

# Key Concepts in the Social Development of Higher Education: A Biblio-Glossary for the Social Future of Academic Libraries

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The social turn in higher education, which has taken place since the 1990s, results from a mix of top-down, bottom-up and middle-up-down pressures from government bodies, student movements and university coalitions in addition to wider social influences that have forced institutions to review their purpose and position in society and ultimately to rethink their roles and responsibilities in the knowledge economy and participatory culture of the 21st century. It has brought about massive changes in the social composition and social interactions of higher education institutions and has had significant impacts on academic activities, professional practices and institutional relationships, giving rise to new ways of doing things and new ways of thinking about things, along with novel vocabulary for describing new or improved practices, including the development of specific terminology and adoption of particular meanings for everyday terms.

The phenomenon outlined is worldwide, with variations in how these developments have been accepted, described and interpreted in different countries, but evident convergence around a common conceptual framework featuring ideas about community, democracy, engagement, participation, relationships and sustainability. The second of our two 'biblio-glossaries' complements our glossary of intellectual and social capital concepts with a guide to the concepts and terms that currently characterise the educational and social contexts forming the operational and strategic environment for contemporary academic librarians. We have included concepts and terms introduced or referenced by authors contributing to *The Social Future of Academic Libraries*, concentrating on current issues and concerns, but also covering terms originating in particular countries that are not widely used in other parts of the world. In line with our other glossary, we have taken explanations from the academic and professional literature of the field and in some cases have provided two or more definitions to reflect different perspectives on a concept or illustrate its evolutionary development. We offer the list of related references as suggestions for further reading.

**Academic entrepreneurship:** ‘a shift in the way that research is viewed, from a sole focus on advancement of knowledge to a dual focus on advancement and commercialization of research’ (Etzkowitz, Schuler & Gulbrandsen 2000, p. 56) ‘the discovery and/or creation, evaluation and exploitation of opportunities to introduce new goods and services, ways of organising, markets, processes and raw materials that arise from the innovative combinations of knowledge generated from university research and teaching . . . draws on knowledge from within the university to realise market opportunities that arise outside the university’ (Shepherd & Woods 2014, p. 74)

*also known as* ‘academic entrepreneurialism’

*see also* Entrepreneurial university

**Accessible design:** ‘design focused on principles of extending standard design to people with some type of performance limitation to maximise the number of potential customers who can readily use a product, building or service . . . a subset of universal design, where products and environments are usable by all people to the greatest extent possible, without the need for adaptation or specialized design’ (BSI 2005, p. 3)

*also known as* ‘barrier-free design’

*see also* Universal design

**Blended professionals:** ‘Dedicated appointments spanning professional and academic domains . . . with mixed backgrounds and portfolios’ (Whitchurch 2008, pp. 384, 394)

*also known as* ‘third-space professionals’

**Bridging programs:** ‘usually (but not always) target first-generation, low-income high school students who may not be academically ready for college . . . provide interventions that help participants aspire to, prepare for, and achieve college enrolment . . . usually take place on, and are implemented by, community colleges and universities. The programs often include the following components: (a) academic instruction, (b) tutoring, (c) study skills instruction, (d) mentoring/counselling/advising, and (e) information about the college application and financial aid processes’ (Kallison & Stader 2012, p. 342)

‘provide a stepping stone from one part of the [education] system to another . . . academically based programmes which enable disadvantaged learners to supplement their attainment by engaging with university curricula. Examples include academically rigorous summer schools, gateway programmes and top-up schemes’ (CoWA 2016, pp. 9, 31)

*also known as* ‘high school bridge programs’, ‘precollegiate academic programs’ and ‘summer bridge programs’

**Capacity building:** *see* Community capacity building

**Citizen journalism:** ‘a range of web-based practices whereby “ordinary” users engage in journalistic practices . . . such as current affairs-based blogging, photo and video sharing, and posting eyewitness commentary on current events. Sometimes . . .

include[s] activities such as re-posting, linking, “tagging” (labeling with keywords), rating, modifying or commenting upon news materials posted by other users or by professional news outlets, whereby citizens participate in the news process without necessarily acting as “content creators” (Goode 2009, p. 1288)

*also known as* ‘citizen reporting’ and ‘democratic/open-source/participatory journalism’

*see also* Social journalism

**Citizen librarianship:** ‘the involvement of ordinary library users to create, review and share library services and content’, ‘the use of citizen (social) media to facilitate ordinary library users to perform roles which were conventionally reserved for librarians’ (Gikunju, Nyamato-Kwenda & Kwanya 2019, pp. 109, 110–111)

**Citizen science:** ‘(1) the participation of nonscientists in the process of gathering data according to specific scientific protocols and in the process of using and interpreting that data; (2) the engagement of nonscientists in true decision-making about policy issues that have technical or scientific components; and (3) the engagement of research scientists in the democratic and policy process’ (Lewenstein 2004)  
‘the general public engagement in scientific research activities when citizens actively contribute to science either with their intellectual effort or surrounding knowledge or with their tools and resources’ (Socientize 2014, p. 8)

*also known as* ‘civic/community/crowd science’, ‘public participation in scientific research’ and ‘volunteer monitoring’

**Civic engagement:** ‘working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference . . . promoting the quality of life in a community, through both political and non-political processes’ (Ehrlich 2000, p. vi)

‘a subset of community involvement and is defined by both location as well as process (it occurs not only in but also with the community) . . . develops partnerships that possess integrity and that emphasize participatory, collaborative, and democratic processes (e.g., design, implementation, assessment) that provide benefits to all constituencies’ (Bringle, Hatcher & Clayton 2006, p. 258)

*also known as* ‘active citizenship’ and ‘democratic engagement’

*see also* Community engagement, Public engagement, Scholarship of engagement

**Collaboration:** *see* Deep collaboration, Radical collaboration

**Common reading program:** ‘initiative in which a literary work, usually a book, is selected to be read by some or all members of a given institution [who] are invited to read the book and subsequently to engage in a variety of educational activities . . . may have the additional goals of helping students to make the social and psychological transition to college life through a shared intellectual experience, and enculturating them into the academic community that they endeavor to join’ (Delwiche 2017, pp. 150–151)

'goals/purposes [include] (1) building community on campus, (2) setting academic expectations, (3) starting a conversation, (4) encouraging students to become involved in social activism, and (5) inspiring thoughtfulness or "critical thinking"' (Thorne 2015, p. 136)

*also known as* 'book in common', 'campus read', 'common book program', 'common reading experience', 'core book' and 'summer read'

**Commons-based peer production:** 'emerging third model of production . . . by peers who interact and collaborate without being organized on either a market-based or a managerial/hierarchical model', 'individuals produce on a nonproprietary basis, and contribute their product to a knowledge "commons" that no one is understood as "owning," and that anyone can . . . take and extend' (Benkler 2002, pp. 375, 381–382)

**Communities (higher education):** 'the university's communities . . . encompass a great number of constituencies. Internally they include students and staff (the community of scholars), administration and management, while externally they include research communities, alumni, businesses, social movements, consumer organisations, governments and professional associations' (Jongbloed, Enders & Salerno 2008, p. 305)

'characteristics of communities with which university actors may have natural affinities:

- (a) their immediate *physical* neighbours around campuses or in university cities;
- (b) communities with which they have a *philosophical* overlap (particular denominational universities and their associated spiritual communities);
- (c) communities with which they have a *practical* overlap (such as medical schools with hospitals)' (Benneworth 2018, p. 27, emphasis added)

*see also* Community, Community development, Community of practice, Faculty learning communities, Living–learning communities, Virtual communities

**Community:** 'the many and varied definitions of "community" are reducible to three:

1. "Community" as a "geographical expression" – that is, as a fixed and bounded *locality* . . . a particular local territory
2. "Community" as a *local social system* – that is, as a set of social relationships which take place wholly, or mostly, within a locality . . . a network of interrelationships
3. "Community" as a *type of relationship* – more particularly, "community" is defined as a *sense of identity* between individuals (even though, in some cases, their mutual identification may never have resulted from any personal contact) . . . a "spirit of community"' (Lee & Newby 1983, p. 57)

'an interdependent human experience given form by the conversation citizens hold among themselves. The history, buildings, economy, infrastructure, and culture are products of the conversations and social fabric of any community' (Block 2018, p. 30)

## KEY CONCEPTS IN THE SOCIAL DEVELOPMENT OF HIGHER EDUCATION

**Community** (higher education): ‘principles of a strong campus community (from *Campus Life*)

1. The campus is an educationally *purposeful* community where faculty and students share academic goals and work together to strengthen teaching and learning.
2. It is an *open* place where freedom of expression is protected, and civility affirmed.
3. It is a *just* community where sacredness of the person is honored and where diversity is aggressively pursued.
4. It is a *disciplined* community where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good.
5. It is a *caring* community where the well-being of each member is sensitively supported and where service to others is encouraged.
6. It is a *celebrative* community where the heritage of the institution is remembered and where rituals affirming both tradition and change are widely shared’ (Boyer 1990, cited in Coye 1997, p. 26)

‘the set of policies and practices that mark the distinctive mission of a collegiate institution and that accentuate the shared values and commitments held in common by institutional constituents’ (McDonald 1999, p. 46)

**Community capacity building (CCB)**: ‘developing the capacity and skills of the members of a community in such a way that they are better able to identify, and help meet, their needs and to participate more fully in society . . .

- providing opportunities for people to learn through experience – opportunities that would not otherwise be available to them; and
- involving people in collective effort so that they gain confidence in their own abilities and their ability to influence decisions that affect them’ (Charity Commission 2000, p. 2)

‘the ability to become active agents (rather than objects) of change. Typically, capacity building involves four key components: (1) a sense of community, (2) level of commitment, (3) ability to solve problems, and (4) access to resources’ (Green & Haines 2016, pp. 9–10)

*also known as* ‘community building’

**Community development**: ‘a process designed to create conditions of economic and social progress for the whole community with its active participation and the fullest possible reliance upon the community’s initiative . . . implies the integration of two sets of forces making for human welfare, neither of which can do the job alone: (i) the opportunity and capacity for co-operation, self-help, ability to assimilate and adopt new ways of living that is at least latent in every human group; and (ii) the fund of techniques and tools in every social and economic field, drawn from world-wide experience and now in use or available to national governments and agencies’ (UN 1955, p. 6)

‘development of such social relations as are increasingly characterized by solidarity [a shared identity and a code for conduct] and agency [the capacity of a people to order their world] . . . through the practice of self-help, felt needs and participation’ (Bhattacharyya 1995, pp. 61, 66)

**Community engagement:** ‘the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity . . . the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good’ (Carnegie Foundation 2015, cited in McIlrath et al. 2021, p. 10)

‘a process whereby universities engage with community stakeholders to undertake joint activities that can be mutually beneficial even if each side benefits in a different way’ (Benneworth 2018, p. 17)

*see also:* Civic engagement, Public engagement, Scholarship of engagement

**Community of practice:** ‘defines itself along three dimensions:

- **What it is about:** its *joint enterprise* as understood and continually renegotiated by its members [a domain of knowledge]
- **How it functions:** the relationships of *mutual engagement* that bind members together into a social entity [a community of people]
- **What capability it has produced:** the *shared repertoire* of communal resources (routines, sensibilities, artifacts, vocabulary, styles, etc.) that members have developed over time [the shared practice developing]’ (Wenger 1998, p. 2; *see also* Wenger et al. 2002, p. 27)

‘groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis’, ‘they typically share information, insight, and advice. They help each other solve problems . . . They may create tools, standards, generic designs, manuals, and other documents – or they may simply develop a tacit understanding that they share’ (Wenger et al. 2002, p. 4)

**Community-based learning:** *see* Service learning

**Contemplative pedagogy:** ‘an inclusive outgrowth of earlier philosophies valuing process over content and depth over coverage, such as social-emotional learning, writing across the curriculum, and critical thinking . . . these pedagogies share a fundamental valuing of what is already in the student, to be drawn out through slow, reflective attention’, ‘this approach focuses on meditative reflection, which may accompany any of the other activities . . . that promote the use of contemplative practices as valid modes not only of teaching and learning but of knowledge construction and inquiry’ (Repetti 2010, pp. 5, 9)

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'a wide range of educational methods that support the development of student attention, emotional balance, empathetic connection, compassion, and altruistic behavior, while also providing new pedagogical techniques that support creativity and the learning of course content . . . Practices that are being used in college classrooms include mindfulness, concentration, open awareness, and sustaining contradictions . . . Deep listening, *lectio divina*, contemplative movement (yoga, tai chi, etc.), contemplative writing, loving-kindness, and walking meditation are but a few of the more common contemplative exercises' (Zajonc 2013, pp. 83, 84, 87)

**Co-operative education:** 'involves university undergraduate students undertaking full-time paid and discipline-related employment as a structured part of their program of study. Cooperative education programs provide learning opportunities for students that enable them to integrate their work and their academic experiences' (Weisz & Smith 2005, p. 606).

*also known as* 'co-op', 'sandwich course/degree/programme', 'work-based education' and 'work-integrated learning'

**Corporate social responsibility (CSR):** 'consideration of, and response to, issues beyond the narrow economic, technical, and legal requirements of the firm . . . the firm's obligation to evaluate in its decision-making process the effects of its decisions on the external social system in a manner that will accomplish social benefits along with the traditional economic gains which the firm seeks' (Davis 1973, pp. 312–313)

'occurs when a business firm consciously and deliberately acts to enhance the social well-being of those whose lives are affected by the firm's economic operations . . . blends and harmonizes economic operations with a human community's social systems and institutions, creating an organic linkage of business and society. The goal of this relationship is to achieve a balance between the firm's economic operations and the society's aspirations and requirements for community welfare' (Frederick 2018, p. 4)

*also known as* 'business social responsibility', 'corporate/business ethics', 'corporate/global citizenship' and 'corporate social performance/responsiveness'  
*see also* University social responsibility

**Cosmopolitanism:** 'the ethical and political space which sets out the terms of reference for the recognition of people's equal moral worth, their active agency and what is required for their autonomy and development. It builds on principles that . . . emphasize equal dignity, equal respect, the priority of vital needs and so on' (Held 2010, p. 49)

'sees human beings as shaping their lives within nesting memberships: a family, a neighborhood, a plurality of overlapping identity groups, spiraling out to encompass all humanity . . . a recognition and celebration of the fact that our fellow world citizens, in their different places, with their different languages, cultures, and traditions merit not just our moral concern but also our interest and curiosity' (Appiah 2019, pp. 20, 22)

*see also* Global citizenship

**Cross-boundary professionals:** 'Actively use boundaries for strategic advantage and institutional capacity building . . . move in and out on an ongoing basis'  
(Whitchurch 2008, pp. 384, 386)

*also known as* 'third-space professionals'

**Crowdsourcing:** 'the act of taking a job once performed by employees and outsourcing it to a large, undefined group of people via an open call, generally over the Internet'  
(Howe 2008, p. 47)

'an online, distributed problem-solving and production model that leverages the collective intelligence of online communities to serve specific organizational goals'  
(Brabham 2013, p. xxi)

**Cultural competence:** 'the ability to recognize the significance of culture in one's own life and in the lives of others; and to come to know and respect diverse cultural backgrounds and characteristics through interaction with individuals from diverse linguistic, cultural, and socioeconomic groups; and to fully integrate the culture of diverse groups into services, work, and institutions in order to enhance the lives of both those being served by the library profession and those engaged in service'  
(Montiel Overall 2009, pp. 189–190)

'a set of congruent behaviors, attitudes and policies that come together in a system, agency, or professional and enable that system, agency, or professional to work effectively in cross-cultural situations. The word culture . . . implies the integrated pattern of human behavior that includes thought, communication, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group' (Cross 2012, p. 83)

*also known as* 'cross-cultural capability/competence', 'cultural fluency/intelligence/literacy', 'intercultural competence/sensitivity' and 'multicultural competence'  
*see also* Global competence

**Cultural interface:** 'the intersection of the Western and Indigenous domains . . . a place of tension that requires constant negotiation. At the interface, traditional forms and ways of knowing, or the residue of those, that we bring from the precontact historical trajectory inform how we think and act and so do Western ways, and for many of us a blend of both has become our lifeworld' (Nakata 2002, p. 285)

'a multi-layered and multi-dimensional space of dynamic relations constituted by the intersections of time, place, distance, different systems of thought, competing and contesting discourses within and between different knowledge traditions, and different systems of social, economic and political organisation . . . a space of many shifting and complex intersections between different people with different histories, experiences, languages, agendas, aspirations and response' (Nakata 2007, p. 199)

**Culturally relevant pedagogy:** 'helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate . . . an ability to develop students academically, a



willingness to nurture and support cultural competence, and the development of a sociopolitical or critical consciousness' (Ladson-Billings 1995, pp. 469, 483)

**Culturally responsive teaching:** 'using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching . . . based on the assumption that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly' (Gay 2002, p. 106)

'an *ideological* and *ethical*, as well as *methodological* enterprise', 'focuses primarily on the instructional aspects of educating ethnic and racial minority groups (or groups of color) such as Indigenous (or Native), African, Asian, and Latino Americans, various biracial groups, and recent immigrants . . . helping students learn more about their own and others' cultures, as part of their personal development and preparation for community membership, civic engagement, and social transformation' (Gay 2015, pp. 124, 125)

**Culturally sustaining pedagogy:** 'requires that our pedagogies be more than responsive of or relevant to the cultural experiences and practices of young people – it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence . . . has as its explicit goal supporting multilingualism and multiculturalism in practice and perspective for students and teachers . . . seeks to perpetuate and foster – to sustain – linguistic, literate, and cultural pluralism as part of the democratic project of schooling' (Paris 2012, p. 95)

**Culture:** 'set of distinctive spiritual, material, intellectual and emotional features of a society or social group, encompassing all the ways of being in that society; at a minimum, including art and literature, lifestyles, ways of living together, value systems, traditions, and beliefs . . . the sum of assumptions and practices shared by members of a group distinguishing them from other groups, and so one culture comes into clearest focus when compared to another culture maintaining different practices. However, cultures are themselves multiple, so that to insiders, every group reveals itself not as homogeneous but rather a nested series of progressively smaller groups whose members are all too aware of distinctions between themselves' (UNESCO 2013, p. 10)

*see also* Organisational culture

**Decolonisation:** 'an umbrella term for diverse efforts to resist the distinct but intertwined processes of colonization and racialization, to enact transformation and redress in reference to the historical and ongoing effects of these processes, and to create and keep alive modes of knowing, being, and relating that these processes seek to eradicate. Colonization and racialization have both material and epistemic dimensions, which together shape social relations and enshrine categories that are then used to justify: occupation of Indigenous land; expropriation and expendability

of Black life; the binary, heteropatriarchal gender system; claims about the universality of modern Western reason; objectification and exploitation of “nature”; capitalist property relations and modes of production; militarism; possessive individualism; and the very concept of race’ (Stein & Andreotti 2016, p. 1)  
 ‘a process which engages with imperialism and colonialism at multiple levels . . . once viewed as the formal process of handing over the instruments of government, is now recognized as a long-term process involving the bureaucratic, cultural, linguistic and psychological divesting of colonial power’ (Smith 2021, pp. 22, 112)

**Deep collaboration:** ‘two or more people or organizations contributing substantial levels of personal or organizational commitment, including shared authority, joint responsibility, and robust resources allocation, to achieve a common or mutually-beneficial goal’ (Horton 2013, p. 66)

*see also* Radical collaboration

**Deliberative forums:** ‘a combination of careful problem analysis and an egalitarian process in which participants have adequate speaking opportunities and engage in attentive listening or dialogue that bridges divergent ways of speaking and knowing’, ‘the performance of a set of communicative behaviors that promote thorough group discussion . . . deliberative groups build a strong information base, consider a range of solutions, establish representative evaluative criteria, and apply those criteria equally to all solutions . . .

- (a) a process that involves the careful weighing of information and views,
- (b) an egalitarian process with adequate speaking opportunities and attentive listening by participants, and
- (c) dialogue that bridges differences among participants’ diverse ways of speaking and knowing’ (Burkhalter, Gastil & Kelshaw 2002, pp. 398, 401, 405, 418)

‘seek to discover what people think about an issue after they have engaged deeply with multiple, alternative perspectives . . . provide the resources citizens need to develop an opinion informed by relevant facts, expert information, and an understanding of how issues and policies affect others in their community’, ‘do not pursue consensus or agreement among the participants . . . the goal of these forums is to provide an opportunity for people to share, hear, and learn from as many diverse perspectives as possible’ (PDD & Art of Democracy 2016, pp. 8, 12 )

*also known as* ‘citizen juries’, ‘community forums’, ‘deliberative democracy’, ‘democratic/political deliberation’ and ‘public deliberation/forums’

**Democratic professionals:** ‘use their professional training, capabilities, and authority to help citizens solve problems together. They share previously professionalized tasks and encourage lay participation to enhance and enable collective action and deliberation about major social issues. They are receptive to local knowledge and abilities of organized citizens. They seek to learn from as much as teach those who are outside their profession and actively scan the horizon for new ideas and innovative practices coming from outsiders . . . They regard the layperson’s

knowledge, ability, and judgment as critical components in resolving what can all-too-easily be seen as strictly professional issues' (Dzur 2021 p. 108)

**Design thinking:** 'a discipline that uses the designer's sensibility and methods to match people's needs with what is technologically feasible and what a viable business strategy can convert into customer value and market opportunity' (Brown 2008, pp. 85–86)

'provides a structured process that helps innovators break free of counterproductive tendencies that thwart innovation. Like TQM [total quality management], it is a social technology that blends practical tools with insights into human nature' (Liedtka 2018, p. 74)

*see also* Accessible design, Participatory design, Universal design

**Digitalisation:** 'the structuring of many and diverse domains of social life around digital communication and media infrastructures' (Brennen & Kreiss 2016, p. 560)

'refers both to a transformation from "analogue" to "digital" (e.g. a shift from cash to electronic payments) and to the facilitation of new forms of value creation (e.g. accessibility, availability, and transparency)' (Hagberg et al. 2016, p. 696)

**Digitisation:** 'the material process of converting *analog streams* of information into digital bits' (Brennen & Kreiss 2016, p. 556)

**Double-loop learning** (tactical level – are we doing the right things?): 'when mismatches are corrected by first examining and altering the governing variables and then the actions' (Argyris 1999, p. 68)

'transforming mental maps to generate new meanings and actions' (Snell & Chak 1998, p. 339)

*also known as* 'higher-level learning', 'second-order learning' and 'generative learning'  
*see also* Single-loop learning, Triple-loop learning

**Elite higher education:** 'a residential experience . . . as much to do with personal development and character formation as it was to do with mastery of a particular subject or the acquisition of particular skills. It was experienced at a particular point in the life-course by people from largely similar backgrounds who had recently completed a largely similar educational preparation within a quite selective secondary education system' (Brennan et al. 2010, p. 17)

'the very best and most prestigious universities nationally and, increasingly, globally that largely serve the wealthy . . . viewed as the "top tier" of the "top tier," the *crème de la crème* – superior, distinctive, distinguished, and exceptional ... Entry is commonly considered the pinnacle of success – a guaranteed path to wealth, power, and ruling class membership' (Kenway & Howard 2020, p. 364)

**Employability:** 'is about work and the *ability to be employed*; i.e.

- the ability to *gain initial employment*; hence the interest in ensuring that 'key skills', careers advice and an understanding about the world of work are embedded in the education system;

- the ability to *maintain employment* and make ‘transitions’ between jobs and roles within the same organisation to meet new job requirements; and
- the ability to *obtain new employment* if required, i.e. to be independent in the labour market by being willing and able to manage their own employment transitions between and within organisations’ (Hillage & Pollard 1998, p. 2)

‘a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy’ (Yorke 2006, p. 8)

**Engaged university:** ‘The engaged institution is committed to direct interaction with external constituencies and communities through the mutually-beneficial exchange, exploration, and application of knowledge, expertise, resources, and information. These interactions enrich and expand the learning and discovery functions of the academic institution while also enhancing community capacity. The work of the engaged campus is responsive to (and respectful of) community-identified needs, opportunities, and goals in ways that are appropriate to the campus’ mission and academic strengths. The interaction also builds greater public understanding of the role of the campus as a knowledge asset and resource’ (Holland 2001, p. 24)  
*also known as* ‘engaged campus’

**Engagement:** *see* Civic engagement, Community engagement, Public engagement, Scholarship of engagement, Student engagement

**Entrepreneurial university:** ‘a formula for institutional development that puts autonomy on a self-defined basis: diversify income to increase financial resources, provide discretionary money, *and* reduce governmental dependency; develop new units outside traditional departments to introduce new environmental relationships and new modes of thought and training; convince heartland departments that they too can look out for themselves, raise money, actively choose among sustainable specialities, and otherwise take on an entrepreneurial outlook; evolve a set of overarching beliefs that guide and rationalize the structural changes that provide a stronger response capability; and build a central steering capacity to make large choices that help focus the institution’ (Clark 1998, p. 14)

‘The key elements of an emergent entrepreneurial university include

1. the organization of group research,
2. the creation of a research base with commercial potential,
3. the development of organizational mechanisms to move research out of the university as protected intellectual property,
4. the capacity to organize firms within the university, and
5. the integration of academic and business elements into new formats such as university–industry research centers.

The first two elements are within the framework of the research university; the third is part of the transition from the research to entrepreneurial academic models; fourth

and fifth elements are special features of the entrepreneurial university' (Etzkowitz 2020, p. 386)

*see also* Academic entrepreneurship, Triple helix

**Eurocentrism:** 'views the histories and cultures of non-Western societies from a European or Western perspective. Europe, more specifically Western Europe or "the West," functions as a universal signifier in that it assumes the superiority of European cultural values over those of non-European societies ... a modern cultural phenomenon that shows the discrepancies between the lived historical experience of different peoples, cultures, and societies, and the systematic Eurocentric distortion of those ground realities' (Pokhrel 2011, pp. 321, 324)

**Faculty learning communities:** 'cross-disciplinary faculty and staff group[s] of six to fifteen members (eight to twelve members is the recommended size) who engage in an active, collaborative, yearlong program with a curriculum about enhancing teaching and learning and with frequent seminars and activities that provide learning, development, the scholarship of teaching, and community building' (Cox 2004, p. 8)

**Global citizenship:** 'umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale . . . can refer to the belief that individuals are members of multiple, diverse, local and non-local networks rather than single actors affecting isolated societies' (UNAI n.d., para. 1) 'Awareness, responsibility, and participation are . . . the primary concepts of global citizenship, while cross-cultural empathy, personal achievement, and international mobility are important secondary concepts' (Schattle 2009, p. 10)

*see also* Cosmopolitanism

**Global competence:** 'the knowledge and skills to help people understand the flat world in which they live, integrate across disciplinary domains to comprehend global affairs and events, and create possibilities to address them . . . also the attitudinal and ethical dispositions that make it possible to interact peacefully, respectfully and productively with fellow human beings from diverse geographies. This definition of global competency includes three interdependent dimensions.

- A positive disposition towards cultural difference and a framework of global values to engage difference . . .
- An ability to speak, understand and think in languages in addition to the dominant language in the country in which people are born . . .
- Deep knowledge and understanding of world history, geography, the global dimensions of topics such as health, climate and economics and of the process of globalization itself (the disciplinary and interdisciplinary dimension) and a capacity to think critically and creatively about the complexity of current global challenges . . . the three A's of globalization: the affective dimension, the action dimension and the academic dimension' (Reimers 2010, pp. 184–185; *see also* Reimers 2009, p. 25)

*see also* Cultural competence, Transnational competence

**Globalisation:** ‘the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa’ (Giddens 1990, p. 64)

‘a state of the world involving networks of interdependence at multicontinental distances. The linkages occur through flows and influences of capital and goods, information and ideas, people and force, as well as environmentally and biologically relevant substances (such as acid rain or pathogens). Globalization and deglobalization refer to the increase or decline in globalism . . . globalism refers to networks of connections (multiple relationships) not to single linkages’, ‘there are several, equally important forms of globalism:

- *Economic globalism* involves long-distance flows of goods, services, and capital, as well as the information and perceptions that accompany market exchange ...
- *Military globalism* refers to long-distance networks of interdependence in which force, and the threat or promise of force, are employed ...
- *Environmental globalism* refers to the long-distance transport of materials in the atmosphere or oceans, or of biological substances such as pathogens or genetic materials, that affect human health and well-being ...
- *Social and cultural globalism* involves movements of ideas, information, and images, and of people (who of course carry ideas and information with them)’ (Keohane & Nye 2000, pp. 105, 106–107)

**Glonocal paradigm:** ‘Higher education is simultaneously active in the three structural domains of global, national and local. Activity is carried by agents – often the same agents – in each domain. Effective strategies by universities and governments combine and synergise these three lenses, that are also three domains of action’ (Marginson 2018, p. 20)

**High-impact practices (HIPs):** ‘institutionally-structured student experiences inside or outside of the classroom that are associated with elevated performance across multiple engagement activities and desired outcomes, such as deep learning, persistence, and satisfaction with college’ (Watson et al. 2016, p. 65)

‘a demonstrably powerful set of interventions to foster student success:

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing- and inquiry-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/study away/global learning
- Service learning, community-based learning
- Internships and field experiences
- Capstone courses and projects
- ePortfolio’ (Kuh, O’Donnell & Schneider 2017, pp. 9, 10)

*also known as* ‘engaging educational practices’ and ‘applied learning experiences’

**Indigenisation:** ‘the inclusion of indigenous ways of knowing and being in social and education processes . . . also involves the (re)discovery of indigenous cultures, including indigenous ways of knowing, and is about seeking social and cognitive justice for indigenous peoples’ (le Grange 2018, p. 10)

**Intercultural competence:** *see* Cultural competence

**Internationalisation:** ‘the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education institutions and systems’ (Knight 2021, p. 71)

**Intersectionality:** ‘the critical insight that race, class, gender, sexuality, ethnicity, nation, ability, and age operate not as unitary, mutually exclusive entities, but as reciprocally constructing phenomena that in turn shape complex social inequalities’ (Collins 2015, p. 2)

‘a lens through which we can locate overlapping oppressions in the intersecting social divisions of class, race, gender, sexuality, ability, ethnicity, and citizenship to better understand how power operates in a society and creates social inequality . . . a framework that provides a bridge between identity politics and coalition building through which change can be enacted’ (Leung & López-McKnight 2021, p. 14)

**Knowledge transfer:** ‘the linking of research to commercial outcomes (i.e. spin out and ‘spin-in’ companies, entrepreneurial incubators, start-up businesses, commercial patenting and licensing, the marketisation of research innovations), and externally-referenced relationships . . . also includes other activities aimed at strengthening academia–business ties such as consultancy and contract research, student projects in industry, capacity building and continuing professional education’ (Shore & McLauchlan 2012, p. 268)

**Learning organisations:** ‘organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together’ (Senge 1990, p. 3)

**Legitimate peripheral participation:** ‘the process by which newcomers become part of a community of practice. A person’s intentions to learn are engaged and the meaning of learning is configured through the process of becoming a full participant in a sociocultural practice . . . a way of gaining access to sources for understanding through growing involvement’ (Lave & Wenger 1991, pp. 29, 37)

**Library 2.0:** ‘a model for library service ... inviting user participation in the creation of both the physical and the virtual services they want, supported by consistently evaluating services. It also attempts to reach new users and better serve current ones through improved customer-driven offerings’ (Casey & Savastinuk 2006, p. 40)  
*see also* Participatory librarianship

**Living-learning communities (LLCs):** ‘academic programs based in residence halls . . . that have a strong interaction between academic and personal development themes’,

'most are composed primarily of freshmen and sophomore students, and most are charged with fostering the concept of community beyond what is regularly experienced on the average college or university campus' (Schein & Bowers 1992, pp. 59, 60)

*also known as* 'academic living units', 'living and learning communities', 'living/learning centers/programs' and 'residential learning communities'

**Makerspace:** 'a physical location where people gather to share resources and knowledge, work on projects, network, and build. Makerspaces provide tools and space in a community environment – a library, community center, private organization, or campus. Expert advisors may be available some of the time, but often novices get help from other users' (ELI 2013, section 1)

*also known as* 'FabLabs', 'hackerspaces', 'idea/maker/media/STEM labs', 'innovation centres' and 'TechShops'

**Mass customisation:** 'using new technologies to deliver mass-produced goods and services to individuals on a tailored basis and mass scale simultaneously', 'in the service sector . . . you standardize the commodity, and customize the services that surround it' (Davis 1989, pp. 19, 21)

'challenges the mass production paradigm of offering standard goods or services to all customers. Many companies . . . combine two or more approaches:

- *Collaborative customizers* conduct a dialogue with individual customers to help them articulate their needs, to identify the precise offering that fulfills those needs, and to make customized products for them.
- *Adaptive customizers* offer one standard, but customizable, product that is designed so that users can alter it themselves.
- *Cosmetic customizers* present a standard product differently to different customers.
- *Transparent customizers* provide individual customers with unique goods or services without letting them know explicitly that those products and services have been customized for them' (Gilmore & Pine 1997, pp. 92–94, 100)

**Mass higher education** 'the general phenomenon of greatly expanding student numbers in universities and colleges after 1945 and especially after 1960 . . . also reflected alignments between the growth of higher education after 1960 and other contemporary social developments, notably the development of welfare states and social markets . . . Its twin drivers were generally regarded to be the rising tide of social aspirations generated by much higher level of high school graduation in the United States, and secondary school completion elsewhere, and the rapid evolution of the postwar economy and consequently the increasing demand for graduate level jobs, "push" from below and "pull" from above' (Scott 2020, p. 2044)

*also known as* 'high-participation higher education systems'

**Massification:** 'The expansion of provision and uptake of higher education' (Hunter, Hard & Douglas 2017, p. 231)



'Opening admission into higher education through multiple entry and exit levels to masses of students who desire entry but who were not the intended recipients of this education' (Ntombela & Setlhodi 2019, p. 252)

**Mental models:** 'deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action', 'managing mental models [entails] surfacing, testing and improving our internal pictures of how the world works' (Senge 1990, pp. 8, 174)

*also known as* 'theories-in-use'

**Multicultural education:** 'embraces several distinct aims and values . . . framed within two major value families – difference and equality'. 'Teaching students about groups other than their own serves difference-related moral, civic, and personal values, besides the purely academic one of expanding students' mental horizons and giving them a better understanding of their nation's (and the world's) history.' 'Other multicultural goals are . . . insisting that teachers be aware of their students' cultural practices that might bear on instruction [and] teaching students not to be prejudiced or to discriminate against groups other than their own' (Blum 2014, pp. 551, 552)

*also known as* 'educational multiculturalism'

**Multiculturalism:** 'an acceptance that while reality is socially constructed and we create gender and culture through practice, there are still historical and evolutionary alternative ways of knowing, for example, the indigenous, that constitute history and self, and that most importantly the content of the future of education, to be of any relevance, must be authentically multicultural' (Inayatullah 1998, p. 591)

'The political accommodation of cultural minorities, a movement in the latter part of the 20th century . . . has different meanings in different places', 'in North America, its referents include . . . groups with territorial claims, such as Native Peoples and the Quebecois, even though these groups want to be treated as "nations" within a multinational state, rather than merely as ethnocultural groups in a mononational state. In Europe, groups with such claims, like the Catalán and the Welsh, are thought of as nations, and multiculturalism has a more circumscribed meaning, referring to a postimmigration urban *mélange* and the politics it gives rise to' (Modood 2013, p. 637)

*also known as* 'cultural pluralism'

**Multinational universities:** 'institutions that have extended their academic operations outside of their home country with a combination of research sites, outreach offices, joint degree programs, and branch campuses' (Lane 2011, p. 5)

**Neoliberalism:** 'a theory of political economic practices that proposes that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterized by strong private property rights, free markets, and free trade. The role of the state is to create and preserve an institutional framework appropriate to such practices . . . if markets do not exist (in areas such as land, water, education, health care, social security, or environmental

pollution) then they must be created, by state action if necessary', 'holds that the social good will be maximized by maximizing the reach and frequency of market transactions, and it seeks to bring all human action into the domain of the market' (Harvey 2005, pp. 2, 3)

**New public management (NPM):** 'higher education reforms which emerged as part of a global trend in which market ideology and market or quasi-market modes of regulation are associated with a set of management policies and practices drawn from the corporate sector' (Carvalho 2020, p. 2092)

*also known as 'managerialism'*

**Non-traditional students:** 'those possessing one or more of the following characteristics: low income, racial/ethnic minority, foreign origin (immigrant, undocumented, and second-generation), foreign accent, non-English fluency, and being first-generation college students' (Rios-Aguilar et al. 2011, p. 179)  
'possess at least one of the following characteristics: international or immigrant students; minority ethnic or religious-affiliated students; students with disabilities; working class students; lesbian, gay, trans- or bisexual students, or students questioning their sexual identity; mature students, or students returning to higher education after early departure; first-in-family students; students with vocational or other qualifications; student parents and students with caring responsibilities; part-time students, or students registered for full-time study but working too; students choosing to study in a discipline in which their gender has historically been under-represented' (Trowler 2015, p. 299)

*also known as 'disadvantaged/minority/non-standard/under-represented/widening participation students' and 'the new student'*

**Offboarding:** 'the process that leads to the formal separation between an employee and an organization and usually encompasses activities that ensure proper asset retention, institutional knowledge transfer, and security access terminations ... takes place when employees leave deliberately, when they are terminated, or when other uncontrollable events result in the end of an employee's tenure at an agency' (NARA 2022, pp. 2, 6)

*also known as 'off-boarding'*

*see also Onboarding*

**Onboarding:** 'begins when a new employee is offered a position and ends when the employee is considered fully functional. It covers an employee's first year, incorporates various offices and functions, addresses the whole range of employee needs (equipment, accounts, training, networking), and is strategic in focus. Employees actively participate in the onboarding process . . . not to be confused with orientation or mentoring programs or their components' (Graybill et al. 2013, p. 201)

'the process in which new hires are integrated into an organization. It includes not only an initial new-hire orientation process, but an ongoing introduction to an

organization's structure, culture, vision, mission and values. Onboarding can last weeks and even up to a year' (SHRM 2022)

'the process by which new employees acquire the necessary access, knowledge, skills, and behaviors to become effective members of an organization . . . offers an imprinting window where lasting impressions can be made on new employees for the duration of their careers. It is not only critical for a new employee to understand their specific job responsibilities, but they also need to understand the importance of basic operating processes and procedures that apply across the organization' (NARA 2022, pp. 2, 4)

*also known as* 'assimilation', 'on-boarding' and 'organisational entry and socialisation'  
*see also* Offboarding

**Organisational culture:** 'the accumulated shared learning of [a] group as it solves its problems of external adaptation and internal integration; which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, feel, and behave in relation to those problems . . . a pattern or system of beliefs, values, and behavioral norms that come to be taken for granted as basic assumptions and eventually drop out of awareness . . . assumptions that evolve around how work is actually done are often the most important parts of an organizational culture' (Schein 2017, pp. 6, 223)

**Organisation(al) development (OD):** 'a long-term effort, led and supported by top management, to improve an organization's visioning, empowerment, learning, and problem-solving processes, through an ongoing, collaborative management of organization culture – with special emphasis on the culture of intact work teams and other team configurations – using the consultant-facilitator role and the theory and technology of applied behavioral science, including action research' (French & Bell 1999, pp. 25–26)

**Organisation(al) transformation (OT):** 'involves a *state* change, and as such manifests as a nonlinear, discontinuous process . . . occurs at those times when the surrounding environment radically alters, to the point that the previous way of doing business is no longer appropriate or workable . . . No longer is it a question of simply being better at what one does. It is now necessary to do and "be" in a very different way' (Owen 2000, p. 80)

**Participatory culture:** 'a culture with relatively low barriers to artistic expression and civic engagement, strong support for creating and sharing one's creations, and some type of informal mentorship whereby what is known by the most experienced is passed along to novices' (Jenkins et al. 2006, p. 3)

'one which embraces the values of diversity and democracy through every aspect of our interactions with each other – one which assumes that we are capable of making decisions, collectively and individually, and that we should have the capacity to express ourselves through a broad range of different forms and practices' (Jenkins, Ito & boyd 2016, p. 2)

**Participatory design:** ‘a socially-active, politically-conscious, values-driven approach to cocreation . . . recognizes that imbalances of knowledge and power exist among different people and groups within an organization’, ‘aims to establish a creative space for users and designers where principles such as power sharing, knowledge exchange, and self-representation can be realized and put into practice [and] users of a service are given equal voice in the design of that service’ (Young & Brownotter 2018, Introduction, paras. 1, 2)

*also known as* ‘co-design’ and ‘co-operative/collaborative design’

**Participatory librarianship:** ‘recasts library and library practice from the fundamental concept that knowledge is created through conversation ... Participatory librarians approach their work as facilitators of conversation. Be it in practice, policies, programs, or tools (or all of these), participatory librarians seek to enrich, capture, store, and disseminate the conversations of their communities’ (Lankes 2008, p. 16)

*see also* Library 2.0

**Personal mastery:** ‘the discipline of clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively . . . clarifying the things that really matter to us’, ‘living life from a creative as opposed to reactive viewpoint’ (Senge 1990, pp. 7–8, 141)

**Produsage** (production + usage): ‘production of ideas takes place in a collaborative, participatory environment which breaks down the boundaries between producers and consumers and instead enables all participants to be users as well as producers of information and knowledge – frequently in an inherently and inextricably hybrid role where usage is necessarily also productive: participants are *producers* (Bruns 2007, p. 101)

**Prosumption** (production + consumption, professional + consumer): ‘Producer and consumer, divorced by the industrial revolution, are reunited in the cycle of wealth creation, with the customer contributing not just money but market and design information vital for the production process. Buyer and supplier share data, information, and knowledge . . . Consumer and producer fuse into a “prosumer”’ (Toffler 1990, p. 239)

**Public engagement:** ‘interactive and participatory two-way communication and partnerships between academic and nonacademic communities (decision-makers, experts, citizens, lay public) aiming to address critical societal issues and contribute to the public good’ (Culum 2020, p. 2343)

‘the myriad of ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit’ (NCCPE 2020)

*see also* Civic engagement, Community engagement, Scholarship of engagement

**Public scholarship:** *see* Scholarship of engagement

**Radical collaboration:** ‘coming together across disparate, but engaged, domains in ways that are often unfamiliar or possibly uncomfortable to member organizations and individuals in order to identify and solve problems together, to achieve more together than we could separately’ (McGovern 2018, p. 6)

*see also* Deep collaboration

**Scholarship of engagement:** ‘connecting the rich resources of the university to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers, and to our cities’, ‘means creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other, helping to enlarge . . . the universe of human discourse and enriching the quality of life for all of us’ (Boyer 1996a, pp. 32, 33; 1996b, pp. 19–20)

‘a collaborative form of inquiry in which academics and practitioners leverage their different perspectives and competencies to coproduce knowledge about a complex problem or phenomenon that exists under conditions of uncertainty found in the world . . . an evolutionary realist philosophy of science, which is a pluralistic methodology for advancing knowledge by leveraging the relative contributions and conceptual frameworks of researchers and practitioners’, ‘implies a fundamental shift in how scholars define their relationships with the communities in which they are located, including other disciplines in the university and practitioners in relevant professional domains’ (Van de Ven & Johnson 2006, pp. 803, 809)

‘the co-creation of knowledge that shifts the position of students and community groups from knowledge consumers to knowledge producers and partners in problem-solving. Engaged scholarship is the generation of new knowledge through the combining of academic knowledge and community-based knowledge, eliminating a hierarchy of knowledge and a one-way flow of knowledge outward from the college or university’ (Campus Compact 2021, Defining Engaged Scholarship)

*also known as* ‘community-engaged scholarship’, ‘engaged scholarship’ and ‘publicly-engaged scholarship’

**Service learning:** ‘a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning’ (Jacoby 2003, p. 3)

‘a course or competency-based, credit-bearing educational experience in which students (a) participate in mutually identified service activities that benefit the community, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility’ (Bringle & Clayton 2012, p. 105)

‘Field-based applied learning with community partners is an instructional strategy to engage students directly with issues they are studying in order to analyze and seek solutions to concrete, real-world problems which also is good preparation for citizenship, work and life. Key to realizing these desired outcomes is structured

reflection about how classroom learning informs community practice and vice-versa' (Kuh, O'Donnell & Schneider 2017, p. 10)

*also known as* 'community-based learning', 'community learning', 'community service learning' and 'service-learning'

**Single-loop learning** (operational level – are we doing things right?): 'whenever an error is detected and corrected without questioning or altering the underlying values of the system' (Argyris 1999, p. 68)

'adjusting action to achieve the desired outcome' (Snell & Chak 1998, p. 339)

*also known as* 'lower-level', 'first-order' and 'adaptive' learning

*see also* Double-loop learning, Triple-loop learning

**Social enterprise:** 'the use of nongovernmental, market-based approaches to address social issues . . . organizations that fall along a continuum from profit-oriented businesses engaged in socially beneficial activities (corporate philanthropies or corporate social responsibility) to dual-purpose businesses that mediate profit goals with social objectives (hybrids) to nonprofit organizations engaged in mission-supporting commercial activity (social purpose organizations)' (Kerlin 2006, pp. 247, 248)

**Social intelligence:** 'Social intelligence competencies involve understanding others and managing relationships with other people . . . *social awareness competencies* help to understand what people experience, to be able to see their point of view, and to cultivate relationships in tune with a large number of different people [Empathy, Organizational awareness] . . . *relationship management competencies* are more related to managing emotions in interpersonal relationships and interacting with others [Influence, Coach and mentor, Inspiration, Teamwork, Conflict management]' (Boyatzis et al. 2019, p. 151)

**Social journalism:** 'a form of the craft that is more self-consciously open and participatory . . . work done by journalists within the social network that constitutes the contemporary media universe' (Singer 2012, p. 3)

'an emerging field of practice that seeks to reframe journalism as an action-oriented service built on relationships and collaborations, rather than as primarily content or a product . . . Other distinguishing features are the centrality of connectivity and that the field, by its very definition, is fluid and constantly evolving' (Sweet et al. 2017, pp. 91, 93)

*see also* Citizen journalism

**Social model of disability:** 'an attempt to switch the focus away from the functional limitations of individuals with an impairment on to the problems caused by disabling environments, barriers and cultures. Second, it refuses to see specific problems in isolation from the totality of disabling environments . . . Third, endorsement of the social model does not mean that individually based interventions in the lives of disabled people, whether they be based on medicine, rehabilitation, education or employment, are of no use or always counter-productive' (Oliver 2009, p. 45)

**Student engagement:** ‘a complex construct used to identify what students do, think and feel when learning and how teachers can improve that doing, thinking, and feeling in instructional settings’ (Zepke 2018, p. 433)

**Summer bridge programs:** *see* Bridging programs

**Systems thinking:** ‘seeing wholes’, ‘a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static “snapshots”. . . seeing the “structures” that underlie complex situations, and for discerning high from low leverage change’ (Senge 1990, pp. 68–69)

**Team learning:** ‘starts with “dialogue,” the capacity of members of a team to suspend assumptions and enter into a genuine “thinking together”. . . ‘also involves learning how to deal creatively with the powerful forces opposing productive dialogue and discussion in working teams’ (Senge 1990, pp. 10, 237)

**Third mission:** ‘contributions, both directly and indirectly, to decision-making in the wider society . . . the generation, use, application and exploitation of knowledge and other university capabilities outside academic environments . . . the interactions between universities and the rest of society’ (Molas-Gallart et al. 2002, pp. iii–iv) ‘all social, entrepreneurial and innovative activities that universities perform in addition to their teaching and research duties . . . in that they:

- go beyond the first two missions of universities (teaching and research);
- use resources linked to the core tasks of the university, such as knowledge, research results, technology, personnel (students and staff), infrastructure or financial funding;
- involve actors outside the academic-scientific sector; and
- relate to socio-economic developments’

‘three main dimensions . . . (1) knowledge and technology transfer, (2) further education and (3) social engagement’ (Berghaeuser & Hoelscher 2020, p. 59)

‘an extensive array of activities performed by higher education institutions which seek to transfer knowledge to society in general and to organizations, as well as to promote entrepreneurial skills, innovation, social welfare and the formation of human capital . . . concerns the development of science and society through various forms of communication and social engagement . . . activities are usually classified in relation to research (technology transfer and innovation), to teaching (lifelong learning/continuing education) and to university engagement in social and cultural life’ (Compagnucci & Spigarelli 2020, pp. 1–2)

*also known as* ‘public/service/social mission’ and ‘third constituent/leg/revolution/stream/task’

**Third space:** ‘hybridity . . . is the “third space” which enables other positions to emerge. This third space displaces the histories that constitute it, and sets up new structures of authority, new political initiatives, which are inadequately understood through received wisdom’, ‘it bears the traces of those feelings and practices which inform it, just like a translation . . . The process of cultural hybridity gives rise to

something different, something new and unrecognisable, a new area of negotiation of meaning and representation . . . producing a culture which both articulates difference and lives with it' (Rutherford & Bhabha 1990, pp. 211, 212)

'an emergent territory between academic and professional domains . . . requiring contributions from a range of staff. In this space, the concept of administrative service has become reoriented towards one of partnership with academic colleagues and the multiple constituencies with whom institutions interact', 'colonised primarily by *unbounded* and *blended* professionals, as well as by academic staff undertaking project-oriented activities . . . characterised by mixed teams of staff who work on short-term projects such as bids for external funding and quality initiatives, as well as the longer-term projects noted above' (Whitchurch 2008, pp. 377, 378, 386)

*see also* Blended professionals, Cross-boundary professionals, Unbounded professionals

**Translational science:** fosters the multidirectional integration of basic research, patient-oriented research, and population-based research, with the long-term aim of improving the health of the public. T1 research expedites the movement between basic research and patient-oriented research that leads to new or improved scientific understanding or standards of care. T2 research facilitates the movement between patient-oriented research and population-based research that leads to better patient outcomes, the implementation of best practices, and improved health status in communities. T3 research promotes interaction between laboratory-based research and population-based research to stimulate a robust scientific understanding of human health and disease' (Rubio et al. 2010, p. 471)

'emphasizes more effective transfer of basic research findings to applied practice situations. It has grown over the past decade from the biosciences-medical practice realm to other settings involving the application of scientific findings to individual, organizational, and societal problem remediation and prevention' (O'Keefe 2010, p. 906)

*also known as* 'bench to bedside to curbside', 'clinical discovery', 'diffusion/dissemination/translational research', 'discovery/experimental/translational medicine' and 'lab to land'

**Transnational education (TNE):** 'study programs or educational services in which the learners are located in a country different from the one where the awarding institution is based . . . manifests in different types of arrangements, such as distance/virtual/online education, franchised or licensed programs, international branch campuses, joint or double degree programs, and other partnership arrangements, as well as study abroad options . . . development of technology has facilitated the expansion of online programs, including Massive Open Online Courses (MOOCs) as an increasingly significant part of TNE' (Wilkins & Juusola 2020, pp. 2649, 2650)

*also known as* 'cross-border education' and 'offshore education'



**Triple bottom line (TBL):** ‘captures an expanded spectrum of values and criteria for measuring organizational (and societal) success: economic, social, and ecological/environmental’ (Elkington 2012, p. 250)

*also known as* ‘3BL’, ‘3Ps’ (people, planet, and profit) and ‘the three pillars’

**Triple helix:** ‘institutional spheres of academia, industry and government, which formerly had separate institutional identities, missions and purposes, are now overlapping with linkages among them. They also take the role of the other. Academia is taking the role of industry in assisting the organization of new companies. Government is also acting as a public entrepreneur in encouraging these developments at the local, state and federal levels. Industry is taking the role of academia in newer industries such as biotechnology, offering post-doctoral positions approximating conditions in universities’ (Etzkowitz, Schuler & Gulbrandsen 2000, p. 57)

**Triple-loop learning** (strategic level – are we in the right business, do we have the right mindset?): ‘when the essential principles on which the organization is founded come into discussion’ (Swieringa & Wierdsma 1992, p. 41)

‘inventing new processes for generating mental maps’ (Snell & Chak 1998, p. 339)

*see also* Double-loop learning, Single-loop learning

**Unbounded professionals:** ‘Disregard boundaries to focus on broadly-based projects and institutional development’ (Whitchurch 2008, p. 384)

*also known as* ‘third-space professionals’

**Under-represented students:** *see* Non-traditional students

**Universal design:** ‘design of mainstream products and/or services that are accessible to, and usable by, people with the widest range of abilities within the widest range of situations without the need for special adaptation or design . . . based on the principle that appropriate access to information, products and facilities is a fundamental human right’ (BSI 2005, pp. 1, 4)

*also known as* ‘design for all’ and ‘inclusive design’

**Universal design for instruction (UDI):** ‘the systematic application of universal design, the construct from architecture and product development, to instructional practices in higher education’, ‘shifts the focus from retrofitting accommodations to instruction . . . to proactively planning for instruction that anticipates diversity in learners’, ‘nine principles of UDI© comprise a flexible foundation to guide faculty in course design and delivery:

1. Equitable use
2. Flexibility in use
3. Simple and intuitive
4. Perceptible information
5. Tolerance for error
6. Low physical effort
7. Size and space for approach and use

8. A community of learners
9. Instructional climate' (McGuire & Scott 2006, pp. 124, 125, 126, 129)

**Universal design for learning (UDL):** 'framework for instruction organized around three principles based on the learning sciences [which] guide the design and development of curriculum that is effective and inclusive for all learners . . .

1. To support recognition learning, provide multiple means of representation – that is, offer flexible ways to present what we teach and learn.
2. To support strategic learning, provide multiple means of action and expression – that is, flexible options for how we learn and express what we know.
3. To support affective learning, provide multiple means of engagement – that is, flexible options for generating and sustaining motivation, the why of learning' (Hall, Meyer & Rose 2012, pp. 1–2; see also CAST 2018)

**University social responsibility:** 'the need to strengthen civic commitment and active citizenship; it is about volunteering, about an ethical approach, developing a sense of civil citizenship by encouraging the students, the academic staff to provide social services to their local community or to promote ecological, environmental commitment for local and global sustainable development' (Vasilescu et al. 2010, p. 4178)

'a university anchored in its territory, open to dialogue, concerned about its local and global social and environmental impacts and active in promoting democratically produced science as a public and non-commodified good . . . cares for its people and environment, aspires to worldwide academic diversity, rejects monopolies and the standardization of knowledge production, and encourages sustainable and equitable learning and research in communities of knowledge' (Vallaey 2013, pp. 91, 96)

*see also* Corporate social responsibility

**Widening participation (WP):** 'increasing access to learning and providing opportunities for success and progression to a much wider cross-section of the population than now. All those who are not fulfilling their potential or who have underachieved in the past must be drawn into successful learning' (Kennedy 1997, p. 15)

'activities to target the individual groups that HEIs have identified as under-represented and to ensure their success' (HEFCE 2001, p. 2)

'tackling inequality and social exclusion through education-based initiatives . . . providing greater opportunities to those "non-traditional" students who would not normally consider a university education as an option' (Thompson 2012, p. 43)

*also known as* 'widening access'

**Working Out Loud (WOL):** 'creating/modifying/storing your work in places that others can see it, follow it and contribute to it IN PROCESS . . . journaling (blogging, microblogging, etc.) what you are doing in an open way for those interested to find and follow' (Williams 2010, para. 3–4)

*also known as* 'narrating your work' and 'observable work'

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