with academic aspects of research, teaching, and service.

20 min. (Jen and Katie)   Overview of CE Terms & Definitions
                               What is CEnR? (Jen Jettner)
                               What is SL? (Katie)

10 min. (Tracey)

1) Discuss how traditional segmentation of academic work as 3 disparate categories: scholarship (i.e, research), teaching, and service
2) Brief popcorn style discussion with large group about the limitations of this approach.
3) Discuss thinking of these categories not as *buckets*, but rather as *doors*, that have allowed you to align your work as a tenured faculty

45 min. Learning Activity
1) Divide participants into 3 break-out rooms (non self-selected--count off 1,2,3)
2) Escort to separate rooms (Jen or Katie sets up activity)
3) Break-out rooms will then divide into smaller groups of 3 to 4. Small groups will discuss among themselves discussion prompts and "consultant" scenarios

Group 1: Research to Teaching (consultant: Katie)
Group 2: Teaching to Research (consultant: Jen)
Group 3: Outreach to Research/Teaching (consultant: Tracey)

5) In small groups, participants respond to first two questions in slide deck, allowing them to introduce themselves and self-reflect:
- 1. Name; what you do; and if forced to pick one, how do you identify most-researcher, teacher/instructor, or community member; and
- 2) How have you been thinking about collaborating with community or academic partners)?

6) Participants will then shift into their "consulting" roles and will and respond to their corresponding scenarios

- **Prompt**:
    - Once you've completed the Institute, you may be considered your department's local expert in community-academic partnership. We want you to put on a "consultant" hat for this activity and think through advice you might give to others in regards to using community engagement as a door that they can open to collaborate with community and academic partners in research, teaching, and service projects.

    - For our non-academics in the room, this learning activity will give you an idea of the kinds of work that our academics are typically interested in doing with community partnerships. Your role is to be the expert voice of the community in the room.

7) For last 15 minutes, small groups will share with their breakout room what they discussed.

15 min. Large Group Discussion (participants return back to main room)
(Jen or Katie leads) Participants return to their seats and share with their immediate neighbors the most interesting thing they talked about in their small groups.