

## Forms of Academic Engagement

### Definitions and Examples

<p><b>Clinical Service</b></p>	<p>All client and patient (human and animal) care provided by university faculty or staff through unit-sponsored group practice or as part of clinical instruction, and by medical or graduate students as part of their professional education and practice.</p>	<p>Examples: <i>Symptom screening of children exposed to domestic violence; tax or legal clinics for indigent populations; family counseling services.</i></p>
<p><b>Credit Courses and Programs</b></p>	<p><b>Courses and instructional programs</b> that offer academic credit hours to <b>non-traditional students</b> - those specifically designed and marketed to serve those who are <u>neither traditional campus degree seekers nor on-campus faculty or staff</u>. Such courses and programs are often scheduled at times outside of the university's traditional operating hours or delivered via non-traditional means (online, skype, off-campus).</p>	<p>Examples: <i>A weekend MBA program; an off-campus Master's program in Education offered in a rural area; an online certificate program in human resource management.</i></p>
<p><b>Economic Engagement</b></p>	<p><b>Partnerships</b> with private business &amp; industry, government, nonprofit organizations and other community stakeholders to enhance competitive capacities and contribute to the economic prosperity of the region.</p>	<p>Examples: <i>A business start-up in innovative irrigation technologies; a waiter conservation project for local farmers and ranchers; a wind energy feasibility study; the commercialization of new communication technologies; connecting start-ups and entrepreneurs with financial and business resources.</i></p>
<p><b>Experiential or Service Learning*</b></p>	<p><b>Classes and curricular programs</b> that enable students to learn with and from community partners in a community setting while linking their academic study with civic needs. Includes <b>any class with a service learning component in which</b> students are asked to reflect on their community practice or make connections between academic content and the community setting. Activities provide students with academic credit and are conducted under the guidance and supervision of a faculty member. Also includes study abroad programs with service learning components. Other forms of experiential learning include <b>career-oriented</b></p>	<p>Examples: <i>A student-led after-school health and exercise program for children; a study abroad trip to Mexico involving drinking-well construction in Mexico; a reading program for pre-school children at a local library; a student internship at a wind power production plant.</i></p>

	<b>practicums or internships</b> whether at a local, national, or international location.	
<b>Noncredit Classes and Programs</b>	<b>Classes, short courses, certificate programs, conferences*, camps, workshops, seminars or other educational programs</b> designed and marketed specifically to <b>individuals outside of the university</b> - who are neither degree seekers nor on-campus faculty, staff, or students. These programs typically provide certificates of completion or continuing education units to professionals, career seekers, or lifelong learners, <u>but do not provide academic credit</u> . <i>*Note: This <u>does not</u> include conferences that are purely designed for academic audiences).</i>	Examples: <i>A short-course for engineers on the use of new composite materials; a summer math camp for high school students; a Spanish class for older adults; a summer institute for bank executives; a conference on solar technologies ; a seminar for counseling professionals.</i>
<b>Public Programs, Events and Resources</b>	University-sponsored programs, events, or resources designed for the general public that include either <b>managed learning environments</b> (e.g., museums, libraries, gardens, galleries, exhibits, expositions, demonstrations, fairs); or <b>educational materials and products</b> accessible through print, radio, television, or web media (e.g., pamphlets, web sites, software, CD's). The learning experience is often short-term and directed or paced by the learner.	Examples: <i>Exhibits, interactive displays, demonstrations, presentations, archival documents that draw on scholarly knowledge but are designed for and accessible by the general public. Pamphlets, booklets, self-paced online course modules or CD-ROMs on contents of interest to the general public (i.e. gardening, shelter construction, organizational skills, travel, etc.), software, or textbooks for lay audiences; Dissemination of knowledge through media such as speaker's bureaus, TV appearances, newspaper interviews, radio broadcasts, web pages, and podcasts, if scholarly and readily available to the public; popular writings in newsletters, popular press, or practitioner-oriented publications.</i>
<b>Research and Creative Activity</b>	<u>Research</u> : <b>Applied or community-based research</b> specifically targeted at a <u>community-defined problem</u> and intended to have a <u>direct impact</u> on a specific community while creating new knowledge for the community and the discipline (for potentially broader societal applications). Also <b>includes capacity-building, evaluation and impact assessments, as well as technology transfer</b> . May be funded through grants or contracts from government agencies, businesses,	Examples: <i>A U.S. Beef Processing Study for Food Industry Specialists; a community garden project in a "food-arm" neighborhood; an after-school mentoring program for educationally disadvantaged students.</i>

	<p>community-based organizations, nonprofit agencies, or foundations.</p> <p><u>Creative Activity</u>: Original creations of <b>literary, fine, performing, or applied arts and other expressions of creative disciplines or fields</b> at the university that are made available to or generated in collaboration with external, public audiences.</p>	<p>Examples: <i>community performances; after school enrichment programs in theatre, dance, music, or the arts; original film and video productions.</i></p>
<b>Service on Boards and Committees</b>	<p>Contributions of scholarly or professional expertise by faculty or staff to non-university audiences on an ad hoc or ongoing basis via local, national, or international boards or committees.</p>	<p>Examples: <i>Service on Child Protective Services Board; Participation in ad hoc committee on addressing gang violence in certain parts of the city.</i></p>
<b>Technical or Expert Assistance</b>	<p><b>Activities</b> in which faculty or staff respond to requests from individuals, programs, or agencies and organizations external to the university by sharing their knowledge, expertise, and skills in order to help those entities achieve their goals. There is <b>direct interaction</b> with the external constituency (as opposed to responding by delivering a pamphlet or reference to a Web site or the like).</p>	<p>Examples: <i>Providing expertise to address or improve the effectiveness and efficiency of an organization or to improve knowledge and skills; providing expert testimony and other forms of legal advice; consulting work for the benefit of the constituent; assisting agencies or businesses with analyzing production processes.</i></p>