PUBLIC ENGAGEMENT ACTION PLAN

Initial Draft for Feedback
March 6, 2017

Background

In September 2016, Associate Vice President for Public Engagement formed a 38-member Public Engagement Action Plan Work Group, which was charged with recalibrating the Twin Cities campus’s public engagement agenda, and developing a set of action steps for furthering the institutionalization of reciprocal, public engagement over the next five years.

Composed of faculty, engagement unit leaders, staff, and students from a range of disciplines and units (See Appendix), the Work Group held monthly meetings in which they identified key priorities for advancing public engagement, articulated a vision for each priority, and developed a set of action steps that will guide the campus’s work in fully meeting the identified engagement priorities.

In identified campus priorities, the Work Group considered the University’s established definition of public engagement (approved in 2005):

“Public engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”

In developing the action plan, the Work Group incorporated initial data, suggestions, and other information contained in the following sources:

- public engagement-related goals contained in the overarching Twin Cities ten-year strategic plan: Driving Tomorrow;
- Campus Compact declaration principles for civic engagement (Signed by President Kaler);
- recommendations for advancing in policy, infrastructure, and culture, submitted by participants of the systemwide conference, Meeting Grand Challenges through Community-Engaged Research and Teaching;
- recommendations for improving public engagement, contained in the Twin Cities Carnegie Community Engagement Classification review report;
- faculty recommendations on improving faculty rewards for engaged scholarship; and
- various recommendations submitted by academic units, centers, and individuals

Using the University’s system-wide Ten-Point Plan for Advancing and Institutionalizing Public Engagement (established in 2008) as a foundational document, the Work Group members focused on ten overarching priority themes and self-selected themselves into five working groups (subgroups).

This document contains the initial, proposed draft of the Work Group’s action plan. Through a series of feedback forums, the Work Group is presenting the proposed plan to internal and external stakeholders to solicit their feedback and input for strengthening the plan. Faculty, staff, students, and community members are encouraged to offer their feedback through these forums and or through the online feedback form, which can be accessed at https://engagement.umn.edu/content/twin-cities-public-engagement-action-plan-work-group.
Public Engagement Action Plan  
(Initial Draft) – March 6, 2017

This initial draft of the Public Engagement Action Plan is composed of ten themes. Each theme includes a vision statement, a brief description of the theme's focus, a vision statement, and set of action steps.

**SUBGROUP A**
MEMBERS: Lyn Bruin, Ananya Chatterjea, Adam Fischer, Cathy Jordan, Colleen McDonald Diouf, Todd Sorensen, Vaughan Voller

A1. **Scholarly Value of Engagement**  
Issues concerning the nexus between community-engaged work and faculty scholarship.

**VISION STATEMENT:** Public engagement is widely valued as essential to advancing the campus’s scholarly agenda.

**ACTION STEPS:**
- Incorporate community engagement into the grand challenges research and grand challenges curriculum initiatives.
- Inspire academic leaders to, and reward those who, utilize their positions of leadership to recognize and represent the scholarly value of community-engaged research, teaching, and service.
- Establish mechanisms for academic units to ascertain the role public engagement plays in advancing scholarship in the disciplines.
- Establish clear metrics for measuring the outcomes and scholarly value of community-engaged research, teaching, and service.
- Expand faculty development opportunities to enhance capacity to incorporate community engagement into scholarly work.
- Establish protocols and systems that incorporate a 21st Century public engagement frame into the assessment, review, promotion and reward of scholars and researchers.

A2. **Leveraging Extramural Funds**  
Issues focused on ways to secure extramural funding and other support for community-engaged efforts.

**VISION STATEMENT:** The campus has proactive and coordinated leadership and aligned resources that advance bold initiatives that inspire funders and enhance campus capacity to support public engagement.

**ACTION STEPS:**
- Create venues that convene internal and external partners in exploring and identifying funding options.
- Create and sustain faculty and staff development programs to increase their capacity to attract external funding for their engagement work.
- Create a repository of resources and technical assistance that faculty, staff and others can access and utilize to make the case to funders about the public value of engaged work.
- Secure funding, including donors and endowment initiatives that seed and support the development of publicly-engaged initiatives.
- Establish mechanisms to highlight the compelling stories of public engagement to inspire funders.
**SUBGROUP B**

MEMBERS: Rob Blair, Quinn Carr, Laura Dammer Hess, Tommy Keller, Greg Lindsey, Kristine Miller, Christine VeLure Roholt, Amelious Whyte, Pam Wilson

**B1. Student Experiences and Development**

Issues concerning the role of community-engaged work in the educational experiences of students (undergraduate, graduate, and professional).

**VISION STATEMENT:** *All University of Minnesota students will participate in and help shape academically-integrated and co-curricular community-engaged learning that prepares them to be active community members, professionals, and scholars.*

**ACTION STEPS:**
- Secure funding and support for all students to have access to community-engaged learning and co-curricular opportunities with a particular focus on underrepresented students.
- Colleges develop a plan that would include opportunities, learning outcomes and other relevant engagement experiences specific to each college and its student population.
- Provide adequate funding to departments and offices on campus that facilitate community-engaged opportunities for students, in order to enhance, expand, and strengthen their engagement offerings.
- Provide training for academic advisors.
- Develop grand-challenges research and co-curricular collaborations that provide experiential and intercultural learning opportunities for students.
- Integrate expectations and encouragement of community-engaged learning through the recruitment, admissions, and orientation process for new students, using appropriate language and activities.
- Create living-learning communities [this would be within a residence hall] where community engagement is integrated into the design.
- Strengthen student organizations that relate to community engagement by providing a dedicated pool of funds to support their activities and incentives for having a University faculty or staff advisor.

**B2. Visibility and Value**

Issues concerning ways to better showcase and bring attention to the range and scope of the University’s public engagement work.

**VISION STATEMENT:** *Stakeholders of the University of Minnesota value and laud the public engagement that strengthens our teaching, research, and service.*

**ACTION STEPS:**
- Support University members’ involvement and participation in prominent national and international conferences to present and showcase their public engagement efforts.
- Gather and share the impact of partnership with community partners, students, and faculty.
- Leverage existing university presence across the state to raise visibility and showcase value.
- Include relevant information about the university’s commitment to public engagement in the recruitment and orientation efforts for students, faculty, and staff.
- Secure funding of a campus plaza or physical space that recognizes or symbolizes the value public engagement (e.g., Public Engagement labyrinth).
SUBGROUP C
MEMBERS: Amber Cameron, Bianet Castellanos, Priscilla Flynn, Deb Hendricks, Virajita Singh

C1. Accounting and Assessment
Issues concerning ways to systematically measure the scale, scope, and impact of the campus's public engagement work.

VISION STATEMENT: A campus-wide framework accounts for and assesses the impact of public engagement on students, faculty, communities, and the institution.

ACTION STEPS:
- Identify opportunities for public engagement data sharing practices that allow for the tracking and recording of campus-wide engagement activities.
- Create a publicly-accessible tool that documents on-going community engagement partnerships.
- Embed engagement questions into existing data collection processes through collaboration with the campus’s central administration.
- Establish a system to provide ongoing feedback from communities on the campus’s initiatives, policies, and other matters in which they have a strong stake or interest.
- Annually compile and analyze data from existing sources to document the scale and impact of the campus’s engagement work, including a partnership map.
- Create a plan to annually assess overall progress of the campus’s Public Engagement Action Plan and disseminate to stakeholders.

C2. Alignment and Integration
Issues focused on exploring how public engagement can be a strategy for accomplishing other institutional priorities (e.g., internationalizing the curriculum, strengthening multicultural understanding, enhancing the broader impacts of research, securing high quality teaching, enhancing the educational success of underrepresented students, etc.).

VISION STATEMENT: Public engagement principles are integrated into the campus’s key institutional policies and priorities within and across programs and units.

ACTION STEPS:
- Coordinate the engagement efforts of central administrative units in order for faculty, staff, students, and community members to learn about and easily participate in engagement opportunities.
- Identify and strengthen linkages between University teaching, research, and outreach initiatives and overarching public engagement goals.
- Identify and refine policies and practices that can pose challenges to University-community partnerships, such as hiring practices, contract and payment policies, and access to University resources.
- Establish a network of peer institutions to communicate with regarding innovative approaches to infusing engagement into research and teaching functions and University operations.
D1. Community Connections

Issues concerning ways to improve how the university partners with external entities, including local communities, international communities, non-profits, business, industries, governmental agencies, educational institutions, etc.

VISION STATEMENT: The campus supports sustainable relationships and mutually beneficial partnerships that are co-created with non-profits, community groups, educational institutions, government agencies, businesses, and industry at local regional, state, national, and global levels.

ACTION STEPS:
- Provide resources to enhance reciprocal partnerships, particularly that address community needs (small grants, workshops, etc.).
- Create easily accessible entry points to the campus and University for community partners.
- Increase access to campus spaces and resources for community partners.
- Increase learning opportunities for faculty, staff, students, and community partners to facilitate reciprocal engagement.

D2. National and International Connections

Issues concerning ways that the University can be more fully engaged in national and international networks that provide the advancement of public engagement in higher education.

VISION STATEMENT: Connections to the engagement field are broad and deep.

ACTION STEPS:
- Identify and coordinate opportunities for recognition of individual and institutional community engagement activities (e.g. awards).
- Encourage and promote involvement in regional, national and international engagement networks and conferences (e.g. travel grants).
- Encourage and support publications by community-engaged staff, students, and partners (e.g. writing community).
- Create a community of practice to increase knowledge production and dissemination of best practices on community engagement.
- Invite and encourage leading scholars at the University to serve on the editorial boards of leading national and international journals focused on engagement.
- Advocate at the national level for the integration of public engagement into program accreditation requirements across.
**SUBGROUP E**
MEMBERS: Yingling Fan, Kristine Igo, Ross VeLure Roholt, Sheri Stronach, David Weerts, George Weiblen

E1. *Cultivating and Supporting Campus Leaders*

Issues focused on how to best support the leaders on campus who have responsibility for advancing and furthering public engagement programming (e.g., directors of engaged-focused centers).

**VISION STATEMENT:** Faculty, student and staff leaders in public engagement are cultivated and celebrated.

**ACTION STEPS:**
- Proactively recruit publicly-engaged staff, faculty, and students through job descriptions and admissions criteria.
- Enhance knowledge, competency, and skills for leading public engagement through release time, funding opportunities, and professional development.
- Clearly articulate incentives for faculty, staff and students to prioritize public engagement in their work.
- Endow rotating chairs for publicly-engaged campus and community leaders to share knowledge and affect cultural change on campus.
- Celebrate publicly-engaged leaders in teaching, learning, scholarly work through a campus-wide event and/or communications.
- Reward and retain publicly-engaged faculty, staff and students through awards, incentives, and at promotion, annual review, and/or tenure.

E2. *Internal Coordination and Collaboration*

Finding ways to connect existing work within the campus that has common goals and shared vision as a means to reduce duplication of efforts and to better network similar activities that are working in parallel; finding ways to better coordinate efforts to leverage greater impact.

**VISION STATEMENT:** A collaborative culture draws expertise from across the campus to build alliances that allow public engagement to flourish.

**ACTION STEPS:**
- Coordinate curriculum development across campus to include public engagement learning outcomes in courses.
- Align administrative support of public engagement among colleges, centers and schools.
- Coordinate and align the accessible ports of entry to the campus, in ways that fit the needs of diverse potential partners and stakeholders.
- Convene conversations among relevant units (including departments, performing arts facilities, museums, galleries, libraries, and outreach centers) on how to better coordinate communication about public engagement activity across campus, and how staff, students, and faculty can get involved.
- Support public engagement staff positions across units to work with faculty on publicly-engaged scholarship projects and explore creative models for sharing resources and best practices across units.
## APPENDIX

**Public Engagement Action Plan Work Group**

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<th>Membership List</th>
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<tbody>
<tr>
<td>1. ROBERT BLAIR, Professor, Fisheries, Wildlife &amp; Conservation Biology</td>
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<tr>
<td>2. KAREN BROWN, Senior Lecturer &amp; Director, Interdisciplinary Ctr.—Study of Global Change</td>
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<td>3. MARILYN BRUIN, Professor, Design, Housing, &amp; Apparel</td>
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<td>4. AMBER CAMERON, Associate Director, Office for Public Engagement</td>
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<td>5. QUINN CARR, Graduate Student, Humphrey School</td>
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<td>6. BIANET CASTELLANOS, Associate Professor, American Studies</td>
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<td>7. ANANYA CHATTERJEA, Professor, Theatre Arts &amp; Dance</td>
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<td>8. LAURA DAMMER-HESS, Assistant Director, Center for Community-Engaged Learning</td>
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<td>9. COLLEEN MCDONALD DIOUF, Chief Operating Officer, Comm.-Univ. Health Care Ctr.</td>
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<td>10. YINGLING FAN, Associate Professor, Urban and Regional Planning</td>
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<td>11. ADAM FISCHER, Director, Corporate Foundation Relations, U of MN Foundation</td>
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<td>12. PRISCILLA FLYNN, Assistant Professor, Primary Care Dentistry</td>
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<td>13. MIKE GRECO, Director, Resilient Communities Project</td>
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<td>14. JENNIFER HAWKINS, Program Director, Carlson Global Institute</td>
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<td>15. DEB HENDRICKS, Assistant Director of Community-engaged Research Programs, CTSI</td>
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<td>16. KRISTINE IGO, Associate Director, Healthy Foods-Healthy Lives</td>
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<td>17. DEBORAH JANE, Outreach Coordinator, Institute for Global Studies</td>
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<td>18. CATHERINE JORDAN, Associate Professor, Pediatrics</td>
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<td>19. TOMMY KELLER, Undergraduate Student, Mathematics</td>
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<td>20. LISA KIHL, Associate Professor, Kinesiology</td>
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<td>21. SONJA KUFTINEC, Professor, Theatre Arts &amp; Dance</td>
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<td>22. GREG LINDSEY, Professor, Urban &amp; Regional Planning</td>
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<td>23. TAMMY MCCULLOCH, Regional Director, Extension</td>
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<td>24. BRIANNA MENNING, Associate Program Director, Institute for Advanced Study</td>
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<td>25. KRISTINE MILLER, Professor, Landscape Architecture</td>
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<td>26. KATIE PEACOCK, Assistant Director, Center for Community-Engaged Learning</td>
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<td>27. CHRISTINE ROHOLT, Leadership Minor Manager, Office for Student Affairs</td>
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<td>28. ROSS ROHOLT, Associate Professor, Social Work</td>
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<td>29. SHEREEN SABET, Assistant to the Director, Interdisciplinary Ctr.—Study of Global Change</td>
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<td>30. VIRAJITA SINGH, Assistant Vice Provost, Office of Equity and Diversity</td>
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<td>31. TODD SORENSEN, Professor, Pharmacy Care and Health Systems</td>
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<td>32. SHERI STRONACH, Assistant Professor, Speech, Language, &amp; Hearing Sciences</td>
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<td>33. JULIE SWEITZER, Executive Director, College Readiness Consortium</td>
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<td>34. VAUGHN VOLLE, Professor, Civil, Environmental, &amp; Geo-Engineering</td>
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<td>35. DAVID WEERTS, Associate Professor, Organiz. Leadership, Policy &amp; Development</td>
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<td>36. GEORGE WEIBLEN, Professor, Plant Biology</td>
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<td>37. AMELIIOUS WHYTE, Director for Public Engagement, CLA</td>
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<td>38. PAMELA WILSON, Assistant to Department Head, Mechanical Engineering</td>
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Public Engagement
Action Plan Work Group

Charge: To recalibrate the Twin Cities campus’ public engagement agenda and develop a set of action steps for furthering the institutionalization of reciprocal, public engagement over the next five years. The action plan will incorporate recommendations and goals identified in the following sources:

- public engagement-related goals contained in the Twin Cities ten-year strategic plan: *Driving Tomorrow*;
- Campus Compact declaration principles for civic engagement (*Signed by President Kaler*);
- recommendations for advancing in policy, infrastructure, and culture, submitted by participants of the systemwide conference, *Meeting Grand Challenges through Community-Engaged Research and Teaching*;
- recommendations for improvement, contained in the Twin Cities Carnegie Community Engagement Classification review report;
- faculty recommendations on improving faculty rewards for engaged scholarship;
- recommendations submitted by academic units, centers, and individuals

Meetings: The work group meets monthly on selected Wednesdays, from 9:00 AM – 10:30 AM.

Deliverable: A detailed five-year action plan for Advancing and Institutionalizing Public Engagement at the Twin Cities Campus.

Timeline:  
February 2017: Draft of Action Plan produced  
March/April 2017: Revised draft of action plan presented to Provost Hanson, Public Engagement Council members, other key stakeholders for feedback.  

Work Group Meeting Schedule

- Wed., Sept. 21 (9:00 - 11:00 AM) - Education Sciences, Room 325
- Wed., Oct. 19 (9:00 - 10:30 AM) - Recreation Wellness Center, Multipurpose Room 6
- Wed., Nov. 16 (9:00 - 10:30 AM) - Recreation Wellness Center, Multipurpose Room 6
  (No December Meeting)
- Wed., Jan. 18 (9:00 - 10:30 AM) - Recreation Wellness Center, Multipurpose Room 6
- Wed., Feb. 8 (9:00 - 10:30 AM) - Recreation Wellness Center, Multipurpose Room 6
- Wed., March 1 (9:00 - 10:30 AM) - Recreation Wellness Center, Multipurpose Room 6
- Internal/External Feedback Sessions
- Wed., March 29 (9:00 - 10:30 AM) - Recreation Wellness Center, Multipurpose Room 6
- Wed., April 19 (9:00 - 10:30 AM) - Morrill Hall, Room 300
- Wed., May 10 (9:00 - 10:30 AM) - Recreation Wellness Center, Multipurpose Room 6