Accounting and Assessment Task Force
Office of Public Engagement

Summary of Activities through June 30, 2009

Background
As a land-grant institution the University of Minnesota has taken seriously its civic responsibilities and role. An active participant in the reconsideration of the role of higher education sponsored by the Kellogg Foundation in the 1990s, the University of Minnesota continues its development as a publically engaged institution (Regents UMN, 2005). This commitment has been expressed most notably through the work of its faculty, staff, students and community partners. Building on the commitment, the University established a Council on Public Engagement in 2002 with a goal to:

incorporate public engagement as a permanent and pervasive priority in teaching, learning, and research activities throughout the university and to enlist support for public engagement among all segments of the university and in the larger community. (Regents UMN, 2005)

Since the creation of the Council on Public Engagement, several strategies have been undertaken by the University to build and strengthen its capacity for public engagement, including:
1. Reorganized departments and colleges to facilitate interdisciplinary work;
2. Provided financial incentives, seed grants, and other resources to create and implement new engagement initiatives and expand existing engagement initiatives;
3. Reframed promotion and tenure guidelines to articulate more expectations for interdisciplinary and engaged scholarship;
4. Established a system-wide Office for the Public Engagement and the position of Associate Vice President for Public Engagement to advance the engagement agenda across the five University of Minnesota campuses;
5. Established a Community Leadership Minor and a Community Engaged Scholars Program to provide interested students with articulated opportunities to tie public engagement work to their academic majors and goals; and,
6. Initiated the design of a university-wide database of engagement initiatives and activities as a means to account for the range and scope of engagement activities as well as to assess the impact of engagement initiatives on students, faculty, the institution, and the community (Office for Public Engagement, 2008).

In June 2008, the University of Minnesota’s Office for Public Engagement released its Ten-Point Plan for Advancing and Institutionalizing Public Engagement (Office for Public Engagement, 2008). The goal of the plan is to promote institutionalization of public engagement throughout the University system. For this vision to be achieved, the plan argues, the University as a system needs to take action across a wide array of areas, functions and constituencies. In particular, the plan calls for the University’s focus to be on:
1. Establishing a more systematic approach to the accounting and assessment of the hundreds of engagement activities, programs, and initiatives across the university;
2. Cultivating stronger, sustainable community connections in ways that address the most pressing immediate and longer-term needs of society;
3. Supporting University personnel, programs, and centers involved in engagement work in the development of their expertise and prominence as national and international leaders in the engagement field;
4. Providing and supporting opportunities for individuals, departments, centers, units, etc. from across the university to convene and share their work and expertise, to cultivate new collaborations (e.g. new interdisciplinary initiatives, etc.), and to build alliances that enhance each participant’s capacity to advance his/her work;
5. Garnering extramural funds that support new engagement initiatives and programs;
6. Raising the University of Minnesota’s status as one of the leading engaged research universities in the world;
7. Expanding the University’s leadership role in national and international engagement networks;
8. Supporting, implementing, and evaluating innovative public engagement initiatives that advance the university’s key institutional priorities;
9. Supporting the cultivation of emerging engaged scholars who will serve as the civically engaged leaders, citizens, employees, and researchers; and,
10. Developing, supporting, and implementing strategic initiatives that raise the status and legitimacy of engaged scholarship in ways that promote the advancement of the University of Minnesota as a top research university (Office for Public Engagement, 2008).

As indicated in this plan, the ability to collect and retrieve information about the numerous research, teaching and outreach activities that represent engagement is seen as a critical step toward institutionalization. The Twin Cities’ campus participation in the pilot development of the Carnegie Foundation’s Community Engagement Classification process echoed the importance of developing a tracking system to provide for systematic collection of data for engaged efforts (L. Hirt, personal communication, July 30, 2009) Additionally, the need for such reporting systems has been recognized not only for engaged activities, but also for all activities. For example, in February 2008 the University Senate issued a report through its Senate Joint Subcommittee on Databases that recommended:

A comprehensive faculty and P&A expertise and activity reporting system be implemented to better leverage the University’s most important asset: the expertise of its world-class faculty and staff (Faculty Senate, 2008)

The ten-point plan issued by the Office for Public Engagement details how such a system may apply to the wide ranging activities that represent engagement between the University with its constituencies. Specifically, the plan calls for the establishment of “a set of systems for accounting and assessing the broad range of engagement activities, programs, and initiatives across the university.” (Office for Public Engagement, 2008, pg 3). Further, the plan outlines a set of more specific goals and strategies for this set of systems.

1. Identify and review current approaches that units, departments, and programs are using to assess the scale and scope of their engagement initiatives;
2. Identify areas where engagement data can be aggregated across programs and units;
3. Work with the Office for Institutional Research and other appropriate units to identify places in which engagement survey items can be inserted into existing questionnaires and data collection processes;
4. Mine existing data from engagement surveys and research and document areas of impacts that are being measured as well as gaps in knowledge;
5. Establish an agenda for measuring specific longitudinal impacts and trend outcomes of engagement as they pertain to students, faculty, the community, departments, and the University;
6. Work with national organizations and networks to identify, revise, and test benchmarking tools for engagement institutionalization;
7. Refine instruments that measure engagement outcomes and replicate studies on engagement to advance understanding of outcomes and impacts;
8. Disseminate findings about engagement participation and outcomes (Office for Public Engagement, 2008, pg 3).

In November 2008, Associate Vice-President for Public Engagement charged and convened the Accounting and Assessment Task Force in order to begin active consideration of these issues. The charge of the task force is to “explore the development and implementation of protocols, procedures, and databases that can systematically account for the number of public engagement activities, levels of participation, and overall impacts on of activities on students, faculty, staff, the community, and the institution.” (Furco, 2008)

This task force was the first among five proposed task forces to be charged and includes the following members:

Laurel Hirt (co-chair)  
Director of Service-Learning and Community Involvement  
Career and Community Learning Center  
University of Minnesota, Twin Cities

Dr. Dick Senese (co-chair)  
Associate Dean, Community Vitality and Public Engagement  
Extension  
University of Minnesota

LeeAnn Melin  
Student Affairs  
University of Minnesota, Twin Cities

Laura Johnson  
Assistant Program Director  
University Relations

Jenny Liejewski  
Information Technology Manager  
University Relations

Amanda Smoot  
Assistant to Department Chair  
Landscape Architecture  
University of Minnesota, Twin Cities

Chris Frazier  
Office of Institutional Research  
University of Minnesota

Monica Siems  
Coordinator  
Career and Community Learning Center  
University of Minnesota, Twin Cities
Report of Activities and Plan of Work
Since the threshold question of whether to develop a system for accounting and assessing the engaged activities of the University was answered, the co-chairs developed a plan of work that focused on gathering information necessary for making specific recommendations.

The initial grant proposal suggested this task force consider the following action steps in guiding its work: (1) to identify and review current approaches that units, departments, and program are using to assess the scale, scope, and outcomes of their engagement initiatives; (2) to work with the Office for Institutional Research to identify places where engagement survey items can be inserted into existing university-wide questionnaires and data collection processes; (3) to establish an agenda for measuring longitudinal impacts on students, faculty, the community, and the University; (4) to refine existing instruments than measure engagement outcomes and replicate studies that show promising engagement outcomes; and (5) to disseminate findings about engagement participation and outcomes.

The scope of work was divided into four phases: preparation; framing and assessment; evaluation of existing systems; and, recommendations for implementing the five action steps on a system-wide basis.

In the preparation phase, the co-chairs focused on finalizing task force membership and collecting prior documents related to such systems. These documents include:

2. Types of Engagement (2006) – see Appendix B
4. Final Report, Senate Joint Subcommittee on Databases (Faculty Senate, 2008) – see Appendix D

The co-chairs believed that recreating items already vetted in these documents would not serve the goals of the task force.

In December 2008, the task force held its initial meeting and entered the Framing and Assessment phase. At that time, task force members identified twenty-three key informants at the University to interview including which task force members would conduct the interviews.
The interviews were to focus on the following questions, though it was understood other
questions and probes may also be explored:

1. What is the vision and mission of the unit/department?
2. What would be helpful information to have at the system level?
3. How would you use that information?
4. What information does the unit/department/program track?
5. What is the current tracking system (the actual technology or software)?
6. What is the workflow like for gathering the data?
7. What reports can be generated from the system using the data?
8. How has the data been used in decision-making? What impacts can be documented by the data?
9. What are the downsides to the system that is being used and why?
10. How is the system supported financially?

The task force next met in February 2009 to review the interviews that had been completed. The
interviews showed a wide range of type of information collected as well as system used to collect
it. Systems ranged from Excel and Word documents to Web-based systems that allowed for
multiple users.

At this point, the task force recognized that to develop recommendations for a comprehensive
system-wide accounting and assessment system was too much to accomplish in just one year.
The committee made a decision to focus on faculty accounting and assessment metrics and
measurements, because key institutional support was already considering this topic of
exploration. Also, faculty are a key constituency group towards the overall institutionalization
goals at the University of Minnesota.

Results
While the systems collect a wide variety of data, few offer any classification of the type or other
characteristics of the engaged activity. A previous committee had identified 11 types of
engagement, based on reviews of classification schemes in several sources including: Michigan
State University’s Outreach and Engagement Measurement Instrument, Portland State
University’s Partnership Map and Metropolitan State University’s “Circle of Engaged Learning.”
This typology was partially used in the 2007 survey on engagement at the University of
Minnesota (P. Taylor, personal communication, September 27, 2007). Additionally, most
systems did not have clear criteria for designating an activity as “engaged.” Such a
recommendation was made by Barbara Holland at the 2008 Engagement Academy for University
Leaders when this topic was discussed (D. Senese, personal communication, April, 2009).
Extension did adopt this approach in its network mapping project, offering four statements to
describes the level of mutuality in the activity conducted with the identified community partner
(D. Senese, personal communication, June 25, 2009).

The task force’s next steps were to finish the interviews and aggregate the content across
interviews. Following the accomplishment of these goals the committee members were going to
do a much more thorough review of systems for tracking engagement at other universities.
Before beginning this task, however, the task force learned that the College of Education and
Human Development and the Office of the Vice Provost for Faculty and Academic Affairs were
considering a particular Web-based reporting system called Digital Measures. The task force
identified Dr. Karen Zenter Bacig as the point of contact for this effort and arranged for her to attend a task force meeting on April 17. At this meeting, information about the system was shared, screen shots shown and information from the Digital Measures website and promotional materials were shared.

Dr. Bacig invited a small number from the task force to attend one of two demonstrations of Digital Measures, led by the company, which were held in late April and late May. Both co-chairs were able to attend a demonstration, along with a couple other task force members. Additionally, she and the company representative provided the names of other schools that have adopted the system.

**Challenges**
The task force’s next actions are somewhat dependent on whether or not the decision to implement Digital Measures is made. Digital Measures is a highly flexible system and in conversation with Dr. Bacig, it appears an engagement section could be incorporated into the system. Recommendations from the Associate Vice President for Public Engagement to guide the content requested of faculty would be very welcome by Vice Provost Dr. Arlene Carney and Dr. Bacig.

It is unclear what the timeline for a final decision would be regarding Digital Measures. Initially, it seemed as if only the Twin Cities campus might be involved; however, in conversations with Dr. Bacig, it was learned that she will be visiting the coordinate campuses to discuss the system with them.

**Recommendations**
The decision by the Office of the Vice Provost for Faculty and Academic Affairs on whether to implement an activity reporting system and the specific system licensed will have a large impact on the final implementation recommendations of the task force. Meanwhile, the task force co-chairs recommend the following be pursued September through November 2009, with a final report to Associate Vice President of Public Engagement in December 2009.

1. Remain connected with Office of the Vice Provost for Faculty and Academic Affairs to maintain involvement and aware of their decision-making process. Beyond selection of a system, key issues of implementation to discuss include the
   a) Adaptability of the faculty system to also account for staff and students;
   b) Ability to customize and the level where customization will occur; and
   c) Avenue for input in the project the Office of Public Engagement will have (e.g., Will OPE need a project manager from the project assigned to this aspect of activity reporting?).

2. Additionally, the Office of University Relations has been charged with developing a system requiring similar data about the University’s footprint around the state, nation and the world. The Task Force members are also monitoring this developing effort and attempting to leverage our collective needs and information. The task force recommends the Associate Vice President for Public Engagement, or his representative, be included in the continued development of this project.
3. Identify and interview key engagement contacts at other land-grant institutions using Digital Measures by task force members. Task Force members should conduct interviews to determine if and how other institutions use the system to track engaged activities of their faculty, students and staff, classification of engaged activities used, how an activity is determined to be “engaged”, what data is missed by the system and catalogued elsewhere, satisfaction with the system and key points learned.

4. Complete the analysis of interviews conducted to develop an initial framework and list of engagement variables that are considered important by stakeholders. This information will help determine what data components are necessary to start gathering for University of Minnesota purposes.

5. Develop a system-wide matrix that documents what data is housed where and have the Associate Vice President begin to make appropriate connections so as to be able to access the data regularly for assessment and accounting reports and benchmarking.

6. Make a policy recommendation on a typology of engagement and criteria for coding an activity as engaged. This recommendation will require approval by university stakeholders and appropriate governance structures, but it is necessary to move towards institutional culture change.

7. Meet with Associate Vice President for Public Engagement to identify which colleges might be consider serving as a pilot for collecting data on engagement activities of its faculty. Perhaps, this could occur through the yet-to-be-convened Council of Engagement Associate Deans.

**Student and Community Participation**

The AATF decided that since it was collecting internal institutional information that students and community members would not be involved at that time; however, the group does acknowledge that both constituents will need to be collaborators on developing the final accounting and assessment technology that the University of Minnesota will use.

**Multi-Campus Initiatives**

The University of Minnesota consists of five distinct campuses, and so initially may appear this partnership is different than collaboration between two different universities or colleges, it actually requires the same skill set and partnership mindset. The willingness and task force agreement that a system-wide perspective needs to happen that then each coordinate campus can adapt to their own specific needs is what surprised me the most. Normally, system-wide initiatives are met with more skepticism and a “what can this do for me” attitude. I believe the
presence of a Senior Vice President for System Academic Administration has been helpful in setting the foundation for a more collaborative attitude.

The greatest challenge in working on this project has been the logistical aspect. How do the Twin Cities colleagues be mindful of the transportation and work burdens placed on their coordinate campus colleagues? This challenge is not unusual to the overall system-wide work that needs to be done, but this task force was aided by having grant money to support teleconferencing and travel costs, so that simple long telephone conference calls did not have to be endured. The greatest benefit to working with colleagues from all campuses has been understanding the complexity of what a new benchmarking system will need to be able to do, and the system-wide support for a tangible result. Now, the Office for Public Engagement will not be isolated in its request for implementing a new system. Finally, the Associate Vice President for Public Engagement is open to continuing the work of the committee and to supporting the system-wide structure with modest resources.
References

Faculty Senate Joint Subcommittee on Databases. (2008, February). Final Report. University of Minnesota Faculty Senate, Minneapolis, MN.


Appendix A – Charge to Task Force

OFFICE FOR PUBLIC ENGAGEMENT
ACCOUNTING AND ASSESSMENT TASK FORCE

CHARGE: To explore the development and implementation of protocols and procedures that can systematically account for the number of public engagement project activities, levels of participation, and overall impacts of activities on students, faculty, staff, the community, and the institution.

RATIONALE: Each year, the University receives many requests for information about the number of students and faculty involved in the community, the number of public engagement projects taking place in certain communities or on particular issues, and data on the impact that our public engagement initiatives are having on students, the faculty, and the community. While there are several efforts underway in several units to account for public engagement involvement and impact, these efforts are not coordinated with each other and are not applied on a University-wide basis. A systematic approach to accounting and assessment of public engagement can help ensure that we strategically apply our limited resources in ways that can maximize engagement opportunities for all participants.

CO-CHAIRS:
Dick Senese, Associate Dean for Community Vitality, Extension
Laurel Hirt, Service-Learning Director, Career and Community Learning Center

RECOMMENDED TASKS AND QUESTIONS TO EXPLORE:
1) Review existing public engagement databases and accounting systems. Determine the strengths and weaknesses of each. Might one or more of these systems be expanded and be applied to more units at the University?

2) Explore databases and accounting systems being used at other Universities. Determine the strengths and weaknesses of those systems. Might one or more of those systems be adopted by the University of Minnesota?

3) Review the Database Task Force Report and determine what kinds of interface, if any, with other University databases, might be appropriate.

4) Determine the extent to which public engagement projects, activities, and programs are being evaluated for impact on students, faculty, community, units, departments, communities, and/or institutions, as appropriate. What mechanisms can be put in place to coordinate impact data across programs? Is there a set of universal questions that programs might adopt and include in their evaluations, which might provide data that can be aggregated across programs?

5) Identify a set of priorities regarding measuring impacts. Do we want to focus on particular themes (e.g., impact we are having on poverty) or on particular constituents (e.g., impact on
students’ learning)? Do we need a repository of valid and reliable instruments that public engagement leaders can access and use?

6) Explore some ways to report the data we do collect in ways that would be helpful and useful to all involved.

7) Explore ways to collect data horizontally (across programs) and vertically (across years).

8) Detail components of the specific investment the University might need to make to secure viable University-wide accounting and assessment systems. What might the costs be to develop and implement the systems? Given limited resources, where should resources be applied that will produce maximum results?

REFERENCES:

Community TechKnowledge (CTK) www.communitytech.net (provides a suite of web-based software applications, reporting tools, and consultancy support to the human services sector; helps nonprofits to efficiently track program outcomes and the impact of human services and funding on communities.)

Appendix B – Types of Engagement

**Types of Engagement**

**Curricular Engagement**
This category includes activities connected to academic courses (e.g. service-learning) or degree programs (e.g. capstone courses/projects).

**Professional Development Opportunities for U of M Students**
This category includes internships, apprenticeships, practica, field experiences, community work study, and similar activities.

**Engaged Research**
This category includes community-based research aimed at producing new knowledge within a discipline or field; research conducted for the purpose of informing professional practice and public policy; and/or research intended to be widely applied.

**Technology Transfer**
This category includes partnerships between the U and external entities for the purpose of commercializing new technologies.

**Technical Assistance**
This category includes programs or activities in which U of M faculty, staff, or students act as professional consultants to organizations.

**Continuing Education and Training Programs**
This category includes activities through which the U provides continuing professional education, as well as professional development and educational enrichment opportunities to the general public.

**Information Resources**
This category refers to activities through which the U provides free or low-cost information to the public (e.g. Extension publications, telephone information services).

**Clinical Service**
This category includes programs and activities through which the U provides health care services to humans and animals.

**Direct Service**
This category includes service to the community provided by U of M faculty, staff, and/or students, such as volunteering, board service, judging competitions, or giving presentations.
Cultural Opportunities
This category includes museums, exhibits, lecture series, performances, athletic programs and other activities that are accessible to the general public.

Institutional Civic Engagement
This category includes investment, local purchasing and facilities development (like the shared football field development between UM Morris and the local school district).

*Compiled by Monica Siems, Spring 2006, updated 9.2006*
Appendix C – Definitions and Characteristics of Engagement used by Extension

-----Original Message-----
From: Dick Senese [mailto:dsenese@umn.edu]
Sent: Thursday, June 25, 2009 12:54 PM
To: 'Laurel Hirt'; 'Andrew Furco'
Subject: Possible questions to pose within Digital Measures

Laurel and Andy,

In a recent network study we are doing in Extension, we included these three questions. Respondents were asked to name an organization with which they partnered and the to use these to describe the nature of the partnership they had with the organization. For each question, people could pick one and only one of the choices.

Question 1 - tries to get at the engagement description without using the word.

1. Which of the following best represents your contribution to the organization?
   a) I provided substantive information to the organization.
   b) I provided my expert advice to the organization.
   c) I had an on-going role to influence the organization's outcomes/processes.
   d) I partnered with this organization around a joint effort with mutual benefit.
   e) I provided administrative, financial or physical labor support to this organization.

Question 2 - This gets at how the work with the organization started

2. Who initiated the contact with this organization?
   a) I initiated the contact with the organization.
   b) The organization initiated the contact with me.
   c) The organization and I were connected by a third party external to the University.
   d) The organization and I were connected by a third party internal to the University.

Question 3 - Tries to get at the impact on the organization from the staff member's perspective.

3. How important do you think your contributions have been to helping this organization achieve its objectives?
   a) Very important
   b) Moderately important
   c) Slightly important
   d) Not at all important
Appendix D – Final Report Senate Joint Subcommittee on Databases

Final Report

Senate Joint Subcommittee on Databases

University of Minnesota

February, 2008

Members of the Subcommittee:

- Briana Clark (student member), SCIT representative
- Douglas Ernie (Electrical & Computer Engineering), SCIT representative
- Kathryn Hanna (Biological Sciences), SCFA representative
- Nancy Herther (University Libraries), SCIT representative
- Andy Lopez (Science & Math - Morrie), SCIT representative
- Steven Ruggles (History), SRC representative

Ex Officio members:

- Garfield Bowen, Enterprise Project Management, Office of Information Technology
- Bernard Gulachek, Office of Information Technology
- Bob Rubinyi, University of Minnesota Extension
- Peggy Sundermeyer, Office of the Vice President for Research
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Appendix B: Assessment of System Needs and Requirements and Best Practices for Development and Adoption

Appendix C: Details of System Benefits
1. Executive Summary

The Senate Joint Subcommittee on Databases identified two needs for collection of information about University faculty and staff. First, there is a need for expertise data, to make it easier for students, University researchers, and the public to locate faculty and staff with particular domain proficiency. This is of particular importance in this time of increasing interdisciplinary collaboration. Second, there is a need to collect faculty and staff activity data for annual evaluations and promotion and tenure. The Subcommittee found that despite several attempts to implement expertise databases by various University units, no comprehensive University-wide system exists to collect and disseminate this valuable information. Faculty activity reporting is even more decentralized, with substantial variation in procedures across departments and colleges, and considerable duplicated effort as units begin to implement electronic reporting systems.

The Subcommittee investigated the potential costs and benefits of a centralized system for gathering information about faculty activities and expertise. We determined that combining the functions of expertise data collection and activity reporting in a single system could yield significant benefits, both with respect to efficiency and data quality. This integration would provide incentives for timely data entry and guarantee currency of the expertise data. Since collecting expertise information can be closely aligned with yearly activity reports of faculty and professional staff and preparation of promotion and tenure cases, it makes sense to integrate these functions.

The Subcommittee therefore recommends that a comprehensive faculty and P&A expertise and activity reporting system be implemented to better leverage the University's most important asset: the expertise of its world-class faculty and staff. Such an Integrated University Expertise and Activity Reporting System (IUEARS) for collecting and disseminating faculty and staff activity and expertise information has the potential to significantly benefit the faculty and the University with respect to increased excellence, public engagement, and resource effectiveness. The three areas in which an IUEARS would have immediate impact include:

- Database of Faculty and Staff Expertise
- Annual Faculty and P&A Activity Reporting
- Promotion and Tenure Process

In addition, this system as a whole must support:

- The ability to import information from other U of M enterprise systems
- A user friendly interface, clear processes and flexible methods for data entry and data access
- Measures and access protocols to assure data security and privacy of information

The implementation of such a system would benefit faculty, students, and the wider community. Benefits to faculty include increased opportunities for collaboration, funding,
and outreach, while reducing the time spent in data entry for various reporting functions. The system would facilitate recruitment of prospective students and make it easier for students to explore learning and research opportunities.

The University would benefit through increased community engagement, enhanced public value of the institution, and increased resource effectiveness with respect to accreditation and institutional reporting. Increased access to expertise within the University would allow business, nonprofits, government, and individual citizens to more effectively interact with the institution.

As the system is developed, the subcommittee considers it essential that faculty continue to play a significant and active role in the decision making process. Specifically, the committee recommends that there be faculty involvement in each step of the acquisition, conversion, and implementation process. Since some colleges have or are in the process of developing and implementing collegiate systems, it is in the best interest of the University that coordinated, enterprise wide action be taken as quickly as possible. Personnel from the collegiate offices and from the coordinate campuses should be included in the process to ensure continuity and seamless integration.

2. Proposed Senate Resolution

The University of Minnesota should adopt an integrated software system that serves as a comprehensive repository of University faculty and staff activity and expertise. This system should include the features of an expertise database while supporting annual activity reporting, the promotion and tenure process, and other relevant reporting functions. As an expertise database, this system should allow students and colleagues in and out of the University to quickly find information. Elements essential to such a system include:

- The ability to import appropriate existing information from existing Enterprise systems.
- Active involvement of faculty, departments, and colleges, with central administration for development of a flexible and robust structure to support the different needs of the various disciplines and units.
- Careful construction of security measures to protect private, sensitive, or proprietary data.
- A mechanism to assure timely updates to the data.
- Investment for training to use the system and for ongoing user support.
- A user-friendly interface and a variety of avenues for data entry, expertise searches, and report generation.

Other considerations to maximize the effectiveness of the system may include integration with the grants management system to allow for easy assembly of biosketches and other reports, the ability to create curricula vitae, and the capacity to compile departmental/collegiate/university-wide reports.

3. Background and the Subcommittee's Findings
In September, 2006, the Senate Committee on Information Technology (SCIT) received a request to evaluate the existing expert databases on campus and explore the potential for adopting a centralized system. In discussions about the databases, it became clear that there are additional needs for information about faculty activities. In particular, computerized systems for faculty activity reporting could help to improve the efficiency of recordkeeping for merit, promotion, and tenure.

To address these issues, the Senate Research Committee (SRC), SCIT and the Senate Committee on Faculty Affairs (SCFA) created a special joint subcommittee to look at key issues, including necessary software features, usability issues, and data security and access. The subcommittee was charged with gathering information and reporting back to the three committees with their findings and recommendations.

During early discussions in the Senate committees, the following questions were discussed:

- What are the best ways for maintaining information stored in these databases?
- Where should this information be housed, and who should administer and support the system?
- Should a single database be created to cover both expertise information and faculty activities reports?
- How can we facilitate conversations that enable faculty to weigh in on this issue in parallel to the conversations that have occurred administratively (through Council of Research Associate Deans in early Fall 2006)?
- What are the key issues of usability and interface in the design of any such system, for those inputting data as well as those accessing data in different formats?
- Can we guarantee secure access to the database?

There are a variety of stakeholders for this initiative, including University Relations and the University Libraries; students and faculty seeking to find experts; the administration and colleges seeking to develop expertise databases; and faculty needing to maintain their vita and other information. The committee members shared the strong feeling that, through the Senate, the voice of faculty and P&A staff could be heard.

The subcommittee first met May 9th, 2007, and continued to meet periodically through January 2008. Meeting topics included discussions of issues, discussions with key individuals on campus (such as John Bryson from the Humphrey Institute, demonstrating the HHH P&T database system) and sponsoring an open vendor presentation by Digital Measures, Inc. in October 2007.

Key findings from our investigation include:

1. Multiple internal audiences (including faculty, graduate students, undergraduates, administrators) and external audiences (media, business, government, non-profits and
funders) need electronic access to comprehensive and current information on faculty expertise and accomplishments at the University of Minnesota.

2. In the current environment, multiple database applications are maintained by individual colleges as well as central units such as University Relations (media contacts) and OVPR (expertise listings for business, bios for grants). Most of these redundant systems have at least some out-of-date information and do not come close to covering the work of all or even most faculty and P&A staff members.

3. Many academic units still use inefficient paper-based, manual systems to create and maintain vitae, promotion and tenure documents, biosketches, and annual reports.

4. The existence of multiple non-integrated database systems within the University results in duplication of data entry efforts; wasted hours looking for experts and collaborators; and many lost project, research, and funding opportunities.

5. Integrated expertise and activity reporting systems exist in many other institutions. Some are commercial products, others created in-house. Digital Measures, for example, claims to serve clients from “more than 500 schools and colleges in more than 20 countries.” Sedona, another commercial vendor, also claims a growing client list. However, many of these institutions are not the size or scope of the University of MN.

6. Other institutions have adopted integrated systems because new technology offers the potential for improved data quality and greater efficiency than previous methods of data collection and dissemination. Ease of use and flexibility have been key criteria at many institutions.

7. Some systems at other institutions have been developed from a top-down, mandated model without significant input/collaboration with end-users (faculty and P&A as well as groups involved in needing expertise information, etc.). The level of faculty buy-in seemed more remote in these cases. Other models – such as consensus, or evolutionary development, seem to be better accepted. For example, beta testing with faculty at the design stage or starting with a small pool of colleges, gauging their needs and experiences, and building up from there. An open process (such as used at the University of Utah), with strong collaboration, beta testing and a clear and progressive implementation model seem to be factors in successful implementation. At Minnesota, this would encourage the involvement of the faculty and P&As, potentially through Senate collaboration.

A summary of the resources and references that informed the committee’s work and its findings is included in Appendix A.

4. Proposed Solution –
   An Integrated University Expertise and Activity Report System
The Subcommittee has determined that an integrated faculty and P&A expertise and activity reporting system could permit the University of Minnesota to better leverage its most important asset: the expertise of its world-class faculty and P&A staff. Such an Integrated University Expertise and Activity Report System (IUEARS) for collecting and disseminating faculty and staff activity and expertise information has the potential to significantly increase excellence, public engagement, and resource effectiveness. The three areas in which an IUEARS would have immediate impact, and key requirements in each, include:

- **Expertise Database of Faculty and Staff**
  - Comprehensive in terms of research areas, interests, and geographic experience
  - Up-to-date
  - User-friendly interface for search queries by faculty, staff, students, a variety of administrative needs, and outside communities

- **Annual Faculty and P&A Activity Reporting**
  - Repository of faculty and P&A research, teaching, and service activities
  - Customizable for both data entry and report generation
  - Support for compilation of department/college/university-wide reports
  - Support for generation of curricula vitae, biosketches, etc.

- **Promotion and Tenure Process**
  - Easy generation of portions of the P&T files
  - Common format for P&T files

In addition, this system as a whole must support:

- The ability to import information from other U of M enterprise systems (e.g., X.500 single sign-on, PeopleSoft Human Resources, Student Services, and Financial, and library systems)
- A user friendly interface and flexible methods for data entry and data access
- Measures and access protocols to assure data security, integrity and privacy of information

5. **System Components**

As with most information technology applications, the IUEARS would consist of three major components (see following diagram):

- **Input:** Leveraging existing data from various sources (e.g. Student Services course information, grants management systems), import of citation and related data from the U of M Library, and faculty and P&A staff input of supplementary data on publications, research, and community engagement
• **Processing:** Integrated University Expertise and Activity Report System

• **Output:** Expertise profiles, biosketches, Updated faculty web pages, a host of reports (e.g.: annual activity reports, for P&T, President, Collegiate/Dept) and advanced faculty expertise search capability internal and external to the U by a wide user/interest group

**User interfaces - From the user's perspective:**

1) All faculty would:
   - interact with the web-based data input form to enter activities
   - indicate which information should be shared publicly in the public expertise directory
   - designate collaboration/consulting/public engagement activities for which they would like to participate (e.g. answering media questions, grant proposals, collaborative research, etc.).

2) U of M students, faculty, staff, and the public would be able to search the web-based expertise directory.

3) U of M faculty and administrators involved with the review process would be able to access annual reporting and promotion and tenure documentation.

4) U of M faculty would be able to indicate which of the multiple formats they would like to print out their curriculum vita.

**Other key issues** – There are several issues that arise in the selection and implementation of IUEARS. Of primary importance in all phases of this project is involvement of and clear communications with all stakeholders including faculty, staff, students, and administration. In addition, some other key considerations are:

- In the software selection process
  - In-house development or acquisition of a commercial product
  - Ease of integration with the University’s other enterprise systems
  - Ease of use by all constituents
  - Customizable support for the diverse needs of faculty, staff, and administration at all levels
  - Appropriate security and access control mechanisms to ensure privacy of information

- During implementation
  - Careful planning and flexibility in terms of a phased rollout
  - The amount of prior information to include in repository
  - Support and training (including on-line tutorials, help screens) for all users
  - Support for data input of past years’ information, if needed

A more detailed assessment of system needs and requirements and best practices for development and adoption are included in Appendix B.
INTEGRATED UNIVERSITY
EXPERTISE & ACTIVITY
REPORTING SYSTEM
(IUEARS)

Items to consider:
1. Data security
2. Integration with enterprise systems (e.g., PeopleSoft)
3. Determining scope of initial effort (e.g., College units)

01/23/08
6. System Benefits

The implementation of IUEARS can provide benefits to many different groups inside and outside the University as indicated below. A more detailed discussion of these benefits is provided in Appendix C.

Faculty Benefits
- Facilitate faculty collaboration.
- Reduce need for multiple entry of information by faculty.
- Reduce time spent by faculty to enter required annual information (after initial year).
- Reduce current inefficiencies and address missed opportunities.
- Improve comprehensiveness and currency of listings.
- Save time in locating expertise.
- Publicize specific faculty consulting interests/opportunities.
- Provide high quality (and multiple) curriculum vitae print-out/format options.
- Provide the structure for more systematic review of faculty work.

Graduate and Undergraduate Student Benefits
- Support undergraduate and graduate students looking for courses, committee members, and research expertise.
- Assist in recruitment of highly qualified students seeking to connect with faculty members having particular research interests.

Institutional Benefits
- Support multiple program accreditation processes.
- Enhance public value of institution.
- Attract more outside funding and collaboration opportunities.
- Demonstrate U of M commitment to community engagement.
- Enhance individual academic unit web sites.
- Standardize expertise directory information.

External Community Benefits
- Improve ability for business, nonprofits, and government to locate expertise at the University of Minnesota.
- Improve capacity to quickly address media queries.

7. Roles and Responsibilities

Unlike other university-wide systems, faculty members’ annual reports and the conversion to an electronic system are inseparable from their role and responsibilities. While it is appropriate that administrators take the leadership role in planning, vendor selection, and implementation of a university wide system, the subcommittee recommends that faculty continue to play a significant role in the decision making
process. Specifically, the committee recommends that there be faculty involvement in each step of the acquisition, conversion, and implementation process. This faculty involvement can be achieved through representation on committees for development of business requirements, review of vendors, planning of implementation, review and testing of applications and reporting, and evaluation of the development process and system implementation.

Having considered the various benefits and potential uses of a system that provides access to consolidated information, the committee thinks that responsibility for development and maintenance rest at the highest level within the university structure. More specifically, the committee would recommend that this system be a shared responsibility of the Offices of the Provost and Academic Affairs, Senior Vice President for System Administration, Vice President for Research, and Vice President for University Relations. The Office of Information Technology should facilitate the development of this system to meet the needs of the faculty and academic staff of the University. The Office of the President should ensure that this system is afforded the priority and resources that are required for a high quality product and level of service.

Personnel from the collegiate offices and from the coordinate campuses knowledgeable in faculty affairs, student services, and information technology should be included in the implementation process to ensure that the final system meets the needs of departments, colleges and coordinate campuses, as well as those of the central offices.
Appendix A: Resources and References

Prior Discussions/Reports from the U of MN

U of MN Report of the Faculty Workload Task Force to the University Senate, June 1995
http://www1.umn.edu/userenate/reports/facworkload.html
Report includes a section on a proposed "Database of Activities and Accomplishments"

Report to the Council of Research Associate Deans, "Integration of faculty activity reports and a single university wide expertise system", October, 2006. Listed in issues under Discussion on http://www.research.umn.edu/crad/

Reports & Analysis

Position Paper on Faculty Activity Data for the AAU Institutional Data Committee
Prepared by the Association of American Universities Data Exchange By Dennis Hengstler, Bill Hayward, and Rana Glasgel; April 2005
www.pb.uillinois.edu/aaude/documents/facultyactivities.doc
Word file report.

"Managing Faculty Data at the University of Tennessee: The SEDONA Project,"
Available online @ http://connect.educuse.edu/Library/EDUCAUSE+Quarterly/ManagingFacultyDataattheU/39854?time=1200509428


Examples of Existing Expertise/Faculty Activities Databases

College of Science & Technology, Temple University
http://www.temple.edu/cst/seedona/
"Using the most recent faculty CVs available to us, we have entered information on degrees, publications, conference participation, grant activity, graduate student supervision, service, etc. for about the last five years for full-time faculty members appointed before 2007-08."

University of New Mexico Medical School
http://www.google.com/url?sa=t&ct=res&cd=3&url=http%3A%2F%2Fhsc.unm.edu%2Fsom%2Facademicaffairs%2Fdocs%2F2007%2520A%2520Tmg%2520Dean%2520Department%2520Chair%2520Administrators.ppt&ei=TEIQR8msHY-4gQTJ_LTPBQ4usg=AFQjCN4E4ZDijjVP3iYGCRvqlPq1yj3adQ&sige=xiTc_sIUHCGAFKJA7GRX2w
Powerpoint presentation provides an overview of the system, its history and operation.
University of Louisiana – Monroe
http://www.uml.edu/facad/
The Faculty Activities Database is used to store information about each faculty member's professional activities. The information contained in the database is used each year as part of the annual evaluation process and can be compiled by administrators when summary information is needed for annual or accreditation reports.

University of Connecticut
outreach.uconn.edu/inforOutreach%20Forum%20Minutes_01_13_06.doc
Word file of the minutes of a Forum discussion on the development of a faculty activities database, which includes comments on a demo of such a database.

University of Michigan Medical School
http://www.med.umich.edu/medschool/global/projects.htm
As a part of their Global REACH Research, Education and Collaboration in Health, Michigan has "initiated the development of a comprehensive database of the international activities and contacts of UMMS faculty. This database allows faculty and medical students to search for UMMS colleagues with contacts in a country of interest. This clickable map will provide listing of UMMS faculty by continent, by region, or by country. Note that only those faculty who have consented to have their name listed on the website will be included. The text-based database is now available to logged-in UMMS community members."

Western Washington University
www.acschi.edu/handouts/WCPT04/E3-Schramm Burton Bertel Rose.ppt
Their faculty activities database is described in this PowerPoint presentation.

University of North Carolina - Charlotte
http://www.succeed.ufl.edu/search/seeproject.asp?projectid=42
Brief description of their FACTS (Faculty Activities Tabulation System)

University of Idaho
Digital Measures FAQ
http://www.vice-provost.uidaho.edu/default.aspx?pid=22894
Discussion of faculty concerns at a Faculty Council Meeting 11/28/06
http://www.webs.uidaho.edu/facultycouncil/2006-2007Council/Minutes/FC-
12%20Minutes%20(11-28-06).doc

Arizona State University
Preliminary draft RFP for a faculty activities database, discussing issues, etc.
http://utsa2.ceu.edu/files/docs/Digital_Measures_Project_Exec_Sum_-_AVS.doc

Commercial Products

Digital Measures
The commercial product is called "Activity Insight." More information - and the tutorial is @ http://www.digitalmeasures.com/activity_insight/index.html
You can download a 12-page pdf brochure on the product and also view a tutorial from this page.
The company claims to have installations covering at least one college at the following institutions:

<table>
<thead>
<tr>
<th>University of Alabama</th>
<th>University of Iowa</th>
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<tbody>
<tr>
<td>University of Arkansas</td>
<td>University of Massachusetts</td>
</tr>
<tr>
<td>University of New Hampshire</td>
<td>University of Notre Dame</td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>University of Delaware</td>
</tr>
<tr>
<td>Florida State University</td>
<td>University of Washington</td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td></td>
</tr>
</tbody>
</table>

Campus-wide installations include:

<table>
<thead>
<tr>
<th>Arizona State University</th>
</tr>
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<tbody>
<tr>
<td>Pennsylvania State University</td>
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<tr>
<td>University of California-Irvine</td>
</tr>
<tr>
<td>University of Connecticut</td>
</tr>
<tr>
<td>University of Idaho</td>
</tr>
<tr>
<td>University of Southern California</td>
</tr>
</tbody>
</table>

**Sedona Systems**

https://sedonaweb.com/

"Sedona Systems is a web-based Access database created by Jon Woodruff, University of Tennessee accounting professor, to make life easier for faculty and administrators at AACSB business schools. It has also been adopted by other colleges and universities."

Institutions with University-wide licenses to Sedona include:

<table>
<thead>
<tr>
<th>Bloomsburg University of Pennsylvania</th>
<th>East Carolina University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freed Hardeman University</td>
<td>Harding University</td>
</tr>
<tr>
<td>Lander University</td>
<td>Oklahoma Christian University</td>
</tr>
<tr>
<td>Regis University</td>
<td>SUNY – Plattsburgh</td>
</tr>
<tr>
<td>University of North Carolina – Greensboro</td>
<td>Univ. of the Sciences in Philadelphia</td>
</tr>
<tr>
<td>West Texas A&amp;M</td>
<td></td>
</tr>
<tr>
<td>Zayed University</td>
<td></td>
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</tbody>
</table>
Appendix B: Assessment of System Needs and Requirements and Best Practices for Development and Adoption

System Needs and Requirements:

General
- Need a tool that would work across the entire U of M
- Web-accessible
- Support at both central and collegiate level
- Training for faculty and staff to use system
- Ability to handle detailed faculty information
- Ability to accommodate multiple unit processes including non-credit groups such as the College of Continuing Education and the University of Minnesota Extension
- Compliance with security standards – physical security, HIPPA
- ADA compliance on accessibility
- Internet-based

Input
- Collect data on teaching
- Collect data on research – examples from AZ State:
  - Publications (i.e., refereed/non-refereed articles, conference proceedings, etc.)
  - Sponsored Research
  - Books (i.e., authored, edited, reviews, chapters, etc.)
  - Scholarly Conference Presentations/Exhibitions/Colloquia
  - Invited Commentaries/Prospectives/Review Articles
  - Monetary Fellowships/Awards/Internal Grants (awards not in sponsored projects)
  - Patents
- Collect data on university service and community engagement
- Ability to accommodate citations of edited books
- Ability to retain information on Journals for future entry (so redundant reentry is not required)
- Ability to customize input form
- Ability to directly store or link to storage of documents such as syllabi
- Capability to handle USDA specific reporting information input
- Need to support multiple citations styles (or is U of M support uniform style)
- Intuitive, easy-to-use, “learnable” user interface. In particular, entry of research citations needs to be simple. Cannot take a lot of time for data entry
- Capability to accept citations entered in a uniform “block format” (or spreadsheet) and then “parse” them by program so that laborious form-based entry would not be necessary
- Data input (comma delimited files or parsing text blocks)
Throughout its history the University has embraced public values and pursued public purposes in serving society. Today, with the prospect of difficult financial times ahead, some may suggest that it is time to lessen our commitment to our public mission. I believe instead that we must strive to articulate a renewed commitment to our public mission, one that reflects the changing conditions of public higher education and the needs of our society.

*Advancing Knowledge: A Partner for the Public Good*
President Robert H. Bruininks' Inaugural Address, February 28, 2003

The promise of the Engaged University as the direction for the future development of American higher education is historic. The University of Minnesota is helping to point the way toward this future. The land-grant tradition is a source of inspiration for this effort. In reaffirming the University’s civic responsibilities, public contributions, and connections to the community we are seeking to renew the land-grant mission in contemporary terms. And as an Engaged University we can reclaim the public support that has been gradually eroding. We should seize this opportunity.

*Civic Engagement Task Force Report*
Professor Ed Fogelman, Chair
May 15, 2002
Guide to Community/University Partnerships

University of Minnesota
Council on Public Engagement
Community Partnership and Extension Connections Committee
Diana Martenson, Barbara Muesing, co-chairs
Jeanne Freiburg, staff
May 2003

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      Policies, Governance agreements, etc.

1 Community Partnerships and Extension Connections Committee Co Chairs: Diana Martenson, University of Minnesota Extension Service and Barbara Muesing, College of Continuing Education. Committee Members: Dale Blyth, Center for 4-H Youth Development; Laurel Hirt, Career/Community Learning Center; Ron James, University of St. Thomas; Vikki Howard, American Indian Studies; Jenny Hawkins, Graduate School Fellow; Kris Nelson, Center for Urban and Regional Affairs; Mary Vogel, Regional Sustainable Development Partnerships
To: Council on Public Engagement  
   Ed Fogelman, Chair  
   Sue Engelmann, Staff

We are pleased to forward this Guide to Community/University Partnerships in fulfillment of our agreement to design a typology to help build understanding of the broad range and varied types of community/University partnerships that exist. Funding support from the council of Public Engagement made this project possible.

As noted in the document, we gratefully acknowledge the work of previous groups, especially the April 2002 report completed by the Civic Engagement Task Force Community Connections Committee. That report served as a departure point for our committee discussion, which in turn identified the need for a typology. In the interest of accessibility, we abandoned the term “typology,” which proved confusing. Instead, we call this report a Guide to Community/University Partnerships.

This Guide is intended to represent the mutual interests of the University and the broader community it serves. To that end, considerable attention was given to the language we used with the hope that all readers would find a common meaning for the categories of partnerships we have described.

Examples of the different categories are intended to be representative of the partnerships that exist across the institution. The examples are not all inclusive, and we invite COPE members and other colleagues to expand the list.

We believe the typology or guide we have designed can be a useful Web-based tool, and we recommend this be considered as a next step toward facilitating community/university partnerships. This report offers several suggestions in that regard as well as references to Web sites at other institutions.

Finally, we wish to recognize and applaud the superb assistance provided to us by Dr. Jeanne Freiburg. Her familiarity with the University, her exceptional research and organizational capability, and her good humor have helped us reach the goal described in our proposal to you last November.

Thank you for the opportunity to help advance the University's Public Engagement agenda.

Sincerely,

Community Partnerships and Extension Connections Committee  
Diana Martenson and Barbara Muesing, co-chairs
I. INTRODUCTION

Why a Guide?

As a public land grant university, the University of Minnesota participates actively in scores of community/university partnerships to advance educational, economic, civic and cultural endeavors throughout the state. Many community/university partnerships are thriving, some have no doubt outlived their usefulness, and others may have failed to achieve their intended outcome.

Studies of community/university collaborations [Sandmann & Waldschmidt, 1996; Sandmann & Baker-Clark, 1997] show that one reason partnerships fail relates to a lack of understanding of the different types of partnerships that exist, and the characteristics of successful ones. The lack of understanding on the part of university and/or community partners may foster unrealistic expectations regarding the collaborative relationship. Unrealistic expectations can, in turn, lead to disappointment and dissatisfaction with the collaborative effort. This guide is intended to strengthen the capacity of the university and communities to create and implement successful interactions by clarifying and describing the range of fruitful partnerships that already exist.

Another hurdle to creating and sustaining productive community/university partnerships arises from the difficulties that community representatives encounter when seeking access to the wealth of resources within the University of Minnesota. As one of the largest public research universities in the world, the University of Minnesota encompasses myriad units, thousands of faculty members and tens of thousands of students working on four campuses, six research and outreach centers and other venues throughout the state. Thus, by providing a clearer roadmap for collaboration, the Guide will help make the university more approachable and comprehensible to citizens and communities across Minnesota.

Goals

The goals in creating this guide are to:

i. provide a “front door,” or single first point of contact for communities, university students, staff and faculty wishing to explore community/university partnerships;

ii. present examples of existing community/university partnerships that may be used as models for future arrangements;

iii. provide a source of current data about existing community/university partnerships; and to

iv. help broker new community/university partnerships.
What are Community/University Partnerships?

The 2001-02 University of Minnesota Civic Engagement Community Connections Committee framed a definition of Community/University Partnerships in a report filed April 15, 2002. In accord with that report, Community/University partnerships are defined here as a subset of the University's much broader set of community connections. Please note, however, that considerable overlap may exist among the various types of community/university partnerships.

Continuing work completed last year by the Community Connections committee, this guide applies an understanding of Community/University Partnerships as:

- interdependent, reciprocal, and mutually beneficial relationships established and maintained to advance a common purpose;
- collaborative efforts in which people work together: not citizens working on behalf of the university or the university working on behalf of citizens;
- efforts that apply knowledge to address issues in society;
- efforts whose outcomes are owned and managed by all partners together.
II. EXECUTIVE SUMMARY

The Role of Public Land-Grant University: National Trends

Since their creation, land-grant universities in the United States have borne the responsibility of generating and conveying research-based knowledge to the general public. The emphasis placed on this responsibility, however, is continually renegotiated, subject to economic and societal pressures extending far beyond the walls of the university.

In 1993, amid pressures for increased relevance to “societal challenges,” the University of Minnesota formed an Outreach Council, charged by President Nils Hasselmo with creating a strategic plan for outreach. In August of that year, the Council presented its Strategic Plan, in which it “defined outreach, developed a mission and vision, documented the current breadth and richness of outreach, identified a central strategic issue, and formulated strategic goals and actions for achieving the stated mission and vision.”

Thus, the current Council on Public Engagement builds on a long tradition of revisiting the meaning and significance of outreach at the University of Minnesota. In May of 2002, the University’s Civic Engagement Task Force (formed in 2000) described the specific context which led to the creation of the Council on Public Engagement:

“Responding to diminished public support and the mounting pressure toward more market-oriented practices, and concerned about unresolved social problems in their neighboring communities, colleges and universities across the country are reaffirming the critical value of their civic contributions and their vital connections to the larger society. The University of Minnesota is emerging as a leader in these efforts to renew the public responsibilities of higher education. Recommendations in this Report are intended to further improve our effectiveness as an Engaged University. A goal of these activities is to reinvigorate the University’s civic identity, strengthen engaged practices, and thereby help to reclaim public support.”

Charge to the Council on Public Engagement

Evolving within the context outlined above, the current Council on Public Engagement was given its specific focus by University of Minnesota President Robert Bruininks. In his charge to the Council, President Robert Bruininks explained:

“An engaged University embodies the belief that through its public contributions higher education responds to serious social needs and strengthens a democratic way of life. The new Council will better enable the University of Minnesota to realize this belief through practical action. Internally it

---

2 “Outreach at the University of Minnesota – A Strategic Plan” August 1993. Outreach Council members: Patrick Borich, Julia Davis, David Kidwell, Hal Miller, Theresa Neil, Cherie Perlmutter, Tony Potami, Tom Scott, Gene Allen (chair), Jeanne Markell (staff), Steven Laursen (staff).

will help reaffirm and deepen the public meaning of our professional work, and it will help also to renew the University's claim to public support among the people of the state.[...] I expect the Council to become a catalyst for promoting greater awareness, understanding, and support for public engagement throughout the University and in the public at large.”

Community-University Partnership Typology - 2003

In 2003, the Council on Public Engagement provided financial support for a number of projects designed to advance public engagement. This Guide, originally described as the “Community-University Typology” is one such effort. Members of the Council believed a typology might provide much-needed clarity in defining Community-University Partnerships and help representatives from the university and communities better understand the potential of such partnerships.

Next Steps – the Guide as a Web-based Tool

Results of a 2003 University of Minnesota survey show that 68% of Minnesotans prefer accessing information about the University of Minnesota via the World Wide Web. Because the percentage of Web users is continually growing, and because Web technology allows for dynamic management and presentation of information, a digital version of the guide would be useful to community and university alike. Based, in part, on examples from other universities, part IV of this report describes ways to adapt the guide for the Web.

Phase two of the project, which will integrate the Guide into the University of Minnesota Web site, will be an important step toward institutionalizing public engagement. In its present state, the Guide provides information that may prove useful in developing the Web site. However, just as any other printed document, it will require significant reshaping to render it effective as a Web-based tool. Above all, the digital version of the Guide must be:

- Easy to use
- Comprehensive
- Current and accurate
- Responsive to needs of users; i.e., databases must be searchable by key words selected by users, not simply by categories established by the university

---

4 Each year, the University conducts a survey of public attitudes about the University. The 2003 survey included questions related to public access to university resources. The report, titled “Connecting with our Constituents: 2002 public opinion polling results,” is available from the Office of University Relations.
III. METHODOLOGY

Review and Build on COPE's Work

Development of this Guide began with a review of prior work by the Council on Public Engagement, and its predecessor, the Civic Engagement Task Force. In particular, the April 2002 report completed by the Civic Engagement Task Force Community Connections Committee provided a departure point for discussions by the Community Partnership and Extension Connections Committee, which in turn, identified the need for a typology.

The review of earlier work was conducted in tandem with interviews and discussions with stakeholders across the University of Minnesota. Questions put to them focused on the presumed efficacy and use of a guide to, or typology, of community/university relationships. Discussions, interviews, and contacts included:

- David Hamilton-Vice President Research-Feb 2
- Bob Rubinyi – University of Minnesota Extension Service-Feb 25
- Matt Sumera – U Relations-March 4
- Marty McDonough – U Relations-Feb 27
- Education Committee – Council on Public Engagement, March 6, May 15
- Fred Smith – CURA-March 7
- Ann Kirby-McGill – Director of Constituent Relations U Relations, March 27
- Amy Anderson, Direct Marketing, U Relations- provided 2002 Constituent Survey results
- John Schwaller – Morris Campus

Assumptions about Community/University Partnerships

Stakeholders agreed on a number of details regarding community/university partnerships. What follows is a summary of assumptions and views that surfaced with relative uniformity in the discussions:

What is the value of Community/University Partnerships?

There is a widespread belief that community/university partnerships are valuable both because they are the right thing for a land-grant university to engage in and because partnerships actually improve the quality of scholarship and education available at the University of Minnesota.
Many believe that there should be more community/university partnerships. However, others claim that this view may be based on an incomplete understanding of the number of partnerships that already exist. They suggest that an inventory of existing partnerships is needed before calling for more. Research conducted in preparing this report suggests that, at any given time, hundreds of community/university partnerships are in effect.

Anecdotal evidence suggests that the legislature rewards the University of Minnesota for its involvement in university/community partnerships. However, university faculty and staff could cite no research that supports this idea.

**Terminology**

There is little consistency across the University of Minnesota, let alone nationally or among external constituencies, when it comes to describing community/university involvement. The following terms are sometimes used virtually interchangeably.

- Public Engagement
- Public Scholarship
- Civic Engagement
- Outreach
- Collaboration
- Community/University Partnership
- Service Learning

**What is the value of a typology or guide to community/university partnerships?**

Most agree that there is a need for streamlining the process of establishing community/university collaborations. However, some believe that access to the University is facilitated more by personal relationships with University faculty or staff than by information available through publications or Web pages.

A guide could help community and university partners form realistic expectations of partnerships before undertaking such an effort.

**What are the major barriers to community/university partnerships?**

- Financial limitations
- An academic system that does not necessarily reward such activity
- Unrealistic expectations by one or both parties
- Access to relevant, accurate, and current information
- Lack of an infrastructure to match community and university partners and possibly to oversee their collaboration
World Wide Web and community/university partnerships

The University of Minnesota’s current Web pages include inconsistencies and outdated materials – the University of Minnesota server now contains more than 500,000,000 pages, many of which no longer actively maintained.

The Web holds enormous potential as a means of linking communities with the university only if it is:

- Easy to use
- Current and accurate
- Comprehensive
- Responsive to needs of users; i.e., databases must be searchable by key words selected by users, not simply by categories established by the university.

IV. THE GUIDE TO COMMUNITY/UNIVERSITY PARTNERSHIPS

This Guide to Community/University Partnerships builds on the substantive work presented by the Civic Engagement Task Force Community Connections Committee in their report of April 15, 2002. It also incorporates ideas from the Civic Engagement Inventory compiled in March, 2001, as well as efforts by William Doherty, Professor of Family Social Science at the University of Minnesota and Susan A. Ostrander, Professor of Sociology at Tufts University. The Civic Engagement Inventory of March 16, 2001 provided examples of community/university partnerships, many of which have been integrated into the Guide.

The Guide uses the following five measures to provide consistency in describing and comparing the various types of community/university partnerships:

i. scope of the work
ii. character of the work
iii. who defines the issue to be addressed
iv. what the university provides
v. temporal limits of the partnership

---

5 Committee Members: Tom Scott, Steve Daley Laursen, Jeanne Markell, Ken Hepburn, Jan Hively, Margaret Ligon, Richard Nelson, Jan Joannides, Sharon Roe Anderson
<table>
<thead>
<tr>
<th>CUP type</th>
<th>scope of work</th>
<th>character of work</th>
<th>who defines</th>
<th>U provides</th>
<th>time limits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Community-defined issue</td>
<td>Community defines scope</td>
<td>Specialized</td>
<td>Community</td>
<td>Format, strategy or process</td>
<td>Temporary</td>
</tr>
<tr>
<td>2. New Venture</td>
<td>Community &amp; U define scope</td>
<td>Coordination</td>
<td>Community &amp;/or U</td>
<td>Subject area &amp; research expertise</td>
<td>Permanent</td>
</tr>
<tr>
<td>3. New Knowledge</td>
<td>Specific investigation</td>
<td>Investigation</td>
<td>Community</td>
<td>Subject area &amp; research expertise</td>
<td>One-time or permanent</td>
</tr>
<tr>
<td>4. Engage Students</td>
<td>Determined by student</td>
<td>Service learning</td>
<td>Community</td>
<td>Access to students, supervision</td>
<td>Limited</td>
</tr>
<tr>
<td>5. Forums, Programs, Conferences</td>
<td>Determined by goals, objectives of event</td>
<td>Planning, marketing, execution</td>
<td>Community &amp; U</td>
<td>Conceptual &amp; logistical planning</td>
<td>One-time, annual, periodic</td>
</tr>
<tr>
<td>6. Commercial Use</td>
<td>Determined by contract</td>
<td>Bringing technology to marketplace</td>
<td>Community</td>
<td>Specific technology</td>
<td>Limited by contract</td>
</tr>
<tr>
<td>7. Resources</td>
<td>Determined by nature of activity</td>
<td>Making optimal use of facilities</td>
<td>Community or U</td>
<td>Facilities</td>
<td>None</td>
</tr>
</tbody>
</table>
Representative Examples (not all inclusive, users are invited to submit additional examples):

**Access eGovernment**
http://www.egov.umn.edu/

University of Minnesota Extension Service
Access eGovernment is an online guide and hands-on workshop to help local governments plan dynamic, information-rich Web sites that meet the needs of citizens.

**Business Retention and Expansion Strategies Program**
http://www.extension.umn.edu/projects/bre/

University of Minnesota Extension Service
The BR&E Strategies Program brings local leaders and development groups together with Extension professionals and University faculty to help communities explore options for strengthening local businesses.

**Children’s Summits**
http://www.childrenssummit.umn.edu/

Office of the President
To engage both University and community leaders from throughout Minnesota in sustained partnerships for the benefit of Minnesota children, President Bruininks will convene three yearly Children's Summits. The first, held in 2003, focused on "Starting Strong," with an emphasis on the early foundations of healthy development and learning.

**Institute on Criminal Justice**
http://www.law.umn.edu/centers/crimjust/

Law School
The Institute combines work on issues of current concern to criminal justice practitioners and policymakers with the academic research interests of the faculty. Its major objective is to provide unbiased, practical information regarding emerging criminal justice issues to help guide policy decision making.

**Sharing the Load**
http://www.regionalpartnerships.umn.edu/projects-stl.html
College of Natural Resources; College of Agricultural, Food, and Environmental Sciences; University of Minnesota Extension Service

This program develops tutorial materials for towns and cities to use in assessing alternatives for solving electric energy shortages.

**Women Legislators' Retreat**


**Hubert H. Humphrey Institute of Public Affairs**

To help women serving in the Minnesota Legislature build skills and foster relationships, a bi-partisan group of women legislators worked with a design team from the Humphrey Institute to create retreats in 2001-2.
2. **Community/University Working Together**

*To Create a New Venture*

This partnership creates something new — a process, center or collaborative — that that takes on its own life. As such, this new entity may begin to interact independently with the groups that created it.

- The scope of the work is determined by the community and university together.
- The work consists primarily of coordinating institutions with common goals.
- The community and/or university may define the issue.
- The university contributes expertise and, often, a forum for collaboration.
- Initiating parties recognize at least the partial independence of the jointly-created, permanent

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**Representative Examples** (not all inclusive, users are invited to submit additional examples):

**The Biomedical Engineering Institute**
http://www.bmei.umn.edu/aboutbmei/mission.htm
The BMI is a research organization uniting engineering and health sciences faculty and counterparts in the community to create new medical devices, solve clinical problems, and promote collaboration with industry.

**Bridge to Health Collaborative**
School of Nursing - Derryl Block 218-726-6962
A collaborative of over 100 health related organizations (public health, hospitals, tribal health, educational institutions) in NE Minnesota.

**The Community University Health Care Center**
http://www.ahc.umn.edu/CUHCC/

**Academic Health Center**
The clinic answers to the health care needs of the community. Approximately half of the clinic's 8,000 patients reside in the Phillips neighborhood and surrounding areas and experience the daily problems of poverty, unemployment, social isolation, substance abuse, and domestic and community violence.

**East Range Economic Response Team**
Natural Resources Research Institute – Neil D. Nelson 218-720-4285
A team, chaired by Iron Range Resources and Rehabilitation Board, of State agencies, MN Legislature, US Congress, labor unions, regional economic development agencies, private companies in the region, trade associations, and UM, formed to assist the communities on the eastern part of the Minnesota Iron Range.

**The Minnesota Area Geriatric Education Center (MAGEC)**
http://www1.umn.edu/coa/MAGEC/magec.html

University of Minnesota Center on Aging
MAGEC represents a consortium of seven regional geriatric education centers, each of which is built around community partnerships of local leaders, academic institutions, health professionals, and service providers. MAGEC serves as the central coordinating link for the RGECs.

**Continuing Professional Education Customized Training**

http://www.cce.umn.edu/cpe/training.shtml

**College of Continuing Education**

Minnesota Jobs Skills Partnership Projects are underway to build curriculum and training programs to respond to educational need and opportunity from business and industry. Northwest Airlines is a partner on a project focused on the management of best practices for information technology.

**Regional Sustainable Development Partnerships**

http://www.regionalpartnerships.umn.edu/about.html

**College of Natural Resources, COAFES, University of Minnesota Extension Service**

The Regional Sustainable Development Partnerships work to sustain Minnesota's natural resource-based communities and industries by addressing community-identified agriculture, natural resources, and tourism issues in partnership with the University of Minnesota.
Representative Examples (not all inclusive, users are invited to submit additional examples):

**Children, Youth and Family Consortium - Community Partnerships**

http://www.cyfc.umn.edu/

The Consortium strives to develop partnerships with Minnesota community based initiatives that share in the mission of linking research and practice in the arena of children, youth and families. While we have many partnerships throughout the state and nationally, one of the Consortium's goals is to facilitate information exchange with partners who have statewide implications for the well-being of children and families.

**Long-term Water Quality Monitoring in the Rainy River Watershed**

http://www.regionalpartnerships.umn.edu/projects.html

College of Natural Resources, College of Agriculture, Food and Environmental Sciences, University of Minnesota Extension Service

The Northeast Region Sustainable Development Partnership is joining with the State of Minnesota Department of Natural Resources and seven partners in both Canada and the United States to support a water quality monitoring and environmental education program. This project will meet the need to develop a long-term monitoring program in the Rainy River watershed.

**Natural Resources Public Perception and Values Survey**

http://www.regionalpartnerships.umn.edu/projects.html

College of Natural Resources, College of Agriculture, Food and Environmental Sciences, University of Minnesota Extension Service

A statistically valid mail survey will be developed to evaluate citizens' values and perceptions about open space. Responses to the survey will help define community goals for open space protection and a written report will document these values and perceptions for use in the Duluth Area Natural Resources Inventory.

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3. **Community/University Working Together**

   **To Create New Knowledge**

Faculty, students, and community members create and disseminate "public scholarship" that contributes to practical and theoretical knowledge, especially knowledge about how to build and sustain democracy, and how to build and maintain public spaces, public conversations, and public action.

- The scope is limited to a relatively specific investigation.
- The work involves investigation to discover relevant new information.
- The community identifies issue to be investigated.
- The university provides subject area expertise and helps develop a research method.
- The arrangement may be one-time or permanent.
4. Community/University Working Together

To Engage University of Minnesota Students

University students partner with community organizations to gain real-world experience while also providing labor and expertise.

- The scope is determined by the time constraints and abilities of the student.
- The work is determined by community needs and appropriate fit with student’s educational program.
- The community defines the issues to address.
- The university provides structured access to students and supervision of the student’s progress.
- The length of the partnership is usually limited by the student’s educational program.

Representative Examples (not all inclusive, users are invited to submit additional examples):

**CAP-Community Assistantship Program**
http://www.cura.umn.edu/programs/CAP/cap.html
The Community Assistantship Program provides applied research assistance to community-based nonprofit organizations, citizen groups, and government agencies throughout Greater Minnesota. Student assistantships, which range between 195 and 390 hours of work, are designed to help meet community needs while providing students with career-related experience.

**College of Biological Sciences Internship Program - CBS**
http://biosci.cbs.umn.edu/admin/student_services/cic_plep/plep_sponsors.html
Provides access to students at the University of Minnesota looking for “hands-on” experience in a science-related business or organization.

**Community Partnerships**
http://www.cclc.umn.edu/organizations/ocommunityinfo.html

**Career and Community Learning Center**
The Career and Community Learning Center forms partnerships with nonprofits throughout the state. The goal of these partnerships is to link University of Minnesota students to the community through meaningful work at area nonprofits.

**CURA**
http://www.cura.umn.edu/
The Center for Urban and Regional Affairs (CURA) is an all-University applied research and technology center at the University of Minnesota that connects faculty and students with nonprofit organizations, ethnic and racial minority groups, businesses, rural towns, inner-city neighborhoods, suburban communities, local governments, and public agencies in Minnesota.

**Minnesota Space Grant Consortium**
http://www.aem.umn.edu/msgc/epo.html

As part of its mission, this consortium of universities, colleges, and governmental and industrial partners focuses its outreach activities on K-12 science and engineering education, offering teacher workshops and training as well as curriculum development.

**Neighborhood Planning for Community Revitalization (NPCR)**
http://nPCR.org

Community organizations can apply to NPCR to receive the support of a student assistant for a project that will impact their neighborhood. NPCR supports projects that research the planning, implementation, or evaluation of a community-based revitalization program or service.
5. **Community/University Working Together**

*To Deliver Forums, Conferences and Programs*

Community and University collaborate to develop and organize forums, conferences, or other events

- Scope is determined by goals and objectives of each event.
- Work involves conceptual and logistical planning, marketing and execution.
- Community and university define issues together.

**Representative Examples** (not all inclusive, users are invited to submit additional examples):

**Chemical Safety Day Program**
http://www.dehs.umn.edu/csdp/

**Environmental Health and Safety**
Since 1981, the [Chemical Safety Day Program](http://www.dehs.umn.edu/csdp/) has been offered to assist educational institutions and non-profit organizations in disposing of hazardous material/waste.

**Continuing Professional Education Program Planning and Conference Services**
http://www.cce.umn.edu/cpe/planning-services.shtml

**College of Continuing Education**
Professional services include program planning and implementation, marketing and promotion, facilities and conference services support, financial management, registration services, and evaluation.

**Hubert H.Humphrey Institute of Public Affairs**
http://www.hhh.umn.edu/research/index.htm
Faculty and fellows at the Humphrey Institute conduct research on public policy issues and engage in outreach efforts that have regional, national, and international significance. The Institute’s 10 public policy centers serve as focal points for discussion and dissemination of information on public policy questions.

**Local Government Forum**
**University of Minnesota Extension Service**
Extension Staff conduct a local government forum in St. Cloud to address issues in local government, including some teaching about how government works related to these local issues, and how citizens can be knowledgeable participants in the process.

**Public Health Roundtable**
http://www.cpheo.umn.edu/roundtable/
**School of Public Health**
This annual event unites community practitioners with faculty and students to address a current or emerging public health issue of wide interest. The Roundtable is intended for public health practitioners from the public and private sectors, physicians, nurses, care providers, students, and others interested in public health.

**Research to Product**
http://www.ptm.umn.edu/

**Vice President for Research – Office of Patents and Technology Marketing**
University and university affiliated, technology/biotechnology related “start-up” companies meet on campus to explore University-developed technologies.

**UMD Center for Freshwater Research & Policy**
http://webapps.d.umn.edu/cgi-bin/service/ddi/directory-view?groupid=108

**Various UMD units**
The Center for Freshwater Research and Policy facilitates communication among scholars at UMD and Sea Grant, who are working on issues in freshwater research and policy.

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**6. Community/University Working Together**
**To Develop Commercial Applications**

Entrepreneurs and/or companies obtain commercialization rights for technologies invented at the University of Minnesota.

- The scope is limited by a contract or other written agreement.
- The work is defined by a contract or other written agreement.

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**Representative Examples** (not all inclusive, users are invited to submit additional examples):

**MBB Net – Minnesota’s Virtual Biomedical and Bioscience Community**
http://mbbnet.umn.edu/index.html

**MN Technology Transfer Program**
http://www.cts.umn.edu/T2/aboutt2.html

**Center for Transportation Studies**
The T2 / LTAP Program promotes the exchange of transportation information and innovations to improve Minnesota's local roads, bridges, and transportation technologies and focuses primarily on townships, counties, and cities with populations under one million. Minnesota's T2 Program is administered by the Center for Transportation Studies and cosponsored by the Minnesota Local Road Research Board, Mn/DOT, and the FHWA. Minnesota T2 offers a comprehensive Workshop Program, the Circuit Training and Assistance Program (CTAP) mobile training center, the Mechanic Training Program, multiple T2 publications, and other technical assistance and education services.
Representative Examples (not all inclusive, users are invited to submit additional examples):

**Earle Browne Continuing Education Center**
http://www.cce.umn.edu/ebc/index.htm

**College of Continuing Education**
The Earle Brown Continuing Education Center provides meeting facilities for professional associations, foundations, government agencies, non-profit and for-profit organizations, and University of Minnesota groups. Its capabilities are as comprehensive and sophisticated as those found anywhere.

**Gabbert’s Raptor Center**
http://www.raptor.cvm.umn.edu/

**College of Veterinary Medicine**
The Raptor Center at the University of Minnesota specializes in the medical care, rehabilitation, and conservation of birds of prey. Working with about 30 eagles, hawks, owls, and falcons that are permanent residents, we reach 250,000 people each year through educational programs and events.

**Medical Device Prototyping Lab**
http://www.me.umn.edu/support/mdpl/

**Department of Biomedical Engineering, Design Institute**
The Lab provides: An open shop for use by students, faculty, and company engineers; flexible-use space for designing and building product prototypes; specialized or expensive equipment which is unfeasible for small companies or individual research groups to own; an opportunity for members of the design community to interact in a creative environment.

**Minnesota Landscape Arboretum**
http://www.arboretum.umn.edu/fall_index.htm
The Arboretum’s mission is to provide a community and a national resource for horticultural and environmental information, research and public education; to develop and evaluate plants and horticultural practices for cold climates; and to inspire and delight all visitors with quality plants in well-designed and maintained displays, collections, model landscapes, and conservation areas.
V. TRANSFORMING THE GUIDE INTO DIGITAL FORMAT

The Guide to Community/University Partnerships is intended to foster understanding of the types of public engagement partnerships that exist, showcases models, and provide access to resources needed to create new partnerships.

As the Web site evolves, it should serve as a system for capturing critical information about Community-University Partnerships, thereby bringing to life the typology as a database. For example, a consistent tool for gathering evaluation information could allow for aggregating the data. Similarly, a consistent tool for summarizing lessons learned could, over time, yield a set of best practices for Community-University Partnerships.

Accessibility
The most effective means of making the Web site user-friendly would likely be to make data accessible via a key-word search, with key-words selected by users.

The community/university database should also be searchable by several criteria. Helpful sorting criteria might include:

- subject area of the partnership
- name of the partnership program
- geographic location of the partnership activities - county
- population(s) they serve
- impact in communities
- university unit involved
- community unit involved

Flow chart
Based on the five measures used in the Guide, the following questions might be used to help steer the Web site user toward the most appropriate partnership type.

I. Do you know what needs to be done or do you need help in defining the problem?

II. Will the work involve discovery of new information or the application of information or process already known?

III. Will the University and/or the community define the issue to be addressed?

IV. Will the university provide faculty expertise, student expertise, laboratories or other facilities or a technology to be licensed?

V. What are the temporal limits of the partnership?
VI. CUP Information on Five Public Research University Web sites

Institutions for Comparison

A. University of California Berkeley
B. University of Wisconsin
C. University of Iowa
D. Pennsylvania State University
E. Michigan State University

These institutions were selected because they are all large, land-grant research universities. As such, they exhibit many of the same institutional complexities and goals as the University of Minnesota. Like the University of Minnesota, they strive to provide information to varied constituencies including legislators and citizens of their home states, non-profit agencies and private industry, among others.

Measures for comparison of the Web sites

1. **Homepage references to community/university connections:**
   What are the first references to community/university connections that Web users encounter?

2. **Consistency throughout the institution**
   Are the pages dealing with community/university connections coordinated or are they a group of varied sites?

3. **Clear point of contact**
   Is there an institutional home or single first contact for those wishing to explore community/university connections?
   Ease of accessing single first contact?

4. **Ease of access by many constituencies with different aims**
   Is the language easy to understand, or does it employ university jargon?
   How is the information arranged?
   Can users search by key words they themselves select?

5. **How Current**
   Date last updated
1. Homepage references to community/university connections:

   Outreach

   Community & K-12 Outreach

   Cal Corps Public Service Center

   Cal in the Community
   A guide to campus-sponsored academic, recreational and cultural resources

   Center for Educational Outreach
   Provides early outreach programs to students in the Bay Area.

   Community Relations Office

   Graduate School of Education Outreach Programs

   Interactive University Project

   Kindergarten to College: UC Berkeley in the Schools
   Campuswide portal listing more than 70 campus outreach programs

   Lawrence Hall of Science
   Science and math education programs.

   School/University Partnership Program

2. Consistency throughout the institution
   Appears to be significant consistency in presenting information about each of the outreach programs listed in “CAL and the Community.

3. Clear point of contact
   Yes - Office of Community Relations

4. Ease of access by many constituencies with different aims
   Relatively good.

   “Cal in the Community”, is a guide to over 200 public service programs, activities, and resources offered by the University of California, Berkeley for the benefit of Bay Area communities. Each listing includes a brief description of the program and contact information.
Users can search for programs by:

**Category**

Subject area

Program name

Location

Population they serve

All entries of programs, activities and resources are all presented in the same format—with relevant press releases at the bottom of each site.

5. **How Current**

No information is provided.
B. University of Wisconsin - Madison
http://www.wisc.edu/

1. Homepage references to community/university connections.

Separate sections for each of the following:

- **Continuing Education & Outreach**
  Community partnerships, K-12 resources, lifelong learning and [more](#)

- **Business & Industry**
  Economic development, partnerships, technology transfer and [more](#)

- **Beyond Campus**
  City and Regional Information, UW Hospital, UW Extension, UW System and [more](#)

2. **Consistency throughout the institution**
   Little consistency after homepage.

3. **Clear point of contact**
   Varies greatly, depending on specific program.

4. **Ease of access by many constituencies with different aims**
   Poor.
   No opportunity to search for community/university programs according to user selected key-word.
   Arrangement seems guided primarily by university structure, rather than ease of access.

5. **How Current**
   No consistent information is provided beyond the copyright date at bottom of homepage.
C. University of Iowa
http://www.uiowa.edu/

1. Homepage references to community/university connections:
   - **Community Outreach**
     Drop down menu adds:
     “Statewide Business, Industry and Community Resources”

   Community Partnerships & Outreach
   “The University of Iowa's impact on the state of Iowa extends far beyond the edges of Johnson County. To obtain a listing of UI resources available to you in your area, enter your county or city name or search by keyword. This database contains more than 356 listings of services offered to Iowans. The combined energy of our faculty, students and staff drives the University's outreach programs in all of Iowa's 99 counties.”

   County listings include:
   # of students from the county
   # of alumni
   # visits to UI Healthcare
   # of programs in county, including information about each and contact.

   - **Research & Tech Transfer**
     Drop down menu adds:
     “Research Funding Resources, Tech Transfer, VP for Research”

2. Coherence throughout the institution
   Varies greatly.

3. Clear point of contact
   Clear contact information for each county-based program.

4. Ease of access by many constituencies with different aims
   Good.
   Search “Community Partnerships & Outreach” by county or city or by keyword.

5. **How Current** No information provided.
1. **Homepage references to community/university connections:**
   
   Outreach Programs
   
   Drop down menu adds:
   
   Distance and Online Education
   World Campus
   Conferences
   Youth Programs
   Customized Training
   Cooperative Extension
   Continuing Education
   Public Broadcasting
   More…

2. **Coherence throughout the institution**
   
   Varies greatly

3. **Clear point of contact**
   
   No

4. **Ease of access by many constituencies with different aims**
   
   No readily evident searchable database of information regarding Community/University connections

5. **How Current**
   
   April 23, 2003 (Homepage)
1. Homepage references to community/university connections:

**STATE & COMMUNITY PARTNERSHIPS**

*drop down menu adds:*

- **Government Relations**
  Monitors federal and state legislation and works with elected officials and government agencies.

- **Community Assistance Directory**
  Information about the University of Michigan's many outreach projects and services.

- **Life Sciences Corridor**
  Statewide project to create a favorable environment for life sciences business development.

- **Ginsberg Center for Community Service and Learning**
  Home to many community learning programs.

- **Corporate and Foundation Relations**
  Partnership opportunities, CFR News.

- **Center for Local, State, and Urban Policy**
  Links the University's resources with state and local policy-makers.

- **Arts of Citizenship**
  Grant program that gives scholars and artists funds to pursue community-based teaching and research projects.

2. **Consistency throughout the institution**

Little consistency.

3. **Clear point of contact**

Seven different contacts, one for each of the state and community partnership units listed above.

4. **Ease of access by many constituencies with different aims**

Excellent.

A “Community Assistance Directory” provides database searchable by following subject areas, or a word chosen by user:

**Subject Areas:**

- Architecture & Urban/Regional Planning
- The Arts
- Business & Industry
- Communications
- Community Assistance
- Culture (American & International)
- Education: Early Childhood to Grade 12
Education: Higher Ed
Education: Continuing & Community
Engineering
Environmental
    Health & Health Care
    Information Technology
    Law & Public Policy
    Mental Health
Science & Research
Social Services
OR BROWSE BY:
Program Title
County
UM Department

5. **How Current**

“New programs added weekly.”
A. Existing Community/University Relationships at the University of Minnesota

The following list provides information for possible inclusion in a Web-based database of Community/University Partnerships, or to augment other university inventories of community/university relationships. Most of the information has been secured from program Web sites. In cases where Web sites are unavailable, a contact with phone number is provided whenever possible.

I. Twin Cities

http://www1.umn.edu/twincities/

Biodale
http://www.cbs.umn.edu/biodale/

College of Agriculture, Food and Environmental Science
The Biotechnology Resource Center offers customized research & development services as well as limited production services for researchers at the University and in industry.

The Biomedical Engineering Institute
http://www.bmei.umn.edu/aboutbmei/mission.htm
The BMI is an interdisciplinary research organization uniting engineering and health sciences faculty and counterparts in the community to create new medical devices, solve clinical problems, and promote collaboration with industry.

Bridge to Health Collaborative

School of Nursing - Derryl Block 218-726-6962
A collaborative of over 100 health related organizations (public health, hospitals, tribal health, educational institutions) in NE Minnesota. NEED EXAMPLES OF ACCOMPLISHMENTS OR OTHER ELABORATION

Cancer Center
http://www.cancer.umn.edu/

Academic Health Center
The University of Minnesota Cancer Center strives to be a source of accurate, helpful cancer information. The Cancer Center provides a toll-free telephone line for residents of Minnesota, Wisconsin, Iowa and the Dakotas

CAP-Community Assistantship Program
http://www.cura.umn.edu/programs/CAP/cap.html
The Community Assistantship Program provides applied research assistance to community-based nonprofit organizations, citizen groups, and government agencies throughout Greater Minnesota. Student assistantships,
which range between 195 and 390 hours of work, are designed to help meet community needs while providing students with career-related experience.

**Career and Community Learning Center**

[http://www.cclc.umn.edu/](http://www.cclc.umn.edu/)

**College of Liberal Arts**

The Career and Community Learning Center offers career resources and information, access to job, internship and volunteer listings, service learning, opportunities to get involved in the community, and exchanges to other U.S. colleges.

**Center for Spirituality and Healing**


**Academic Health Center**

Provides life enhancement courses, medical services and information for Health care practitioners and community members.

**Center for Urban and Regional Affairs - CURA**


The Center for Urban and Regional Affairs (CURA) is an all-University applied research and technology center that connects faculty and students with community organizations and public institutions working on significant public policy issues in Minnesota.

**Chemical Safety Day Program**

[http://www.dehs.umn.edu/csdp/](http://www.dehs.umn.edu/csdp/)

**Environmental Health and Safety**

Since 1981, the [Chemical Safety Day Program](http://www.dehs.umn.edu/csdp/) has been offered to assist educational institutions and non-profit organizations in disposing of hazardous material/waste. Funding is through fees charged to participating institutions.

**Children, Youth and Family Consortium - Community Partnerships**

[http://www.cyfc.umn.edu/](http://www.cyfc.umn.edu/)

The Consortium strives to develop partnerships with Minnesota community based initiatives that share in the mission of linking research and practice in the arena of children, youth and families. While we have many partnerships throughout the state and nationally, one of the Consortium’s goals is to facilitate information exchange with partners who have statewide implications for the well-being of children and families.
City Songs
http://www.cclc.umn.edu/webmap/stpaul/STP3.html

College of Liberal Arts
City Songs is non-profit community youth choir which doubles as an after school program. Its mission is to use singing and music performance to help young people develop individual strengths and reinforce skills learned at home, school and church. The participants of the program range from children of ages eight to fourteen.

College of Biological Sciences Internship Program - CBS
http://biosci.cbs.umn.edu/admin/student_services/cic_plep/plep_sponsors.html

College of Agriculture, Food and Environmental Science
Provides access students at the University of Minnesota looking for "hands-on" experience in a science related business or organization.

Community Partnerships
http://www.cclc.umn.edu/organizations/ocommunityinfo.html

College of Liberal Arts
The Career and Community Learning Center forms partnerships with nonprofits throughout the state. The goal of these partnerships is to link University of Minnesota students to the community through meaningful work at area nonprofits.

Community University Health Care Center
http://www.ahc.umn.edu/CUHCC/

Academic Health Center
The clinic answers to the health care needs of the community. Approximately half of the clinic's 8,000 patients reside in the Phillips neighborhood and surrounding areas and experience the daily problems of poverty, unemployment, social isolation, substance abuse, and domestic and community violence.

Earle Browne Center
http://www.cce.umn.edu/ebc/index.htm

College of Continuing Education
The Earle Brown Continuing Education Center provides meeting facilities for professional associations, foundations, government agencies, non-profit and for-profit organizations, and University of Minnesota groups. Its capabilities are as comprehensive and sophisticated as those found anywhere.
East Range Economic Response Team

Natural Resources Research Institute – Neil D. Nelson 218-720-4285

A team, chaired by Iron Range Resources and Rehabilitation Board (IRRRB), from State agencies, MN Legislature, US Congress, labor unions, regional economic development agencies, private companies in the region, trade associations, and UM, formed to assist the communities on the eastern part of the Minnesota Iron Range affected by the closure in 2001 of the LTV mine in Hoyt Lakes, MN.

Gabbert’s Raptor Center

http://www.raptor.cvm.umn.edu/

College of Veterinary Medicine

The Raptor Center at the University of Minnesota specializes in the medical care, rehabilitation, and conservation of birds of prey. Working with about 30 eagles, hawks, owls, and falcons that are permanent residents, the Center reaches 250,000 people each year through educational programs and events.

Health Talk and You

http://www.ahc.umn.edu/ahc_content/outreach/talk/index.cfm

Academic Health Center

Health Talk & You is a community outreach initiative of the University of Minnesota’s Academic Health Center that includes a television program and newspaper column

Hubert H.Humphrey Institute of Public Affairs

http://www.hhh.umn.edu/research/index.htm

The Institute’s 10 public policy research and outreach centers serve as focal points for discussion, direction, and dissemination of information on public policy questions. The centers facilitate the collaborative problem-solving approach demanded by the cross-disciplinary nature of public policy, management, and planning issues. The programs share knowledge and research with the larger scholarly and public community. Each of the centers and outreach programs is directed by a faculty member or a senior practitioner working as an Institute fellow.

Institute on Criminal Justice

http://www.law.umn.edu/centers/crimjust/

Law School

The Institute combines work on issues of current concern to criminal justice practitioners and policymakers with the academic research interests of the faculty. Its major objective is to provide unbiased, practical information regarding emerging criminal justice issues to help guide policy decision making.

IT Center for Educational Programs (ITCEP)

http://www.math.umn.edu/itcep/

Institute of Technology
ITCEP sponsors programs for K-12, undergraduate, and graduate students in the areas of mathematics, science, and engineering. ITCEP's popular K-12 enrichment programs, offered during the academic year and summer, are designed to keep young students interested in science, math, and engineering.

**Long-term Water Quality Monitoring in the Rainy River Watershed**

http://www.regionalpartnerships.umn.edu/projects.html

**College of Natural Resources, College of Agriculture, Food and Environmental Sciences, University of Minnesota Extension Service**

The Northeast Region Sustainable Development Partnership is joining with the State of Minnesota Department of Natural Resources and seven partners in both Canada and the United States to support a water quality monitoring and environmental education program. This project will meet the need to develop a long-term monitoring program in the Rainy River watershed.

**Medical Device Prototyping Lab**

http://www.me.umn.edu/support/mdpl/

**Department of Biomedical Engineering, Design Institute**

The Lab provides: An open shop for use by students, faculty, and company engineers; flexible-use space for designing and building product prototypes; specialized or expensive equipment which is unfeasible for small companies or individual research groups to own; an opportunity for members of the design community to interact in a creative environment.

**Mini Medical School**

http://www.med.umn.edu/main/outreachpage.html

**Academic Health Center**

This six-week course, taught by an interdisciplinary team of faculty members at the University of Minnesota Academic Health Center, is offered to the public twice a year. The program is designed to help educate Minnesotans about new and emerging health-related issues.

**Minnesota Area Geriatric Education Center (MAGEC)**

http://www1.umn.edu/coa/MAGEC/magec.html

**University of Minnesota Center on Aging**

MAGEC represents a consortium of seven regional geriatric education centers (RGECs). Each RGEC is built around community partnerships of local leaders, academic institutions, health professionals, and service providers. MAGEC serves as the central coordinating link for the RGECs.

**Minnesota Center for Survey Research (MCSR)**

http://www.cura.umn.edu/programs/mcsr.html

The Minnesota Center for Survey Research (MCSR) provides survey research services to University faculty and administration, state and local government agencies, and nonprofit organizations working on issues of public policy in Minnesota. MCSR also provides consultation in areas such as study and questionnaire design, survey administration,
data file construction, and data analysis. Although MCSR is self-supporting and charges for its survey research services, it provides a limited amount of free survey research consulting to individuals and organizations.

**Minnesota Landscape Arboretum**

http://www.arboretum.umn.edu/fall_index.htm

**Department of Horticultural Science**

The Arboretum’s mission is to provide a community and a national resource for horticultural and environmental information, research and public education; to develop and evaluate plants and horticultural practices for cold climates; and to inspire and delight all visitors with quality plants in well-designed and maintained displays, collections, model landscapes, and conservation areas.

**Minnesota Space Grant Consortium**

http://www.aem.umn.edu/msgc/epo.html

**Institute of Technology**

As part of its mission, this consortium of universities, colleges, and governmental and industrial partners focuses its outreach activities on K-12 science and engineering education, offering teacher workshops and training as well as curriculum development.

**Minnesota Technology Transfer Program**

http://www.cts.umn.edu/T2/aboutt2.html

**Center for Transportation Studies**

The T2 / LTAP Program promotes the exchange of transportation information and innovations to improve Minnesota's local roads, bridges, and transportation technologies and focuses primarily on townships, counties, and cities with populations under one million. Minnesota's T2 Program is administered by the Center for Transportation Studies and cosponsored by the Minnesota Local Road Research Board, Mn/DOT, and the FHWA. Minnesota T2 offers a comprehensive Workshop Program, the Circuit Training and Assistance Program (CTAP) mobile training center, the Mechanic Training Program, multiple T2 publications, and other technical assistance and education services.

**Natural Resources Public Perception and Values Survey**

http://www.regionalpartnerships.umn.edu/projects.html

**College of Natural Resources, College of Agriculture, Food and Environmental Sciences, University of Minnesota Extension Service**

A statistically valid mail survey will be developed to evaluate citizens’ values and perceptions about open space. Responses to the survey will help define community goals for open space protection and a written report will document these values and perceptions for use in the Duluth Area Natural Resources Inventory.

**Patents and Technology Marketing**

http://www.ptm.umn.edu/
On this site, people doing business with the University can find University faculty and their research and licensable University of Minnesota technologies.

**Physics Force**
http://groups.physics.umn.edu/pforce/meet.html

**Institute of Technology**
The Physics Force is an outreach program of the Institute of Technology in the University of Minnesota developed to make science exciting and fun for students of all ages, from 5 to 105. The Force and the Next Generation teams consist of high school teachers and faculty from the University of Minnesota Physics Department.

**Public Health Roundtable**
http://www.cpheo.umn.edu/roundtable/

**School of Public Health**
This annual event unites community practitioners with faculty and students to address a current or emerging public health issue of wide interest. The Roundtable is intended for public health practitioners from the public and private sectors, government and social service agencies, physicians, nurses, care providers, nutritionists, dieticians, policy makers, community health service administrators, state legislators, county commissioners, community health and wellness organizations, physical activity specialists, students, and others interested in obesity prevention issues.

**Regional Sustainable Development Partnerships**
http://www.regionalpartnerships.umn.edu/about.html

**College of Natural Resources, COAFES, University of Minnesota Extension Service**
The Regional Sustainable Development Partnerships work to sustain Minnesota's natural resource-based communities and industries by addressing community-identified agriculture, natural resources, and tourism issues in partnership with the University of Minnesota.

**Research and Outreach Centers (ROCs)**
http://www.coafes.umn.edu/index.asp?SEC=%7B6BC21D03-9D7D-4F31-8A26-642500FAFE77%7D

**College of Agriculture, Food and Environmental Science**
Strategically located throughout Minnesota, the centers conduct site-specific, coordinated research and outreach programs in cooperation with several colleges and departments within the University of Minnesota.

**Research to Product**
http://www.ptm.umn.edu/

**Vice President for Research – Office of Patents and Technology Marketing**
University and university affiliated, technology/biotechnology related "start-up" companies meet on campus to explore University-developed technologies. Featured technologies on display at the event ranged from the HoneyCrisp apple to the Artificial Mouth from the University's School of Dentistry. Attendees included elected officials, investors, University faculty, and the general public.
Sharing the Load
http://www.regionalpartnerships.umn.edu/projects-stl.html

College of Natural Resources; College of Agricultural, Food, and Environmental Sciences;

University of Minnesota Extension Service
This program develops tutorial materials for towns and cities to use in assessing alternatives for solving electric energy shortages.

University of Minnesota Sea Grant's monthly speaker series
Scientists from around Lake Superior bring the latest information about their research to you in an interesting and easy-to-understand manner. Receptions are held after each presentation.

If you can't attend the talks in Duluth, Grand Marais or Grand Portage, listen to live audio and view PowerPoint slides online, or catch the book and CD to be published late in 2003.

University Neighborhood Network (UNN)
http://www.unn.umn.edu/
UNN helps neighborhood organizations, faculty and students collaborate on projects needed by communities. Neighborhood organizations can submit project ideas. UNN gives faculty an easy way to locate community projects related to their course. Faculty can submit their courses to UNN and UNN staff will help locate neighborhood organizations that have the capacity to supervise and direct students.

University Research Opportunity Project (UROP)
http://www.urop.umn.edu/
The University of Minnesota's Undergraduate Research Opportunities Program offers financial awards twice yearly to full time undergraduates for research, scholarly, or creative projects undertaken in partnership with a faculty member. It encourages students to conduct research and pursue academic interests outside of their regular courses by employing them to work on special research projects. community organizations can also propose potential projects for students to work on.

Water Resources Center (WRC)
http://wrc.coafes.umn.edu/
College of Agriculture, Food and Environmental Science
The WRC works to help coordinate outreach and research within the University, enabling more effective delivery of research to decision-makers and citizens; opening new avenues for multi-disciplinary and interdisciplinary partnerships; and providing a critical link between students and water-resources professionals, allowing students maximum access to the University's water programs. The WRC's creation in 1996 united three long-standing University of Minnesota water programs, the Water Resources Research Center, the Center for Agricultural Impacts on Water Quality, and the Extension Water Quality Program, into a larger enterprise. The goal of the WRC is to integrate the missions of the three water programs.

Women Legislators' Retreat
http://www.hhh.umn.edu/academics/profdvlp/retreat/
Hubert H. Humphrey Institute of Public Affairs

To help women serving in the Minnesota Legislature build skills and foster relationships, a bi-partisan group of women legislators worked with a design team from the Humphrey Institute to create a two-day retreat held in October 2001. A second retreat was convened in December 2002.
II. Crookston - “Outreach Projects”\(^6\)

http://www.crk.umn.edu/outreach/outreachproj/index.htm

**Minnesota’s Great Northwest Project**

http://www.mngreatnw.org/
This project is a compilation of a joint Web site that offers visitors a view of the region of Northern Minnesota, helping visitors better navigate the area.

**NW Minnesota Health Care Purchasing Alliance**

http://www.crk.umn.edu/outreach/outreachproj/NWMNPAinfo.htm
The Minnesota legislature passed legislation to support an initiative in response to a growing concern about health insurance cost and availability in NW Minnesota. Organizing the purchasing alliance has provided a way for members of the alliance to shape their own plan with a goal of providing affordable health care coverage.

\(^6\) This is the term used on the Crookston Web site.
III. Duluth – “Research and Outreach”

http://www.d.umn.edu/research/

Center for Freshwater Research & Policy
http://webapps.d.umn.edu/cgi-bin/service/ddi/directory-view?groupid=108

Various UMD units

The Center for Freshwater Research and Policy facilitates communication among the scholars from various fields at UMD, including LLO, NRRI, and Sea Grant, who are working on issues in freshwater research and policy, and attempts to foster communication between those working in this area at UMD and various external constituencies.

Community and Regional Research, Center for
http://www.d.umn.edu/ccrr/

Makes small matching grants to UMD faculty in natural and social sciences and humanities on matters of local and regional interest. Co-sponsors must be local public or private non-profit agencies.

Economic Development, Center for
http://www.umdced.com

The mission of the Center for Economic Development is to support the growth, diversification and stability of northeastern Minnesota's economy.

Economic Education, Center for

The mission of the Center is to improve the quality and the quantity of economic education and economic literacy with a focus on K-12 teachers and students in Minnesota.

Educators' Institute
http://www.d.umn.edu/ce/program_guide/educ_institute/ed_institute.html

A summer program offering a variety of short courses for educators and parents. Many courses satisfy licensure/degree requirements.

Ethics and Public Policy, Center for
http://www.d.umn.edu/phil/

The Center for Ethics and Policy supports programming including speakers, panel discussions, and public forums on issues of current ethical and political concern.

Freshwater Research & Policy, UMD Center for

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7 This is the term used on the Duluth Web site.
The Center for Freshwater Research and Policy facilitates communication among scholars from various fields at UMD, including LLO, NRRI, and Sea Grant, who are working on issues in freshwater research and policy, and attempts to foster communication between those working in this area at UMD and various external constituencies.

**International Studies, Royal D Alworth Jr. Institute for**

http://www.d.umn.edu/~alworth/

The Institute promotes understanding among nations by providing opportunities for international education, cross-cultural research, the exchange of scholars, and the fostering of improved business relations.

**Sea Grant College Program, MN**

http://www.seagrant.umn.edu

Minnesota Sea Grant works with people and communities to help maintain and enhance the environment and economies along Lake Superior and Minnesota's inland waters by identifying needs, funding research, and translating results. Our programs focus on exotic species, aquaculture, biotechnology, sustainable coastal tourism, and the Lake Superior ecosystem.

V. **Morris**

Morris campus is currently conducting an inventory – (not finished as of 5/12 – John Schwaller will send)

VI. **University of Minnesota Extension Service**

http://www.extension.umn.edu/index.html

**Access eGovernment**

http://www.egov.umn.edu/

Access eGovernment is an online guide that explains the content, services, technology, politics and issues specific to e-government. This guide shows local governments how to plan information-rich Web sites to transact business and communicate with their citizens; and how to find the resources to design and maintain their Web sites.

**Access Minnesota Main Street - E-Commerce**

http://www.extension.umn.edu/mainstreet/project.html

Access Minnesota Main Street connects small- to medium-sized businesses to the Internet, electronic commerce, and global trade. The program enables small businesses to find new markets, use the Internet as an effective business tool and participate in the global economy. In addition to the online curriculum, the program offers hands-on workshop materials to help introduce the program to business owners.
At Your Service
http://www.tourism.umn.edu/zAYS.html
is an innovative customer service training program created specifically for the tourism and hospitality industry. Developed by the Tourism Center in response to industry need, *At Your Service* combines the most current research in customer service with practical strategies for learning and using service concepts in everyday situations.

Business Retention and Expansion Strategies Program
http://www.extension.umn.edu/projects/bre/
The Business Retention and Expansion Strategies Program is designed to help a community's existing businesses survive and grow. The BR&E Strategies Program brings local leaders and development groups together with Extension professionals and University faculty to help communities explore options for strengthening local businesses. Through a central office located in the University of Minnesota's Department of Applied Economics and a network of Certified BR&E Consultants, the program is ready to assist Minnesota communities interested in improving their local economies.

Community Tourism Development
http://www.tourism.umn.edu/zRCTD.html
Community Tourism Development (2001) is a new 300-page manual designed to help communities develop tourism through an organized process based on a community tourism model. It is filled with information and tools to help community practitioners, volunteers and students understand and work through the process.

Dollar Works
http://www.extension.umn.edu/mnimpacts/impact.asp?projectID=2771
Dollar Works-The ABCs of Economic Literacy is a program designed to help educate people newly employed, or in training for employment, about the realities of managing their money. Dollar Works can also be used by people who wish to improve their money management skills. The program was created by University of Minnesota Extension Educators and faculty members of the University's College of Human Ecology, with advice from many other agencies.

Economic Development Online
http://www.edo.umn.edu/
Economic Development Online is a series of high-quality economic development courses provided by leading universities. Economic Development Online also provides resources and examples of how communities have strengthened their local economies.

4-H Youth Development
http://www.extension.umn.edu/distribution/youthdevelopment/DA2349.html

Master Gardener
The paraprofessional program offers volunteers 48 hours of training in many aspects of horticulture. The Master Gardeners in return are asked to work with their county Extension Service to do volunteer teaching about horticulture in their communities.

**Minnesota Council on Economic Education**

http://www.extension.umn.edu/mnimpacts/impact.asp?projectId=2891

The Council, directed by Extension applied economist Claudia Parliament, is a network of five university-based centers that offer economic education courses, make available graduate courses and workshops for teachers and community organizations, and sponsor contests on economic knowledge for students. In addition, the Council is working with teachers and school districts to expand economics curriculum in grades K-12, in keeping with the mandated graduation standards requiring a basic knowledge of economics.

**Ready to Respond**

http://www.extension.umn.edu/administrative/disasterresponse/terror2.html

A WWW clearing house of information about disaster response resources. Extension serves as an educational resource and facilitator, partnering with local, regional, and state organizations, governments, and public health agencies. On this Web site, you will find links that will help you better understand the depth and complexity of these issues, provide some basic facts, and begin to connect you with University and other resources that will help your communities and families take control of your safety and security.

**Shoreland Revegetation Program**

http://www.extension.umn.edu/water/shore/

In this series of three workshops teaches participants how natural shorelines can reduce runoff and erosion, filter nutrients, and improve wildlife habitat, while protecting your privacy and property values. Participants develop design techniques for revegetation projects and experience hands-on planting of a shoreland project.

**Woodland Advisor**


The training helps landowners to manage their own land more effectively and provides woodland advisors with the satisfaction of helping other landowners. The Woodland Advisor Program extends the outreach education efforts of the Minnesota Forestry Association (MFA), Minnesota Department of Natural Resources (DNR) and the University of Minnesota Extension Service. In return for this training, woodland advisors provide 40 hours of volunteer service to the local community. This service most often involves sharing knowledge about trees and forestry with neighbors and friends.

**Yard & Garden Line**

http://www.extension.umn.edu/projects/yardandgarden/

The Yard & Garden Line is a one-stop telephone link to information about plants and insects in the home landscape.
B. Community Connections Committee (April 15, 2002 report)

Committee Members: Tom Scott, Steve Daley Laursen, Jeanne Markell, Ken Hepburn, Jan Hively, Margaret Ligon, Richard Nelson, Jan Joannides, Sharon Roe Anderson

Introduction

Provost Robert Bruininks has encouraged us to organize our civic engagement work around the major functional units of the university. At the same time, we recognize that community partnerships are grounded in the knowledge that exists throughout society, not just within the academy.

The covenant between the public and this university is always under construction. Some argue there are forces pushing higher education toward a market model where the University's research, education, and service are sold to the highest bidder. In this model the people we work with are referred to as "customers" or "clients." The Civic Engagement dialogue challenges the market model by stimulating public debate about the University's social contract and promoting work structured though interdependent, shared-power, reciprocal and mutually beneficial community partnerships.

A civically engaged university works in partnership with communities, industries and organizations to address real issues in society. In community-university partnerships, all parties are full partners in the exercise. Civically engaged research, education and service are created by a variety of interests that are operating in mutually beneficial relationships for common purposes. The new constellation of community-university partnerships is about people working together, not citizens working on behalf of the university or the university working on behalf of citizens. This type of partnership is played out on a virtual landscape that is not owned or managed by any one of the partners, but by all of them together.

In preparation for this report, we looked at a wide range of examples of best practice and success in community-university partnerships. Rather than selecting one partnership model, the following report illustrates the rich constellation of efforts currently underway. We recognize our report is merely a beginning and invite others to add their own examples.

Partnership Types

1. Consultative Partnership. In this kind of relationship, a faculty member, unit, department, or school has the same relationship to a client as a self-employed or privately established consultant. Some of the elements of a Consultative Partnership:
   - The relationship is temporary or intermittent; the main work of the client will continue after the consultative event, hopefully in an improved manner, and the consultant will not be identified as a partner or co-equal in this main work
   - Contact can be initiated by either party
   - Part of the work might be to help a client identify a need for the consultative service
   - The consultant provides a format, strategy, or process for addressing the client's need
   - The consultant provides needed expertise
   - (Optional) the consultant relationship lends a certain cachet to the client's venture
The work the Humphrey Institute does with the legislature and cities and the Extension program on Business, Relationships, and Expansion seem to fit into this category of partnerships.

2. Technical Assistance Partnership. In this kind of relationship, a client entity has much more comprehensive responsibility for identifying a need and specifying an outcome or product of the relationship

- The client defines the partnership environment - by identifying the scope of work or the limits of involvement of the partner
- The partner is not identified as a partner in the larger agenda in which the technical assistance is contextualized
- The work is specialized, and the performance of the work draws attention to the special expertise of the technical assistant
- (Optional) the technical assistant relationship lends a certain cachet to the client’s venture

The work the University of Minnesota, Crookston is doing with school districts and with natural resource consortia fits into this category of partnerships.

3. Partnership of Convenience. This is the conceptual converse of the Consultative Partnership in that it is a relationship initiated by an academic entity (faculty member, department, school, etc.) with an external party.

- The relationship is project-linked (i.e., specific in nature) and often time-limited.
- There is an identified exchange of some sort (e.g., in exchange for cooperation/collaboration, there will be a service, status, fiscal, etc benefit to the external partner)

Many community-based research activities - for example Ken Heyburn's Savvy Caregiver research - fit into this category.

4. Generative Partnership. This is a relationship between some part of the academy and some external entity that produces something - deliberately vague - that takes on its own life. As such, this third entity may begin to interact independently with each of its progenitors

- The initiating relationship may be initiated by either party
- The partnership may begin de novo or may grow out of (or be discovered within) other partnership relationships
- At some point the initiating parties recognize a changed relationship, one that acknowledges at least the partial independence of the partner-created entity

There are a number of striking examples of this kind of partnership. The Community University Health Care Center, the Regional Geriatric Education Centers and the Regional Sustainable Development Partnerships function like this.

5. Partnerships for Mutual Benefit. In this relationship, an academic and an external entity recognize that each can gain from working on a common project.

- Either side may initiate the partnership
The work depends on the partnership and will not continue past the partnership (i.e., both sides are relatively equal in their ownership of the project)

The partnership is co-terminal with the continued benefit to each side (this implies that each side can see the benefit of the arrangement)

The clinical center for interdisciplinary geriatric education is an example of this kind of partnership.

6. Outreach. In this relationship between academic entities and either organizations (including communities) and/or individuals, the balance of power tilts towards the academic entity.

- This activity is initiated by the academic entity
- Recipients may have been queried about their needs so as to make the academic product relevant
- The activity may be designed to address the good of the recipient as identified through the expertise of the academic entity
- The activity fits the mission of the academic entity

Many of the examples provided by the University of Minnesota Extension Service fit this model of partnership.

**Reflections on Partnership**

- **Big Virtues.** We emphasize the fundamental need to base partnerships on shared values, trust and respect and sensitivity to the culture of the community partner (the partner’s mores, values, worldview, stakes, etc.).

- **Pragmatic Values.** The implications of the partnership need to be examined from a number of angles:
  - Will the partnership tinker with power/political relationships - in either camp?
  - Would entering into a partnership adversely affect the image of the academy?
  - Would the "costs" be disproportionately distributed?

- **Contractual Realities.** Elements that may need attention in setting up partnerships include:
  - Specifying expectations and responsibilities of the parties
  - Specifying any financial arrangements
  - Working out logistics
  - Clarifying timetables
  - Working out ownership issues
  - Recognizing what rules apply (e.g., IRB regulations)
  - Agreeing on a structure for changing the agreement
  - Agreeing on dissemination strategies.

- **Facilitating Structures.** Guidelines and assistance in forming partnerships will be helpful in a number of ways:
Faculty Development. Helping faculty to develop or sharpen a set of skills, and gain knowledge about partnerships and partnering

A technical assistance capacity. Some mechanism to help faculty/units to think about, find and enter into fruitful partnerships (e.g., to provide consultation to help university partners examine the pragmatic or contractual elements of potential partnerships). It would be helpful to have some kind of brokering agency could help university faculty or units identify partners for projects they are seeking to undertake or to help community groups identify academic partners.

Boundary guidelines. We recognize too much partnering with industry might create problems in the public's perception of the university. Implicit in this thought is the notion that some partnerships might be not good. It would be helpful to have a facilitating structure within which conversations about such boundaries could be carried on and, where appropriate, codified.

Recommendations to the Civic Engagement Task Force and possible roles for the (proposed) Public Engagement Council:

- Provide guidelines and assistance in developing community partnerships.
  - Coordinate and facilitate the development of community partnerships.
  - On an ongoing basis, inventory effective community partnerships and harvest practical measures for developing partnerships across a full range of activities. This will clarify what is meant by best practices for partnerships, and help us remove barriers to their development and measure their success.
  - Connect partnerships with institutional resources
  - Address problems in keeping community partnerships viable
  - Recognize and celebrate effective community partnerships.

- Continue to develop a shared understanding of public scholarship, civic learning and community partnerships as an integral part of the fabric of a civically engaged university.
  - In our examination of best practices of community partnerships, partnerships directly affect research, teaching and service.
  - Offer incentives and training for public scholarship, civic learning, and community partnerships.

- Address the question: How do we have authentic community partnerships without the University being the "100 pound gorilla?"
  - The nature and process of partnerships between the university and the community will need ongoing attention. The Public Engagement Council will be called to address legal responsibilities, the complexities of pluralism, and increasing emphasis on accountability.

- Include community representatives as members of the Council for Public Engagement.
  - Civic engagement necessarily works in partnership with community-based networks.
### D. Members of the Council on Public Engagement

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
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<tbody>
<tr>
<td>Edwin Fogelman, CHAIR</td>
<td>Professor, Political Science</td>
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<tr>
<td>Victor Bloomfield</td>
<td>Vice Provost, Research</td>
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<tr>
<td>Dale Blyth *</td>
<td>Assistant Director, 4H Youth Dev.</td>
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<tr>
<td>Harry Boyte</td>
<td>Sr. Fellow, Humphrey Institute</td>
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<td>Carl Brandt</td>
<td>Program Director, CCLC</td>
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<td>David Carl *</td>
<td>Provost, UM Rochester</td>
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<td>Carla Carlson</td>
<td>Chief of Staff, COAFES</td>
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<td>Margaret Carlson *</td>
<td>Associate VP, MN Alumni Assoc.</td>
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<tr>
<td>Charles Casey *</td>
<td>Dean, Director, Extension</td>
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<td>Josh Colburn *</td>
<td>Undergraduate Student, MSA</td>
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<tr>
<td>Amos Deinard</td>
<td>Program Director, Dept of Pediatrics</td>
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<tr>
<td>Susan Engelmann</td>
<td>Program Coordinator</td>
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<tr>
<td>Dan Feeney</td>
<td>Chair, FCC, Dir. SAC, Vet Hosp.</td>
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<td>Christina Frazier *</td>
<td>Graduate Student, GAPSA</td>
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<td>Sandra Gardebring</td>
<td>Vice President, U Relations</td>
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<td>David Hamilton</td>
<td>Interim Vice President, Research</td>
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<td>Dir., Ctr. for Business Ethics, U.St. Thomas</td>
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<td>Vice Chancellor, UM Crookston</td>
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<td>Linda Krug</td>
<td>Dean, CLA, UM Duluth</td>
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<td>Mark Langseth</td>
<td>Minnesota Campus Compact</td>
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<td>Joe Marchesani</td>
<td>UM Rochester</td>
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<td>Diana Martenson</td>
<td>UM Extension Org &amp; Program Support</td>
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<td>Judith Martin</td>
<td>Professor, Geography</td>
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<td>Joseph Massey</td>
<td>Professor, Wood and Paper Science</td>
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<td>Scott McConnell</td>
<td>Professor, Senate Research Committee</td>
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<td>Sallye McKee</td>
<td>Associate Vice Provost, OMAA</td>
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<td>Craig Swan</td>
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<td>Steve Wagner</td>
<td>Director, CCE, Vital Aging Initiative</td>
</tr>
<tr>
<td>Billie Wahlstrom</td>
<td>Vice Provost, Distributed Education</td>
</tr>
</tbody>
</table>

* (or designee)
D. Sample Partnership Documents

CAP – Community Assistantship Program

http://www.cura.umn.edu/programs/CAP/capappprocess.html

Includes information about the program, application form.