

# The Power and Promise of Intergenerational Collaboration: Higher Education Institutions as Proving Ground

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**Abstract:** *This paper is a briefing for individuals and communities seeking to embrace and accelerate intergenerational collaboration. We build the case for higher education institutions to undertake “cogeneration” initiatives and to adapt to changing ideas about work and the shifting educational landscape. We describe the status quo of age-siloes, ageism, and an aging population as well as promising intergenerational practices that have been developed in response—providing new language to understand current divisions and the way forward. By identifying methods for augmenting and accelerating these practices, the briefing offers a path forward for those seeking to grow or improve intergenerational practices. While findings and recommendations focus on American higher education institutions and related groups, they can also be applied more broadly.*

# Introduction

## Background

In the early spring of 2022, an unlikely group of college classmates were tasked with collaborating on a project in the engineering school at Harvard University.

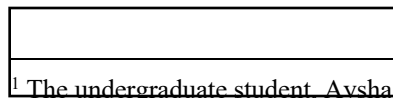
Our team of Zoomers and Boomers was assigned to develop a systemic approach to preventing the next pandemic. Yet, the project’s most interesting finding had nothing to do with public health. Our greatest takeaway was about process: the power of generational differences and age diversity in shaping outlooks and outcomes. It is in this same spirit that over one year later, as a Zoomer<sup>1</sup> and Boomer,<sup>2</sup> we present this paper and research.

Inspired by N.J.’s interest in research on thriving while aging, several of us formed a working team outside of class. What if we could leverage our intergenerational frame to tackle societal issues, especially about longevity and an aging population, from a new vantage point?

Generational differences came into focus quickly. While discussing futures of governance, Aysha, whose background is in youth empowerment and advocacy, offered her view: “Gen Z is desperate to change the world we’ve inherited. Older people in power should step aside to make space for us.” The remark reflected a common belief among young adults: older adults have fewer stakes in the future. They are destined to repeat past mistakes rather than learn from them. Although delivered in earnest, the comment dismissed older adults’ desire to remain engaged, their experiences, and their stake in the future.

N.J was initially defensive. “Hold on.... I am likely to live a lot longer ... I am not ready to step aside... I came back to school to be a part of the solution.” Aysha’s comment seemed impractical. People in power do not easily give it up. Simply asking older people in power to step aside disregards the experience, passion, resources, and influence they can bring to the problem-solving table. At the same time, Aysha’s perspective carried some truths: many older adults fail to see the passion, creativity, and knowledge of younger generations, who they perceive as inexperienced.

Our group worked through differing perspectives. We established shared values of humility, vulnerability, and open-mindedness—and a curious phenomenon occurred: we became a case study in the very issues we had been studying. Individually and collectively, we were drawn to the concept of intergenerational collaboration. Younger adults need older adults to achieve their vision for a better society. In equal measure, older adults need younger adults. This realization now guides and sharpens our research.



<sup>1</sup>The undergraduate student, Aysha Emmerson, ultimately became a co-author of this paper, graduating from Harvard University in December 2022. Generation Z “Zoomers” were born between the late 1990’s and 2010.

<sup>2</sup> The oldest student, Norma Jane “N.J.” Pierce, co-author, was a Fellow in the Advanced Leadership Initiative at Harvard University January 2022 - December 2022 as well as a graduate of the Harvard Business School, 1982. Baby Boomers “Boomers” were born between 1946 and 1964.

## Paper Objectives

The purpose of this paper is to serve as a briefing for those seeking to embrace and accelerate intergenerational collaboration.

When most people think about diversity, whether in our socio-economic circles, classrooms, or workplaces, age is rarely a key consideration. Yet age shapes perspective just as much, if not more, than any other demographic factor. Each person has a specific perspective of human history based on the sliver of it that they were born into. What happens when individuals and communities leverage this difference as a source of creativity and inclusive problem-solving? How might an intergenerational lens cast new light on the multigenerational nature of collective challenges?

The United States is experiencing unprecedented demographic shifts and age divides, civic discord and social isolation, as well as rapid technological and environmental change.<sup>3</sup> Bringing multiple generations together to solve pressing problems could produce much-needed generational and cultural understanding alongside more efficient, inclusive, humane solutions to pressing challenges. Yet, society lacks sufficient forums and focus needed to develop such teams.

This paper outlines how intergenerational collaboration can build bridges across generations and toward a society where age diversity is one of our greatest assets not dividers. Grounded in observations and reflections from our working group based at Harvard's Advanced Leadership Initiative<sup>4</sup>, we work with a core hypothesis: *age-diverse teams produce more inclusive and creative solutions, and intentional intergenerational collaboration enhances problem-solving.*

We turn to higher education institutions specifically as potential leaders in this area. Our own eyes were opened by spending time together, working together, and ultimately being drawn to help solve these issues by virtue of sharing a campus environment. To what extent can the convening power, missions, and resources of college campuses help break traditional age siloes and accelerate best-practices in intergenerational problem solving? And how can institutional capacity be leveraged toward this aim? By exploring these questions, we aim to bring age diversity into mainstream conversations while proposing a pathway forward for higher education institutions. While recommendations are specific to higher education environments, we believe the findings and frameworks can be applied more broadly to fostering intergenerational collaboration to solve society-wide problems.

## Methods

This paper's findings are developed using four sources: 1) a meta-analysis of current research on generational change/differences; 2) independent interviews with individuals working to create social change with a focus on intergenerational collaboration; 3) an electronically distributed

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<sup>3</sup> Throughout this paper, "the United States," "America," and derivative forms refer to the United States of America.

<sup>4</sup> Harvard University Advanced Leadership Initiative, <https://www.advancedleadership.harvard.edu/>.

survey of campuses engaged in intergenerational activities; 4) follow-up interviews with select non-profit and educational survey participants who are leaders in their field.

In the fall of 2022, nonprofits CoGenerate<sup>5</sup> and Campus Compact<sup>6</sup> expressed interested in learning more about intergenerational collaboration in higher education. The organizations worked with our research team to distribute an online survey among their networks, asking about interest and current involvement in campus-based intergenerational activities. The survey generated 150 responses. One-third of those respondents described some level of intentional intergenerational activity underway. Follow-up interviews with sixteen especially promising campus-centric activities were conducted via Zoom or in person. Each qualitative interview explored an interviewee's perspectives and experiences with intergenerational programs and practices.

Analysis was highly iterative. Initial meta-analysis and interviews formed the basis for developing research specific to intergenerational activities. Notes were compiled to capture themes, refine the hypotheses, and ultimately develop and refine the theory of change put forth by this paper. Findings were then reviewed by a series of experts for verification. The project approach and interview highlights are included in Appendix A.

## **Overview**

The paper discusses the challenge of age-siloes combined with shifting demographics, the importance of building diverse teams, and the state of benefits and resistance to intergenerational collaboration. It surveys the strengths and challenges of intergenerational collaboration based on our intergenerational team's original research. Furthermore, it identifies six common intergenerational practices observed across diverse settings as well as the changing language used by initiatives making the most headway. The paper arrives at a theory of change for cogeneration that explores the impact of this language shift, alongside its underlying intent, for the six practices. It urges higher education and other institutions to look inward to understand current practices and assess potential.

The paper concludes by outlining next steps for individual institutions' consideration. It promotes collective action via the promising partnership between Campus Compact and CoGenerate (see Appendix B), ending with a call for continued progress toward an age-aware, age-inclusive, age-diverse society, in which cogeneration is intentionally pursued. Overall, we embrace the terminology of cogenerating and cogeneration, and make the case that higher education can serve as a fertile ground for intergenerational collaboration.

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<sup>5</sup> CoGenerate, formerly known as Encore.org, <https://cogenerate.org/>.

<sup>6</sup> Campus Compact, <https://compact.org/>.

# Meta-Analysis of Current Research: The Case for Cogeneration

## Age-Siloes in an Era of Rapid Societal and Demographic Change

Today's America is the most age-diverse in human history. At least six distinct generations live side by side, driving our workplaces, consumer markets, culture—and in relatively equal shares (at least numerically). Research by the Stanford's Center on Longevity<sup>7</sup> shows that, for the first time, the number of people in each 'age stage' is roughly the same: 25 percent of the population is under 20 years old; 23 percent is over 60; 52 percent is in between.<sup>8</sup> From The Greatest Generation, Silent Generation, Baby Boomers, Generation X, Millennials, to Generation Z, each generation's perspective is shaped by distinct forces,<sup>9</sup> gaining a unique reputation. And, close on the heels of Generation Z, Generation Alpha is coming of age as we write.

However, America is intentionally and increasingly age segregated. Young people cluster in schools, start-ups, social media bubbles; middle aged people in workplaces and parent groups; oldest adults in senior centers, retirement communities, nursing homes. When intergenerational interactions occur, they are often characterized by defined roles or traditional hierarchies. Older adults function as professors, bosses, and supervisors to young people expected to “wait their time/do their time.” Stereotypes and different expressions of respect in both directions perpetuate social divisions.<sup>10</sup> At the same time, in other contexts, more and more, older adults are finding themselves reporting to younger supervisors, further exacerbating workforce tensions and stereotypes.<sup>11</sup>

Age-siloes become self-enforcing. Thus, they can perpetuate misunderstandings, tensions, and prejudice. Despite broad advancements in diversity, equity, and inclusion initiatives, age and ageism are rarely addressed. Social, physical, and political divides compound. In his book “Fight,” Harvard-based researcher John Della Volpe underscores that shifting demographics coupled by growing siloes have created an age-based political divide that did not exist as recently as twenty years ago.<sup>12</sup> Age is one of the greatest predictors of how a person will vote in the next election. Generations are frequently pitted against one another in debates over climate justice, social security, and student loan relief.

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<sup>7</sup> Stanford Center on Longevity. “The New Map of Life,” June 21, 2022. <https://longevity.stanford.edu/the-new-map-of-life-report/#1637124315004-b149a6e6-23ec>.

<sup>8</sup> Stamp, Marc Freedman & Trent, Marc Freedman, and Trent Stamp. “Overcoming Age Segregation (SSIR).” Stanford Social Innovation Review: Informing and Inspiring Leaders of Social Change. Accessed July 1, 2023. [https://ssir.org/articles/entry/overcoming\\_age\\_segregation](https://ssir.org/articles/entry/overcoming_age_segregation).

<sup>9</sup> The Pew Charitable Trusts. (2019, February). *Defining our six generations*. The Pew Charitable Trusts. <https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2019/defining-our-six-generations#:~:text=Thanks%20to%20increased%20life%20spans,historical%20events%20that%20influenced%20them>.

<sup>10</sup> Waldman, Emma. “How to Manage a Multi-Generational Team.” Harvard Business Review, October 11, 2021. <https://hbr.org/2021/08/how-to-manage-a-multi-generational-team>.

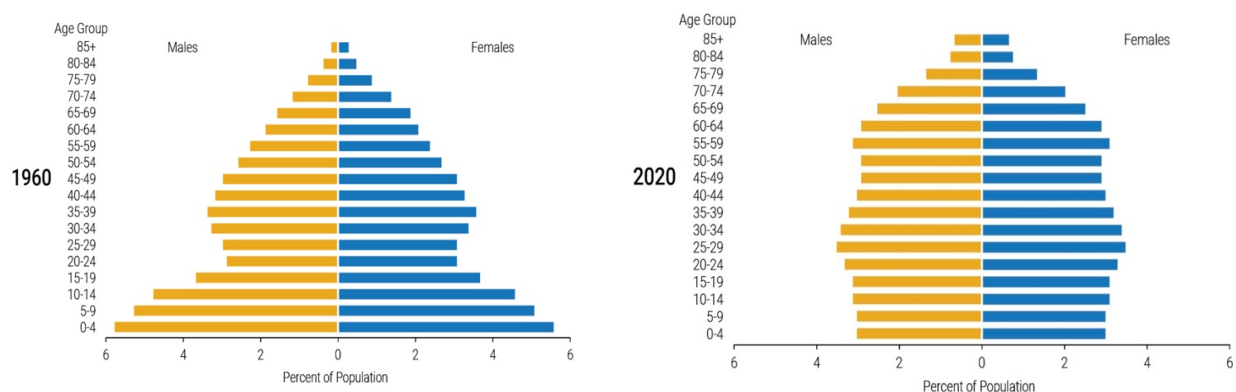
<sup>11</sup> Knight, Rebecca. “When Your Boss Is Younger than You.” Harvard Business Review, October 23, 2015. <https://hbr.org/2015/10/when-your-boss-is-younger-than-you>.

<sup>12</sup> Della Volpe, John. “Fight: How Gen Z is Channeling Their Fear and Passion to Save America.” St. Martin's Press, 18 January 2022.

As of 2022, for the first time ever, there were more people over 65 than under five in America. By 2030, all baby boomers will be older than 65. This means one in five Americans will be of retirement age. Immigration rates are projected to bypass natural birth rates. In the next 40 years, the population above 85 years will have increased by 200 percent.<sup>13</sup> What it means to be 65 today is very different socially and physically from what it meant 20 years ago and from what age 65 will mean 20 or 40 years from now.

As demonstrated in the graphs below, based on data from the U.S. Census Bureau, the distribution of people across the age spectrum has changed dramatically in the last 60 years.<sup>14</sup> This changing ‘population pyramid’ is driven primarily by people living longer and having fewer children.

### The Population Pyramid: U.S. Population Distribution by Age 1960-2020



The confluence of unprecedented demographic shifts and age-segregation pose newfound challenges for Americans. Today and tomorrow’s issues will be impacted by demographic change. New questions of meaning and morals arise. How will life goals and sense of purpose change with an extended lifespan? How can individuals better cope with the uncertainty of the aging process? What do the young and old owe one another?

It has been said that demographics are destiny—but we see it slightly differently. Multigenerational challenges call for multigenerational solutions.

### The Power of Diverse Teams

The demographic shift and age diversity that will result offers yet another opportunity for innovation and for delivering better outcomes in business and social problem-solving. McKinsey, Harvard Business School, and others have noted that companies in the top quartiles for racial and ethnic diversity are more likely to experience above average financial returns. McKinsey speculates that diversity, including age and experience, brings a competitive advantage to organizations,

<sup>13</sup> Vesap, Jonathan, Lauren Medina, and David Armstrong. Current population reports - census.gov, March 2018. <https://www.census.gov/content/dam/Census/library/publications/2020/demo/p25-1145.pdf>.

<sup>14</sup> “The U.S. Population Is Growing Older, and the Gender Gap in Life Expectancy Is Narrowing.” PRB. Accessed July 1, 2023. <https://www.prb.org/resources/u-s-population-is-growing-older/>.

improving decision-making and talent.<sup>15</sup> An article in the Harvard Business Review proposes that diverse teams “alter the behavior of a group’s social majority in ways that lead to improved and more accurate group thinking,” while boosting innovation. The piece cites data on 7,615 firms in London, revealing that culturally diverse leadership teams were more likely to develop new products than those with homogenous leadership.

Commitment to diversity further reflects a broader commitment to equal opportunity, mutual prosperity, and widespread civic participation. Age is an important and often underrepresented piece of this puzzle. Each generation brings a unique lens to problems ranging from affordable housing, climate preparedness, social isolation and loneliness to public transportation. People of every generation interact differently with associated services and experience these services differently. Younger adults look to a future that is unbridled by the past, while older adults offer an understanding of broader context—the historical roots of our challenges; what has and has not worked. Older adults have years of experience and often have access to resources, while younger adults offer lived experience in today’s context, fresh ideas, and updated knowledge.

Despite siloes, research shows that many younger and older adults are eager to work together to solve problems and collaborate to improve their communities. According to one study in collaboration with the University of Chicago, more than 80% of survey respondents expressed a desire to work with people of other generations to create positive change<sup>16</sup>.

Approached intentionally, the power and promise of age diversity can be embraced to confront numerous divisions and build the kind of society people want to come of (old) age in.

### **Benefits and Challenges of Intergenerational Collaboration**

Our analysis revealed underlying generational stereotypes to be considered when introducing age diversity to an initiative. Of course, it is risky to overstate the differences, but we think a summary from the broad analysis offers valuable background.

When older adults perceive unfairness in systems, they often find it more practical to adapt to a system, change it from within, and/or learn to weather it. They often expect younger adults to follow their lead. In contrast, many younger people feel they should be the main stewards of our collective future as they view themselves as disproportionately affected, and thus may urge an upending of an existing system.

**Older adults.** At their most critical, many older adults view today’s young adults as uncommitted, lazy, entitled, and often opinionated without needed experience. Many older adults, for example, have been trained to focus on overcoming rather than acknowledging failures. They have important lived experience to share as both older people today and as those who came of age during the turbulent 1960s-1970s. They frequently draw upon those experiences to impose wisdom and experience, without acknowledging differences in today’s context.

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<sup>15</sup> Hunt, Dame Vivian, Dennis Layton, and Sara Prince. “Why Diversity Matters.” McKinsey & Company, January 1, 2015. <https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/why-diversity-matters>.

<sup>16</sup> Freedman, Marc, and Eunice Nichols. “Cogeneration: Is America Ready to Unleash a Multigenerational Force for Good?” 2022. <https://cogenerate.org/wp-content/uploads/2022/09/Encore-Cogeneration-Report-1.pdf>.

A closer look, however, reveals that many older adults learned and adopted an approach of *acquiescence*. Most older adults participated in the changing workforce as it shifted to include equity-seeking participants, including women and minorities. However, this inclusion came at a cost: a mindset that individuals should change aspects of themselves to conform to prominent gender, racial, or other norms to gain a seat at the table. Many expect younger adults to do likewise. Many older adults focus on the extent of change already accomplished during their lifetimes rather than on changes still to be made.

**Younger adults.** Not surprisingly, younger adults are less constrained by historical precedents and are more likely to expect the system to change for and with them. Many see systems' constraints and believe the systems have been designed for incremental rather than systemic change. They are attuned to issues of authenticity, inclusion, and collaboration, coming of age in a time of unprecedented access to information, collaborative processes, race- and gender-balanced classrooms. As such, they tend to be more focused on the inequities that persist rather than gains made.

And, at their most critical, younger adults express the need for older people to step aside—as Aysha expressed—empowering youth voices in public, business, and personal lives. Many see a world in peril and feel they have inherited their predecessors' mistakes. They worry traditional or incremental approaches to change-making fall short. Often, this translates to stereotyping elders as inauthentic and rigid, slow-moving, and close-minded toward new ideas. Many believe *embracing change to go beyond acquiescence* is required to create equitable, sustained change. They believe systems must accommodate their individuality, rather than the other way around.

For every generalization there are countless exceptions to the rule. However, stereotypical benefits and resistance to intergenerational collaboration can be helpful, providing an opening to interrogate an *intergenerational lens* and build empathy. Both older and younger adults need a shared understanding of the benefits and resistance of partnering with one another.

## Intergenerational Collaboration: Benefits and Resistance

<p><b>Benefits to Younger Generations</b></p> <ul style="list-style-type: none"> <li>• “Help us, or move aside” mindset</li> <li>• Access to mentorship, resources, networks, platforms for influence</li> <li>• Meaningful relationships; connection</li> <li>• Exposure to long-term view for problem-solving</li> <li>• Improved outcomes on issues of concern</li> <li>• Establish precedent for how they want to be treated in future</li> <li>• Internal consistency for those committed to diversity, equity, inclusion initiatives</li> </ul>	<p><b>Benefits to Older Generations</b></p> <ul style="list-style-type: none"> <li>• “We want to protect our legacy and future” mindset</li> <li>• Care for one’s legacy and care for future generations</li> <li>• Opportunities to favorably influence next generation of decision-makers</li> <li>• Secured place in a changing workforce by adding value and integrating new tech/ideas alongside youth</li> <li>• New/meaningful relationships and connections to upcoming generations</li> <li>• More formal learning opportunities</li> <li>• Improved outcomes on issues of concern</li> </ul>
<p><b>Resistance by Younger Generations</b></p> <ul style="list-style-type: none"> <li>• “You’ve had your turn, now step aside” mindset</li> <li>• Perception that older generations are “stuck in their ways”</li> <li>• Resentment resulting from the belief that they are inheriting the messed-up world older generations have left them</li> <li>• Ageist stereotypes about capabilities, openness, and health of older folk</li> </ul>	<p><b>Resistance by Older Generations</b></p> <ul style="list-style-type: none"> <li>• “I worked hard to get here; you need to as well” mindset</li> <li>• Oriented toward imposing wisdom; greater priority given to respect for hierarchy</li> <li>• Perceived entitlement of younger generations, viewing younger people as uncommitted and lacking experience</li> </ul>

### The Role of Higher Education

Higher education is increasingly asked to reassess core constituencies, boundaries, and strategies. Recent supreme court verdicts about diversity in the admissions process make this clearer than ever. As top-tier learning becomes more broadly accessible through online and other distributed learning innovations, the ivory tower is growing more permeable, and institutions are rethinking the composition of the student body they have typically served, especially as people live longer, need to work longer, and must adapt to rapid change in the workplace. Universities can therefore leverage community and employer/co-op program expertise to support multigenerational partnerships for today’s multigenerational challenges—beginning at the local level.

Higher education institutions offer promising cogeneration platforms for several reasons. These institutions have unique *resources*, including credentialing authority, convening spaces, and cross-disciplinary capabilities. They have history and expertise linking campus communities with *civic priorities*. Last, they have natural *age-siloes*, which offers an opportunity to generate a theory of change should intergenerational collaboration be pursued. This proposition is rooted in a well-tested social justice and equity model, wherein universities partner with the communities affected by problems to solve them.

**Resources.** Higher education institutions are dedicated to creating new knowledge and developing solutions to pressing problems—often with access to funding in support of these aims. Most harbor

a multitude of convening spaces and, between staff and students, human resources to draw upon. Increasingly, there is a focus on interdisciplinarity and cross-pollination across fields. These conditions are conducive to fostering opportunities to experiment with new forms of collaboration and problem-solving.

***Link to civic priorities.*** Such opportunities are fortified by the continually deepening expertise on college campuses related to “critical participatory action research” (CPAR), defined as an intersectional approach to knowledge production by researchers working alongside individuals and communities dedicated to justice. CPAR engages communities in every stage of research design, implementation, and analysis. It honors a commitment that “no research on us is without us” as well as shifts our understanding of partnership from “what we do together” to “how we are together.”<sup>17 18</sup> This movement in academia is entirely consistent with the ethical commitments underpinning this paper’s concept of intergenerational collaboration.

Higher education institutions have taken steps to impact and care for their surrounding communities. They are honing expertise in fostering and managing community relationships, creating pathways for collaboration that expand typical boundaries. Community engagement offices and campus-based service organizations serve as a critical link to surrounding areas. These offices serve as a pathway for embracing cogeneration in a way that supplements and complements core curriculum and traditional campus activities. Engaged scholarship programs, such as those spearheaded by Harvard’s Phillips Brooks House<sup>19</sup>, seek to remedy historical separation, making university campuses more permeable to outsiders.

***Age-siloes.*** Intergenerational collaboration on campuses gains further urgency through demographic change: demographic changes have implications for every facet of society, especially the education system. Higher education institutions, historically responsible for preparing the workforce, face new challenges. Most colleges are preparing for a “demographic cliff” of traditional-age students later this decade due to declining birth rates in the late 2010s. At the same time, it is anticipated this cliff will be paired with an increasing appetite for “lifelong learning programs” to match the ever-increasing pace of innovation and to equip older workers with novel or updated skillsets. The value of short-term “credentialling” opportunities is on the rise across generations. To remain relevant and respond to societal changes, higher education institutions are pressed to consider new learning models—including intergenerational ones. Significantly, the shift to work-integrated learning offers students of all ages opportunities to learn how to participate in a multi-generational workforce before they enter or re-enter the workforce. Higher education institutions can play a critical role in creating such opportunities.<sup>20</sup>

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<sup>17</sup> Ibid.

<sup>18</sup> Hurd, Clayton, and Timothy K. Stanton. “Community Engagement as Community Development: Making the Case for Multilateral, Collaborative, Equity-Focused Campus-Community Partnerships.” *Community Development*, 2022, 1–24. <https://doi.org/10.1080/15575330.2022.2121297>.

<sup>19</sup> Harvard Phillips Brooks House Association for Public Service and Engaged Scholarship, <https://publicservice.fas.harvard.edu/pbha>.

<sup>20</sup> Arnett, Autumn A. “It’s Time to Break Silos, Look at Education as a Continuum, Leaders Say.” Higher Ed Dive, May 7, 2018. <https://www.highereddive.com/news/its-time-to-break-silos-look-at-education-as-a-continuum-leaders-say/522869/>.

Even in the absence of a pedagogical shift away from hierarchy or toward mid-career trainings, higher education institutions are typically steeped in age-based hierarchy. Young adults live among each other and opportunities to interact socially with people outside of their age demographic are limited. Most age-diverse interactions are between students and their professors or other university personnel responsible for their education and care. The primary mode of engagement remains instructional, especially on campuses where teaching resources are constrained.

When taken together, we believe institutional expertise and resources set the stage for a successful intergenerational shift as institutions address changing demographics, embrace natural age diversity, and develop intentional intergenerational focus in scholarship and pedagogy, work-integrated learning, and community engagement.

### **Research Findings and Analysis: Embracing the Shift**

Our research findings are three-fold and mutually-enforcing. They include 1) an intentional language shift among successful initiatives aimed at harnessing benefits and overcoming challenges; 2) six intergenerational practices that help initiate, shape, and accelerate intergenerational activity; and, 3) the power of socio-spatial proximity, aligned interests, and sufficient time as key ingredients for cogeneration. Analysis is woven throughout.

Some of these findings likely will feel intuitive. What is new is their consolidation into evidence-based frameworks, including shared language to give shape to such intuitions.

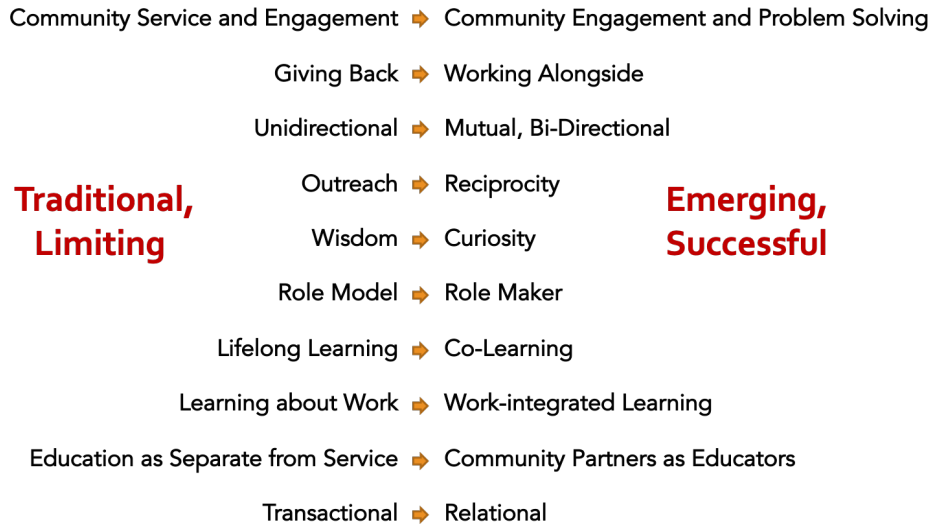
#### **Changing Language: Overcoming Resistance and Harnessing Benefits**

The most successful initiatives we encountered purposefully facilitated a shift in language, quite literally redefining the terms upon which intergenerational relationships are formed. Research revealed intentional shifts in phrasing and language help address barriers to collaboration in part by zoning in on mutual benefits. This intentional language reframes working relationships as a two-sided dynamic wherein older and younger generations embrace humility, each are valued for their strengths, and each position themselves as eager to learn from the other. The language privileges cooperation and mutual empowerment, creating the conditions of a culture of respect that is less hierarchical and more conducive to developing new solutions.

Communities with vibrant intergenerational activity have moved away from what we have labeled traditional narrative of “giving back” and “service” language and have moved toward more inclusive, participatory language. This shift also moves groups from privileging one group over another in a service model to integrating bi-directional efforts with an emphasis on reciprocity. In intergenerational efforts, this presents as a variant to “young serving old” or “old teaching young.”

More collaborative efforts use terms of “engagement” and “working together” not “working for.” Key pivots are depicted below, heralding a shift toward working together with empathy and respect.

### Changing Language: From “For” to “With”



Altogether, the shift in language was a common denominator across initiatives furthest along in developing intergenerational programs and activities and, as such, perhaps our research’s most important finding. The following section identifies intergenerational practices underway, each of which can benefit from an intentional shift in the language used.

#### Six Common Intergenerational Practices

As we examined different projects and had discussions with experts and practitioners, we identified six intergenerational practices for purposes of discussion. Practices are named and described in terms of core concepts and examples, team or group dynamics, and targeted outcomes. Naming the practices represents a critical step toward better understanding and discussing intergenerational dynamics in any setting. They are *practices* because they involve developing core skillsets. Practices are not linear or hierarchical. They can build on one another across time and be layered according to the circumstances of a given group. Each intergenerational practice can use the language shift as well as move toward overcoming resistance and maximizing benefits.

“Coming together is a beginning, staying together is progress,  
and working together is success.” *Henry Ford*

This sentiment is reflected in the practices below, and as applied intergenerationally, we recognize benefits and outcomes from each of the practices.

### Intergenerational Practices: Concepts, Dynamics and Outcomes

<b>PRACTICE</b>	<b>CONCEPT &amp; EXAMPLES</b>	<b>DYNAMICS</b>	<b>OUTCOMES</b>
<b>Cogenerating</b>	Working together with a common purpose to address a problem broader than those participating, leveraging campus resources. <i>e.g., students and neighbors addressing civic awareness, climate change, housing, social justice, etc. together</i>	Innovating together  Sharing responsibility, spaces and purpose	Improved problem definition  Innovative solution Collaborative action Implementation
<b>Collaborating</b>	Sharing knowledge or resources with one another regarding a problem or situation specific to the participants <i>e.g., two-way mentoring, supporting movements led by another generation, solving a given problem together</i>	Inspiring one another  Supporting the other  Stepping aside	Voice/Agency  Resource-sharing
<b>Co-Learning</b>	More than one generation learning together in a shared classroom or space, typically led or taught by a third-party <i>e.g., mid-career and older adults alongside traditional-age students in classrooms</i>	Informed by a third-party  Learning alongside  Growing together	Shared information & frameworks  Individual learning
<b>Coaching</b>	Mentoring, often funded to meet the needs of a given population, preparing students to enter a multi-generational workforce <i>e.g., students helping older adults with technology; older adults mentoring first-generation English speakers; internships</i>	Learning from another  Teaching another	Improved skill-based competencies  Ongoing interaction
<b>Co-Working</b>	More than one generation working on or near campus with and for one another <i>e.g., student research assistant for a professor, faculty advisor to student club; co-workers in a similar job position</i>	Working with each other  Employed by a third party	Shared workload  Task completion Conflict management Specialization
<b>Connecting</b>	Intergenerational friendships intentionally established via time together and equitable story-sharing <i>e.g., joint connections or social gatherings of students, faculty, community; workshops open to faculty, students, community</i>	Sharing space for social purposes  Sharing stories  Caring for one another	Well-being  Friendship/Closeness  Understanding Compassion

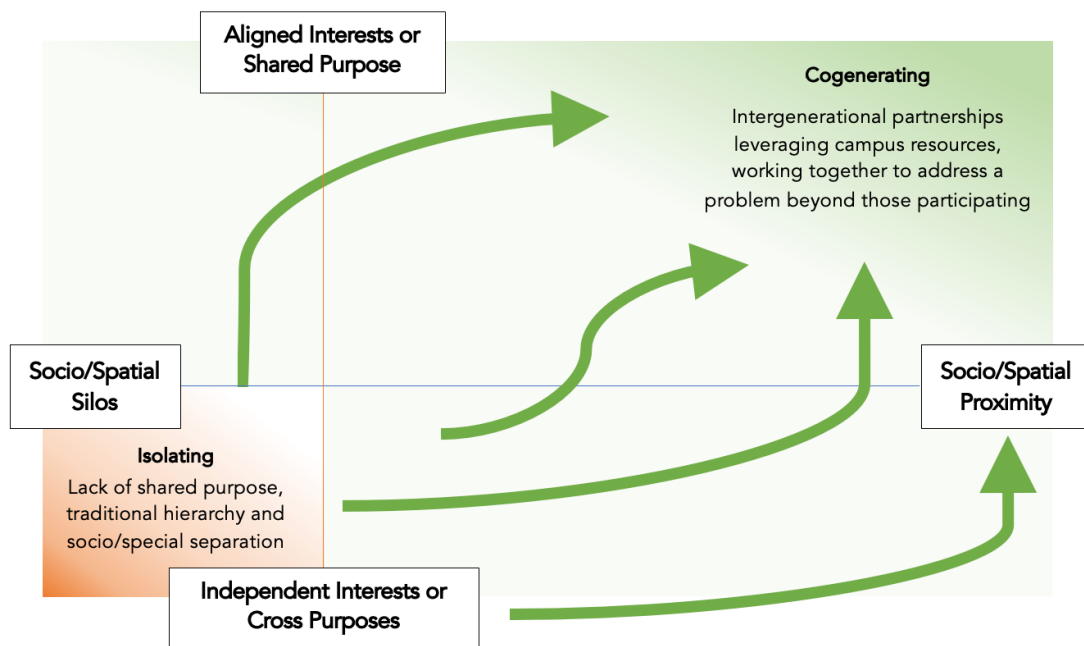
## Key Determinants of Success: Shared Purpose, Socio-Spatial Proximity, and Time

Our research suggests three critical determinants of success: *moving away* from socio/spatial silos toward proximity and *moving toward* aligned interests or shared purpose from independent interests, intentionally *giving sufficient time* to overcome resistance and embrace opportunity.

Intergenerational collaboration, particularly cogeneration, can be extremely challenging. Our research revealed that finding shared interests and spending time to learn *from and with* one another are critical to cogeneration. Over time, when interests are shared or well-aligned and efforts are made to breakdown socio/spatial silos, intergenerational collaboration—or cogeneration—becomes increasingly possible as an outcome.

In the schematic below, the vertical access represents the extent of aligned interests or shared purpose; the horizontal access represents the extent that those involved are physically siloed in terms of space or social structures; and, the green arrows represent how time allows for movement away from silos and toward shared purpose toward the goal of cogeneration.

### Schematic: Multiple Pathways to Cogeneration

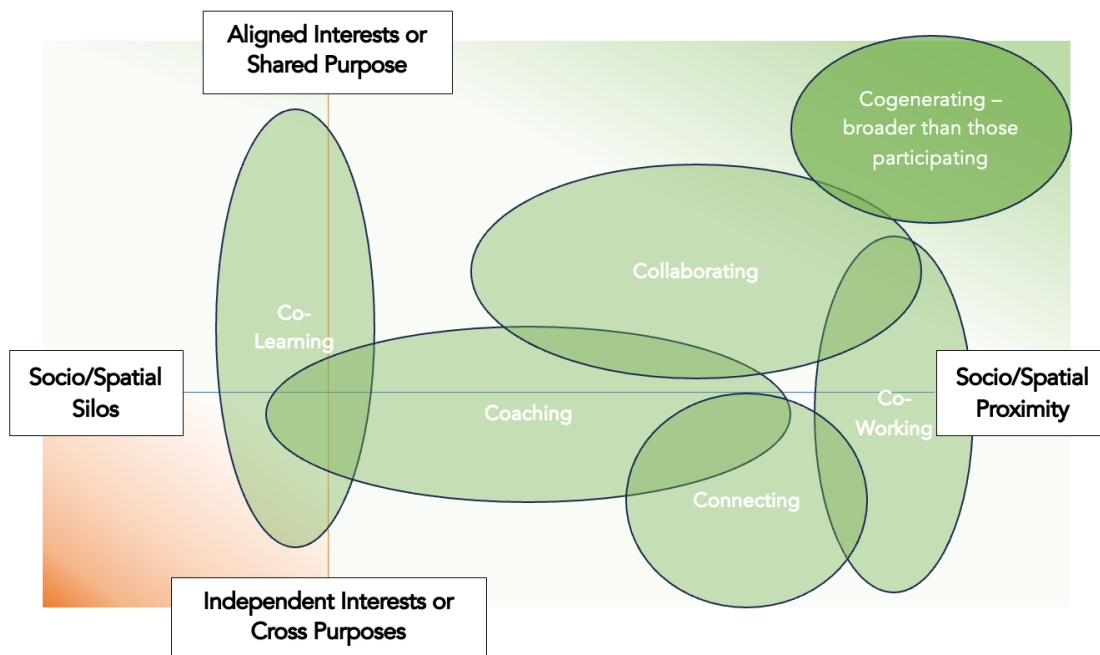


Identifying different pathways and the current state of intergenerational efforts can help university members, leadership, and community partners clarify possibilities for intergenerational activity in a manner consistent with other goals. Each educational program/project/center and/or the overall institution can consider how its specific resources can be leveraged to foster intergenerational efforts as well as set goals for moving along one axis or another over time.

We do not specify the exact time parameters as every project will be different, depending on the relationships being built. However, in thinking about timeframes, cultural and ideological factors and other can be considered. Some relationships take more time. What is critical is that these relationships are given the time they need, and projects can adapt accordingly. Time together does not just occur within the classroom, either. It is often the small and subtle moments, the walks to and from class, where relationship is built. It is these interactions which also highlight the additional benefits of in-person collaborations.

As shown in the following schematic, each of the six identified practices has elements of shared interests and proximity. For example, co-learning may take place in a highly structured classroom in which the ages are not invited to mix in any way even though participants are learning about the same topics. Similarly, co-working may or may not share interests or purpose, even if they are working for the same employer in the same place. It is the dynamics of spending time together *and* moving toward shared purpose that creates the opportunity to participate in solving problems that go beyond the individuals participating: creating multi-generational solutions for problems affecting multiple generations.

**Schematic: Intergenerational Practices Overlap and Reinforce One Another**



**Case Studies**

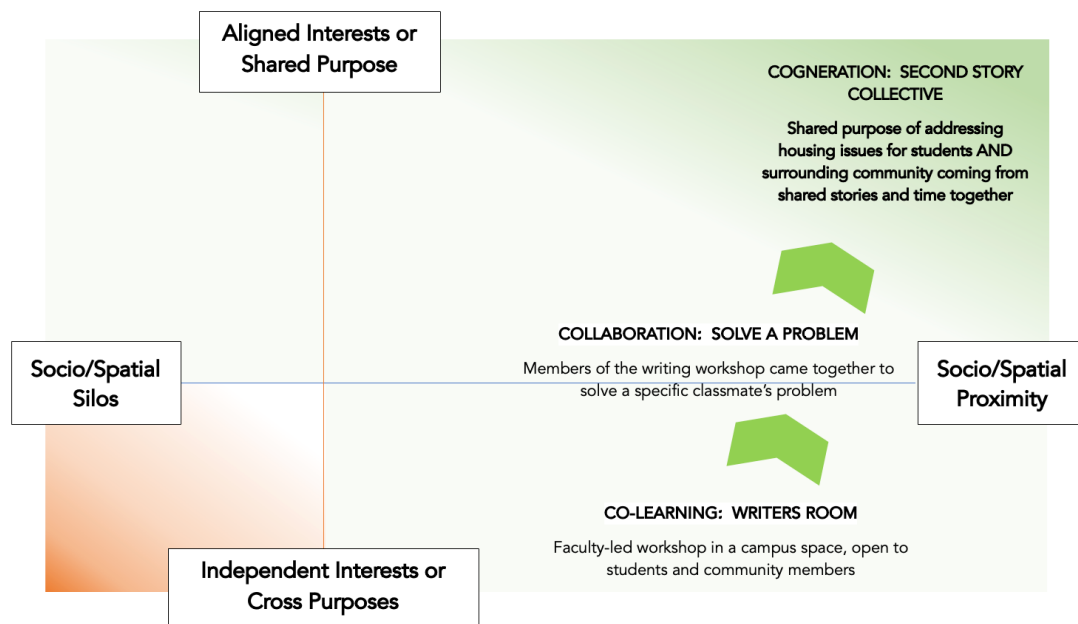
Practitioners can envision their own pathway toward cogenerating by examining their efforts with respect to aligned interests and socio-spatial proximity. Three case studies exemplify the pattern of spending time together to learn to work together, to identify areas of shared purpose and to take action together to benefit more than one generation.

### Case Study One: from writing workshop to housing initiative

A campus-based writing workshop<sup>21</sup> at Drexel University convened students and community residents spanning multiple age categories. The faculty member sought to utilize campus resources, particularly a newly available space, in an innovative manner. The workshop intentionally spanned multiple ages and socio-economic differences as the immediate community contains a mix of public and student housing. Drexel University's community engagement office had identified a shift towards more inclusive language via its work in equity and civic engagement. They drill into their students that they cannot come from a place of privilege or superiority.

Thus, from the outset, this project intentionally adopted the language of respect, empathy and reciprocity. The workshop offered a space and structure for students and community members to share stories and build relationship. Channels of communication and caring opened—laying the foundation for joint action. Later in the workshop series, it came to the class's attention that one of the community participants was being evicted to make way for student housing. The situation sparked intense and diverse discussions regarding housing in the area, including how innovative solutions might be developed to address both community and student housing needs<sup>22</sup>. A project that began as a shared social/spatial intergenerational practice, evolved into a shared goal, shared interests, and eventually collaborative problem-solving in a broader context. The evolution is depicted below.

#### Example: Evolution toward Proximity and Shared Purpose



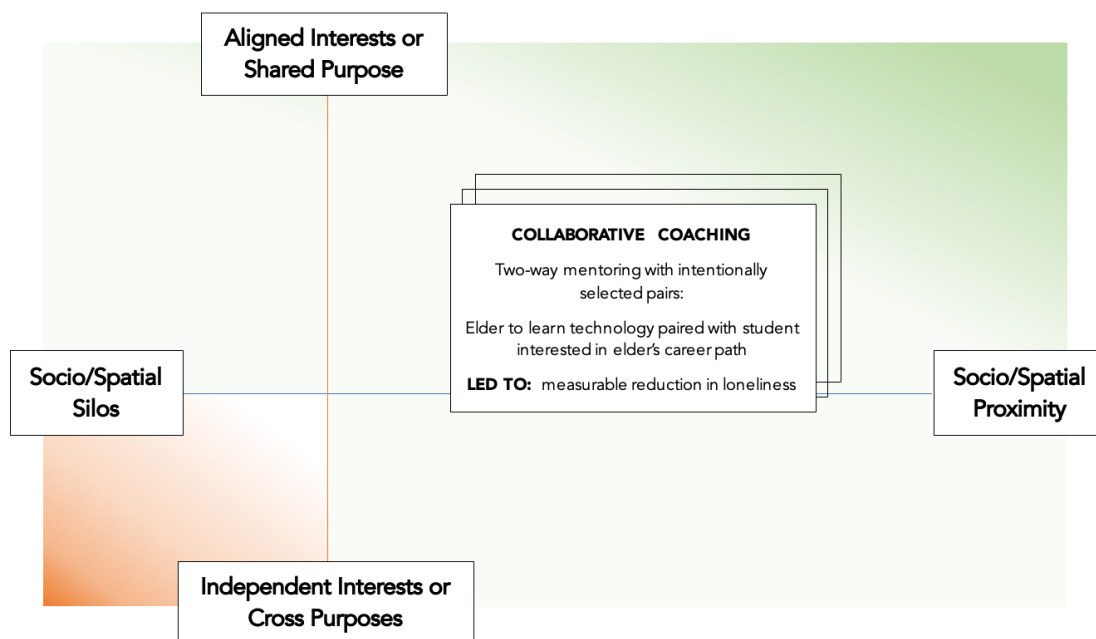
<sup>21</sup> Drexel University Writers Room, <http://www.writersromdrexel.org>.

<sup>22</sup> Second Story Collective, <http://secondstorycollective.org>.

### *Case Study Two: replicating a two-way mentoring approach*

A second example is Generation Exchange<sup>23</sup> which offers a scalable “chapter” model to provide two-way mentoring for students and people of all ages in local communities. The educational programs include intergenerational technology workshops to train older adults in technology in exchange for life advice. The practice is a combination of coaching and collaborating, with outcomes of reduced loneliness. It is not considered cogenerational as the participants are focused on solving problems specific to the individuals involved. However, when scaled across multiple campuses, the model has the multiplicative opportunity and demonstrated ability to address what the Surgeon General has declared an epidemic: loneliness and isolation.

#### **Example: Replicable, Two-Way Mentoring Improves Skills, Reduces Loneliness**



### *Case Study Three: from shared classroom to collaboration*

Our third case returns to our own experience becoming researchers for this work described at the start of this paper. We had never met, but independently enrolled in a systems theory class entitled Humanity and Its Futures, albeit for different reasons. Aysha, the Zoomer and college senior, was reaching to graduate courses to learn about how to evaluate a situation systemically to better understand points of intervention, specifically with respect to how policy can impact outcomes. N.J., the Boomer and former computer scientist, chose the course because it surveyed a wide variety of social systems, from pandemics to politics, from immigration to invasions.

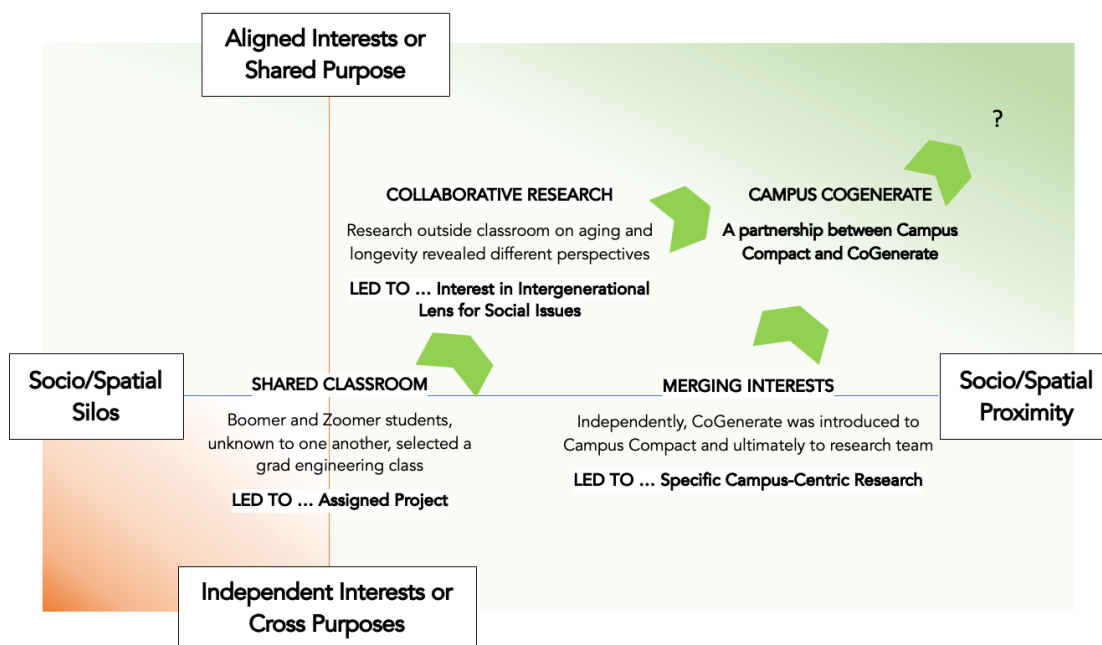
With little in common and having never met, we were assigned to the same team for a class project. Aysha’s deep understanding of environmental issues and N.J.’s history of mapping systems brought a depth to the assignment that surprised each of us. We gravitated toward working

<sup>23</sup> Generation Exchange, <https://generationexchange.org/>.

together in class and then outside of class on issues that ultimately led to the research underpinning this paper. All the while, we carved out time for building personal relationship and reflecting on our working dynamic. This has sustained and enlivened our commitment to the work.

Meanwhile CoGenerate and Campus Compact were introduced to one another, then to N.J., creating the impetus for the campus-centric research regarding cogeneration. The resulting Campus Cogenerate partnership, still in its infancy, is set to move forward in accelerating intergenerational collaboration.

### Example: Evolution toward Campus Cogenerate



We came to understand just how varied intergenerational practices can be while contemplating the range of projects and approaches adopted. We observed that pathways are rarely direct or linear. Practices are developed at different points along the shared intent/purpose axis, with varying degrees of socio/spatial proximity. For those who moved toward the intersection of proximity and purpose, some moved erratically, others more directly. Either way, we found that trying to jump directly to cogeneration without nurturing proximity or clarifying shared purpose often leads to projects that feel transactional. This lack of relationality, in turn, constrains mutual commitment, creativity, and conflict management.

### Discussion of Future Efforts

Going forward, we propose three distinct pathways forward for researchers and practitioners alike: 1) continued refinement of the theory of change underlying the present research; 2) individual institutional self-assessment of activity and appetite for cogeneration; and, 3) utilizing the Campus

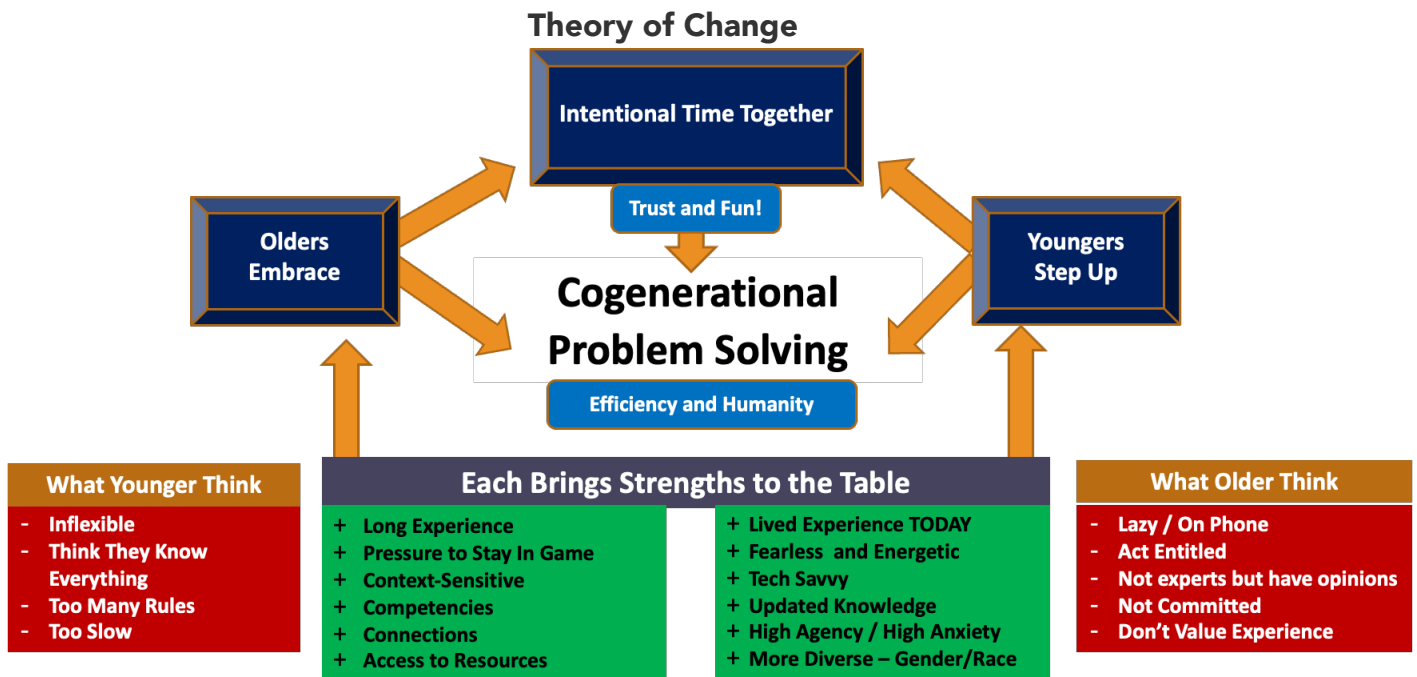
Cogenerate umbrella to spur collective efforts aimed at identifying promising practices and programs and developing forums and toolkits for sharing knowledge gained.

### Theory of Change: Refinement

Our research was guided by the core hypotheses that *age-diverse teams produce more inclusive and creative solutions, and intentional intergenerational collaboration enhances problem-solving*. The following theory of change was refined as a result of the analysis above: *structuring intentional time together, including opportunities for shared learning and connection, will create opportunities to overcome generational barriers and attitudes—leading to more efficient and humane approaches to addressing problems that affect multiple generations*.

If “cogenerating” solutions to pressing problems is the goal, it must be preceded by the practices of *connecting* and *empowering*. *Empowering* through shared learning (typically via a third party regardless of age) can provide multiple generations with access to the same information, allowing them to draw from a common vocabulary and conceptual schema. *Connecting* builds mutual understanding, respect, and empathy. It makes the work more enjoyable, and helps parties understand where the other is coming from.

This theory of change is expected to be the bridge between our theoretical framework and on-the-ground practice. The model is intended as a living framework to be modified and refined as additional research and findings are available.



## Independent Self-Assessment: Interrogating Existing and Future Cogeneration Efforts

Individual institutions are urged to consider how cogeneration efforts are reflected in their current and future strategies. A series of questions is offered, again intended to be refined through practice, to guide internal discussions and determine whether and how an institution may elect to embrace the demographic and attitudinal shifts underway.

The self-assessment is about diagnosing (rather than grading or rating) one's strengths and shortcomings, with the goal of adapting to changing demographics and the multi-generational challenges of the 21<sup>st</sup> century. It is about understanding the promise and possibility of age diversity in the context of one's own area of work. Identifying gaps, potential outcomes and possible measures of change overtime will lead to capitalizing on the opportunity of generational diversity.

### Self-Assessment: Starting Questions

<b>Age Diversity</b>	What is the age diversity of participants and potential beneficiaries today? What are the goals for age diversity? How is age diversity reflected in other diversity, equity, inclusion and belong efforts on campus?
<b>Attitudes</b>	How accurately are the identified benefits and areas of resistance reflected in your program/ project/ center/ institution? What areas of resistance most need to be addressed? What benefits could be highlighted?
<b>Language</b>	How does your program/ project/ center/ institution intentionally use language to bridge divides between ages? Is there implicit or explicit attention to the age-diversity language and approach being used in current projects? Why or why not? What would be needed to explore
<b>Practice Area and Focus</b>	What practice area best describes your program/ project/ center/ institution today? Do the identified/expected dynamics and outcomes reflected? Is there a reason to move the practice toward another practice focus?
<b>Shared Interest/Purpose</b>	To what extent do participants across the age spectrum share or have aligned interest in the project or program?
<b>Socio-Spatial Sharing</b>	To what extent do participants across the age spectrum share social structures and spaces on campus?
<b>Theory of Change</b>	Where do you observe genuine intergenerational connection and mutual empowerment at your institution? How could <i>cogeneration</i> of new knowledge impact your campus? How would it change or challenge the current student experience?
<b>Locus of Activity</b>	Is cogeneration part of the institution's overall strategy? Part of the Community Engagement office? Centered in an organization outside the university? Focused on intra-curriculum or extra-curricular efforts?
<b>Available Resources</b>	What resources does the higher education institution bring to program/ project/center today? How are they leveraged at the institution-wide level? How could that change in the future?

## **Collective Action: Campus Cogenerate**

Campus Cogenerate was the umbrella partnership for issuing the fall survey and for conducting campus-based interviews. Campus Compact and CoGenerate came together to explore the nature of intergenerational collaboration—or cogeneration—on college campuses as a microcosm and potential model for other forms of cogeneration.

Our research demonstrated interest and ongoing activities in cogeneration which led Campus Compact and CoGenerate to accelerate activity under the Campus Cogenerate umbrella. They hosted a convening in December 2022 to review highlights of the research and showcase examples in the field.<sup>24</sup> CoGenerate published an interview and the initial results of the research in Spring 2023.<sup>25</sup> Campus Compact further extended the work to include a six-session Community of Practice in Spring 2023 during which college-based practices were able to discuss their strategies, values, experiences, challenges and opportunities.

Going forward, Campus Compact will use initial findings as a basis for convening member campuses and sharing the frameworks and principles from successful programs across the network. CoGenerate will be the thought leadership partner and has identified Campus Compact as a distribution channel for its growing body of knowledge in accelerating cogeneration on higher education campuses. Appendix B outlines a specific next step, the Campus Cogenerate Institute, to be facilitated by Campus Compact and CoGenerate to guide selected campuses through a self-reflective process alongside other campuses interested in cogeneration.

## **Conclusion: Call to Action**

This is a time of unprecedented demographic shifts and age divides, civic discord and social isolation, rapid technological and environmental change. Age is often left out of public conversation both as a matter of diversity, equity, and inclusion, as well as of strategic vision. But, as this paper has sought to cast a light on age's profound structural repercussions. Each person has inherited a *generational bias* that must be interrogated. Intentionally bringing together multiple generations to solve pressing problems could produce much needed generational and cultural understanding alongside more efficient, inclusive, humane solutions to pressing challenges.

Higher education institutions are well-placed to use the findings presented in this paper to reflect on where they are today with respect to intergenerational collaboration and where they might want to go next. Current discussions around the future of university admissions in America, which we did not explore deeply in this paper, will make creative forms of knowledge-making like cogeneration an even more important area for leadership.

Each higher education institution can help test the theory of change as well as move their own intergenerational collaboration efforts forward via thoughtful analysis and intentional focus for the overall strategy or for individual programs and practices. Our hope is that institutions will find a

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<sup>24</sup> “Campus Cogenerate Visioning Session.” YouTube, December 22, 2022. <https://youtu.be/SOOZSAP1k0A>.

<sup>25</sup> Weiss, Stefanie, and Duncan Magidson. “What Makes College-Based Intergenerational Programs Successful?” CoGenerate, February 2, 2023. <https://cogenerate.org/what-makes-college-based-intergenerational-programs-successful/>.

“center” to serve as a resource or any campus group seeking the integration of age diversity in their efforts. Alternatively, or in addition, we would encourage an intergenerational task force that works across multiple existing centers and programs to embed cogeneration.

To continue serving society and adapting to the demands of the 21st century, higher education institutions are encouraged to embrace three shifts—demographic, attitudinal, co-generational—to become intergenerational hubs, not age-silos structured by hierarchy. We encourage each institution to find their own path toward embracing cogeneration as well as to contribute to the collective sharing of knowledge and experience as both partners and proving grounds for cogeneration efforts in their communities and beyond.

We invite those who are working in intergenerational collaborations and related disciplines to comment and contribute to the work.

*Contact: N.J. Pierce at [njpierce@njpierce.com](mailto:njpierce@njpierce.com)*

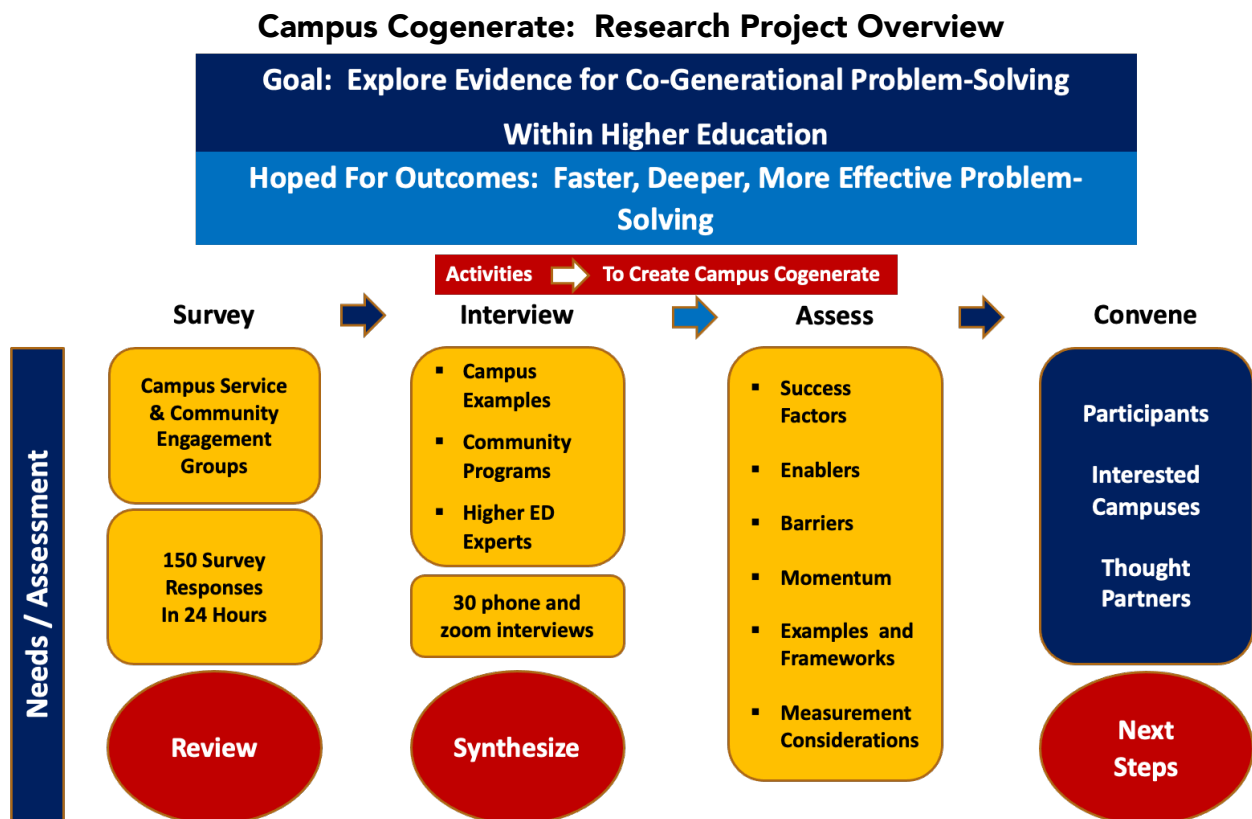
## Appendix A: Project Approach and Interview Highlights

### Project Approach

#### Pilot project: Higher Education’s role in promoting intergenerational collaboration

After initial literature search and exploratory interviews regarding intergenerational collaboration, a project was proposed to gauge interest in and explore the possibility of using the network of college campuses as a distribution system for principles and programs. The project was accepted by CoGenerate and Campus Compact, creating a partnership called **Campus Cogenerate** under which umbrella the research was conducted.

The following schematic depicts the agreed approach. We surveyed the Campus Compact and CoGenerate networks, seeking activity and interest in campus-based intergenerational problem-solving. The first 24 hours generated 150 responses of interest and over fifty descriptions of activity underway. Qualitative interviews were conducted with selected programs underway, based on diversity of geography, project or program approach, and varied access to resources. Interviews spanned research universities, urban and rural colleges and community colleges as well as additional experts in the field regarding aspects of aging, longevity and intergenerational issues. A summary of campus-related interviews follows the project schematic.



## Interview Highlights

### Campus-Based Institutions

	Interviewee	Interview Highlights
Borough of Manhattan Community College	Snipes, Shane, Deputy Chairperson	1) Setting the context for purpose-driven entrepreneurship 2) Imbedding an intergenerational lens into students' data gathering and product/service development 3) Viewing purpose-driven entrepreneurship as an opportunity for students to deeply understand the community, often their own community 4) Focus and importance of radical hospitality
Northern Arizona University, Center for Service and Volunteerism	Kruse, Erin, Director	1) Addressing AmeriCorp silos and knocking down walls 2) shift to being a hub of community engagement at NAU 3) Creating an RSVP Consulting Corp as intergenerational (future) 4) Used Covid as a pivot point, taking advantage of the moment and temporary freedom allowed from funders to be creative
Drexel University	Kerman, Lucy, Vice Provost	1) Importance of university leadership commitment to community engagement 2) Dedication to shifting the narrative in intergenerational and community collaboration
Drexel University	Wenrick, Rachel, Founding Director, Writers Room	1) Utilizing campus space to convene students and community 2) Fostering a housing initiative as outgrowth of community and students coming together 3) Recognizing the importance of being part of something bigger than oneself 4) Importance of creating a community that acts as a community 5) Importance of initial funding to get started 6) Importance of building and maintaining trust - the stakes are high 7) Fiercely building and defending culture, spaces and programs built on respect and love, where everyone is welcomed and everyone is a teacher - elders don't get a pronoun pass 8) Recognizing how people want to tell stories
Eastern Michigan University	Anderson, Jessica, Executive Director	1) Importance of tapping into the institution from a faculty standpoint 2) If you begin at a place of commonality and possibility or just creating space for engagement that doesn't have any other sort of objective, but engage, where can it take you? 3) Start with "of the community, for the community" 4) Everyone should see themselves as a partner and a co-pilot and a co educator and co artist and co-learner
	Calhoun, Tyler, Communications & Operations Coordinator	1) Exploring the development of an intergenerational training institute at Eastern Michigan with funding from the Michigan Health Endowment Fund 2) Using bold initiatives in approaching healthcare, isolation and well-being 3) Developing theater, digital access and more to connect generations

Harvard University, Philips Brooks House Association	Lovett, Travis, Assistant Dean of Civic Engagement and Service	1) Importance of mapping of social impact resources across the university 2) Organizing alumni-student forums for topic discussions, e.g., HACE on climate and environment 3) intentional reposition and inclusion of scholarship in mission 4) commitment to finding common purposes in service efforts between those served and those serving
Harvard University, Advanced Leadership Initiative	Panzano, Bryan, Co-Program Director	1) Importance of getting older and younger students working together in a classroom 2) Recognition that work is more meaningful when students are working on something jointly developed 3) Understanding of how universities with international reknown are often removed from context of community 4) Importance of activities that are relational rather than transactional
Harvard University, Kennedy School	Brooks, Arthur, Professor and author	1) Author of From Strength to Strength, stressing importance of elders moving to share wisdom rather than holding on to prior roles 2) Understanding that life can be more interesting if we spend time with people not like us - but difficult across class and age 3) Understanding of age silos as unnatural
Lasell University	Montepare, Joann M., Director, RoseMary B. Fuss Center for Research on Aging and Intergenerational Studies	1) commitment to intergeneration collaboration and Age Friendly Universities 2) Subject matter Talk of Ages including students and Lasell Village residents 3) Specific mission to promote intergenerational connections through education, research and community partnerships 4) Lasell Village residents who read mysteries recruited to create forensics class crime scenes 5) Importance of intergenerational work being part of overall strategic plan of university for long term traction
Osher NRC - Northwestern University School of Professional Studies	Thaxton, Steve, Executive Director	1) Dedication to Osher Institute and shift to concurrent learning from lifelong learning 2) Focus on specific education areas with a community facing element, e.g., gerontology, social work, customer service, finance 3) Serves as national resource center to network of 125 campuses
Pilgrim Place, a not for profit CCRC in Claremont, CA	Evans, Janet, Napier Initiative Administrator	1) Pilgrim's Place's long history in bringing college students and seniors together around social justice, the environment and peace/reconciliation 2) Napier Initiative's emphasis on partner organization participation as well as the involvement of faculty with the Fellows, with "make social justice your life" focus 3) Seeking faculty across Claremont Colleges to find those eager to have elders in their programs or classrooms
Stanford University, Distinguished Careers Institute	Connor, Katherine, Executive Director	1) Deep personal history in fostering creative mentoring 2) Importance of the diversity value proposition to each stakeholder 3) The importance of questions each might bring that might not otherwise be asked if there is no diversity 4) The secret of making sure each person involved is connected to something they care about

Stanford University, Haas Center for Public Service	Lobo, Kristina, Senior Program Director, Public Service Leadership and Community Partnerships	1) Understanding of the barriers and how economic segregation is tied to age segregation 2) The power of storytelling in breaking down barriers 3) Haas Center emphasis on issue areas and creation of a new coordinator role 4) Haas Center resources to implement new ideas
UC Berkeley	Bass, Sandra, Executive Director and Associate Dean, Public Service Center	1) Intense commitment to social justice and civil rights work 2) emphasis on bringing wisdom traditions into classrooms 3) the importance of context, listening workshops 4) Eldering as a relational focus - elders are "chosen" not self-selected 5) Understanding of college campus as naturally co-generational, but not necessarily collaborative
Utah Tech University	O'Brien, Erin, Director, Community Engaged Learning and biology professor	1) Utilizing educated retirees to interact with first generation college students 2) Seeking models and frameworks to give the structure from which to say yes or no to internal suggestions

**Off-Campus  
Organizations**

	<b>Interviewee</b>	<b>Interview Highlights</b>
Ashoka Foundation	Zakaras, Michael, Ashoka North America	1) Ashoka embracing aging and the new longevity as outlined by Stanford 2) Interest in shared sense of purpose across a one-hundred-year life span 3) Connection to Third Act, an inter-generational effort to address Climate Change 4) Possible involvement of Ashoka U Exchange 5) Specific Ashoka U emphasis on social entrepreneurship and the possibility of intersecting the New Longevity with Ashoka's higher education strategy
Generation Exchange	Isola, Matt, Executive Director	1) Understanding of vulnerability of both young and old - and how each come to the table with an openness because of their vulnerability 2) The model and framework for co-mentoring implemented at three universities and has underlying mechanism that could support scaling
LBFE Boston	Wilkerson, Cynthia, Program Director	1) Importance of community asset mapping with respect to issue being addressed 2) Importance of college community service and engagement offices/expos to gain access to infrastructure, funnel of students 3) Barriers to shared college and senior housing if seniors do not feel seen or safe 4) Funding availability for digital access projects

Lori's Hands	Ratnayake, Maggie, Executive Director with La Fave, Sarah, Founder	1) Launched service-learning course to broaden awareness of nursing and social services students 2) Potential for scaling the work to other campuses and cities 3) Commitment to measuring impact, especially on quality of life 4) Clear understanding of the funding challenges and opportunities, taking advantage of splitting the funding requests between those supporting education and those supporting the elderly 5) Partially funded by the Michigan Health Endowment Fund to create playbook
The Challenge Factory	Taylor, Lisa, President	1) Deep understanding of attitudes of deans and provosts, especially in Canada, and opportunities to raise focus 2) Emphasis on potential levers of change 3) Importance of focus on the principles rather than the programs 4) Understanding of how a shift to work-integrated learning can lead to systemic change and scale
The St. Charles Center for Faith Plus Action	Dunham, Caroline, Executive Director	1) Long history of social justice organizing in South 2) Recently flipped the leadership model to having youth leaders in this space) created youth listening sessions 4) youth-led organizing to impact city leadership to consider the story being told about youth crime and to look at root issues facing the youth in New Orleans

## **Appendix B: Campus Cogenerate**

Campus Cogenerate, a partnership of Campus Compact and CoGenerate, seeks to build cogenerational problem-solving capacity on higher education campuses.

A Campus Cogenerate convening was held in December 2022 to review results of the research. In the spring of 2023, Campus Compact offered a Community of Practice focused on fostering discussion among institutions interested in Campus Cogenerate. These efforts further reinforced interest and appetite for building a body of research, best practices, and experience in fostering campus-centric intergenerational collaboration and problem-solving.

Looking ahead, Campus Compact and CoGenerate plan to offer a “Campus Cogenerate Institute” at Campus Compact’s annual conference, “Compact24,” in April 2024.

Campus Cogenerate will follow a competitive review process, selecting up to eight campus-centric, intergenerational teams willing to commit to the Institute. The Institute will convene these teams at a two-day pre-conference meeting for what is the largest and most inclusive national conference focused on the role of higher education in building healthy communities and a just democracy.

Through the Campus Cogenerate Institute, intergenerational teams will develop a clear action plan for implementing and fostering intergenerational collaboration on their campus. This project may be a completely new concept or the integration of cogeneration practices into an existing community/civic engaged program or project.

Campus Compact and CoGenerate will identify commonalities and trends to summarize the findings and help future teams develop their own process of bringing intergenerational problem-solving to their campuses and the communities the campuses are based in. The meta-objective is to develop a collective action plan for campuses seeking to leverage institutional capacity and resources to develop sustainable intergenerational collaboration.

Campus Compact and CoGenerate want to support higher education institutions interested in building such capacity, developing corresponding pedagogy and outcomes research, as well as serving a natural distribution channel for a given practice or practices. Drexel University is well-established in supporting faculty-led initiatives in the local community, with community engagement a specific part of the overall strategy. The University of Waterloo is focused on the work-integrated learning space. We envision broad engagement as higher education institutions embrace intergenerational practices.