CONFERENCE PARTICIPANT RECOMMENDATIONS

As part of a system-wide conference, *Meeting Grand Challenges through Community-Engaged Research and Teaching*, held March 31, 2016, participants were asked to submit recommendations for furthering the institutionalization of community-engaged research, teaching, and outreach at the University of Minnesota. Participants were asked to submit recommendations for improvements in the University’s culture, policies, and infrastructure.

Below is a list of the recommendations that were submitted. They have been clustered into categories, listed in descending order of the number of times the recommendation was offered.

**CULTURE**

- **WORK**
  - Ensure that leaders understand and practice community engagement and highlight/recognize/praise/reward community engagement involvement and successes. (14)
  - Promotion and tenure processes should take community engagement and public scholarship into account. (7)
  - Integrate community engagement into every professional position at the U. Allow staff to engage in (paid) S-L opportunity / Perhaps shrink other responsibilities accordingly. (6)
  - Remove power disparity between university personnel and community members / Create a culture that supports shared authority between university and community partners (4)
  - Hire more individuals who further the UMN engagement agenda. (3)
  - Do not be afraid to be controversial as an institution with regards to issues political in nature. (2)
  - Make community engagement part of staff performance evaluation. (1)
  - View engagement as scholarly work. (1)

- **TIME**
  - Offer more cross-development opportunities and opportunities like this conference to come together, network, and share work. (15)
  - Support the time and resources that are necessary for faculty, students, and staff to build relationships, to explore, and to fail in attempting grand challenge work through education/engagement. (9)
• DIVERSITY
  ○ The University should be more diverse and should involve more diverse faculty and students in community engagement; the people we serve should be us, too (not a “we” / “they” attitude, especially in leadership). (11)
  ○ Ensure that community engagement language does not “put off” community members;” work with—not “to” or “for”--communities (8)
  ○ Embrace different ways of knowing (diverse epistemologies) and understand that community members are experts and knowledge also resides outside of the academy. (4)
  ○ Understand that community segregation is a problem in the Twin Cities. (1)
  ○ Take new faculty, graduate students, and undergrads out into Greater MN neighborhoods when they first arrive. (1)
  ○ You cannot create a culture that supports community engagement without understanding why one culture or community matters less than another. (1)

• ACADEMICS
  ○ More community engaged curriculum and/or a template for creating that curriculum that can cross the boundaries of different disciplines. Shared “tool kits” across disciplines. (7)
  ○ We should seek a broad range of perspectives of scholarship, not just those that fall within the traditional realm of academia and academic publications. (3)
  ○ More openness and funding of programs related to ethnic studies, inequality, and justice. (2)
  ○ Help students with lower GPAs be more successful with service learning as a way to engage them better with academics. (1)
  ○ Teach soft skills to future academics (i.e. behavioral/decision-making tools to help persuade community to use data for their benefit). (1)
  ○ Focus on mutual benefits and reciprocity (1)
  ○ Community partners should have more access to U resources, like classes. (1)

• MISC
  ○ Value relationships more than projects/publishing/promotion. (2)
  ○ “Tell the story” more effectively; don’t wait until there is a need for reactive PR. (2)
  ○ Provide an analysis of community accountability. (1)
○ Encourage spontaneous engagement (not just planned projects and programs). (1)
○ Attract donors and alumni who value public engagement in research and education across arts and sciences. (1)
○ Continue focused investment in place-based efforts and strategic investment in specific issues. (1)
○ Work on improving female sports clothing. (1)
○ Use a social justice model for disabilities. (1)
○ Offer more public forums that engage university and community members in exploring societal issues. (1)
○ Institute incentives that value meaningful community engagement. (1)
○ Focus on primary/community care efforts versus all money into specialty care. (1)
○ Apply the student development outcomes mentality to measure outreach/engagement efforts. (1)

POLICIES

● EMPLOYMENT
  ○ Reform hiring practices to reflect the demographic profiles of partners of community-engaged efforts. (4)
  ○ Add faculty value to engaged work and provide assistance in the form of resumé integration and other professional showcasing opportunities. (4)
  ○ Require faculty and research staff to undergo training on sensitivity and community engagement. (2)
  ○ Offer support to service-learning faculty in the form of TAs. (1)
  ○ Hold faculty accountable to the community; don't make accountability contingent upon the receipt of grant funds. (1)
  ○ Implement anti-racism training. (1)
  ○ Include coordinate campuses in work around tenure/promotion guidelines. (1)
  ○ Implement a 7/12 tenure policy that values community engagement in scholarly work. (1)
  ○ Review/rewrite criminal background check guidelines so they are S-L friendly. (1)
  ○ Encourage staff/faculty to do things outside of their job/field. (1)

● FINANCES
  ○ Embrace greater funding for/engagement with K-12 education. (3)
○ Be intentional in addressing funding disparities (e.g., humanities vs. sciences; university personnel vs. community personnel) (2)
○ Build more transparency of how grant and program monies are used and applied in community-engaged work. (2)
○ More funding and support for faculty to work intensely with smaller groups of students to mentor/guide/do high-quality community engagement. (2)
○ Change how and on what time frame community partners are paid on contracts. (1)
○ More funding for campus units that conduct and support community-engaged work. (1)
○ Invest in "classroom coordinates" to support student engaged learning and teaching. (1)

● MISC
○ Implement data/research sharing practices to improve metrics and accounting systems for community-engaged work. (5)
○ Know our history and how it results in current inequities, but be flexible and open in moving forward. (5)
○ Policies/infrastructure that makes it clear to U leadership that public engagement is a solid part of our planning at the U of M system and is a highly valued part of what we do and the public good we serve. (3)
○ Create policies that "give permission" (resources/time/energy/rewards) to freely engage in social change. (2)
○ Create a safe space, especially for minorities, to delve into the critical issues that matter to them and others. (2)
○ Change name of Extension "Master Gardener" position. (2)
○ Begin to measure the societal impact of all engagement projects. (1)
○ Admit a more normal curve of students to the U (not just A+ students). (1)
○ Expand affordable housing in white neighborhoods. (1)
○ Have more training on ripple effects mapping. (1)
○ Build equitable representation of faith-based collaborations on campus. (1)
○ Think about equity when selecting communities with which to partner. (1)
○ Develop a policy that allows community engagement business ventures from collaborated work. (1)
○ Make diversity and inclusiveness a centerpiece of community-engaged work. (1)
○ Make it easier for us to identify communities with which to partner and collaborate. (1)
• ACADEMICS
  ○ Provide support for more formalized interdisciplinary research-community-coursework partnerships. (10)
  ○ Establish and codify requirements for community engagement or capstone project. (5)
  ○ Have a community IRB or a community system of review and recommendations. (3)
  ○ Adopt a culturally/linguistically adaptive IRB. (3)
  ○ Make it possible in every college and major for students to learn about and address grand challenges as part of their academic curriculum. (2)
  ○ Revisit liberal education (LE) requirements to explore the nexus between community engagement and the LE requirements. (1)
  ○ Consider “incentives” to be involved in community-based work (ex: are there incentives that can promote and encourage volunteering?). (1)
  ○ Adopt National Science Foundation (NSF) and National Institutes of Health (NIH) “broader impacts” requirements for all research at the University of Minnesota. (1)

INFRASTRUCTURE:
• COLLABORATION
  ○ Creating intentional opportunities, tools, and incentives for cross-discipline collaborations (including across campuses and with the local community). (7)
  ○ Map impact and connections of engaged courses/communities across departments. Where are students, faculty, and departments doing their community work? (7)
  ○ Prioritize and further tap staff (non-faculty) expertise, which is currently under-utilized. (4)
  ○ Help youth get to the U by better advertising/displaying youth.umn.edu. (3)
  ○ Be intentional about bringing in someone to bridge university and community. The individual should have cultural sensitivity and understand engagement work. (3)
  ○ Focus on building more sustainable partnerships. (2)
  ○ Get faculty to work together across disciplines and areas of expertise. (2)
  ○ Cultivate more intentional partnerships with businesses, large and small, to promote the workforce skills learned through S-L projects in college. (1)
  ○ Be transparent about which communities we are engaged with so as to identify gaps in our work and areas of expertise. Implement a method of transparent collaboration (2)
Create more opportunities for units of the U to partner with K-12 schools. (1)
Place university classrooms and offices in the community. (1)
Be cautious of unintentional exploitation of community members and neighborhoods. (1)
Help natural resource sciences engage with individuals on all levels. (1)
Consolidate the centers and departments at the U that create and encourage community engagement and collaboration. (1)

ACADEMICS
- Actively encourage advisers to promote S-L courses and opportunities to students. (3)
- Strict semester timelines can be limiting to community-based projects. (3)
- Have more accessible student engagement opportunities; expand course offerings. (2)
- Employ more inclusive teaching methods to minimize the achievement gap. (2)
- Provide support for students with action-oriented endeavors. (2)
- Provide support for assessing community engagement projects. (2)
- Offer more support for culturally-based departments. (2)
- Provide better and more up-to-date course information available in advance through OneStop to make it easier to identify related classes with interested students. (1)
- Change academic timelines (such as IRB process) to be more community friendly. (1)
- Identify short-term projects that can be addressed and generalized across institutional types, and work on them using academic classes. (1)

EMPLOYMENT
- Invest in emerging leaders of community engagement, especially people of color and indigenous people. (2)
- Improve hiring committee practices and review practices to bring in personnel who are community engagement friendly. (1)
- Increased staff for web development for units that conduct community-engaged work. (1)

FUNDING/FINANCES
- Expand funding for student transportation to engage in community-based projects. (5)
- Have funding for community partners who partner with the U to offset their costs of taking on U students who conduct community engagement at their sites. (3)
- Secure more state funding for community-engaged research and teaching. (3)
- Secure funding that allows for faculty to be engaged with communities without a grant to cover their percentage of effort. (2)
- Invest in partnerships and network infrastructure. (2)
- Have more diverse university funding opportunities for CE endeavors. (2)
- Have more scholarship money for underrepresented groups to engage in community-based experiences. (2)
- Improve access to U of M Extension through increased system-wide investment. (1)
- Be careful about taking money from corporations. (1)
- Continue to develop ways to make it easier for community partners to be part of grants. (1)
- Have more funding for community engagement in the social sciences. (1)
- Provide more support for small grants that can seed new community-based projects. (1)
- Improve the subcontract and external payment systems. (1)
- Find salary money through reallocation to hire more staff to facilitate public engagement initiatives. (1)
- Provide free parking to community partners who come to the university to work with our faculty and students on community projects. (1)

**MISCELLANEOUS**

- Improve rewards individuals involved in community-engaged work. (7)
- Provide access to university spaces and resources that may be used/open for non-university classes. (4)
- Integrate social democracy principles and practices within student learning, research, teaching, organization, and leadership functions within the university. (2)
- Meet in communities, not necessarily always in University settings. (2)
- Continue conversations about segregation issues and racial disparities. (2)
- Feature more engagement examples on website/in communications. (2)
- Create an enhanced definition of “scholarship.” (1)
- Find ways for all system campuses to benefit from the resources resting on the TC campus. (1)


○ Implement research built from community up, not trickling down from the university. (1)
○ Build more capacity for evaluating existing partnerships, engagements, and programs. (1)
○ Provide more support to community partners in navigating the red tape within the University. (1)
○ Let communities know that they are engaging with the U by sending people here for education. (1)
○ Strengthen student organizations that relate to community engagement. Tap students’ interest in community engagement through student clubs (1)
○ Make CITI more accessible. (1)
○ Reduce administrative barriers (contracts, protocols, MOU’s) to establishing partnerships with the community (1)