

# Entrepreneurship and Civic Engagement: Expanding Outreach to Build Capacity

**Christopher Dougherty**

Associate Dean, Faculty of Arts and Sciences  
Rutgers University-Campus at Camden

**Scott Evenbeck**

Dean, University College  
IUPUI

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*The profit motive suggests to most concerned politicians that science and technology are of crucial importance. We should have no objection to good scientific and technical education. But other abilities—abilities crucial both to the health of democracy and to the creation of a decent world culture and a robust type of citizenship—are at risk of getting lost in the competitive flurry.*

*-Nussbaum, 2009*

*When universities are wholly dominated by market interests, there is a noticeable abridgement of their roles as public agencies—and a diminution of their capacity to provide public venues for testing ideas and creeds as well as agendas of public action...Given that reality, we came to understand that the key to making the modern university more publicly relevant ironically lies in making it more market-sensitive—or, to use the terms we have come to favor, making the university more market-smart.*

*-Zemsky, Wegner, & Massy, 2005*

*[The] trend toward privatization is not unique to higher education. It is part of a broader array of issues in the United States and the United Kingdom in particular that encompasses public broadcasting..., passenger rail service..., postal services, health insurance, and social security.*

*-McMahon, 2009*

*[A]n entrepreneurial culture—especially one that validates “social entrepreneurship”—emphasizes institutional commitment to innovation, creativity, collaboration, service, and civic engagement while also encouraging the pursuit of ventures that increase the resource base.*

*-Hines, 2008*

*Leading business educators with whom I've spoken in the United States say that they trace some of our biggest disasters to a culture of yes-people, where critical ideas were never articulated.*

-Nussbaum, 2009

*Entrepreneurship is the transformation of an innovation into a sustainable enterprise that generates value.*

**-The Kauffman Panel on Entrepreneurship Curriculum in Higher Education**

*Civic engagement involves true partnerships, often between the institution and the community in which it is residing that serve mutual, yet independent interests, thereby honoring the integrity of all partners.*

-The Center for Liberal Education and Civic Engagement (AAC&U and Campus Compact)

*[C]olleges and universities must remember why they are in business in the first place. They need to learn better how to use the proceeds from being market-smart to invest in such ways that they remain mission-centered.*

**-Zemsky, Wegner, & Massy, 2005**

*The surest way to safeguard the American tradition of liberal education is for the leadership of colleges and universities to grasp an act upon the potential of entrepreneurship to serve liberal education while remaining true to the values of the academy.*

-Hines, 2008

# Civic Engagement

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# Entrepreneurship

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# Entrepreneurship and Liberal Education

*The surest way to safeguard the American tradition of liberal education is for the leadership of colleges and universities to grasp and act upon the potential of entrepreneurship to serve liberal education while remaining true to the values of the academy.*

*-Samuel M. Hines, Jr., *Creating the Entrepreneurial University to Support Liberal Education**

# Mission and Markets

- Resolving tensions between the need to do well and the need to do good
- Providing leadership in face of demands for schools and colleges to be “market-smart”
- Identifying under-served markets that meet the institution's mission and provide new revenue streams

# Mission and Markets at Your College or University

- How keen are the pressures to identify new sources of revenue?
  - Revenue replacement (i.e. decline in other sources of support)
  - Revenue growth (i.e. need to expand resource base to expand opportunity)
- What resources or incentives are being provided to cultivate entrepreneurship?
- To what extent does a culture of entrepreneurship exist:
  - In your school/college?
  - On your campus(es)?

# Mission and Markets at Your College or University

- Is entrepreneurship cultivated? Avoided?
  - Among faculty and/or departments?
  - Within your school or college?
  - On your campus(es)?
- Given these questions, are you willing to consider the complementary characteristics of civic engagement and entrepreneurship:
  - Individually?
  - Within your school or college?
  - On your campus(es)?

## Civic engagement and entrepreneurship are complementary when...

- Faculty are engaged
- Proven business models accompany program development
- Infrastructure exists for:
  - Instruction
    - Online delivery
    - Satellite or branch campuses
    - Faculty development and support

# Civic engagement and entrepreneurship are complementary when...

- Infrastructure exists for:
  - Enrollment management
    - Admissions and registration (credit and non-credit)
    - E-Commerce (credit and non-credit)
  - Advising
  - Program administration
- Partnerships are developed internally and externally

# Faculty as Entrepreneurs

- Faculty engage markets for research and for service
- May not involve all faculty, but entrepreneurial faculty need the broader support of their departments and colleagues
- Must consider roles and rewards for faculty developing outreach programs

# Faculty as Entrepreneurs

- Revenue-sharing models should be established and consistent in the interest of promoting fairness, encouraging transparency, and providing incentives
- Must consider staff and faculty resources required to deliver new programs

# Sustainable Business Models

- Need benchmark to determine whether programs are monetizeable
  - Some programs may struggle to break even, but will support and advance the mission
  - Other programs will generate significant revenue in previously under-served markets
  - Some programs may lose money, and should be phased out unless they were designed specifically as “loss leaders”

# Sustainable Business Models

- How long will startup phases last?
- What are the timeframes when programs are expected to be revenue-producing?
- Are there plans in place to phase programs out if they fail to meet established criteria?

# Infrastructure for Program Delivery

- In credit programs:
  - Who teaches?
  - Who oversees enrollment management?
  - Who advises?
  - Who oversees
    - curriculum design and delivery?
    - assessment?
    - program administration?
      - Online courses?
      - Off-campus centers?

# Infrastructure for Program Delivery

- In non-credit programs:
  - Who teaches?
  - Who oversees enrollment management?
  - Who advises?
  - Who oversees
    - curriculum design and delivery?
    - assessment?
    - program administration?
      - Online courses?
      - Off-campus centers?

# Partnerships

- Internal partners
  - Enrollment management
    - Admissions
    - Registrar
    - Financial aid
  - Continuing education units
  - Academic affairs
    - Assessment
    - Faculty development
  - Any campus-based marketing function

# Partnerships

- External Partners
  - Other institutions (two-year and four-year)
  - Employers
    - Career centers provide excellent contacts
  - Business and industry collaboratives
    - Explore contacts of outreach units at your campus
    - Are both instructive and instrumental

# Carnegie for New Elective Community Engagement Classification

The Carnegie Foundation for the Advancement of Teaching selected 76 U.S. colleges and universities for its new Community Engagement Classification.

Institutions were classified in one of three categories:

- *Curricular Engagement* describes teaching, learning and scholarship which engage faculty, students and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being and enrich the scholarship of the institution. (5 institutions)
- *Outreach and Partnerships* describes two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration and application of knowledge, information and resources (research, capacity building, economic development, etc.). (9 institutions)
- *Curricular Engagement and Outreach & Partnerships* includes institutions with substantial commitments in both areas described above. (62 institutions)

In order to be selected into any of the three categories, institutions had to provide descriptions and examples of institutionalized practices of community engagement that showed alignment among mission, culture, leadership, resources and practices.

# For More Information

- Hines, Jr., S. M. (2008). *Creating the Entrepreneurial University to Support Liberal Education*. Washington, DC: AAC&U.
- McMahon, W. W. (2009). *Higher Learning, Greater Good: The Private and Social Benefits of Higher Education*. Baltimore: Johns Hopkins University Press.
- Nussbaum, M. C. (2009). Education for Profit, Education for Freedom. *Liberal Education*, 95(3), 6-13.
- Zemsky, R., Wegner, G. R., and Massy, W. F. (2005). *Remaking the American University: Market-Smart and Mission-Centered*. New Brunswick: Rutgers University Press

# IUPUI: Profile

- Downtown Indianapolis
- Public comprehensive four year institution
- Over 200 academic programs
- Doctoral/Research Intensive

## **Student Profile:**

- 18,857 full-time students
- 11,443 part-time students
- 56.9% female; 43.1% male
- Students from 50 states; 122 countries; all 92 Indiana counties
- 63% under 25 years of age
- More than 60% are first generation
- Around 70% work more than 30 hours a week

# IUPUI Vision

The **VISION of IUPUI** is to be one of the best urban universities, recognized locally, nationally, and internationally for its achievements.

In pursuing its mission and vision, IUPUI provides for its constituents excellence in

- Teaching and Learning
- Research, Scholarship, and Creative Activity
- Civic Engagement, Locally, Nationally, and Globally

with each of these core activities characterized by

- Collaboration within and across disciplines and with the community,
- A commitment to ensuring diversity, and
- Pursuit of best practices

# Awards

- Saviors of Our Cities: 25 Urban Colleges Noted for Positive Economic and Social Benefit to their Communities” Ranked #4 by Evan Dobbelle (author of the study) 2006
- Saviors of Our Cities: A Survey of Best College and University Civic Partnerships “Best Neighbor” Colleges and Universities” Ranked #5 by Evan Dobbelle (author of the study) 2009
- Presidential Award for Community Service: In 2006 IUPUI was selected by the Corporation for National and Community Service as one of the first three universities in the country (out of 510 applications) to receive the Presidential Award for exceptional accomplishments in General Student Community Service activities.
- IUPUI Among Universities Selected by Carnegie for New Elective Community Engagement Classification. 2006

The following slides are exemplary work from the Purdue School of Engineering and Technology by:

Stephen P. Hundley

Associate Dean for Academic Affairs  
and Undergraduate Programs

Associate Professor of Organizational  
Leadership and Supervision

# Program Development

- Market-driven programs that are informed by stakeholder analysis:
  - Students, alumni, industry, peers, etc.
- Innovative, inter- or multi-disciplinary
- Identify strengths to leverage and unique and differentiated offerings
- Connect to economic development of the region
  - Motorsports; Energy Engineering; Sustainable Technologies; Technology Leadership

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# Short/Intensive Delivery Options

- Use “gaps” in academic calendar to offer courses (Holiday; Spring Break; Between Summer and Fall)
- Shorter/intensive courses use pre-work/course intervention/post-work model
- Attract students who would otherwise not sample course/program offerings
- Potentially facilitates persistence to graduation in more timely basis

Stephen P. Hundley

# Prior Learning Assessment

- Ability for students to earn college credit for comparable college-level learning acquired experientially
  - Credit for *learning*, not *experience*
- CLEP, Challenge Exams, Portfolios, etc.
- Helps students avoid learning redundancy
- Evidence suggest that even a modest credit award facilitates further interest/enrollment
  - More information: [www.cael.org](http://www.cael.org)

# Faculty Expertise

- Technical Assistance Program
  - Small, start-up, and community-based organizations are the target market
- Faculty expertise applied to solving of real problems
- Typically a reduced fee structure for organization (offset by some state funds)
- Excellent way to link faculty work portfolio
  - Teaching/learning; research/discovery; engagement

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## Civic Engagement as a Revenue Stream

- Key concept is mutually-beneficial relationship (for organization and institution)
- Reduced fee structure provided to organization
  - “Free” sends potentially wrong message; modest cost helps to account for some value
- Involves faculty, students, and external organization

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## Civic Engagement as a Revenue Stream: Examples

- Living Lab
  - Information Technology students perform functions in a school-developed simulated IT structure and organizational environment
    - Clients pay to receive student help for a well-defined IT problem
    - Students receive academic credit (research or experiential learning) for effort
    - Revenue stream to compensate faculty and reinvest in Living Lab

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## Civic Engagement as a Revenue Stream: Examples

- Global Design Studio
  - Architectural, Construction Management, and Interior Design students perform functions in a school-developed simulated design studio structure and organizational environment
    - Clients pay to receive student help for a well-defined design problem
    - Students receive academic credit (research or experiential learning) for effort
    - Revenue stream to compensate faculty and reinvest in Global Design Studio

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# Responsibility Center Management

- Income streams flow to academic unit
  - Each unit is essentially a “profit center”
- Academic unit pays direct expenses and a tax/assessment to support centrally-shared services
- Excess income can be used for targeted reinvestment; need not be spent annually
- Excellent way of promoting entrepreneurship, but not without problems (e.g. credit hoarding)

# Rutgers University-Campus at Camden: Profile

- Located on the Camden waterfront, across the Delaware River from Philadelphia
- Founded in 1926, joined Rutgers in 1950
- Public comprehensive four year institution
- 35 Undergraduate Majors, 16 Graduate Programs
- Ph.D. Programs in Childhood Studies, Public Policy, and Computational and Integrative Biology
  
- **Student Profile:**
- 6,000 students enrolled in:
- Faculty of Arts and Sciences
  - Camden College of Arts and Sciences
  - University College-Camden
  - Graduate School-Camden
- School of Law
- School of Business
- Students from 29 states; 33 countries

# About Rutgers-Camden

- Delivers the resources of one of America's most prestigious public research universities, with the benefits of a supportive small-college experience.
- Strong reputation for success in encouraging student research and experiential learning at the undergraduate level.
- Goal to continue its tradition of excellence in graduate and professional education while developing new and distinctive educational offerings, including the establishment of additional doctoral programs and the creation of joint-and dual-degree programs.
- Plans to further its success as a leader in the social and economic development of the City of Camden and southern New Jersey.

# About Rutgers-Camden: Expanding Outreach

Plans to

- increase opportunities for community engagement;
- widely promote the distinctiveness of the campus;
- increase financial support of student scholarships, faculty endeavors, and other initiatives; and
- enhance the physical environment of the campus, by renovating existing facilities and providing additional space for students and faculty.

# Outreach to Southern and Central New Jersey: The Off-Campus Programs Example

- Three Off-Campus Centers operated in partnership with University-wide CE Unit
- Expanded Service and outreach to Veterans
  - UCC SOC Membership
- Enhanced capacity for online course development and off-campus program development
  - Assistant Dean, Off-Campus Programs
  - Recruitment and Admissions

## Outreach to Southern and Central New Jersey: The Off-Campus Programs Example

- Replicable Model at multiple locations
- Revenue-sharing models are critical to evaluating and sustaining programs' successes
- Revisioning administrative procedures to serve particular markets
  - “Coupling” advising and admissions
- Retaining authority of and revenue-sharing with academic departments

# A More “Traditional” Academic Model

- PLA limited to “Third Party” Assessment
  - ACE, College Board
- Like IUPUI, evidence suggest that even a modest credit award facilitates further interest/enrollment
- Emerging models for faculty appointments to enhance program quality and presence of FT faculty at off-campus centers

# Responsibility Center Management

## Like IUPUI

- Income streams flow to academic unit
- Each unit is essentially a “profit center”
- Academic unit, in this case Arts and Sciences or School of Business, pays direct expenses and a tax/assessment to support centrally-shared services
- Contribution margins used for targeted reinvestment; need not be spent annually
- Need to identify revenue-sharing model that benefits units that offer programs, not just courses
  - Danger of competing on two fronts:
    - With other Colleges and Universities
    - With other academic units at Rutgers

# For More Information

- Scott ([evenbeck@iupui.edu](mailto:evenbeck@iupui.edu))
- Chris ([chris.dougherty@rutgers.edu](mailto:chris.dougherty@rutgers.edu))