

University Network for Collaborative Governance



2010 MEETING

**FROM REACTIVE TO PROACTIVE: IMPLEMENTING COLLABORATIVE
GOVERNANCE IN CHANGING TIMES**

UNIVERSITY-COMMUNITY ENGAGEMENT: UNCG OPPORTUNITIES AND CHALLENGES

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CONSENSUS CENTER

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Promoting Community Engagement through Collaborative Governance.

- UNCG is exploring useful ways to help members link with and serve as a catalyst for community engagement recognition by Carnegie Foundation's Elective Classification and the President's Community Service Honor Roll on their campuses.
- Enhance the strategic value and promote the benefits of centers and institutes engaged with their communities through collaborative governance activities.

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Community Engagement Defined

“Describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

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Curricular Engagement Classification

Describes the teaching, learning and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration.

Addresses community identified needs, deepens students' civic and academic learning, enhances community well-being, and enriches the scholarship of the institution.

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Outreach and Partnerships Classification

Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community.

Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.)

President's Higher Education Community Service Honor Roll



“The President places a high priority on supporting and developing the role of higher institutions, and their students, staff, and faculty, in addressing the nation's most pressing social needs.”



President's Higher Education Community Service Honor Roll



Two application categories and three types of recognitions: **President Award Winners (6), Exceptional Honor Roll, and Honor Roll:**

- **General Community Service;** and
- **Special Focus Area** –Service projects that focus on the high school graduation and college readiness of disadvantaged youth.

President's Higher Education Community Service Honor Roll



President Award Winners

- Three from each category (General Community Service and Special Focus Area) – will be named as Presidential Award winners.
- University of North Carolina-Chapel Hill (UNCG Member) was one of three General Community Service 2009 Presidential Award Winners

Florida SUS “Building Bridges” Assessment Report, 2009



- ☑ We conducted an system-wide assessment and analysis of the strategic role of community engagement for public universities in the Florida State system in 2008-09.

- ☑ We made site visits to the 11 State University campuses in the Florida SUS and met and interviewed 9 presidents, 14 provosts and vice presidents, over 100 university faculty and deans, institute directors, community service staff & students.

Florida SUS “Building Bridges” Assessment Report, 2009



- ☑ “It was the best of times, it was the worst of times...”
- ☑ Even so we found university leaders to be genuinely interested in the payoff community engagement investments can provide in times of dwindling public resources.

Florida SUS “Building Bridges” Assessment Report, 2009



- ☑ We found community engagement well-established goal and widespread practice featuring a rich array of community service and engagement activities and programs at all of the 11 SUS institutions, including many that are exemplary.

- ☑ We also found community engagement shortcomings in the SUS, especially regarding system coordination, unclear strategy, quality control, and financial support.

Florida SUS “Building Bridges” Assessment Report, 2009



Lessons Learned for UNCG Centers

- ☑ Link collaboration needs and opportunities to **strategic plans and issues** identified by your President, campus or system.

- ☑ Look for opportunities to participate in and contribute to campus-wide **efforts to receive recognition for community engagement** (E.g. Carnegie, Presidents Honor Roll, etc.)

Florida SUS “Building Bridges” Assessment Report, 2009



Lessons Learned for UNCG Centers

- ☑ If you start the conversation with “**collaborative governance**” expect a confused reaction. Instead consider highlighting how **community engagement and partnerships** between the university and community rely on the core competencies of collaborative governance. (*“Talk their talk, walk your walk.”*)
- ☑ We used the term “community service, engagement and collaboration” throughout the report to make the case for the link to “collaborative governance.”

Florida SUS “Building Bridges” Assessment Report, 2009



Lessons Learned for UNCG Centers

- ☑ Look for opportunities to advance the profile of all university centers and institutes. E.g. helpful “Building Bridges” findings regarding Centers and Institutes:
- ✓ A study of SUS centers and institutes found that in academic year 2005-06, they attracted nearly a half billion dollars and employed the equivalent of 2,733 faculty and staff.
- ✓ Faculty at centers and institutes account for 20% more research dollars than did faculty overall.

Florida SUS “Building Bridges” Assessment Report, 2009



Lessons Learned for UNCG Centers

- Look for opportunities to demonstrate how effective collaboration is at the heart of all successful university-community partnerships.
- Carnegie’s key finding from 2006 and 2008 Community Engagement classification rounds was the challenge of sustaining “reciprocity” (i.e. collaboration) in these partnerships.
- E.g. from “Building Bridges” study A 2007 study by the National Campus Compact, found the average number of community partnerships at each university in one year was 77 and that the number of SUS/community partnerships exceeds 3000.

Florida SUS “Building Bridges” Assessment Report, 2009



Lessons Learned for UNCG Centers

- Frame community engagement as an investment in economic renewal and community improvement with attention and support providing real impacts and returns.
- Building Bridges finding: “The engagement “dividends” for the community, the university, the region and state are considerable but not well understood.”
- As one SUS president noted, “we have economic figures for university impacts but little understanding of the impact of social investments in our communities.”

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In Conclusion, UNCG Centers Should Consider the Strategic Value of:

1. Participating in campus efforts to receive recognition for community engagement (E.g. Carnegie, Presidents Honor Roll, etc.)
2. Working to broaden the understood concept of “community engagement” to be inclusive of the work of UNCG Centers and Institutes (i.e. “reciprocal = collaborative).
3. Seeking opportunities to provide services to enhance and strengthen University-Community strategic collaborative partnerships.
4. Piloting “Community Engagement Reciprocal Partnerships” that feature Collaborative Governance.

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Questions???



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Answers???

