



- 1. List the names of team members/participants who attended the group meetings and frequency of the meetings per year.**
- 2. A brief executive summary highlighting the group's work-Narrative statement**

Over the last two years, the group has defined and operationalized "service engagement, entrepreneurship, and economic development" and "community and regional partnerships" for the purposes of campus activities, as well as conducted a thorough literature review and asset mapping for the campus. Much of this work has informed the campus' application to the Carnegie Community Engagement Certification (completed in April 2014), and has generated an invaluable list of key institutional strengths and weaknesses for further development. Additionally, group members have developed institutional strategies to increase community engagement and outreach activities across campus, leveraging or reallocating existing programs/resources to increase the institution's visibility in the areas of engagement, entrepreneurship, and economic development.

- 3. List key accomplishments/progress to date using bullet points. Feel free to include tables, charts, hyperlinks if available.**
- The group operationalized "service engagement, entrepreneurship, and economic development" and "community and regional partnerships" for the purposes of campus activities and this goal. In both cases, the team conducted a literature review to identify common definitions, sought feedback from internal and external stakeholders, and presented options to full working group for feedback and finalized the definition. During the literature review, the group identified the following common definitions, which were used to guide subsequent work:

#### SERVICE (ENGAGEMENT)

Embracing public engagement allows the institution/organization to sharpen and strengthen its service. The University should be responsive to community concerns and build strong and lasting community partnerships while integrating service more fully into its teaching and research missions. Working collaboratively and with coordination to achieve maximum efficiencies, the University should engage communities throughout the state by inviting them to share their needs and how the University might help and learn from them. ... The University should conduct partnered and participatory research and provide continuing and non-degree educational programs for North Carolina businesses, non-profits and governments in economic and community development, based on the needs defined by the leaders in those organizations.

*University of North Carolina at Chapel Hill, Academic Plan (2003)*

Outreach and engagement occur when scholarship is applied directly for the public good and when the relationship between partners is reciprocal and mutually beneficial.

*Michigan State University, Office of Outreach and Engagement*

By 'community engagement' we mean applying institutional resources (e.g., knowledge and expertise of students, faculty and staff; political position, buildings and land) to address and solve challenges facing communities through collaboration with these communities. ... Community engagement is not necessarily scholarship.

*Community Campus Partnerships for Health*

Engagement is defined as a meaningful and mutually beneficial collaboration with partners in education, business, and public and social service. It involves using:

- That aspect of teaching that enables learning beyond the campus walls;
- That aspect of research that makes what we discover useful beyond the academic community; and
- That aspect of service that directly benefits the public.

*Ohio State University*

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.

*Committee on Institutional Cooperation, Committee on Engagement*

By engagement, we refer to institutions that have redesigned their teaching, research, and extension and service functions to become even more sympathetically and productively involved with their communities, however community may be defined.

*National Association of State Universities and Land-Grant Colleges*

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

*Carnegie Foundation*

Engagement – in which institutions and communities form lasting relationships that influence, shape, and promote success in both spheres – is rare. More frequently, there is evidence of unilateral outreach, rather than partnership based on mutual benefit, mutual respect, and mutual accountability.

*Kellogg Foundation*

The publicly engaged institution is fully committed to direct, two-way interaction with communities and other external constituencies through the development, exchange, and application of knowledge, information, and expertise for mutual benefit.

*American Association of State Colleges and Universities (AASCU)  
Task Force on Public Engagement*

The scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic and ethical problems.

*Ernest Boyer, Scholarship Reconsidered: Priorities of the Professorate*

Conscious efforts to bring the resources and expertise at our institutions to bear on community, state, national and international problems in a coherent way ... Moving beyond outreach and public service to a new conception of 'engagement' with the community (however defined) in ways that serve both institutional and community needs.

*Renewing the Covenant: Learning, Discovery and*

*Engagement in a New Age and Different World  
(Kellogg Commission on the Future of State and Land Grant Universities)*

Seven guiding characteristics seem to define an engaged institution. They constitute a seven-part test of engagement. 1) Responsiveness ... 2) Respect for partners ... 3) Academic neutrality ... 4) Accessibility ... 5) Integration ... 6) Coordination ... and 7) Resource partnerships...

*Returning to Our Roots: The Engaged Institution  
(Kellogg Commission on the Future of State and Land Grant Universities)*

Scholarship is teaching, discovery, integration, application and engagement; clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed.

*Linking Scholarship and Communities: The Report of the Commission on Community-Engaged  
Scholarship in the Health Professions,  
Community Campus Partnerships for Health*

Scholarship of discovery: 'traditional' research and the process and intellectual excitement that comes from generating a new idea  
Scholarship of integration: serious disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research  
Scholarship of application: scholarly service—one that both applies and contributes to human knowledge  
Scholarship of teaching: a dynamic endeavor . . . not only transmitting knowledge but transforming and extending it as well.

*Boyer*

ENGAGED SCHOLARSHIP

Co-creation and application of knowledge, a relationship that increases both partners' capacity to address issues. Outreach and engagement also provides university scholars with new information for publications and other communications that reflect the realities outside the laboratory. Such new knowledge can sometimes be incorporated into future research and teaching and applied in new settings.

*Michigan State University, Office of Outreach and Engagement*

Community-engaged scholarship is scholarship that involves the faculty member in a mutually beneficial partnership with the community. By 'community-engaged scholarship' we mean 'teaching, discovery, integration, application and engagement that involves the faculty member in a mutually beneficial partnership with the community and has the following characteristics: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique, rigor and peer-review.

*Community Campus Partnerships for Health*

The mutually beneficial collaboration between the University of New Hampshire (New Hampshire's land, sea and space grant University) and external partners for the purpose of generating and applying relevant knowledge to directly benefit the public.

*University of New Hampshire*

Engaged scholarship is participatory and values the community partners as collaborators; benefits the community partners (e.g., agencies, neighborhoods, clients) in ways that are identified by them and others as being significant and effective; Furthers the scholarship of the

faculty member in ways that are recognized by others as having academic impact as well as community impact.

*Memorandum, Indian University-Purdue University*

Scholarship is teaching, discovery, integration, application and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed. Community-engaged scholarship involves the faculty member in a mutually beneficial partnership with the community.

*Community Campus Partnerships for Health*

The National Review Board considers the Scholarship of Engagement as a term that captures scholarship in the areas of teaching, research, and/or service. It engages faculty in academically relevant work that simultaneously meets campus mission and goals as well as community needs. In essence, it is a scholarly agenda that integrates community issues. In this definition community is broadly defined to include audiences external to the campus that are part of a collaborative process to contribute to the public good.

*The Scholarship of Engagement*

## ENTREPRENEURSHIP

The transformation of an innovation into a sustainable enterprise that generates value...entrepreneurship merges the visionary and the pragmatic. Therefore, the education of entrepreneurship is the exposure to and understanding of the skills, knowledge and process of innovation and new venture creation.

*"Entrepreneurship in American Higher Education"  
by the Kauffman Panel on Entrepreneurship Curriculum in Higher Education*

A way of thinking and acting that is opportunity obsessed, holistic in approach, and leadership balanced. Students in their entrepreneurship program develop a broad-based entrepreneurial skill relevant to any organization—start-up, established, and for and not-for profit—in an industry.

*Babson College*

Entrepreneurship involves consistently thinking and acting in ways designed to uncover new opportunities that are then applied to provide value. The scope of this definition is precisely why entrepreneurship education belongs cross-campus and not only in the business department or as one non-credit course. Entrepreneurship provides a lens to view each discipline through and offers an application beyond traditional employment. The real world application of entrepreneurship education will result in: entrepreneurs, the self-employed, small business start-ups, and intrapreneurs.

*National Association for Community College Entrepreneurship*

Activities aiming to foster entrepreneurial mindsets, attitudes and skills and covering a range of aspects such as idea generation, start-up, growth and innovation.

*Survey of Entrepreneurship in Higher Education in Europe*

## ECONOMIC DEVELOPMENT

Attracting an activity that brings new money into your community.

The focus of economic development should be on supporting innovation, increasing prosperity for American businesses and ensuring American workers have the skills to remain the most productive workforce in the world. Innovation will drive the growth of American industry by fostering new ideas, technologies and processes that lead to better jobs and higher wages—and, as a result, a higher standard of living. America's capacity to innovate will serve as its most critical element in sustaining economic growth.

*U.S. Department of Commerce Economic Development Administration*

Economic development is the long-term process of building a number of interdependent microeconomic capabilities and incentives to support more advanced forms of competition.

*Michael E. Porter's Competitive Advantage of Nations (1990)*

Typically economic development can be described in terms of objectives. These are most commonly described as the creation of jobs and wealth, and the improvement of quality of life. Economic development can also be described as a process that influences growth and restructuring of an economy to enhance the economic well-being of a community. In the broadest sense, economic development encompasses three major areas:

- Policies that government undertakes to meet broad economic objectives including inflation control, high employment and sustainable growth.
- Policies and programs to provide services including building highways, managing parks and providing medical access to the disadvantaged.
- Policies and programs explicitly directed at improving the business climate through specific efforts, business finance, marketing, neighborhood development, business retention and expansion, technology transfer, real estate development and others.

The main goal of economic development is improving the economic well-being of a community through efforts that entail job creation, job retention, tax base enhancements and quality of life. As there is no single definition for economic development, there is no single strategy, policy or program for achieving successful economic development. Communities differ in their geographic and political strengths and weaknesses. Each community therefore, will have a unique set of challenges for economic development.

*International Economic Development Council*

- The group conducted an inventory of "service engagement, entrepreneurship, and economic development" activities based upon the above definitions and conducted a needs assessment of community/regional partners. This information was also used to assess the value of "service engagement, entrepreneurship, and economic development." Below is a summary list of the institution's strengths and weaknesses.

#### STRENGTHS

- The institution indicates that community engagement is a priority in its mission statement (or vision).
- The institution formally recognizes community engagement through campus-wide awards and celebrations.
- Community engagement is emphasized in marketing materials (website, brochures, etc.).
- Executive leadership (Provost, Chancellor, Deans, etc.) explicitly promotes community engagement as a priority.
- The institution has a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement.

- Fundraising is directed to community engagement.
- The institution maintains a systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community.
- Community engagement is defined and planned in the strategic plan.
- The institution provides professional development support for faculty and staff who engage with community.
- There are institutional (campus-wide) learning outcomes for students' curricular engagement with community.
- Community engagement is integrated into curricular (for-credit) activities.
- Community engagement has been integrated with curriculum on an institution-wide level. (less institution-wide than in broad pockets across campus)
- There are examples of faculty and staff scholarship associated with curricular engagement achievements (research studies, conference presentations, pedagogy workshops, publications, etc.).
- Specific institutional resources are provided as outreach to the community (e.g. cultural, athletic, library, IT, etc.).
- There are examples of faculty and staff scholarship associated with outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.).
- The institution has mechanisms for systematic assessment of community perceptions of the institution's engagement with community.
- Internal budgetary allocations are dedicated to supporting institutional engagement with community.
- The institution invests its financial resources in the community for purposes of community engagement and community development.
- There are systematic campus-wide assessment mechanisms to measure the impact of institutional engagement.
- The community has a "voice" or role for input into institutional or departmental planning for community engagement.
- The institution has search/recruitment policies or practices designed specifically to encourage the hiring of faculty and staff with expertise in and commitment to community engagement.
- Community engagement is connected with diversity and inclusion work (for students, faculty, and staff).
- Community engagement is connected to efforts aimed at student retention and success.
- Outreach programs are developed specifically for the community.
- There are mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from community partners to the institution and from the institution to the community.

### WEAKNESSES

- External funding is not generally dedicated to supporting institutional engagement with community.
  - The institution does not maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community and its associated uses.
  - There are no or limited institutional, college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods.
- On 15 April 2014, the University of Wisconsin-Whitewater submitted an application for the Carnegie Community Engagement Certification. Drs. Susan Johnson, Barbara Beaver, and Seth Meisel spent months compiling information for the UW-Whitewater application, which included data provided by all of the campus' colleges and units regarding partnerships within the region. A decision on the classification is anticipated by January 2015.

- UW-Whitewater is developing a Service Learning Curriculum. During the 2012-2013 academic year, seven faculty Community-Based Learning Fellows trained under coordinators Seth Meisel and Deilee Calvert-Minor. The goal was to "provide a year long professional development program for faculty interested in developing best practices in service learning courses and in assessing student learning." A second cohort of Community Based Learning and Teaching Fellows have been recruited and trained to develop service learning courses focused on civic engagement for year long projects, which will run from Spring to Fall 2014.
- An Outreach Council has been created, modeled after a successful program at the University of Nevada-Reno. This project was funded through the UW-Whitewater Strategic Initiatives Program. This project increases the visibility of UW-Whitewater and significantly advances the University Strategic Plan in the area of regional engagement by establishing a new campus Outreach Council to provide university-wide leadership for institutional outreach activities. Key Outreach Council tasks include: 1) Completing an inventory of university outreach initiatives; 2) Establishing an outreach network to support, facilitate, encourage, and promote outreach to advance student learning and foster community and regional partnerships; 3) Heighten the level and broaden the extent of coordination and collaboration of outreach throughout the university and community while maintaining the unique character of initiatives, programs, centers and institutes; 4) Providing a conduit for university faculty, staff, and students to communicate opportunities, collaborate on outreach activities, and to disseminate their results; 5) Identifying outreach needs and community and university resources; and 6) Coordinating outreach marketing with Marketing and Media Relations to establish a consistent format for disseminating synopses of outreach projects, news, and information.
- The Undergraduate Research Program has worked, in collaboration with the Office of Research and Sponsored Programs and the Whitewater University Technology Park Innovation Center, to expand opportunities for undergraduate students by placing them into suitable applied projects affiliated with the Center.
- iHUB Showcases have featured presentations by participants in the Whitewater Incubation Program (WhiP): iHUB Fellows, Mentors, and Scholars. WhiP consists of a number of different programs designed to provide coaching, mentoring, support, and service to new business ventures linked to the Whitewater University Technology Park Innovation Center.
- Denise Ehlen and Seth Meisel (in collaboration with an iHUB team) developed and submitted a LEAP proposal. This project integrated LEAP into the Whitewater Incubation Program (WhiP):
  - WhiP
    - Created a Whitewater Incubation Program mission that aligns with LEAP, entrepreneurship program/major learning outcomes, and the College of Business and Economic Outcomes Assurance of Learning (AOL) objectives.
    - Incorporated LEAP ELOs, HIPs, and POEs and Team iHub's action plans into the Innovation Center and WhiP 2013-2015 Strategic Plan and 2013 goals/priorities.
    - Created promotional materials (videos, for example) that demonstrate LEAP POEs to increase awareness and recruit a more diverse student population into the Launch Pad and iCorps.
    - Explored strategies to align all WhiP components with existing UW-Whitewater HIPs (i.e. Undergraduate Research experiences for iCorps, model Learning Community best practices in the iCorps, recruit iCorps participants from Learning Communities).
  - iHub
    - Created greater awareness of LEAP ELOs, HIPs, and POEs.
    - Developed strategies for iFellows, iMentors, and WhiP administrators to integrate LEAP into their work with students.

- Developed assessment strategies.
- Launch Pad:
  - Revised the Launch Pad mission to reflect relevant LEAP POEs.
  - Increased awareness of Launch Pad mission by all stakeholders.
  - Created a Launch Pad orientation to articulate ELOs to students, faculty/staff, and other stakeholders/participants.
  - Revised program to infuse ELOs and incorporate HIP best practices.
  - Developed tools to allow students to demonstrate achievement of learning outcomes (i.e. new Showcase model, ePortfolio).
  - Developed strategies to assess ELOs. Modify the critical thinking VALUE rubric to be used to evaluate pitches as well as the ELO by participants (self and peer evaluation) and mentors/coaches (to teach/train and assess). Integrate the entrepreneurship major/program learning outcomes and the College of Business and Economics assurance of learning goals, objectives, and traits.
- iCorps
  - Create an iCorps mission that aligns with LEAP.
  - Revise the iCorps program to ensure alignment with POEs and HIPs.
  - Create cohort/learning community opportunity for iCorps participants. Activities/responsibilities include 1. Recruit participants and coordinate marketing for events/activities, 2. Provide Innovation Center tours, 3. Manage Innovation Center reception, 4. Coordinate other Center responsibilities (maintain inventory, troubleshoot building issues), 5. Engage in small research/writing projects for iMentors, iFellows, Launch Pad Scholars, and/or WhiP administrators (i.e., success stories/interviews, newsletter, Growth Wheel action items, College Wieners example), 6. Manage data entry (BizTrakker, etc.), 7. Generate/Write reports, 8. Coordinate event planning (Elements, Showcase), and 9. Recruit, train, and mentor new iCorps Scholars.
  - Develop a recruitment plan to ensure inclusive excellence.
  - Develop assessment plan. Modify the integrative learning VALUE rubric to be used to evaluate Showcase presentations/posters as well as the ELO by participants (self and peer evaluation) and mentors/coaches (to teach/train and assess). Integrate the entrepreneurship major/program learning outcomes and the College of Business and Economics assurance of learning goals, objectives, and traits.
- John Chenoweth, Denise Ehlen, and Seth Meisel developed and submitted a UW System Growth Agenda proposal (and in October 2013, the Incentive Grant Program). Through the Transforming Business/Outreach Opportunities project, the University of Wisconsin-Whitewater (UW-Whitewater) will: 1) develop and implement a model to recruit and support a cadre of students—especially students of opportunity (first generation, low income, veteran, and non-traditional)—to work in/complete projects coordinated by business/outreach centers and programs; 2) apply best practices from service-learning to business/outreach experiences; and 3) incorporate the Association of American Colleges and Universities (AAC&U) Liberal Education and America's Promise (LEAP) into business/outreach center opportunities for students. Through this project, UW-Whitewater has developed a comprehensive, sustainable, and institutional-wide strategy to meet the educational needs of our students, create graduates with 21st century skills, better serve clients through our business/outreach centers, and generate economic vitality in the region. Though the project was not selected for funding from either program, the campus continues to identify mechanisms to support portions of the project as originally envisioned.
- The LEARN Center sponsored a campus workshop on best practices in employing reflection papers to advance student learning in service learning courses led by Kim Jensen (Marquette University) in October 2013 with 24 faculty and staff in attendance.

**4. Looking forward: Future themes/goals/action plans emerged from the group's work for consideration at the next strategic plan, 2014-2016.**

- The School of Graduate Studies and Continuing Education, in response to the Carnegie Report and the unit's strategic planning, will submit a 2014-2015 staffing plan request for the Director of the Center of Community-Based Learning. This position will serve as a campus leader for expanding opportunities for student participation in service learning and community based research courses and social entrepreneurship projects. The Director has primary responsibility for identifying and developing sustainable community partnerships and delivering appropriate support for community based learning courses. The Director also has charge of faculty professional development in best practices for integrating service learning, community-based research and social entrepreneurship into the curriculum and assists the university and academic departments in evaluating the impact of community-based learning experiences on student learning outcomes.
- The University of Wisconsin-Whitewater should focus on assessing engagement for student learning and identity. While much of this work is already provided under Goal 9, there appears to be a disconnect between the value of an engaged university and how our students' perceive the value of their service learning or community engagement degree requirements. The American Association of State Colleges and Universities has provided a framework and resources for public engagement in the document *Stepping Forward as Stewards of Place: A Guide for Leading Public Engagement at State Colleges and Universities* (<http://www.aascu.org/WorkArea/DownloadAsset.aspx?id=5458>).
- External funding is not generally dedicated to supporting institutional engagement with community. The institution should identify strategies to increase the amount of external funding dedicated to support community engagement, as well as opportunities to better leverage existing funds to support these efforts.
- The institution does not maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community and its associated uses. UW-Whitewater should identify mechanisms and individual(s) responsible for tracking community engagement efforts and outcomes.
- There are no or limited institutional, college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods. The institution, colleges, and departments should review the tenure and promotion criteria and incorporate modifications to better recognize and reward faculty engaged with the community and outreach efforts.