



**The New Engagement:  
Exploring the Issues Across a Spectrum**

*a framework for thought and action by  
the Task Force on The New Engagement*

Prepared by the APLU  
Task Force on The New Engagement Planning Team

June, 2016

Please provide your feedback on this framework:

<http://www.aplu.org/newengagement>

## Acknowledgements

This framework has been developed by the Planning Team for the Task Force on The New Engagement, convened by multiple constituencies of the Association of Public and Land-grant Universities (APLU). We are grateful to the following individuals for their contributions to this framework.

### Chairs

The Planning Team was co-chaired by:

- **Mark Hussey**, Dean, College of Agriculture and Life Sciences, Texas A&M University
- **Roy Wilson**, President, Wayne State University

### Members

Four APLU constituencies appointed members to the Planning Team. Members are listed here by appointing APLU group. The Sub-Team on which each individual served is indicated in parentheses after their institutional affiliation—(C) = Charge Sub-Team, (PS) = Process and Structure Sub-Team, and (BMR) = Background Materials and Resources Sub-Team.

*Members appointed by the Council on Engagement and Outreach (CEO):*

- **Jorge Atilés**, Associate Dean of Extension and Engagement, Oklahoma State University (BMR)
- **Hiram Fitzgerald**, Associate Provost for University Outreach and Engagement, Michigan State University (C)
- **Lorilee Sandmann**, Professor Emeritus, University of Georgia and Editor, *Journal of Higher Education Outreach and Engagement* (BMR)
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*Members appointed by the Commission on Innovation, Competitiveness, and Economic Prosperity (CICEP):*

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- **Tim Franklin**, Vice President and Chief Operating Officer of New Jersey Innovation Institute, New Jersey Institute of Technology (C)
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- **Mary Walshok**, Associate Vice Chancellor for Public Programs and Dean of Extension, University of California San Diego (BMR)<sup>1</sup>

*Members appointed by the Extension Committee on Organization and Policy (ECOP):*

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<sup>1</sup> Mary Walshok also served as sub-team leader for the Background Materials and Resources Sub-Team.

- **Michelle Rodgers**, Associate Dean and Director, Cooperative Extension and Outreach, University of Delaware (C)
- **Mark Latimore, Jr.**, Extension Administrator and Interim Assistant Vice President for Land-Grant Affairs, Fort Valley State University (PS)
- **Lou Swanson**, Vice Provost, Outreach and Strategic Partnerships, Colorado State University (BMR)
- **Nick Place**, Dean and Director for Extension, University of Florida (PS)
- **Cathann Kress**, Vice President, Extension and Outreach, Iowa State University (C) <sup>2</sup>

*Members appointed by the Coalition of Urban Serving Universities (USU):*

- **Erin Flynn**, Associate Vice President, Research and Strategic Partnerships, Portland State University (PS) <sup>3</sup>
- **Saif Ishaof**, Vice President for Engagement, Florida International University (C)
- **Darrell Wheeler**, Vice Provost for Public Engagement and Dean of the School of Social Work, University of Albany (BMR)

**APLU Staff**

- **Shari Garmise**, Vice President for Urban Initiatives
- **Jane Schuchardt**, Executive Director, Cooperative Extension/ECOP
- **Jim Woodell**, Vice President for Economic Development and Community Engagement

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<sup>2</sup> Cathann Kress also served as sub-team leader for the Charge Sub-Team.

<sup>3</sup> Erin Flynn also served as sub-team leader for the Process and Structure Sub-Team.

## Executive Summary

### Background

The Association of Public and Land-grant Universities (APLU) believes it is appropriate timing for public and land-grant universities to dramatically expand efforts of engagement with partners in the communities they serve—members of the public, community organizations, business and industry, state and local government, and others. Beginning in November of 2015, APLU convened a Planning Team<sup>4</sup> to recommend a process for establishing and engaging APLU members and stakeholders in a Task Force on “The New Engagement” for public higher education—establishing engagement as a force for transformational change in our communities and institutions. The Planning Team was charged with preparing a plan (this document) for the convening of the eventual Task Force. The Planning Team was asked to complete four tasks in preparing the plan:

- Identify engagement-related issues to be examined and addressed by the Task Force on The New Engagement
- Develop a charge for the Task Force on The New Engagement
- Design a process and structure for the Task Force that will help it to:
  - Create a bold new vision for engagement at our universities and where we should be heading, including goals and milestones
  - Summarize the current state of university engagement and identify gaps
  - Recommend strategies to meet identified goals and milestones
- Prepare background materials for use by the Task Force on the New Engagement

### The Framework: A Spectrum of Engagement Issues

Members of the Planning Team felt that it would be important for the Task Force to recognize a *complete spectrum* of engagement issues. The framework suggests that **issues for exploration** by the Task Force must be considered within the frames of universities’ **community contexts and institutional missions**, and also within the **roles of the university**. See Figure 1 on page 8 for an illustration of the framework.

Community contexts and institutional missions of our public research universities include land-grant, minority serving, regional, research intensive, and urban (not mutually exclusive). University roles described in the framework include teaching and learning; research and discovery; public service, outreach, extension; and translational activities, knowledge transfer (again, not mutually exclusive).

The Planning Team recommends the following engagement-related issues to be examined across the community context/institutional mission and university roles dimensions, and has provided guiding questions for each issue (see pages 11 – 15):

- *Progress and remaining gaps*, looking across definitions, principles, and practices that have been developed and disseminated previously over the last 20 years in efforts to stimulate university engagement.
- *Incentives*, examining faculty and institutional inducements necessary to undertake engaged scholarship.

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<sup>4</sup> See Acknowledgements at the beginning of this document for a complete list of Planning Team members.

- *Alignment*, attending to it both inside the university and between the university and its communities as well as across many dimensions—incentives, needs and assets of both the university and its communities, missions and organizational structure, etc.
- *Contexts*, helping to develop a holistic understanding of engagement that exists across many contexts, and at the same time being sensitive to the ways in which engagement might need to be undertaken in different contexts.
- *Institutionalization*, building on the considerable work that has been undertaken to provide guidance on how to institutionalize engagement, and helping universities face considerable organizational change to properly scaffold engagement as an institution-wide, rather than fractured, mission.
- *Strategic Resource Planning*, helping universities find ways to operationalize the support mechanisms for engagement and communicate value as a critical mechanism for fulfilling the learning and discovery missions.
- *Impact Measurement*, helping to develop better frameworks for measuring the impact of engagement, which might include identifying important inputs and processes for engagement, and also measures and indicators of the impact of engagement.
- *Accountability and Public Trust*, recognizing that public distrust for higher education and calls for increased accountability are on the rise, examining how university-community engagement can be a powerful lever for restoring public trust and demonstrating that institutions are insuring the relevance of the learning and discovery missions.
- *Convening*, not being the first national-scale effort to advance the engagement mission at our institutions and in their communities, underscoring the value of convening across organizations and interests to maximize the impact of the collective work of the engagement movement.

### **Charge to the Task Force on The New Engagement**

The Planning Team recommends that the Task Force on The New Engagement adopt the following charge for its work (see page 16):

*Consistent with our commitment to achieve the public good through higher education and to more fully realize benefits for society, the Task Force will define and justify a call to action for the fully engaged institution.*

This call will focus on a broad spectrum of engagement scholarship. Across the spectrum, engagement efforts target social and economic needs consistent with our public education mission. They engage APLU institutions with communities in mutually-beneficial research, teaching, and programs that elevate higher education’s public role.

### **Process and Structure for the Task Force on The New Engagement**

The Planning Team recommends a structure (see pages 17 – 19) for the Task Force to include a Blue Ribbon Commission, a Working Group, an Executive Committee to bridge the two, and a group of ad-hoc advisors.

The Blue Ribbon Commission would consist of executive and CEO level leaders from three sectors—higher education, business, and community/non-profit—and would reflect a cross-section of APLU member universities.

The Working Group would be composed of content experts from higher education who design, implement and deliver the engagement agenda on the ground—i.e., university leaders, administrators and senior staff with responsibility for engagement-related activities, across the university roles as articulated in the Engagement Spectrum framework.

The Executive Committee would comprise a few representatives from each the Blue Ribbon Commission and the Working Group, and ad-hoc advisors would be called upon to provide input on Executive Committee work.

The Planning Team recommends a three-and-a-half-year process, to include three phases. In Phase 0 (six months), the Working Group and Task Force staff would undertake preparation; in Phase 1 (one year), the Blue Ribbon Commission and Working Group would convene three times and over the course of the year examine the issues and prepare recommendations; in Phase 2 (two years), the Task Force would fund demonstration projects at APLU member institutions to highlight effective practices in advancing engagement.

### **Background Materials and Resources**

The Planning Team identified three broad domains of relevant ideas that could serve as the basis for a bibliography that can help the Task Force prepare for its work:

- a) Scholarship of Engagement,
- b) Economic and Talent Development, and
- c) Civic, Public, and Social Value of Research Universities.

The Planning Team has provided a list of background resources in each of these areas (see pages 20 – 25). Additionally, the Planning Team has provided a start on a more comprehensive bibliographic effort by listing resources related to each element of the Engagement Spectrum framework (see appendix, pages 26 – 30).

## Background

The Association of Public and Land-grant Universities (APLU) believes it is appropriate timing for public and land-grant universities to dramatically expand efforts of engagement with partners in the communities they serve—members of the public, community organizations, business and industry, state and local government, and others. Fifteen years into a new century, the Kellogg Commission report *Returning to Our Roots: The Engaged Institution* needs renewed attention to realize its full potential. With vexing national and global problems creating immense economic, environmental, social, and psychological consequences, single entities cannot find and mobilize solutions. Instead, engagement with multiple partners is critical, and public universities can and should be conveners for such efforts.

Beginning in November of 2015, APLU convened a Planning Team<sup>5</sup> to recommend a process for establishing and engaging APLU members and stakeholders in a Task Force on “The New Engagement” for public higher education—establishing engagement as a force for transformational change in our communities and institutions. The eventual Task Force will envision a broadly inclusive definition for university engagement and make recommendations for university actions to realize this vision.

The Planning Team was charged with preparing a plan (this document) for the convening of the eventual Task Force. The Planning Team was asked to complete four tasks in preparing the plan:

- Identify engagement-related issues to be examined and addressed by the Task Force on The New Engagement
- Develop a charge for the Task Force on The New Engagement
- Design a process and structure for the Task Force that will help it to:
  - Create a bold new vision for engagement at our universities and where we should be heading, including goals and milestones
  - Summarize the current state of university engagement and identify gaps
  - Recommend strategies to meet identified goals and milestones
- Prepare background materials for use by the Task Force on the New Engagement

The first of these tasks was undertaken through conversations among the Planning Team as a whole. Each of the following three items was assigned to one of three Sub-Teams: a Charge Sub-Team, a Process and Structure Sub-Team, and a Background Materials and Resources Sub-Team. The Acknowledgments section at the beginning of this document indicates Sub-Team membership.

The Planning Team is pleased to present this document in fulfillment of its charge. The document is not meant to prescribe how the Task Force will undertake its work, but rather to offer a potential framework for the Task Force. The document includes: 1) a conceptual framework for the work of the Task Force, 2) a recommended charge to the Task Force, 3) a recommended structure and process for the Task Force, and 4) recommended background materials and resources that can be helpful in laying the groundwork for the efforts of the Task Force.

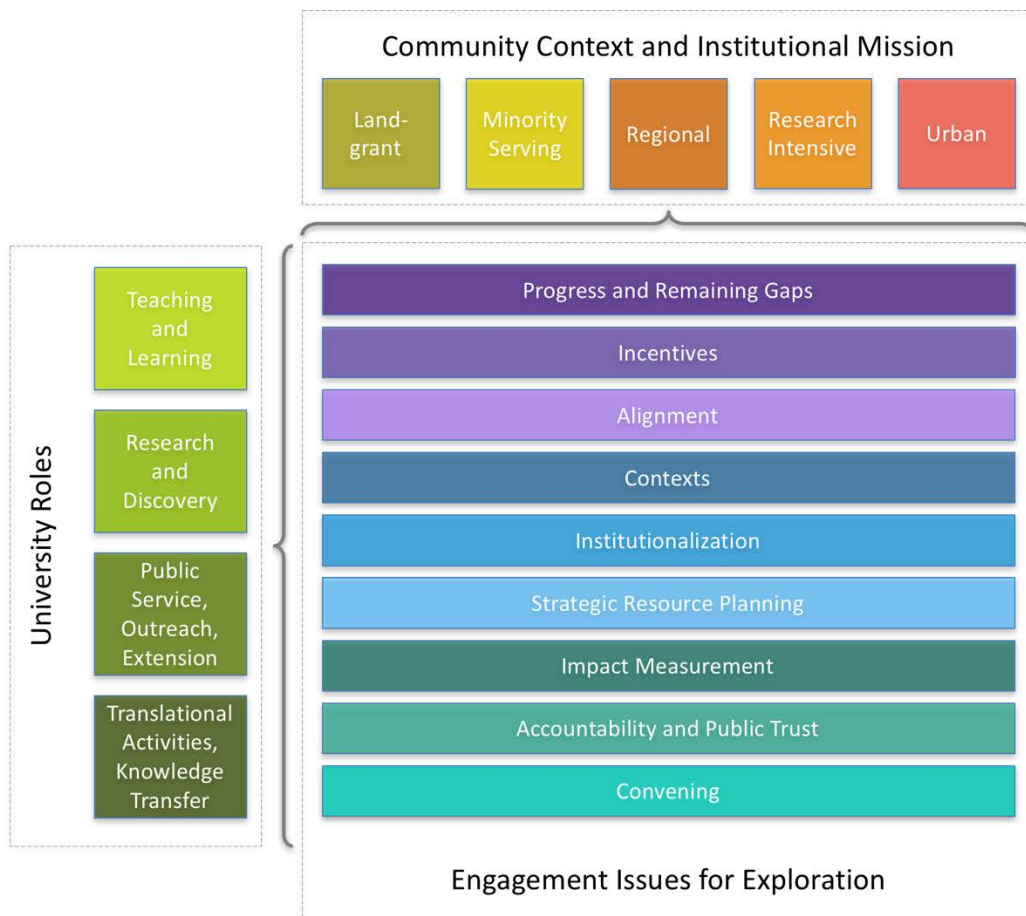
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<sup>5</sup> See Acknowledgements at the beginning of this document for a complete list of Planning Team members.

## The Framework: A Spectrum of Engagement Issues

The Planning Team developed the following framework to guide the Task Force on The New Engagement in undertaking its charge. Members of the Planning Team felt that it would be important for the Task Force to recognize a *complete spectrum* of engagement issues. The framework suggests that **issues for exploration** by the Task Force must be considered within the frames of universities' **community contexts and institutional missions**, and also within the **roles of the university**. See Figure 1 for an illustration of the framework.

Note that as described in the following pages, none of the items in the framework ought to be considered mutually exclusive—there will be overlap and interaction between and among many of the categories. For example, within the “Community Context and Institutional Mission” dimension of the framework, some universities represent multiple categories of context/mission (i.e., land-grant *and* minority serving).



**Figure 1:** Spectrum of Engagement Issues. The Task Force on The New Engagement is encouraged to explore a range of engagement issues across the varying community contexts and missions of public research universities, and within each of the roles of the university.



## Framework Dimensions

The dimensions of the framework are:

- Community Context and Institutional Mission
- University Roles
- Engagement Issues for Exploration

### Community Context and Institutional Mission

While public research universities have many common traits, each operates within a unique context. The Task Force on The New Engagement will need to consider the array of contexts represented by APLU member institutions when undertaking its work. Some general categories of community context and institutional mission are identified as part of this framework. Any single university might represent one or more of these categories—they are not mutually exclusive.

- Land-grant
- Minority Serving
- Regional
- Research Intensive
- Urban

#### *Land-grant*

The land-grant universities are those designated under the Morrill Acts of 1862 and 1890 and the Equity in Educational Land Grant Status Act of 1994. The founding legislation that created the land-grant institutions outlined a new and unique mission that made engagement with society central to the university mission. The land-grant mission was enhanced in 1914 when the Smith-Lever Act formalized the nation's Cooperative Extension system. Many of the land-grant universities, though not all, are situated in rural places, though they reach every part of their state, including urban areas, through Cooperative Extension.

#### *Minority Serving*

APLU's members include Historically Black Colleges and Universities (HBCU's), Black-serving non-HBCU's, and also Hispanic-Serving Institutions. The missions of these institutions are shaped by the populations they serve, and exploration of engagement issues ought to take into account the distinct aspects of minority serving institutions' communities and contexts.

#### *Regional*

Many APLU member institutions, while identifying as research universities, are regional comprehensive institutions. These universities have historically emphasized their education offerings more than their research, and are frequently deeply connected to their region. Indeed, many of these institutions are named for the region in which they operate (such as Northern Illinois University).

#### *Research Intensive*

Other member institutions are what have been historically called "Research 1" universities. These institutions report significant amounts of sponsored research and emphasize their research activities in describing their contributions to the public good.

### *Urban*

Institutions that are situated in large metropolitan areas represent yet another context which shapes the university mission. Tackling urban challenges while providing access to excellent education, these institutions approach engagement in ways that might differ to some extent from those institutions in non-urban contexts.

### University Roles

In addition to context and mission, the roles of the university must be considered when examining engagement. While each APLU member likely plays all four of the roles listed here, each will emphasize the roles at different levels and the composition of offerings within each role will look different from institution to institution. These differences might be considered when examining engagement at public research universities. Again, these categories are not mutually exclusive—institutions pursue these roles in overlapping ways and frequently leverage the assets found within one role in undertaking efforts in another.

- Teaching and Learning
- Research and Discovery
- Public Service, Outreach, Extension
- Translational Activities, Knowledge Transfer, Technology Transfer, Business Spinouts

### *Teaching and Learning*

Teaching and learning are at the heart of every public research university. The teaching and learning role recognizes not only the formal and traditional degree-granting programs offered by our institutions, but also informal and non-degree educational offerings. Considering the teaching and learning role means considering not just the “what” of university educational programs, but also the “how”—the changing pedagogies, approaches, and platforms used for educational delivery.

### *Research and Discovery*

While APLU members vary in the volume of basic and applied research conducted on their campuses, research and discovery are central to the contribution that each institution makes to society. Advancing knowledge, uncovering solutions to difficult challenges, and inventing new ideas and tools are all important aspects of the public research university mission. The extent to which an institution emphasizes its research role likely shapes how the university approaches engagement.

### *Public Service, Outreach, Extension*

The service mission of APLU member universities has obvious connections with university engagement. The public service and outreach missions take shape largely in the context of the community or communities the university serves. At land-grant universities, the public service mission includes the work of Cooperative Extension, and at other public research universities other types of “extension,” from continuing education to industry outreach, play a significant part in delivering on the public service mission of the institution.

### *Translational Activities, Knowledge Transfer, Technology Transfer, Business Spinouts*

Broadly, knowledge transfer includes the many ways in which institutions work to realize the benefits of research and education in society. While technology transfer and commercialization of university discovery are certainly part of the broader knowledge transfer activity, so are other types of support for

entrepreneurship such as university startups, interactions between the university and industry to address workforce needs, and social innovation efforts aimed at solving social and community problems.

### Engagement Issues for Exploration

Within the frames of institutional context/mission and university role described above, the Planning Team has identified a number of engagement-related issues for exploration by the Task Force. The outline of issues presented here is not meant to provide a prescriptive set of issues on which the Task Force should focus, but rather to offer some potential areas for exploration, along with guiding questions for discussion. Once again, it is important to keep in mind that the issues—like the contexts/missions and roles described above—are not mutually exclusive. In addition to considering each of the issues independently, it will be important to examine the ways in which they intersect and overlap.

- Progress and Remaining Gaps
- Incentives
- Alignment
- Contexts
- Institutionalization
- Strategic Resource Planning
- Impact Measurement
- Accountability and Public Trust
- Convening

### *Progress and Remaining Gaps*

The “New” Engagement is likely, in part, a re-commitment to definitions, principles, and practices that have been developed and disseminated previously. The Kellogg Commission on the Future of State and Land-grant Universities, *Cooperative Extension: A Vision for the 21<sup>st</sup> Century*, *The Wingspread Declaration on the Civic Responsibilities of Universities*, and *Stepping Forward as Stewards of Place* are just a few examples from the last 20 years of efforts to define and stimulate university engagement. One possible area of exploration by the Task Force on The New Engagement is a meta-review of the recommendations and calls to action embedded in these and other efforts.

### Guiding Questions:

- What are the similarities and differences among the various recommendations and calls to action?
- What has been the uptake of these recommendations on our campuses? What progress have we made in fulfilling the collective vision of these initiatives?
- Where do gaps remain between the vision presented by these various initiatives and engagement practice? How might our campuses proceed in addressing these gaps?

### *Incentives*

One frequently discussed barrier to fully implementing engagement across the university is the issue of incentives. Faculty simply do not have the inducements necessary to undertake engaged scholarship, or the institution does not see reasons for undertaking engagement more broadly.

#### Guiding Questions:

- What kind of progress has been made in re-thinking tenure and promotion to reward faculty for engaged scholarship?
- What other types of faculty incentives, in terms of reward or recognition, have emerged?
- How can the disciplines also offer incentives to faculty to undertake engaged scholarship?
- What about institutional incentives? In a time when many states are drastically reducing their funding for public higher education, what motivation can be offered at the institutional level to undertake engaged scholarship and other types of community and economic engagement?

#### *Alignment*

The issue of alignment, both inside the university and between the university and its communities, is frequently raised as a necessary foundation for successful engagement across the institution. Alignment is necessary across many dimensions. For example, incentives have been discussed above, and alignment of incentives with the vision and goals for engagement is important. Additionally, the needs and assets of both the university and its communities need to be aligned. Within the institution, alignment of missions and concomitant alignment of organizational structure is important.

#### Guiding Questions:

- What are the types of alignment that are necessary to create more congruence across university engagement efforts, and between the university and its communities?
- How should missions align—what is the relationship between the discovery, learning, and engagement missions? We tend to undertake the discovery and learning missions, then address engagement (sometimes as an afterthought)—should alignment shift engagement to becoming more of a first step in pursuing our missions?
- What are some effective practices in aligning community and university needs and assets?

#### *Contexts*

Engagement can and does happen in many different contexts, sometimes leading to a fracturing of the engagement vision or mission. A holistic understanding of engagement that exists across many contexts, and is at the same time sensitive to the ways in which engagement might need to be undertaken in different contexts, can help to strengthen both the commitment of the university to engagement and the potential impact of our engagement.

#### Guiding Questions:

- External contexts for impact of engagement include community development, and also workforce and economic development, yet engagement for these external contexts frequently happens in separate pockets of the institution. How can we create a holistic view of the external contexts in which engagement happens and how might that change what engagement looks like at the institution?
- Within the institution, as noted above, the contexts for engagement are separated into disciplines (engagement by the college of education, versus engagement by the criminal justice program, for example), functional areas (e.g., engagement by cooperative extension, versus engagement by continuing education), and other pockets. While it is important for engagement to happen at the level of disciplinary focus area or university function, how can a holistic view of

engagement provide links and scaffolding across the university to support the engagement mission?

- Engagement happens among different types of institutions (regional comprehensive versus research intensive, for example), in different settings (i.e., urban versus rural, local versus international), with different communities that have different needs. How might a holistic vision for engagement provide both sensitivity to these different contexts and also common threads and principles?

### *Institutionalization*

A considerable amount of work has been undertaken to provide guidance on how to institutionalize engagement (see the scholarship of Barbara Holland, and the framework for the Carnegie Elective Classification in Community Engagement, for example). Yet, as noted above, our universities may still face considerable organizational change in order to properly scaffold engagement as an institution-wide, rather than fractured, mission.

#### Guiding Questions:

- What are the different organizational forms for engagement that have emerged at our institutions? To what extent do they reinforce engagement as an institution-wide mission versus reinforce departmental or disciplinary boundaries across the engagement enterprise?
- What kinds of coordinating mechanisms, integrated platforms, co-location, or other organizational and structural models have emerged to support boundary spanning and institutionalization of engagement?
- What other elements of institutionalization (like leadership, resource planning, incentives, and assessment—many of which are addressed as issues in this outline) are important to better understand, and how can universities undertake a practical review of the extent of institutionalization of engagement locally, then take steps toward improving the level of institutionalization?
- What outcomes will be realized, for our universities and the communities they serve, with better institutionalization of engagement?

### *Strategic Resource Planning*

A frequently discussed barrier to effective engagement is that it takes resources and, quite simply, no one funds engagement. Universities must find ways to operationalize the support mechanisms for engagement if it is to be understood as a critical mechanism for fulfilling the learning and discovery missions.

#### Guiding Questions:

- How can the resource commitment for engagement at our universities move beyond a tertiary commitment to primary commitment, with dedicated resources for the engagement mission?
- To what extent do resources allocated for the learning and discovery missions need to include funding “earmarked” for engagement (consider, for example, the broader impacts model for funding from the National Science Foundation)?
- How can engagement become a more significant target for development and university advancement in the way that fund development for discovery and learning has been undertaken?

### *Impact Measurement*

If “what gets measured, gets managed” it is important to develop better frameworks for measuring the impact of engagement. Developing measures and indicators might include identifying important inputs and processes for engagement, the tracking of which can help institutions assess their progress toward implementation of engagement, but it is important that we work to find measures and indicators of the impact of engagement.

#### Guiding Questions:

- Much of what we call engagement is fairly transactional, but our hope is that program-level engagement, or at least engagement in aggregate for the institution and its communities, can be transformational. What role can better metrics and indicators of engagement play in moving toward and demonstrating transformational outcomes over transactions?
- The university-community engagement enterprise has many potential spheres of influence—community development, business and entrepreneurship, workforce, solving higher-level societal “grand challenges.” What do metrics and indicators of engagement look like in these different spheres of influence? How can measures be used to deepen the influence of engagement in these spheres?
- Once appropriate measures and indicators are identified, what are the practical mechanisms that can be created to collect data and share results? How can results be used for both external accountability and internal improvement?

### *Accountability and Public Trust*

Public distrust for higher education and calls for increased accountability are on the rise. University-community engagement can be a powerful lever for restoring public trust and demonstrating that institutions are insuring the relevance of the learning and discovery missions.

#### Guiding Questions:

- What would be required to fully leverage engagement as a lever for restoring public trust? What would be some practical ways that universities—individually or collectively—use this lever?
- Are there examples of how engagement is currently being used to demonstrate accountability and good stewardship of public support? Could these examples be used to inform practice across our institutions?
- How is the issue of impact metrics and indicators important to the accountability and public trust issue? How can better metrics and indicators be used to support efforts on this front?

### *Convening*

APLU’s Task Force on The New Engagement is not the first national-scale effort to advance the engagement mission at our institutions and in their communities. Many organizations have worked to define, implement, and gauge the impact of community-university engagement. It is important that the Task Force and follow-on efforts keep in mind the value of convening across organizations and interests to maximize the impact of the collective work of the engagement movement.

#### Guiding Questions:

- How can engagement be better convened across APLU organizations, whether those organizations are the councils and commissions into which APLU organizes its members or the offices and projects and initiatives into which the association organizes its work?
- What can be done to convene the many organizations—often working in different sectors of higher education, or focusing on specific disciplines or functional areas of our institutions—and their visions of engagement? How can the organizations share and disseminate effective practices more broadly?
- To what extent are a shared vision, common language, and principles of practice needed in engagement? To what extent do these already exist across organizations? Would there be value in conducting a meta-analysis of these and defining some common perspectives?
- How can the work of the Task Force be used as a springboard for action within and between APLU members and member groups, and also across the many groups in the engagement movement? What can APLU and other organizations do to follow up on the work of the Task Force by disseminating effective practices?

## Charge to the Task Force on The New Engagement

The Planning Team recommends that the Task Force on The New Engagement adopt the following charge for its work.

### Charge

*Consistent with our commitment to achieve the public good through higher education and to more fully realize benefits for society, the Task Force will define and justify a call to action for the fully engaged institution.*

This call will focus on a broad spectrum of engagement scholarship. Across the spectrum, engagement efforts target social and economic needs consistent with our public education mission. They engage APLU institutions with communities in mutually-beneficial research, teaching, and programs that elevate higher education's public role.

### Actions and Measures

The Charge Sub-Team noted that it will be important that the Task Force go beyond developing recommendations, and also develop both actions and measures. Actions would describe strategies and approaches that institutions can employ to realize the Task Force's recommendations. Measures (more public funding? clearer institutional structure?) would provide indicators that institutions have taken the necessary steps to realize promised outcomes of The New Engagement.

The call to action referenced in the charge, in other words, must be clear about not only *what* must be done, but also about *how* institutions might best do it, and *how they will know* they have achieved it.

Note: the "Engagement Issues for Exploration" discussed earlier contain a number of issues related to this recommendation about actions and measures. See in particular the Alignment, Institutionalization, Strategic Resource Planning, and Impact Measurement issues.

### Engagement and the Public Good

The Charge Sub-Team also noted that the Task Force has a tremendous opportunity, in executing its charge, to help institutions realize the promise of advancing their outcomes for the public good. While higher education also contributes as a *private good*, it is important that the *public good* be better addressed by our institutions and better recognized by the public.

The Charge Sub-Team recommends that the Task Force help institutions turn the tide in advancing the public good, in part by recognizing that engagement must be undertaken in ways that include student learning and achievement, and also recognizing that everything our institutions do needs to be aimed at society as a beneficiary.

Note: the "Engagement Issues for Exploration" discussed earlier contain a number of issues related to this recommendation about the public good. See in particular the Alignment, Contexts, Impact Measurement, and Accountability and Public Trust issues.

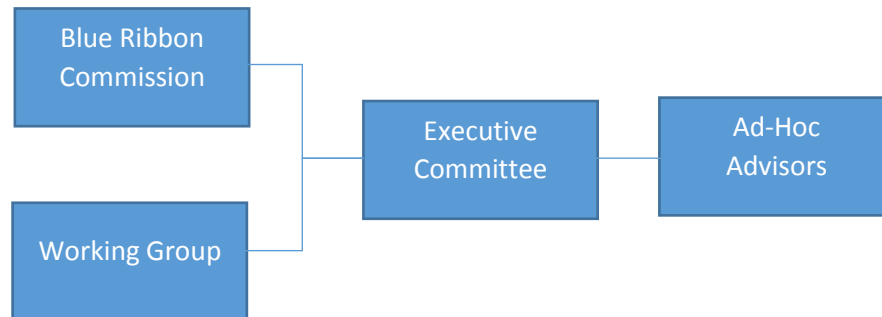


## Process and Structure for the Task Force on The New Engagement

The Planning Team makes the following recommendations regarding structure and process for the Task Force.

### Structure

The Process and Structure Sub-Team conceptualized a two-tier Task Force composed of a Blue Ribbon Commission and a Working Group. An Executive Committee would bridge the two groups, and would call on expert advisors on an ad-hoc basis.



### TFNE Blue Ribbon Commission

The Planning Team recommends that the Blue Ribbon Commission (BRC) consist of C-suite leaders (executive and CEO level) from three sectors: higher education, business, and community/non-profit. These individuals would be high-visibility, high-level leaders with a reputation for action. We recommend the BRC comprise a minimum of 15 and maximum of 20 individual leaders. We assume 50% of the BRC will come from higher education and 25% each from business and community/non-profit sectors. The make-up of the BRC will reflect a cross-section of APLU member universities—Land-grant, Minority Serving, Regional, Research Intensive, and Urban (see the Engagement Spectrum framework presented earlier). The business and community leaders on the BRC should have direct, relevant experience working with universities.

### TNFE Working Group

A Working Group composed of content experts from higher education who design, implement and deliver the engagement agenda on the ground—i.e., university leaders, administrators and senior staff with responsibility for engagement-related activities including teaching and learning, research and discovery, public service, extension and outreach and translational activities (see the Engagement Spectrum framework presented earlier). It is also recommended that the Working Group include up to two content experts/scholars who work with universities nationally and globally on a consultation basis to implement engagement strategies. We recommend the Working Group consist of a minimum of 20 individuals and a maximum of 24 individuals. The Sub-Team recommends a “T-shaped” Work Group that combines individuals with deep, vertical content expertise as well as engagement “generalists” who work at an institutional level to knit the engagement agenda together. It is assumed that the Working Group will support and staff the BRC, conducting a majority of behind-the-scenes work and making recommendations to the BRC regarding overall direction, project milestones and demonstration project parameters.

### Executive Committee

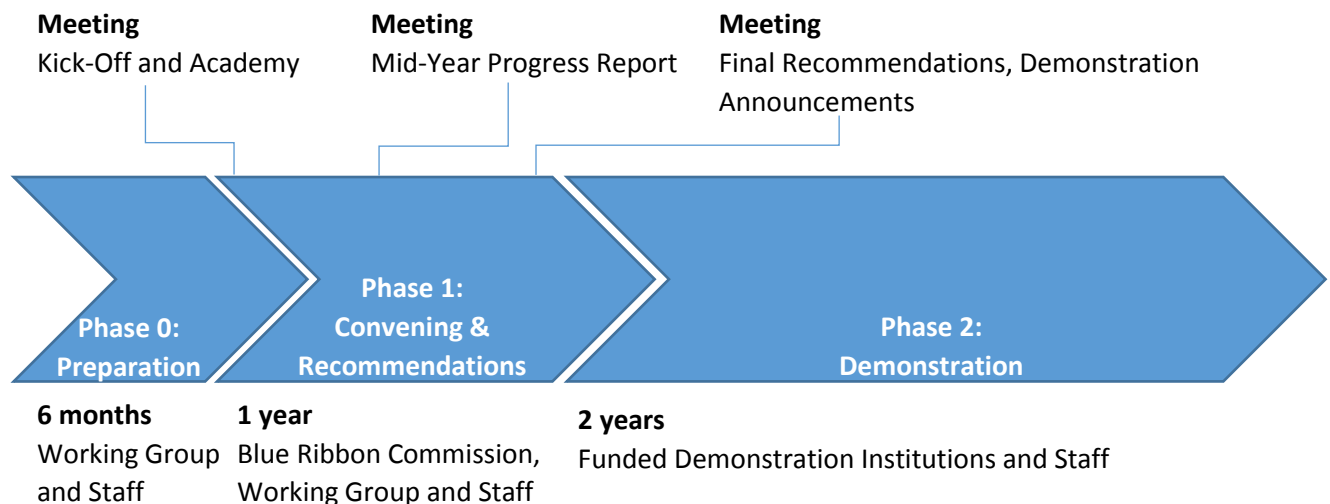
The Process and Structure Sub-Team further recommended that the Blue Ribbon Commission and the Working Group be bridged by a single Executive Committee of the Task Force composed of an equal number of BRC and WG members. In the first 18 months of the project (including a “Phase Zero”) the Executive Committee will have regular, monthly conference calls to exchange information, provide updates and generally assure that the project is on schedule. The Planning Team recommends that the Blue Ribbon Committee and the Work Group each nominate a Chair and Co-Chair, who would automatically serve as members of the Executive Committee.

### Membership Makeup

- Members of the both the Blue Ribbon Committee and the Working Group might correspond to categories established through the Engagement Spectrum framework.
- Current TFNE Planning Team members and APLU Board could brainstorm and nominate potential BRC members and Working Group members.
- As appropriate, as many APLU Councils and Commissions as possible could be included in helping to identify Task Force members.
- Both BRC and Working Group members ought to represent geographic diversity.

### **Process**

The Sub-Team recommends the following timeline and activities for the Task Force.



### Phase Zero (Six months)

Phase Zero is a six-month stage of focused organization prior to the Task Force kick-off with the first Blue Ribbon Commission meeting. Recommended activities for Phase Zero, to be undertaken by project staff and Working Group members (not an exhaustive list):

- Compile summaries of relevant background materials and briefing materials for the Blue Ribbon Commission.
- Create online repository for TFNE materials.
- Engage multiple stakeholder groups and enlist in TFNE as appropriate—e.g., AASCU, AUTM, CUMU, UEDA, relevant foundations.
- Initial meeting of the Working Group to engage in face-to-face session and plan Task Force/BRC meeting structure including goals and milestones.
- Plan a 2-day “Academy” with Work Group and BRC to kick-off the official Task Force. The Academy would provide a grounding in the issues and could be developed based on the background materials and with key engagement experts as faculty.
- Response period – engage external business and community stakeholders in review of proposed process.

### Phase One: Blue Ribbon Commission (12 months)

The BRC will meet three times over the course of a 12-month period following the completion of Phase Zero.

- Meeting 1: Kick-off meeting to declare and formalize agenda and goals of the TFNE (meeting 1 may cap a 2-day Academy session of the Work Group and the BRC – to be determined)
- Meeting 2: Report progress toward goals, announce demonstration projects and RFP process
- Meeting 3: Make final recommendations, announce demonstration project sites

### Phase Two: Demonstration Projects (24 months)

Two-year demonstration projects at up to 10 sites (with representation across the community contexts/institutional missions described as part of the Engagement Spectrum framework).

- Final Convening of TFNE (BRC and Work Group) following completion of the pilot projects to assess process, outcomes and implications for institutions of higher education generally.

### **Supporting the Task Force**

The Process and Structure Sub-Team recognized that participation in the Working Group for university administrators and staff is going to be time consuming and intensive. Individuals will need to secure the support of institutional leadership to dedicate time, energy and resources to this effort.

It is anticipated that APLU will raise the necessary funds to support, at a minimum, travel and meeting expenses associated with the work of the Task Force, and also to support a full-time staff member to coordinate Task Force activities.

## Background Materials and Resources

The Background Materials and Resources Sub-Team identified three broad domains of relevant ideas that could serve as the basis for a bibliography that can help the Task Force prepare for its work. These three broad domains are:

- Scholarship of Engagement
- Economic and Talent Development
- Civic, Public, and Social Value of Research Universities

Each of these domains is described below, and suggested resources are listed.

In addition to this foundational set of resources, the Background Materials and Resources Sub-Team recommends that a more comprehensive bibliographic effort be undertaken prior to the convening of the Task Force. This more comprehensive effort will address the conceptual framework outlined at the beginning of this document, and will include references for each item under Community Context and Institutional Mission, University Roles, and Engagement Issues for Exploration in that framework. The beginnings of this more comprehensive bibliographic effort can be found in an appendix to this document.

### Scholarship of Engagement

*At one level, the scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic and ethical problems... Campuses would be viewed not as isolated islands, but as staging grounds for action. But, at a deeper level, I have this growing conviction that what's also needed is not just more programs, but a larger purpose, a larger sense of mission... Increasingly, I'm convinced that ultimately, the scholarship of engagement also means creating a special climate in which the academic and civic culture communicate more continuously and more creatively with each other. (Boyer, 1996, p. 21)*

Over the past 30 years in calling for the renewal of higher education, Boyer, along with other colleagues and organizations, have reflected on the purposes and mission of higher education, its responsibility to address social concerns, its obligation to attend to the civic education of students, and its forms of faculty work that deepens the connection between academic scholarship and the public. The subsequent engagement movement, which is manifest in many ways (e.g., as community engagement, civic engagement, community-engaged scholarship), is predicated on the critical importance of authentic reciprocity in partnerships between those working at colleges and universities and those of the wider community. That is, engagement is a method or a way of doing teaching, learning, research, and service that involves “others” outside academia who have expertise, wisdom, and lived experience that is essential to the knowledge task at hand. Although specifically applied to the Carnegie Community Engagement Classification, the following has been adopted internationally as a common definition:

*Community engagement describes 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.*

*The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.* (New England Resource Center for Higher Education, [Carnegie Community Engagement Classification](#))

The set of resources suggested in this section is to provide a broad introduction to engagement by offering seminal, original writings as well as updated works. They reflect the range of resources available from philosophical and conceptual writings, to policy and political statements, to practice pieces and empirical studies. The first cluster provides an ideological and epistemological grounding by drawing from Boyer's landmark works and includes a current commentary written by American scholar and contemporary to Boyer, Eugene Rice. At the core of the scholarship of engagement is that it has two related qualities – it is transdisciplinary (knowledge transcends the disciplines) and asset-based (legitimate and valuable knowledge assets exist outside the university). The scholarship of engagement cannot be fully understood without getting to the epistemology of engagement. To that point, and as a way of putting Boyer's work in perspective, is the chapter called "Engagement and Epistemology."

The second set of resources presents the case for the "centrality" of engagement in higher education or for engagement as a strategy to effectively achieve higher education initiatives. The authors in an updated article on its centrality offer reflections and future directions. As an updated companion to the seminal work, *Knowledge without Boundaries* by Walshok, a chapter is offered revisiting the dimensions of economic activity, human development, and civic capacity 20 years later. Finally, selected resources are suggested to provide empirical evidence into institutional engagement practices, the extent of institutionalization, and future implications.

### Grounding

Boyer, E. (1990). [Scholarship reconsidered: Priorities of the professoriate](#). Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Boyer, E. (1996). [The scholarship of engagement](#). *Journal of Public Service & Outreach*, 1, 11-20.

Furco, A. (2010). The engaged campus: Toward a comprehensive approach to public engagement. *British Journal of Educational Sciences*, 58(4), 375-390.

Gibbons, M., et al. (1994). *The new production of knowledge: The dynamics of science and research in contemporary societies*. Thousand Oaks, CA: Sage.

Kellogg Commission on the Future of State and Land-Grant Universities. (1999). [Returning to our roots: The engaged institution](#).<sup>6</sup>

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<sup>6</sup> This report is one of several policy statements by multiple associations and organizations informing the contemporary engagement movement. For examples, some others include the 1999 Wingspread Declaration on Renewing the Civic Mission of the American Research University (Campus Compact), Stepping Forwards as Stewards of Place (AACU), Declaration on the Civic roles and Social Responsibilities of Higher Education (Talloires Network). These and others are included in the additional resources appendix.

Rice, E. R. (2016). [Ernest Boyer's "scholarship of engagement" in retrospect](#). *Journal of Higher Education Outreach and Engagement*, 20(1), 15-28

Saltmarsh, J. (2011). Engagement and epistemology. In J. Saltmarsh & E. Zlotkowski (Eds.) [Higher Education and democracy: Essays on service learning and democracy](#), pp. 342-353. Philadelphia: Temple University Press.

### Overview and Updates

Fitzgerald, H., Bruns, K., Sonka, S., Furco, A., & Swanson, L. (2012). [The centrality of engagement in higher education](#). *Journal of Higher Education Outreach and Engagement*, 16, 7-27.

Fitzgerald, H., Bruns, K., Sonka, S., Furco, A., & Swanson, L. (2016). [The centrality of engagement in higher education: Reflections and future directions](#). *Journal of Higher Education Outreach and Engagement*, 20(1), 245-254.

Post, M. A., Ward, E., Longo, N.V., & Saltmarsh, J. (2016). [Publicly engaged scholars: Next generation engagement and the future of higher education](#). Sterling, VA: Stylus Publishing.

Walshok, M. L., Sandmann, L.R., & Saltmarsh, J. (in press). Knowledge without boundaries. Beyond the walls of academia: The role of engagement. In A. Furco, R. Bruininks, R. Jones, & K. Kent (Eds.), *Reinventing the public research university for the 21st century*.

### Broad Empirical Assessments

Hodges, R. A., & Dubb, S. (2012). [The road half traveled: University engagement at a crossroads](#). East Lansing, MI: Michigan State University Press.

Percy, S. L., Zimpher, N. L., & Brukardt, M. J. (2006). Creating a new kind of university. *Institutionalizing community-university engagement*. Bolton, MA: Anker.

Sandmann, L. R., Thornton, C. H., & Jaeger, A. J. (Eds.) (2009). [Institutionalizing community engagement in higher education: The first wave of Carnegie classified institutions](#). New Directions for Higher Education, No. 147. San Francisco, CA: Jossey-Bass/Wiley Publishing.

As an anthology on engagement see the [Journal of Higher Education Outreach and Engagement; 20th Anniversary Issue](#). This issue features selected articles and updates from thought leaders and scholars writing on engagement's definitions and language, assessment, faculty and emerging faculty, and more. Further, a review of these articles reflects the evolution of the field of outreach and community engagement and maturation of Boyer's 1996 inaugural issue "scholarship of engagement." In particular, three major shifts are noted: a shift in terminology, a shift from program institutionalization to institutional transformation, and a shift from simple lists and practices to more integrated and complex frameworks and modeling.

### **Economic and Talent Development**

Increasingly, researchers from academic fields such as sociology, urban planning, economics, business and science studies have been analyzing the contributions of research universities to economic development, regional competitiveness, and workforce development. There has been a particular emphasis on helping grow the talent pipeline essential to fields grounded in science, technology,

engineering and math. The following citations provide a very brief snapshot of the range of scholarly books, papers and reports that are potentially relevant to the Task Force on The New Engagement. They reflect the sorts of interests that community, business, local and regional government leaders appear to have in assuring that universities and colleges contribute the maximum value possible to regional, economic and talent development needs. The examples provided below not only provide insight into the questions that are being raised about the role and value of universities, but also introduce metrics and evaluation studies that can directly inform the work of the Task Force.

- Allen, T.J., and O'Shea, R.P. eds. (2014). [\*Building technology transfer within research universities: An entrepreneurial approach\*](#). Cambridge, England: Cambridge University Press.
- Bercovitz, J. and Feldman, M. (2006). [\*Entrepreneurial universities and technology transfer: A conceptual framework for understanding knowledge-based economic development\*](#). *The Journal of Technology Transfer*. 31.1: 175-188.
- Bok, D. (2009). [\*Universities in the marketplace: The commercialization of higher education\*](#). Princeton, NJ: Princeton University Press.
- Bok, D.C. (2009). [\*Beyond the ivory tower: Social responsibilities of the modern university\*](#). Cambridge, MA: Harvard University Press.
- Bowen, W.G., and Rudenstine, N.L. (2014). [\*In pursuit of the PhD\*](#). Princeton, NJ: Princeton University Press.
- Camhi, J. (2013). [\*A Dam in the River: Releasing the Flow of University Ideas\*](#). New York: Algora Publishing.
- Clifton, J. (2011). [\*The coming jobs war\*](#). New York: Gallup Press.
- Duderstadt, J.J., et al. (2002). [\*As the Walls of Academia are Tumbling Down\*](#). Eds. Luc Weber, and Werner Zvi Hirsch. *Economica*.
- Feldman, M., and Desrochers. P. (2003). [\*Research universities and local economic development: Lessons from the history of the Johns Hopkins University\*](#). *Industry and Innovation*. 10.1: 5-24.
- Feldman, M.P. (2003). Entrepreneurship and American research universities: Evolution in technology transfer. In Hart, D.M., ed. [\*The emergence of entrepreneurship policy: Governance, start-ups, and growth in the US knowledge economy\*](#). Cambridge, England: Cambridge University Press.
- Kenney, M. Mowery, D. eds. (2014). [\*Public universities and regional growth: Insights from the University of California\*](#). Stanford, CA: Stanford University Press.
- Kenney, M. and Patton, D. (2009). [\*Reconsidering the Bayh-Dole Act and the current university invention ownership model\*](#). *Research Policy*. 38.9: 1407-1422.
- Kerr, C. (2001). [\*The uses of the university\*](#). Cambridge, MA: Harvard University Press.
- Lynton, E.A. and Elman, S.E. (1987). [\*New priorities for the university: Meeting society's needs for applied knowledge and competent individuals\*](#). San Francisco: Jossey-Bass Publishers.
- Miller, R.C. and Le Boeuf, B.J. (2009). [\*Developing university-industry relations: Pathways to innovation from the West Coast\*](#). New York: John Wiley & Sons.

- Nowotny, H., Scott, P. and Gibbons, M. (2001). [\*Rethinking science: Power and the public in an age of uncertainty\*](#). Cambridge, UK: Polity.
- Perkmann, M. and Walsh, K. (2007). [\*University–industry relationships and open innovation: Towards a research agenda\*](#). *International Journal of Management Reviews* 9.4: 259-280.<sup>7</sup>
- Rosenberg, N. and Nelson, R.R. (1994). [\*American universities and technical advance in industry\*](#). *Research Policy*. 23.3: 323-348.
- Shapiro, H.T. (2009) [\*A larger sense of purpose: Higher education and society\*](#). Princeton, NJ: Princeton University Press.
- Thorp, H. and Goldstein, B. (2010). [\*Engines of Innovation: The Entrepreneurial University in the Twenty-First Century\*](#). Chapel Hill, NC: University of North Carolina Press.
- Thursby, J.G., and Thursby, M.C. [\*Are faculty critical? Their role in university–industry licensing\*](#). *Contemporary Economic Policy*. 22.2: 162-178.<sup>8</sup>
- Washburn, J. (2008). [\*University, Inc.: The corporate corruption of higher education\*](#). New York: Basic Books.
- Wilson, W.J. (1996). [\*When work disappears\*](#). *Political Science Quarterly*. 111.4: 567-595.

### **Civic, Public, and Social Value of Public Research Universities**

Public universities are based on enduring democratic values of preparing people to make reasoned, ethical decisions. They encourage engagement with various constituencies to define societal goals and to be supportive of the social impact and public good. This engagement focus can dramatically change the educational experience of students. There are a couple of finer-grained definitions for universities' contribution to social value and the social innovation arena. As defined in *Civic Responsibility and Higher Education* (Erlich, 2000):

*Civic engagement is working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes. In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.*

Civic engagement can range from a responsibility to ensure that the university's players are civically involved as “good neighbors” (get out the vote, for example) to the university's responsibility to ensure that graduates are part of civic society.

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<sup>7</sup> This volume contains one of the best bibliographies of articles and book chapters on the role of research universities in society and the economy, which could prove useful for the more comprehensive bibliographic effort to be undertaken in advance of the Task Force's convening.

<sup>8</sup> This article also includes excellent references.



The University of Minnesota system is guided by this definition of public engagement:

*At the University of Minnesota, public engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.*

Public engagement actively involves community players in the work of teaching, research, and public service; asking campers to gather soil samples at camping sites before and after camping is an illustration in collective impact. These articles help to elucidate these issues and integrate them into a new era of higher education's founding of civic mission.

Boyte, H. C. (2008). [Against the current: Developing the civic agency of students](#). *Change*, 40(3), 8-15.

Edmondson, J. & Hecht, B. (2014). [Defining quality collective impact](#). *Stanford Social Innovation Review*, 12(4), 6-7.<sup>9</sup>

Ehrlich, Thomas. [Civic responsibility and higher education](#). Greenwood Publishing Group, 2000.

Kania, J. & Kramer, M. (2011). [Collective impact](#). *Stanford Social Innovation Review*, 9(1), 36-41.

Levine, P. (2010). [Teaching and learning civility](#). In N. Thomas (Ed.). [Educating for deliberative democracy: New Directions for Higher Education](#), 2010 (152), 11-17.

National Task Force on Civic Learning and Democratic Engagement. (2012) [A crucible moment: College learning & democracy's future, a national call to action](#). Washington, DC: Association of American Colleges and Universities.

Post, M. A., Ward, E., Longo, N.V., & Saltmarsh, J. (2016). [Publicly engaged scholars: Next generation engagement and the future of higher education](#). Sterling, VA: Stylus Publishing. (just published and very good!)

Saltmarsh, J., & Hartley, M. (Eds.). (2011). ["To serve a larger purpose": Engagement for democracy and the transformation of higher education](#). Philadelphia, PA: Temple University Press.

Soria, K.M. & Mitchell, T. (2016). *Civic engagement and community service at research universities. Engaging undergraduates for social justice, social change and responsible citizenship*. New York: Springer Publishing.

Weisbuch, R. (2015). [Imagining community engagement in American higher education](#). *Diversity & Democracy*, 18(1).

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<sup>9</sup> The Background Materials and Resources Sub-Team offered a caution about literature on collective impact: academics are not always making effective use of collective impact theory in community engagement. Collective impact has become a catchphrase and is sometimes meaningless. It will be important to keep this in mind when the Task Force makes use of literature on Collective Impact.

## Appendix: Suggested Resources for a Comprehensive Bibliographic Effort in Support of the Task Force on The New Engagement

In addition to the foundational set of resources provided Background Materials and Resources section of this document, the Background Materials and Resources Sub-team recommends that a more comprehensive bibliographic effort be undertaken prior to the convening of the Task Force. This more comprehensive effort will address the conceptual framework outlined at the beginning of this document, and will include references for each item under Community Context and Institutional Mission, University Roles, and Engagement Issues for Exploration in that framework. The beginnings of this more comprehensive bibliographic effort are provided here.

*This additional suggested resources appendix is a work in progress. More resources will be added.*

### Community Context and Institutional Mission

#### Land-grant

Bonnen, J. T. (1998). The land-grant idea and the evolving outreach university. In L. A. K. Simon (Ed.), *University-community collaborations for the twenty-first century: Outreach scholarship for youth and families* (pp. 25–72). Oxford: Taylor & Francis.

Simon, L.A.K. (2010). Engaged scholarship in Land-Grant and Research Universities. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 1: Institutional Change](#). East Lansing, MI: Michigan State University Press.

#### Minority Serving

Campus Compact. (2005). [One with the Community: Indicators of Engagement at Minority-Serving Institutions](#).

Chahin, J. and Ortega, N. (2010). Engaged scholarship in Hispanic-serving institutions. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 1: Institutional Change](#). East Lansing, MI: Michigan State University Press.

Novins, D. and Belcourt-Dittloff, A. (2010). Engaged scholarship with tribal communities. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 1: Institutional Change](#). East Lansing, MI: Michigan State University Press.

Rozman, S.L. (2010). Engaged scholarship at historically black colleges and universities. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 1: Institutional Change](#). East Lansing, MI: Michigan State University Press.

#### Regional

Soo, D. (2011). [Envisioning a Regional Role: Comprehensive Universities and Conceptions of Their Regional Contributions](#).

#### Research Intensive

Campus Compact (2009). [Research University Engaged Scholarship Toolkit](#).

## Urban

Hartley, M. and Harkavy, I. (2010). Engaged scholarship in Land-Grant and Research Universities. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 1: Institutional Change](#). East Lansing, MI: Michigan State University Press.

## **University Roles**

### Teaching and Learning

Clayton, P., R. Bringle, R., & Hatcher J. (Eds.). (2013). Research on service learning Vols. 1 & 2. Sterling, VA: Stylus Publishing.

Ramaley, J.A. (2010). Students as scholars: Integrating research, education, and professional practice. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 1: Institutional Change](#). East Lansing, MI: Michigan State University Press.

Saltmarsh, J. (2010). Changing pedagogies. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 1: Institutional Change](#). East Lansing, MI: Michigan State University Press.

### Research and Discovery

Fitzgerald, H.E., Allen, A., & Roberts, P. (2010). Campus-community partnerships: Perspectives on engaged research. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 2: Campus-Community Partnerships](#). East Lansing, MI: Michigan State University Press.

Stanton, T. (2007). [New times demand new scholarship. Research universities and civic engagement: Opportunities and challenges.](#)

### Public Service, Outreach, Extension

Coon, T. G. (2010). Expertise, the Cooperative Extension Service, and engaged scholarship. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 2: Campus-Community Partnerships](#). East Lansing, MI: Michigan State University Press.

### Translational Activities, Knowledge Transfer

Kingma, B., ed. (2011). Academic Entrepreneurship and Community Engagement: Scholarship in Action and the Syracuse Miracle. Northampton, MA: Edward Elgar.

Breznitz, Shiri M. The Fountain of Knowledge: The Role of Universities in Economic Development. Stanford, California: Stanford University Press. 2014.

Breznitz, Shiri M., and Maryann Feldman. "The Engaged University." *Journal of Technology Transfer* 37 (2012): 139-157. Doi: 10.1007/s10961-010-9183-6.

## **Issues for Exploration**

### Progress and Remaining Gaps

Glass, C.R. and Fitzgerald, H.E. (2010). Engaged scholarship: Historical roots, contemporary challenges. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 1: Institutional Change](#). East Lansing, MI: Michigan State University Press.

### *Prior Engagement Reports, Studies, Statements*

- [Include Kellogg Commission, Wingspread, Talloires, Imagining America, and many others]

### Incentives

Jordan, C.M. (2010). Redefining peer review and products of engaged scholarship. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 1: Institutional Change](#). East Lansing, MI: Michigan State University Press.

O'Meara, K. (2010). Rewarding multiple forms of scholarship: Promotion and tenure. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 1: Institutional Change](#). East Lansing, MI: Michigan State University Press.

### Alignment

Austin, A.E. and Beck, J.P. (2010). Integrating outreach and engagement into faculty work. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 1: Institutional Change](#). East Lansing, MI: Michigan State University Press.

Business Higher Education Round Table. (2006). [Universities' Third Mission: Communities Engagement](#)

Franklin, N.E. and Franklin, T.V. (2010). Engaged scholarship and transformative regional engagement. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 2: Campus-Community Partnerships](#). East Lansing, MI: Michigan State University Press.

### Contexts

- [additional resources to be included]

### Institutionalization

- [additional resources to be included]

### Strategic Resource Planning

- [additional resources to be included]

## Impact Measurement

Burack, C. (2010). Measuring, assessing, and accrediting engaged scholarship. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 2: Campus-Community Partnerships](#). East Lansing, MI: Michigan State University Press.

Colyvas, Jeannette. "Performance Metrics as Formal Structures and through the Lens of Social Mechanisms: When Do They Work and How Do They Influence?" *American Journal of Education* 118 (2012): 167-197. Doi: 10.1086/663270.

Eisenstein, Michael. "Academic Return: A Broader Understanding of 'Impact' Could Help Governments to Measure the Diverse Benefits of their Investment in Research." *Nature* 533 (2016): 20-21. [http://www.nature.com/nature/journal/v533/n7601\\_supp/pdf/533S20a.pdf](http://www.nature.com/nature/journal/v533/n7601_supp/pdf/533S20a.pdf).

Stoecker, R.S., Beckman, M., and Min, B.H. (2010). Evaluating the community impact of higher education civic engagement. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 2: Campus-Community Partnerships](#). East Lansing, MI: Michigan State University Press.

The Council of Canadian Academies report on measuring the benefits of public investment in research. You can download the full report from the CCA web site at:<http://scienceadvice.ca/en/assessments/completed/inno-investments.aspx>

## Accountability and Public Trust

Chamber, T. and Gopaul, B. (2010). Toward a social justice-centered engaged scholarship: A public and a private good. In Fitzgerald, H.E., Burack, C. and Seifer, S.D., eds. [Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions, Volume 1: Institutional Change](#). East Lansing, MI: Michigan State University Press.

Edelman. (2016). [University Reputations: The Truths Are Not All Self-Evident](#).

## Convening

### Organizations

- [Canadian Alliance for Community Service Learning](#)
- [Community-Campus Partnerships for Health](#)
- [Community-Based Research Canada](#)
- [Engagement Scholarship Consortium](#)
- [International Association for Research on Service-learning and Community Engagement](#)
- [Living Knowledge: The International Science Shop Network](#)
- [National Collaborative for the Study of University Engagement](#)
- [National Co-ordinating Centre for Public Engagement](#)
- [Research Impact](#)

- [Rewarding Community-Engaged Scholarship](#)
- [Talloires Network](#)

### **Other Resources**

- [include examples of engagement descriptions and structure from APLU Members]

#### Perspectives on the Roles of Research Universities

Crow, Michael M. and William B. Dabars. Designing the New American University. Baltimore, Maryland: Johns Hopkins University Press, 2015.

Christenson, C. (2011). [The Innovative University: Changing the DNA of Higher Education from the Inside Out](#). San Francisco: Jossey-Bass.