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ABSTRACT

This guide is a strategic "ground level" guide for presidents and chancellors and other campus leaders that offers a working definition of public engagement for institutions of higher education, provides examples of campus-wide commitment to engagement initiatives, and proposes concrete actions for institutions, public policy makers, and the American Association of State Colleges and Universities (AASCU) to promote a fuller commitment to the concept of engagement. The guide contains a statement of the importance of public engagement for all primary stakeholders--communities, institutions, faculty, and students. It also contains an assessment of the current state of engagement among AASCU institutions, based on a 2001 survey of AASCU member institutions and subsequent site visits to institutions exemplifying particularly good practice. The assessment was constructed around a model for institutional engagement, resulting in a comparison of the "ideal" with the "real." The document also presents recommendations for institutions and their leaders, the AASCU, and policymakers to promote more and better public engagement efforts and thoughts on presidential leadership as a vital part of an institution's engagement initiatives. The document is meant to be a strategic "toolkit" for state college and university chief economic officers, but it can serve as a resource for local leaders and policymakers. Appendixes contain guidelines for good practice and a discussion of the survey methodology. (SLD)

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Stepping Forward As STEWARDS of PLACE

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May 2002

Stepping Forward As

STEWARDS *of* PLACE

A Guide for Leading Public Engagement
at State Colleges and Universities

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Contents

Foreword

How do presidents and chancellors "walk the walk" as well as "talk the talk" in leading engaged institutions?

Every day, the nation's state colleges and universities demonstrate, in ways large and small, the inextricable linkages with their communities and with the world at large. These linkages, collectively referred to as "public engagement," are an essential part of the heritage of AASCU institutions and embrace a wide variety of activities—including outreach, applied research, service learning, and more. Moreover, these linkages reflect a constant challenge to institutions to serve as "stewards of place," to function as learners as well as teachers in tackling the myriad of opportunities and issues facing our communities and regions.

But how do campuses and their leaders translate the rhetoric of engagement into reality? How do presidents and chancellors "walk the walk" as well as "talk the talk" in leading engaged institutions? These questions form the core of the charge to AASCU's Task Force on Public Engagement. Over the past two years, the task force has pondered these and other questions, drawing on the expertise of AASCU's membership and that of many others. Through surveys, case studies, and thoughtful discussion, the task force has worked to develop a useful framework for presidents and chancellors as they think about and promote public engagement on their campuses.

What follows is the result of that effort—a strategic, "ground level" guide for presidents and chancellors and other campus leaders that offers a working definition of public engagement, provides exemplars of campus-wide commitment to engagement initiatives, and proposes concrete actions for institutions, public policymakers, and the association to promote an even fuller commitment to the concept of engagement. While the guide represents the culmination of the task force's work, it is only the beginning of a broader effort by AASCU to parse and enrich the language of public engagement, particularly as it relates to the work of presidents and chancellors.

This work is the product of many hands, but several are worthy of special mention. First, the task force gratefully acknowledges the W.K. Kellogg Foundation, whose generous support made production of this guide possible. Additionally, the keen insights of Dennis Jones and Paula Schild of the National Center for Higher Education Management Systems (NCHEMS), those of Barbara Holland and Lorilee Sandmann, and those of Ed Elmendorf, Travis Reindl, and Maurice Williams of the AASCU staff, helped to focus the task force's thinking at critical points in the project and bring that thinking to life in writing. Finally, the task force is indebted to the Kellogg Commission on the Future of State Universities and Land-Grant Colleges, whose thoughtful consideration of public engagement served as an inspiration for this effort.

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President, Northern Kentucky University and Chair, AASCU's Task Force on Public Engagement

The Challenge of Public Engagement

The publicly engaged institution is fully committed to direct, two-way interaction with communities . . .

From their earliest days, state colleges and universities have diligently served in their role as stewards of place, answering the call to join with public and private partners in their communities and regions to take advantage of opportunities and confront challenges. On issues ranging from economic development to school reform to regional planning to environmental protection and more, public higher education institutions have teamed up with a wide range of local stakeholders to identify problems, explore potential solutions, and test those solutions in real life.

Much has been written in recent years concerning the need for America's colleges and universities to more aggressively and creatively engage society's most pressing challenges. Our economy is in the midst of a technology-driven transformation; our population is aging and diversifying; our shores are threatened as never before by the specter of global terrorism—and the list goes on. Increasingly, the public looks to its colleges and universities to respond. The term "public engagement" has become shorthand for describing a new era of two-way partnerships between America's colleges and universities and the publics they serve.

In *Returning to Our Roots: The Engaged Institution*, The Kellogg Commission on the Future of State Universities and Land-Grant Colleges (2001) provided an eloquent description of both the challenge of public engagement and the ways in which institutions must mobilize to respond. What is now needed is a practical and strategic guide for state college and university leaders who want to more deeply embed public engagement in the fabric of their institution at the campus, college, and departmental levels.

In *Built to Last*, Collins and Porras (1994) note that organizations achieve high levels of performance over many years by aligning all aspects of the organization to support well-defined outcomes. In higher

education, for example, the large research-intensive universities have evolved over the past fifty years to a point where all elements of the university, from faculty rewards to organizational infrastructure, reinforce the importance of externally funded research as a core institutional mission. Presidents, provosts, and deans many come and go, but the importance of research as a core institutional output remains deeply rooted in the campus and continues uninterrupted. Moreover, state and federal policy reinforce this focus, providing significant funding opportunities and incentives for research activities.

By contrast, many universities espouse the importance of public engagement but do little internally to align the institution to support its achievement. The result is that public engagement remains on many campuses very fragile and person-dependent. At most institutions, the idea of public engagement is not so deeply rooted in its culture that its emphasis would continue unabated after the departure of a committed CEO or other academic leader. If we in public higher education are to achieve the vision of the Kellogg Commission's engaged institution, this must change. Public engagement must become as deeply embedded in the institution as other mission dimensions. Additionally, public policy must be developed that actively promotes the engagement of colleges and universities in their regions, rather than passively permitting or implicitly discouraging engagement. Coordinated and integrated approaches to engagement issues should be pursued in local, state, and federal governments, and resources made available so that engagement can be more than just a cost center for institutions.

A Definition of Public Engagement

If public engagement is to be such a significant part of the daily lives of colleges and universities, it is extremely important to be clear on just what that entails. Such clarity is made even more essential by the fact that public engagement is a very broad term. While that breadth fosters great diversity of activity, it also presents the risk that the term can say everything and nothing at the same time. Additionally, the lack of a clear definition can leave some campuses and their leaders with the impression that they are "doing engagement," when in fact they are not. Indeed, the Task Force's survey of AASCU's membership found evidence of this.

With that in mind, AASCU's Task Force on Public Engagement offers the following definition of the publicly engaged institution:

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.

Public Engagement Is:

Place-Related. While the demands of the economy and society have forced institutions to be nationally and globally aware, the fact remains that state colleges and universities are inextricably linked with the communities and regions in which they are located. Exercising "stewardship of place" does not mean limiting the institution's worldview; rather, it means pursuing that worldview in a way that has meaning to the institution's neighbors, who can be its most consistent and reliable advocates.

Interactive. The etymology of the word "engage" speaks to the intertwining or meshing of entities. In this context, engagement refers to a spirit of give and take by the university and its partners. For institutions, this means occupying the role of learner as well as teacher. For community and regional partners, this means looking to the university as a resource, not necessarily as "the answer."

Mutually Beneficial. Engagement should inure to the benefit of both parties involved. These initiatives should expand the learning and discovery functions of the institutions while enhancing community capacity to address and resolve the issues they confront. The work of the engaged institution is to be responsive to public needs in ways that are appropriate to the institution's mission and academic strengths. Engagement initiatives should also build greater public understanding of and support for the role of the campus as a knowledge asset and resource.

Integrated. At a campus level, engagement must permeate all levels of the institution, and be integrated into its policies, incentive structures, and priorities. At a departmental level, engagement cuts across the imperatives of teaching and scholarship to bring unparalleled opportunities for the entire campus community—faculty, staff, and students.

Examples of public engagement with external constituencies include the following:

Applied research designed to help increase understanding of a problem and/or test solutions for that problem.

Technical assistance involving the direct application of faculty and student expertise in order to address a problem or understand a phenomenon.

Demonstration or service learning projects that test new models and approaches and/or apply "best practice" to issues within community settings.

Impact assessment designed to measure the effects of community programs and services with reference to their intended outcomes.

Policy analysis that is directed at framing new policy approaches or assessing the impact of current policy initiatives.

Seminars, lectures, and essays that provide a neutral forum for discussing and disseminating information on issues of vital public concern.

Lifelong learning programs designed to expand access to educational opportunities, as well as educate communities regarding the challenges they confront.

Involvement of faculty and administrators in community-originated initiatives.

This Guide Contains

- A statement of the importance of public engagement for all primary stakeholders—communities, institutions, faculty, and students.
- An assessment of the current "state of engagement" among AASCU institutions, based on a 2001 survey of AASCU member institutions and subsequent site visits to institutions exemplifying particularly good practice. This assessment is constructed around a model for institutional engagement, resulting in a comparison of the "ideal" with the "real."
- Recommendations for institutions and their leaders, AASCU, and policymakers to promote more and better public engagement efforts.
- Thoughts on presidential leadership as a vital part of engagement initiatives.

Benefits

The document is intended to function as a strategic "toolkit" for state college and university CEOs who want to breathe more life into the concept of public engagement at the campus, college, and departmental levels. As such, it is primarily written for CEOs who have determined that public engagement is an important element of their overall institutional mission and who now must think and act strategically in order to get all elements of the campus aligned and working together in support of public engagement efforts. However, it can also serve as a resource for local leaders and policymakers looking for ways to better link with nearby colleges and universities.

Importance of Public Engagement

Institutional connections through partnerships are powerful vehicles to affirm institutional mission . . .

Public engagement is not a novel concept for today's state colleges and universities. Historically, these institutions have recognized that they have considerable resources to contribute to the economic, social, and cultural development of their respective regions. Faculty, students, staff, and alumni perform research, provide community service, offer cultural programs, and generally enrich the lives of area citizens.

Conversely, these institutions have also recognized that their regions offer great opportunities to the campus community. They are learning laboratories that enhance classroom-based instruction, research, and creative activity. Institutional connections through partnerships are powerful vehicles to affirm institutional mission; to connect teaching, research, and outreach with the "real world" for faculty and students; to bring knowledge in service to society; and to provide accountability for public funds while extending public dollars and leveraging extramural funds.

AASCU institutions, then, should embrace public engagement as a core value and defining characteristic, and encourage activities that authentically promote these ends, including:

Building and strengthening the requisite relationships with local partners (e.g. regional and community organizations, local governments, other educational providers, business and industry);

Working proactively with these partners to identify needs and opportunities for academic engagement;

Encouraging students and faculty to engage with community needs and rewarding such engagement; and

Increasing awareness of local partners regarding opportunities and resources available through the institution.

For these reasons and more, AASCU institutions must find, create, and seize opportunities to make public engagement

a more deeply embedded core value that authentically defines them. Further, we in public higher education need to send the message that, as an advanced knowledge resource, our colleges and universities must be actively engaged in the enhancement of their communities and regions. In so doing, these institutions will benefit as well and increase the nation's ability to educate students for their roles in the New Economy. Building on that legacy, public engagement can be the defining direction for our future.

Embracing public engagement as a core value will yield benefits to all concerned.

For community and regional entities, engaging with colleges and universities:

- Expands resources available to tackle local issues and problems;
- Promotes local solutions to local challenges;
- Offers the potential of "neutral ground" for discussion and resolution of controversial issues; and
- Provides an opportunity to address short- and long-term priorities and concerns with a key constituency.

For students, working on community and regional issues:

- Provides a more substantial linkage between theory and practice than might otherwise be presented in a traditional setting;
- Helps to keep the curriculum more current and responsive;
- Brings critical thinking/problem solving alive, thus making the classroom experience more interesting;
- Allows for more effective and lasting integration of skills such as leadership that will contribute to "competitive advantage" in the workplace and beyond;
- Brings ethical issues into the classroom;
- Offers a foundation for meaningful discussion about the responsibilities of citizens and the nature and dynamics of a successful community;
- Supports service learning initiatives; and
- Prepares them for a lifetime of informed and participatory citizenship.

For faculty, engaging community and regional concerns:

- Provides opportunities to enrich and update curriculum and classroom content;
- Legitimizes and supports the scholarship of engagement, which focuses on the application of knowledge rather than its discovery;
- Adds meaning and measurable content to their "public service" role;
- Creates new and potentially fruitful interdisciplinary linkages, with the cross-fertilization of ideas, fresh perspectives, intellectual enthusiasm, and interpersonal stimulation introduced by such linkages;
- Energizes faculty work by raising new questions and topics for research and teaching; and
- Becomes a vehicle for exercising civic responsibility.

For the college or university, engagement:

- Gives substance to the rhetoric of partnership;
- Provides additional means of showing the value of investing public dollars in higher education;
- Positions and presents the institution as a positive and contributing member of the community/region;
- Improves the community/region in which the institution operates and from which the bulk of its student body is drawn;
- Enhances the role of the college or university president as a spokesperson on important issues affecting the community/region; and
- Provides a consistent framework for decisions about the allocation of resources.

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Leading the Engaged Institution

There will always be more opportunities for engagement than can be accommodated within the bounds of time, energy, and money . . .

The notion of the engaged institution and its characteristics were presented in the previous section. While the idea of public engagement is frequently embraced by college and university presidents, there is considerable evidence that deep engagement is rare—there is more smoke than fire, more rhetoric than reality.

This is not to say that AASCU institutions are not publicly engaged. Most have some form of community interaction, but in the main it is piecemeal, not systemic, and reflects individual interest rather than institutional commitment.

This section of the guide is intended to aid institutional leaders who want to make engagement part of the fabric and culture of their institutions. It draws upon material gleaned from:

- A review of the key literature.
- A survey of AASCU presidents concerning practices regarding engagement activities at their institutions.*
- Site visits to six institutions that are proactively seeking to be deeply involved with their local communities and regional service areas.
- Reference to a conceptual scheme describing key institutional activities, their interactions, and the points at which involvement in and with the community might be fostered.

In the balance of this section, some broad, overarching themes are presented. These themes represent the quintessential elements that cut across all engagement activities. Their description is followed by more detailed guidelines and examples gleaned from the institutions that are deeply involved with their local communities and regional service areas; these guidelines cover the full array of activities encompassed within the conceptual scheme.

*See Appendix B for a description of this survey.

AASCU Presidents and Chancellors Respond to NCHEMS/AASCU Survey

Fewer than half believe their institutions are closely linked to their communities and just over one-third engage the public in formulating institutional strategic priorities.

Regional service is far down (or missing from) most institutions' lists of strategic priorities. They are much more interested in growth, improvements in teaching and learning, creating or improving institutional capacity (acquiring new academic programs, technology, buildings and faculty and improving faculty salaries).

Almost two-thirds of institutions involve the public in the hiring of presidents, but only one-third involve the public in evaluating the president.

Institutions' information systems do not contain information on the extent and nature of institutional-community interaction. If the premise holds that institutions measure what they value (and vice versa), there is little evidence that regional engagement is a high priority.

At best, public engagement plays a minor role in faculty's working lives: (1) only two out of five institutions include public engagement in faculty hiring criteria; (2) when faculty are involved in public engagement, it is done over and beyond their regular assignment; and (3) while most institutions indicate that they evaluate faculty on public engagement, few provide professional development for faculty in engagement-related areas.

Public engagement is not an integral part of the curriculum for a majority of the AASCU institutions that responded to the survey—fewer than one-quarter require students to complete an internship, cooperative experience, community service, or service learning activity as part of their academic program.

Overarching Themes

While many specific ideas and suggestions for creating a culture of engagement are presented in this document, there are some overarching themes that cut across these guidelines and deserve attention at the beginning. These elements include:

Address the future of the region/ community as well as the future of the institution

Most institutions, in their planning process, consider the demographic and economic trends in their service area as environmental factors that must be considered. Institutional planning usually proceeds without attention to, or active fostering of, regional planning activities designed to promote change. If regional planning is underway, participate in it. If it is not underway, take some initiative to jump-start it. There will always be more opportunities for engagement than can be accommodated within the bounds of time, energy, and money. Impact comes with focus—and priorities for community

development must come out of the community itself. Institutional representatives can prompt and facilitate planning activities in the region, but they cannot do them and present the results as a *fait accompli* to the leaders and citizens of the surrounding region. For both the communities and institutions that are seeking meaningful collaboration, intentionality about priorities for the future is crucial.

Recognize that communication is key and information is key to communication

Partnerships of any kind depend on communication. As a result, meaningful engagement depends on both formal and informal communications regarding: priorities and issues being addressed; actions being taken and outcomes to be achieved; responsibilities of each partner; and monitoring of progress—identifying both successes and failures and determining the effectiveness of processes being used.

While informal communication is critical, it is easy to forget the importance of structured communication, especially when the informal channels are working well. It is very useful to devise some key indicators and track progress over time. This serves to remind all parties concerned of the goals being pursued and the size of the task still remaining. The United Way thermometer displayed prominently on Main Streets all over the country indicating the goals and measuring the status of the local campaign is a useful metaphor.

This admonition about the importance of communication—especially communication about priorities, the action agenda, and successes and failures—applies not only to community/university interactions, but to communications within the institution as well.

Approach involvement systemically—aligning institutional and intra-institutional efforts as well as institutional and community efforts

The survey results indicated that many institutions are engaged in collaborative actions involving their communities in some way or another. Almost universally, the results revealed a pattern of haphazard and partial engagement; there were no examples of institutions that had managed to infuse the idea throughout all walks of institutional life, although some had made significant progress in that direction.

The message is, if institutions are to be effectively engaged with their communities and regions, they cannot do so with activities at the margin—engagement must become a core value of the institution and incorporated into all key activities of the enterprise.

The following diagram describes the elements of alignment and the points of potential collaborative endeavor.

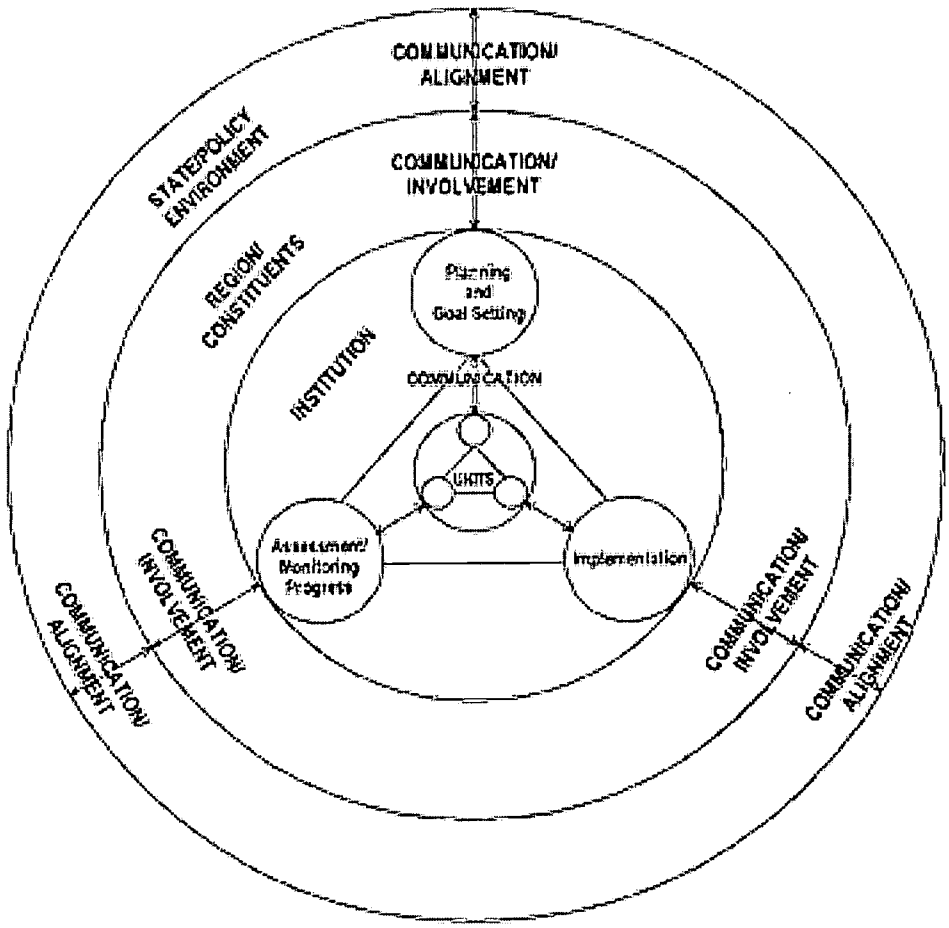
This diagram reinforces the point that one learns in all strategic management courses—that establishing goals and priorities is a critical step, that implementation activities must be expressly designed to further the agreed-upon agenda, and that there is an ongoing need to monitor progress in order to be assured that the selected tactics are working or to signal the need for mid-course correction.

In more detail, the three central activities are:

Planning and goal-setting—establishing priorities for:

- community and regional development;
- institutional development and service; and
- departmental development and service.

Most institutions require that unit plans fit within the envelope of institutional priorities. It is rare that institutional and community plans are developed in a mutually reinforcing way.



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Implementation

- Creating the capacity to be effectively engaged (capacity in terms of faculty and staff, programs and services, and a supportive environment);
- Utilization of this capacity in ways that further the agendas of the members of the partnership; and
- Making rewards consistent with contributions.

  Here the secret to success is **consistency**—focus on the priorities and use resources (particularly the time and attention of people) in ways consistent with these priorities. In addressing implementation issues, it is necessary to consider **both institutional and community assets** and their mutually beneficial deployment.

Monitoring and reporting—periodic assessment of progress toward goal achievement and public disclosure of the results. Encompassed within this notion are:

- Assessing the contributions of the institution, programs and individuals to both institutional and community goals.
- Assessing the contribution of the community partners to the development of the institution and the pursuit of its priority objectives.

  This is the element that provides the mechanism for reinforcing the agenda on a periodic basis and triggering celebrations of success when warranted, and initiating mid-course corrections when problems arise.

This diagram is also intended to reinforce the importance of:

Aligning these activities at the institutional level with similar activities within the institution. Departments, schools, and colleges also engage in planning, implementation and assessment activities. Failure to align these activities across organizational levels usually leads to diminished effectiveness of both sub-units and the institution.

Communicating with local constituents at each step of the process and lining up institutional activities with major regional initiatives insofar as this is possible.

Aligning institutional activities with state/system priorities.

Build engagement into the normal processes of the institution

Most institutions reporting engagement activities on the survey had organized these activities as "bolt-on" features of the institution—through separate centers, institutes, funded programs, etc. If the objective is to have engagement be as much a part of the culture as is research in a research university, then it has to be built into the very fabric of the institution and integrated into all the key processes of the

institution, including:

- Personnel hiring processes;
- Resource acquisition and allocation processes;
- Salary and reward processes;
- Determination of graduation requirements; and
- Curricula review and approval processes.

Institutionalization is key!

Understand that leadership matters

The depth of involvement that is described in this document is beyond the experience and culture of most higher education institutions. Indeed, the survey conducted as part of the project identified no institutions that could be considered role models in all aspects of engagement. Thus, a major task is to create a culture of engagement. This can occur only if the president or chancellor has a sophisticated understanding of the concepts and both talks the talk and walks the walk. Leadership through example is particularly important. The importance of behaviors that demonstrate good practice with regard to developing effective partnerships with the community is key. This is an arena where leadership cannot be delegated. If a fully engaged institution is to be created, it will occur only with the active and visible leadership of the president or chancellor. While leadership from the top is necessary, it is by no means sufficient. Fully engaged institutions have a leadership network at all levels, comprised of persons who are both capable and willing to lead on behalf of the public engagement mission.

Recognize the importance of shaping the external environment

Higher education institutions are strongly affected by the economic, demographic, and political environments within which they function. Some of these forces are beyond the effects of institutional action, at least in the short run. Part of the environment, however—specifically the policy environment—can be affected by institutional action. Creating and sustaining an engaged institution is difficult if dominant state policy creates incentives for contrary behavior. Usually this set of incentives is not constructed maliciously. Rather it is the unintended consequence of actions undertaken for unrelated purposes. Further, the **idea** of a fully engaged institution is inherently attractive to policymakers. They are receptive to their constituents carrying the ball on behalf of higher education. Thus, an important leadership task is identifying changes in public policy that would result in an improved environment for engagement activities, making the case for such changes and organizing external voices to help carry the message. Proactive steps that create a more supportive environment for involvement are necessary ingredients in the larger strategy.

The rest of this section is devoted to illustrations and suggestions as to the kinds of practical steps that can be taken to make "engagement" part of everyday campus life.

Characteristics of the Fully Engaged Institution

If a culture of engagement is to be nurtured on a campus, involvement of and with the service region must be fostered wherever possible through the normal, ongoing processes of the institution. Success is achieved when engagement is no longer seen as something different, specialized, or separately organized; it must be accomplished by all partners as a regular part of their normal work. The ways in which this is done at highly engaged institutions suggests how this can be accomplished through different institutional activities and processes. In the next section, illustrations of the ideal or prototypical institution are presented using the components of the conceptual schema as an organizing device and are juxtaposed with results from the survey and site visits.

Planning

Planning is the process by which future directions for the organization/entity are established. In this context, planning encompasses activities for the region and units within the institution as well as for the institution as a whole. Fully engaged institutions are characterized by having:

Mission statements that identify the region to be served and highlight the importance of public engagement

Most institutions are easily persuaded to claim service to the state, the nation, or the world, but are loathe to avow the importance of service to a more narrowly defined service area—the southeast quadrant of (state), metropolitan (city), etc.—in spite of the fact that this more restricted area is from where their students come, to where their graduates return, and where the greatest partnership opportunities lie. This admonition to focus regionally is frequently construed as being antithetical to the forces that are urging colleges and universities to become more international in their perspectives and actions. There is no inherent contradiction; it is possible to "think globally and act locally" as advised by the often-seen bumper sticker. These two directives can be accommodated if globalization is pursued as an extension of local need—for example, by building expertise in, and bridges to, those parts of the world important to the region for reasons that have their roots in history, culture and/or economics.

Information about the region—its demographics, economics, quality of life, etc.—as a formal part of institutional planning processes.

Become familiar with regional data sources—counties, economic development groups, regional planning organizations, state agencies that compile regional statistics (workforce development agencies, etc.).

Become a regional information resource if one is not already in place.

Community involvement in the development of institutional priorities

This does not mean an abdication of internal responsibility or control. However, there are benefits to:

Share planning information—particularly the environmental scan components—with community representatives.

Seek their interpretation of trends and unmet needs.

Discuss institutional choices suggested by the realities revealed.

Such steps build relationships with individuals who understand not only what you intend to pursue, but why you have made these choices. These individuals could become important institutional advocates to state government.

Active participation in local/ regional planning activities

If none exist, institutions can perform a crucial public service by becoming a catalyst for their initiation and a neutral convenor under whose auspices discussions can take place. Negative trends in the external environment become self-fulfilling prophecies in the absence of intentional intervention. Even then, circumstances may overwhelm countervailing efforts. However, there are many reasons for communities and regions to focus on the future and to try to shape that future. Local higher education institutions have a unique role to play as catalyst, convenor, and provider of information and expertise. Institutions that assume some "responsibility for place" will fulfill these roles.

Unit plans that are cast within the framework of the institutional plan and have public engagement as a required component

Public engagement should be a campus-wide expectation, but its definition should be "strategically ambiguous," allowing for variation across units.

Comparing the ideal with current practice suggests the need for considerable attention to leadership development—that is, developing leaders who: are concerned with their institution's role in stewardship of place; can think globally but act locally; can lead the catalytic effort to create regional plans and visions while empowering local leaders; and can be an effective partner.

Most presidents are acculturated within an environment of purely academic values and priorities. There is considerable need

The Survey and Site Visits Revealed the Following About AASCU Institutions:

Most institutions that were surveyed mention their service area in their mission statement; however, less than one-half characterize their relationship with the community as closely linked.

Most of the site visit institutions have either a formal or informal mechanism to collect information about the region and some include it as part of their institutional planning process.

The CEOs of two of the site visit institutions went out into their respective communities to listen to what their stakeholders thought were important directions for the institution to take; this information was then incorporated into the institutional planning process. One of these CEOs went back into the community after several years to talk about how well the institution did or did not achieve its goals.

for professional development activities that will help them take a community perspective necessary for forging effective academic/community partnerships.

Implementation

Implementation covers a multitude of activities and conditions. For purposes of this document, the following subcategories are used:

- creation of institutional assets—particularly personnel and programs;
- utilization of these assets;
- resource allocation;
- policies and procedures; and
- communication.

Possibilities within each of these subcategories are as follows:

Creation of Institutional Assets

Senior administrators and faculty— Ideally, the publicly engaged institution recruits, and hires top administrators and faculty who have a strong track record in public engagement.

Engagement has a prominent place in position descriptions for the CEO and senior administrators.

Representatives of the community have a role in the selection process, with a particular charge to represent the needs and interests of the community in that process.

Individuals are hired with an understanding that public engagement is a significant part of their job and that evaluation of job performance will include consideration of effectiveness in this role.

Faculty position descriptions clearly state expectations for public engagement.

Evidence of interest in or experience with such activities is sought in the interview process.

Selected faculty are hired with an explicit public engagement research agenda.

Professional development activities focused on engagement are made available to senior staff and faculty. Key among the topics that might be covered are:

The scholarship of engagement. What are professional standards for the scholarship of application? How should such activities be documented? What are the publication outlets and possibilities? What are the characteristics of "good" engagement activities?

The limits of involvement and responsibility. In many instances, a successful activity will require representatives of the community to be responsible for final decisions (whether they want to be or not). It is too easy for well-meaning faculty to assume too much responsibility and to create expectations (for example, regarding subsequent institutional action) that cannot be met. Good practice is not intuitively obvious; it is knowledge that must be acquired. Experience is important, but so are structured opportunities for learning about the possibilities and the pitfalls.

Problem-based learning. How do faculty incorporate problem-based learning into their courses and an applied focus into their research?

The role of department chairs in promoting engagement activities. The process of altering faculty incentives and rewards, developing quality standards, measuring quality, and allowing faculty to negotiate their workload across various aspects of institutional mission, all presume that the department chair is knowledgeable and prepared to manage the changes. In the absence of well-designed and implemented professional development activities, this is unlikely to be the case.

Courses, curricula, and extracurricular activities are designed and implemented with a clear focus on public engagement. There are many different ways in which this objective can be pursued. The successful institution will likely employ all of them:

Service learning is incorporated into seminars on other courses during the freshman year. An early start facilitates students' volunteer work in the community.

Leadership development activities are used as a means of promoting public engagement among students.

Community leadership groups are encouraged to include middle managers and faculty from the institution in each of their cohort groups.

The number of curricula having internships or other applied learning

components are numerous. In all such areas, formal groups representing both faculty and employers are formed to

- Develop the criteria for a successful experience; and
- Ensure that expectations of all parties are met.

Consideration of public engagement activities is included in all course/program approval processes. This will not mean that all will include such components, but decisions that would exclude such involvement should be made explicit during the process. This is one of the points of strongest leverage in incorporating engagement in the ongoing academic activities of the institution.

Community representatives (employers, civic leaders, etc., as appropriate) are effectively incorporated into discussions about learning outcomes and the knowledge and skills that should be acquired by all program graduates. They cannot tell faculty **how** to teach, but they can be strong contributors to discussions concerning **what** should be taught. Involving community representatives in these discussions is among the most meaningful ways to utilize the talents of individuals who serve on the numerous program advisory boards found at most institutions.

Organizational Structures—In the main, public engagement activities are strongest when they are integrated into the structures and processes of the campus, particularly those that are academic in nature. According to the survey, just under one-third of the respondents (66) indicated that responsibility for public engagement falls under the auspices of the institution's public relations/advancement arm, compared with just over 10 percent of respondents (21) that vested this responsibility in the academic affairs realm. This is not to say that public engagement cannot be successful if it is housed in the world of external relations; however, public engagement, as defined in this report, should be positioned to reflect a closer integration and alignment with those units most responsible for carrying out the core academic mission of the campus.

Additionally, there are instances in which special organizational structures are important, at least as a way of getting started. Among the possibilities:

Centers and institutes focused on specific issues of community importance. Such units can serve as the front door to the institution for constituents having a particular problem or interest and as a gathering place for faculty, staff, and students interested in a common problem.

A public engagement task force made up of faculty, staff, and community leaders can help institutionalize efforts in this arena by:

- Periodically reassessing the institution's public engagement mission.
- Developing definitions and criteria for public engagement activities. This is a particularly important conversation to foster on most campuses. Over the years, public service has come to mean institutional or discipline service rather than its original intent—the application of special knowledge to problems defined by the public (agricultural extension being the most obvious model). The fact that the coin of the realm has been so devalued makes widespread campus discussion and debate an imperative on most campuses.
- Identifying the processes and practices that facilitate public engagement.

Create a President's Advisory Committee or Roundtable comprised of various community stakeholders to:

- Provide an ongoing community perspective on the state of the partnership.
- Review information on the nature and extent of involvement activity.
- Provide feedback on new initiatives before they are launched.

Information Systems

Institutions need to build information systems so that they can track the extent and nature of public engagement activities. This is a key management tool because it can identify

- Areas for mutually reinforcing activities and activities that are misdirected.
- Activities that would be considered low priority both inside and outside the institution.

Utilization of Institutional Assets

The survey results indicated that most institutions set aside a very small part of their budgets to support such activities. Further, most faculty involvement is on an "out-of-hide" or overload basis. Since the budget sends the strongest of all signals within the institution, it might be appropriate to:

Allocate some faculty time to engagement activities on an in-load basis. Faculty are often given release time for research activities; why not for the engagement activities that may be closer to the core of the institution's mission?

Set aside institutional resources for support of public engagement activities.

Create incentives for departments (not just individuals) to strategically pursue such initiatives. One approach is to tie some level of "overhead funding" for departments to any funding to faculty for engagement activities.

Work to make public engagement activities revenue centers rather than cost centers. There are any number of state (economic development, K-16 reform, corrections, human services) and federal programs that

- Can provide resources to support engagement activities.
- Require community partners to contribute financial or in-kind resources for engagement activities—another good reason for getting involved with them.

Policies and Procedures

Policies and procedures govern behaviors in myriad ways, overt and subtle, large and small. Some are particularly worthy of note.

Promotion and Tenure. If engagement is ever to become a meaningful component of institutional mission, it must be reflected in the promotion and tenure policies, but done in an academically rigorous way. Faculty should be rewarded for strong engagement portfolios, but those portfolios should meet academic standards of rigor, quality, and impact and meet standards for:

- Documentation;
- Peer review; and
- Publication.

It is to these standards that the public engagement task force mentioned earlier could beneficially devote substantial attention. It should be noted that peer review for public engagement projects are available through the National Review Board for the Scholarship of Engagement.*

Faculty Workload Polices. Allow faculty to differentially weight teaching, research, and service and expect department chairs to devise allocations of time that

- Cover the overall needs of the department; and
- Best utilize the expertise and strengths of the individual faculty members.

Administrative Procedures. These differ on all campuses but are often cited as reasons why some engagement initiatives cannot be implemented. These vary from contracting procedures to travel policies (e.g., non-reimbursement for meals without an overnight stay) to purchasing procedures (e.g., policies that make it difficult for local merchants to compete for university business). It is useful to:

- Undertake a periodic review of campus policies and procedures with an eye to

*For more information visit www.scholarshipofengagement.org

determining those that either facilitate or create barriers to involvement in the community.

- Create a simple process for gathering information from faculty and staff concerning procedures that get in the way of effective involvement: an e-mail address where feedback can be sent regarding barriers to engagement, or cards passed out by the president after speeches on the topic soliciting responses to the question about barriers.

Communication

The success of engagement partnership will likely hinge on communication and an evolving sense of trust—trust that the other partner will deliver as expected and agreed upon. This means that:

CEOs and senior staff continually reinforce the importance of engagement in their public appearances and statements.

CEOs and senior staff spend significant time in the community, serving on local boards and committees (e.g., Chamber of Commerce, local government, nonprofit organizations, etc.).

CEO and other senior administrators are in the community weekly, meeting with city/county governments, business, and social services agencies, etc.

Faculty, staff, and students are publicly celebrated with awards for their public engagement work that adds legitimacy to publicly engaged and collaborative work.

Community organizations, local government, other educational providers, and businesses are publicly recognized for their involvement with institutional programs (e.g., internships, cooperatives, etc.).

Institutions and the community publicly celebrate their relationship through jointly sponsored activities (e.g., events, publications, etc.).

Business and civic groups in the community actively involve institutions in their important activities (e.g., strategic and community planning, tax/levy campaigns, etc).

The survey and site visits revealed the following points about how public engagement actually plays out on campus:

While two-thirds of the institutions surveyed stated that the public was involved in the hiring of presidents, only one-third include the public in their evaluation.

Nearly two-thirds of institutions indicated that public engagement appears in position announcements for senior administrators; however, just over one-third evaluate these individuals on their public engagement activities.

Three out of five of the institutions surveyed include public engagement in hiring criteria for faculty, but most do not consider it a part of faculty's regular assignment.

Most institutions do not offer professional development programming to senior staff or faculty involved in engagement activities.

A minority of institutions require internships, cooperatives, community service, or service learning as part of the academic program.

Most of the institutions do not involve the public in curricular design (e.g., defining learning outcomes) or evaluation (e.g., participating on juries).

All of the site visit institutions have some type of center or institute dedicated to public engagement; most of these serve as a front door to the institution where community problems get matched with faculty research expertise. These CEO's and their senior staff were almost unanimous in describing how they see the institution's role not as "solving" the community's problem, but rather providing the resources necessary to best understand it.

Several site visit institutions have redefined "service" to include that to the community, not just to the profession or institution; in most cases this service is not an impediment to tenure, and can in fact aid in the decision to grant tenure: at one institution, tenure and promotion policies allow for "areas of excellence," such as public engagement, but require evidence of rigor, quality, and impact; at another institution, professional development workshops help faculty write their community-based research in ways to facilitate acceptance by refereed journals; and a third institution allows faculty to differentially weight their teaching, research, and service activities for yearly evaluations.

Several CEOs have a roundtable or advisory board comprising various community stakeholders who provide feedback regarding new initiatives before they are launched.

Most institutions that were surveyed indicated that their information systems do not contain information on the extent and nature of institutional-community interaction.

Less than one-half of institutions have any kind of incentives for faculty to become involved in public engagement work.

CEOs at several of the site visit institutions make a point of ensuring that policies and procedures do not impede public engagement work.

CEOs and their senior staff at site visit institutions are in the community on a weekly basis, meeting with various constituents and constantly talk about public engagement back on campus.

Nearly one-half of surveyed institutions:

- publicly acknowledge faculty, student, and staff community engagement work;
- publicly recognize businesses or other community organizations for their involvement with institutional programs; and publicly celebrate their relationship with the community through jointly sponsored activities. This is true for most of the site visit institutions.

While there are many additional implementation steps that can be taken at most AASCU institutions, those involving the selection, reward, and use of human assets are the most in need of attention. This is the key resource at any institution of higher education; yet, it is not developed and deployed in a systematic, strategic manner at most institutions. For too long, policies and procedures have been borrowed from institutions with different missions. If a cadre of truly engaged AASCU institutions is to be developed, good practices comprising the full gamut of policies and procedures concerning human assets must be understood and then utilized.

Monitoring and Evaluation

Monitoring and evaluation activities are applied at all levels, from the individual to the program to the institution as a whole. Thus, there are a variety of ways in which engagement activities must be considered in the evaluation process—and a variety of points at which community representatives can be brought into the process.

Institutional Leaders/Senior Administrators

Effectiveness in leading the public engagement part of the position is a component of all regular evaluations.

Perspectives of community leaders are formally sought in the evaluation process.

Faculty

Promotion and tenure reviews incorporate engagement as a substantive component.

Submissions in this arena must meet defined standards of rigor and peer review.

Documentation in the portfolio includes materials from community partners as well as academics.

Programs

Undergraduate and graduate projects and other works are reviewed by jurors from the business and civic communities, who have a hand in assessing the product as well as in recommending learning outcomes for the program.

The Institution

A formal assessment and accountability report—tied to mission and stated priorities—is developed and made publicly available on a periodic basis.

Part of this process is an assessment of stakeholder satisfaction with involvement activities.

If the gap between best practice and common practice is to be bridged, considerably more attention must be given to information systems and their use in furthering the community engagement agenda. Institutional systems are typically designed to track internal operations and conditions. They are not designed to deal with the "state of the community" or the nature and extent of institutional interaction with the community. The underdeveloped nature of these systems affect the quality of both planning and assessment.

Public Policy

The public policy environment within which the institution functions substantially affect the institutional environment for engagement activities. As a consequence, it is extraordinarily difficult to succeed at the institutional level if the policy environment fails to encourage (or implicitly discourages) such activities. This is an area in which institutions have some capacity to alter the external environment within which they must function. Frequently, the pleadings of colleges and universities for additional funding or relief from onerous procedures are received with considerable skepticism by political leaders. This skepticism is less likely to be encountered when the purpose is clearly enhanced community service rather than benefit to the institution. Change in the environment can be promoted on numerous fronts:

Removing procedural barriers to effective engagement activities. Just as institutional policies and procedures can

Monitoring and Evaluation, Survey and Site Visit Information Indicates:

While most institutions state that public engagement is part of the hiring criteria for senior staff, they do not evaluate it nor do they provide the professional development necessary to support it.

At most of the surveyed institutions, public engagement work does not count toward tenure. However, at least one-half of the site visit institutions have redefined service to include public engagement work that can count toward tenure.

The majority of AASCU institutions surveyed do not include the public in the development or evaluation of the curriculum and its outcomes.

Less than one-half of the institutions that were surveyed involve the public in the evaluation of the institution, and a majority of institutions do not survey the public regarding their satisfaction with the institution's openness and responsiveness to community needs.

In the Public Policy Arena, Engaged Institutions:

Petition state-level officials to assess state policies (conduct a policy audit) to determine those which create barriers to successful engagement activities. One important step is to ask institutional representatives about policies and procedures that get in the way.

Involve community members in advocating for a more supportive policy environment to state officials.

Seek to have funds set aside—however small the amount—to support involvement in activities tied to state priorities. These can either be performance or incentive pools. The key objective is to create a funding environment in which engagement activities (like research activities) can be a revenue center, not a cost center.

The Survey and Site Visits Reveal That:

For an overwhelming majority of the surveyed institutions, the state does not regularly assess whether its policies or procedures promote or hinder institutional public engagement activities.

Less than one-half of the institutions that were surveyed have community constituents who advocate on their behalf to the state government. This is not the case at most of the site visit institutions—most have committed community advocates.

inadvertently get in the way of partnership activities, so, too, can regulations at the state level. There are many examples of state policies that exclude local representatives from CEO/administrator search processes, require self-support funding for local activities, or inhibit doing business with local entities. Institutions need leeway to be creative in their engagement activities and incentives to do so.

Creating awareness of the need to break down barriers between agencies of state government. Just as schools and colleges within an institution often exist in an environment in which they are walled off from other units, so, too, do agencies of state government often live within well-reinforced silos. They report through different committees of the legislature and through different executive branch departments, have their own champions in the external community, and have their own bureaucracies and ways of doing business. At the same time, the engaged institution will necessarily be working across agencies of state government. Dealing with community issues will inevitably lead to engagement with a set of state agencies that extends well beyond the higher education department; it is easy to envision scenarios that lead to involvement with K-12 education, economic development, corrections, social services, transportation, natural resources, and others. A major task is to ensure that colleges and universities are viewed as

legitimate providers of services to these agencies.

Creating an environment of collaboration among educational providers in the community/region. Similarly, the policy environment should furnish rewards and incentives for educational providers within a given area to engage with one another in ways that inure to the benefit of students in that area. This could include facilitating conversations about academic barriers that currently exist for students in a particular region, funding collaborative ventures among a range of educational providers in that region, and creating incentives for institutions to "broker in" courses/programs needed in a community but the local institution(s) cannot provide directly.

Promoting the importance of a statewide "strategic plan" or identification of priorities being pushed at the state level on behalf of the people of the state. Having a "public agenda" creates a policy framework within which institutions can more effectively function. Identifying these priorities also creates a rationale for establishing pools of resources that can be used to pursue these priorities—creating opportunities for engagement activities to emerge as revenue centers.

Recommendations

Transforming engagement from a cost center to a revenue center will result in stronger and more vibrant communities and regions . . .

For Public Policymakers

Articulate public engagement as a key priority, in financial as well as rhetorical terms. Just as a commitment to opportunity and economic mobility spawned the GI Bill and a commitment to scientific and technological pre-eminence fueled the development of the research university, the time has come for a similar commitment to public engagement. Transforming engagement from a cost center to a revenue center will result in stronger and more vibrant communities and regions that are better prepared for the economic and social challenges they face.

Provide financial and other incentives for institutions to engage with community and regional partners, especially with respect to planning and needs identification and for state and local agencies to collaborate with one another and with colleges and universities on local, regional, and statewide priorities.

Additionally, reward partnerships that tackle particularly complex or difficult issues.

Encourage policy audits for agencies and activities related to university engagement. The goal of these audits should be to identify policies that, while well intentioned, stand in the way of creative and entrepreneurial engagement activity.

For Presidents and Chancellors

Ingredients for Successful Initiation

Recognize that an engaged institution takes its shape from the community/region it serves. Because communities and regions are different, the nature of engagement must be different. The first step is to gain a clear-eyed assessment of an institution's service area and its needs.

Make the initial assessment on the basis of data—about demographics, the economy, education, social conditions,

and quality of life. Then, deepen your understanding through personal interactions.

Formally recognize responsibility to the community/region in the institution's statement of mission and vision.

Conduct an intra-campus dialogue that serves to "unpack" the concept of public service into its component parts. This includes departmental/discipline service, institutional service, and community service/public engagement—and establish standards for the quantity and quality of public service activities in which faculty and staff are expected to engage.

Protocols for Engagement

Establish policies for the inclusion of external publics in institutional activities.

Representatives from all aspects of the service area should be included in the development of the institution's strategic priorities, as well as institutional evaluations/reviews.

Inclusion of stakeholders should be considered in the hiring and evaluation of the institution's chief executive.

Policies should be developed for the inclusion of business and industry and the public in the design and evaluation of curricula.

The roles of each party need to be clearly defined and stated throughout the process, as do expectations for each.

Engage citizens of the community/region regarding their ideas and issues for strategic planning.

Make engagement a campus-wide activity guided by a coherent philosophy.

Colleges, departments, and other subunits of the institution should be actively encouraged to pursue engagement initiatives and should be given considerable latitude in designing those pursuits.

At the same time, campus engagement activities should take place within a clear, consistent, and understandable framework.

Align the scholarship of public engagement with the scholarship of discovery. In other words, public engagement needs to have academic legitimacy if it is truly going to become embedded in the culture of the institution. To this end, presidents and chancellors should:

Actively involve the academic leadership of the institution in identifying engagement opportunities; and

Present public engagement in a way that comports with the academic role and mission of the institution.

Improve the alignment of faculty roles and incentives within engagement initiatives.

Give faculty a self-interested reason for being engaged.

Re-conceptualize, in part, the relationship between faculty workload and incentive systems to address the demands of engagement programming on faculty life.

Invest discretionary resources in good engagement ideas/activities.

Reward departments/units for particularly effective engagement activities.

Align promotion and tenure criteria with the engagement agenda.

Establish frameworks for student involvement in engagement.

Additionally, these frameworks should touch on all major aspects of student life to reach the broadest cross-section of students. This includes:

Curricular experiences (e.g. applied research, service learning)

Co-curricular experiences (e.g. linkage to employment experiences of working students); and

Extra-curricular experiences (e.g. volunteer work through campus organizations).

Create the capacity to monitor:

Engagement activities of students, faculty, and staff; and

Results/outcomes of these activities.

We measure what matters—it's important to gauge the progress of engagement activities and widely share that progress. Additionally, it is important to be accurate in our measurement of those activities (i.e. ensuring that what is labeled "public service" is truly public).

Establish mechanisms for regular public assessment of the institution's engagement activities (regular satisfaction surveys, focus groups, etc.).

Engaging Internal Constituents

Take every opportunity to indicate the ways that the future of the institution depends on the vitality of the community/region:

- Enrollment
- Political support; and
- Economic support.

Engage the entire campus community in conversations about what it can do—as extensions of core academic and organizational pursuits—to become engaged in the community/regional agenda (and to use community/regional resources to enhance what they normally do). The objective should be to link the activities of the campus to the needs and

strengths of the service area in a truly symbiotic relationship. Both parties must benefit.

Provide more intensive professional development opportunities for faculty and staff so that they can learn how to more effectively become more engaged with the community/region as part of their normal activities. In these endeavors, special emphasis should be placed on the role of the department chair as a position uniquely situated to cultivate an emphasis on public engagement among the faculty.

Engaging External Constituents

Use information about the strategic issues facing the community/region as a device for sending signals about the agenda to be addressed and monitoring progress. For most AASCU institutions, one aspect of this will lie in monitoring the performance of K-12 education. Other indicators are likely to focus on the economy, quality of life, etc.

Engage the citizens of the region in a strategic planning exercise and identify a short list of items that need concerted action. This step:

Gives focus to engagement activities, and helps to avoid shotgun approaches that have little cumulative benefit.

Engages the partners around their particular issues.

Advocate for and develop policy audits to determine which institutional, system, and state policies help or hinder the institution in its public engagement efforts.

For AASCU

Actively promote the important contributions and attributes of public institutions. More specifically, AASCU institutions should be actively promoted in association programming and publications as "stewards of place," attuned to global issues and committed to engaging them in local and regional settings.

Facilitate mentoring and professional development opportunities in which institutions demonstrating full use of the public engagement "levers" share information with those requesting assistance.

Designated AASCU staff should be knowledgeable of the levers of engagement, and be able to identify potential mentoring opportunities for member institutions.

A mechanism should be created for providing president-to-president mentoring opportunities dealing with a range of topics related to public engagement (e.g. focusing on the special needs of rural institutions).

Identify and create professional development opportunities for presidents and other institutional leaders regarding effective approaches to two-way community/regional involvement.

Such opportunities should include the identification of resources that support engagement activity.

Such opportunities should become a thematic component within AASCU's orientation for new presidents and chancellors, as well as programming for the New Presidents' Academy, Summer Council of Presidents, and Millennium Leadership Initiative, and services for chief academic officers at member institutions (e.g. Academic Affairs Resource Center).

Provide technical advice on conducting community/regional needs analyses, as well as examples of promising practices in developing a community/regional strategic plan.

Raise awareness of state and federal policymakers regarding the role of higher education institutions in the economic and social development of communities, regions, and states.

Pursue dialogue with state policy-related organizations and others to identify promising practices in state policy pertaining to university engagement. These organizations include the National Governors Association, the National Conference of State Legislatures, the Education Commission of the States, the State Higher Education Executive Officers, and the Council of State Governments.

A Final Note to Campus CEOs

Great campus leaders motivate and inspire. They call the institution to a higher level of public service, and, in the process, they awaken in their campuses . . .

A recurring theme throughout this report is that leadership matters and leadership from the campus CEO matters most. They must not only talk the talk, but walk the walk. Our survey of AASCU institutions, as well as our site visits, reinforced that in those institutions where public engagement is thriving, there is a president or chancellor who is leading the charge. It is the CEO who ensures that public engagement is woven throughout the campus vision, goals, and values. It is the CEO who explains the importance of public engagement, not only for the external community, but also for the institution. It is the CEO who challenges the campus to think more deeply, act more intentionally, and commit more broadly to the public engagement mission. It is the CEO who, when necessary, uses his or her "bully pulpit" to challenge the status quo and overcome inertia in order to align all elements of the institution to support public engagement as a core campus mission. It is the CEO who, by wit and will, works to align the complex array of internal and external stakeholders to support the public engagement mission. Finally, it is the CEO who ensures that public engagement is infused into every dimension of campus life and holds the campus accountable for its performance on public engagement initiatives.

Great campus leaders motivate and inspire. They call the institution to a higher level of public service, and, in the process, they awaken in their campuses new energy and enthusiasm for the tasks at hand. Great campus leaders believe in their institutions and the role that that they can and must play in improving the lives of people and in strengthening the fabric of communities. Finally, and most importantly, great campus leaders take the risks and spend the capital—political, financial, and even emotional—to lead the change that all of this entails. If public engagement is to thrive, campus CEOs must take the first step to challenge their institutions to be stewards of their regions, stewards of place.

Appendix A

Guidelines for Good Practice

Colleges and universities can play an indispensable role in helping to address community needs. Our assistance to communities should include analyzing needs, developing frameworks for response, and monitoring progress. Our role is to support communities' efforts toward meeting their needs. We should assist external communities in resolving issues by applying a comprehensive and integrated approach with solution driven outcomes. The primary goal that guides our actions should be promoting knowledge of issues so that communities can make informed choices based on the most complete information available.

With this in mind, the Task Force on Public Engagement suggests the following as guidelines for institutions intent on expanding their community and regional engagement.

Successful community partnerships are built on openness and trust

Depending on the issue and the history of university involvement in community partnerships, establishing a trusting and open atmosphere can take time. Add to this the need to develop trust among what are often multiple stakeholders, and the process can be complex and time consuming. It is important to remember that this process cannot be rushed. Trust is earned, not bestowed.

Plan and manage your partnership from start to finish

Start with a commitment to common principles regarding how the partnership will proceed while also defining clear and realistic goals and responsibilities for each partner.

Determine the ends to be achieved (and indicators of success) before considering issues of how to achieve those ends.

Utilize information as a key device for communicating expectations, progress, and problems to be addressed.

Develop timelines and progress benchmarks.

Develop strategies for corrective actions as necessary.

Plan a disengagement strategy prior to beginning work within the partnership. Reach agreement with your community partner(s) concerning what will signal the completion of your work together.

Acknowledge that other partnerships may evolve that neither of you may anticipate.

Make sure that human and financial resources are adequate to the task.

Goals and resources to achieve them must be aligned in order for success to be achieved.

Maintain balance and independence.

The goal should be impartiality, particularly when addressing issues that are emotionally charged and capable of dividing the community. Institutions should maintain their role as a provider of unbiased moderation to debate and resolution. Every effort should be taken to avoid partisanship.

Think broadly in terms of the partnership structure and its impact.

There may be interests and influences beyond the partnership that could affect outcomes. Identify and include the widest range of constituents in the planning and execution of the partnership.

Do not over- or underestimate your brokerage function.

Do not limit involvement to only those areas in which the campus has the necessary expertise. If necessary, help to bring in needed expertise when it is not available on your campus.

Select only those opportunities that reflect the institution's willingness to partner with external communities.

Be consistent and persistent in working with external communities in resolving issues. Remember that most issues worth tackling require long-term effort.

Celebrate success throughout the partnership.

Public engagement is often difficult and time-consuming work over an extended period of time. Partnerships should define not only what constitutes final success but also incremental success. Remember to recognize even the "small victories" along the way.

Appendix B

AASCU Public Engagement Survey Methodology

The AASCU Task Force on Public Engagement asked the National Center for Higher Education Management Systems (NCHEMS) to collaborate on the campus survey of good public engagement practice. To this end, NCHEMS worked with AASCU staff, as well as the task force, to develop the survey's conceptual structure, create and administer the survey document, analyze the survey data, and from these data select six institutions for site visits on the basis of their public engagement activities.

In spring 2001, NCHEMS staff worked with AASCU to develop the survey instrument. In July 2001, the survey was sent to all (394) AASCU institutions.

August 30, 2001 was the cut-off date for institutions to return completed surveys to NCHEMS; 205 institutions returned surveys by that date, for a response rate of 52 percent. As the following tables indicate, this sample is representative of the AASCU membership in terms of headcount enrollment, urbanicity, and region.

From the data collected, NCHEMS staff created a series of performance scales by which they rated the status of public engagement at member institutions. Of the 205 respondents, 117 supplied enough data to receive a rating of 40 or higher, with a top score of 110. This system yielded six candidates for further analysis:

- Arizona State University West (108)
- University of Colorado at Colorado Springs (108)

Headcount Enrollment

	Study		AASCU	
	Count	Percent of Respondents	Count	Percent of Membership
Below 3,000	33	16.1	65	16.5
3,000 to 5,999	62	30.2	111	28.2
6000 to 8,999	38	18.5	84	21.3
9,000 to 11,999	23	11.2	40	10.2
12,000 to 17,999	29	14.1	54	13.7
18,000 and Over	20	9.8	30	10.2

Degree of Urbanicity

	Study		AASCU	
	Count	Percent of Respondents	Count	Percent of Membership
Large City (metro area with population of 250,000 or more)	23	11.2	53	13.5
Mid-Size City (metro area with population greater than 25,000 and less than 250,000)	63	30.7	117	29.7
Urban Fringe of Large City (place within metro area of large city)	24	11.7	46	11.7
Urban Fringe of Mid-Size City (place within metro area of mid-size city)	19	9.3	34	8.6
Large Town (town with population greater than 25,000 and not within a metro area)	10	4.9	24	6.1
Small Town (town with population greater than 2,500 and less than 25,000 and not within a metro area)	56	27.3	97	24.6
Rural (place with population less than 2,500, either within/not within a metro area)	7	3.4	15	3.8
Not Assigned	3	1.5	8	2.0

Region	Study		AASCU	
	Count	Percent of Respondents	Count	Percent of Membership
New England	11	5.4	24	6.1
Mid-East	32	15.6	65	16.5
Great Lakes	34	16.6	53	13.5
Plains	16	7.8	39	9.9
Southeast	57	27.8	111	28.2
Southwest	25	12.2	41	10.4
Rocky Mountains	12	5.8	19	4.8
Far West	15	7.3	34	8.6
Outlying Areas	3	1.5	8	2.0

- Kennesaw State University (107)
- Indiana University-Purdue University Indianapolis (101)
- Frostburg State University (99)
- Northern Kentucky University (98)

NCHEMS staff visited these six institutions in January 2002, meeting with the presidents, provost, deans, other administrative staff, and faculty. These individuals were asked a variety of questions regarding their institution's public engagement activities, including:

- How does your institution make public engagement work?
- Is public engagement institutionalized? If so, how?
- What are the obstacles to institutionalizing public engagement?
- If the president or chancellor left the institution, what would happen to public engagement?

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