

CONFERENCE PARTICIPANT RECOMMENDATIONS

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

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

CULTURE

- WORK
 - Ensure that leaders understand and practice community engagement and highlight/recognize/praise/reward community engagement involvement and successes. (14)
 - Promotion and tenure processes should take community engagement and public scholarship into account. (7)
 - Integrate community engagement into every professional position at the U. Allow staff to engage in (paid) S-L opportunity / Perhaps shrink other responsibilities accordingly. (6)
 - Remove power disparity between university personnel and community members / Create a culture that supports shared authority between university and community partners (4)
 - Hire more individuals who further the UMN engagement agenda. (3)
 - Do not be afraid to be controversial as an institution with regards to issues political in nature. (2)
 - Make community engagement part of staff performance evaluation. (1)
 - View engagement as scholarly work. (1)
- TIME
 - Offer more cross-development opportunities and opportunities like this conference to come together, network, and share work. (15)
 - Support the time and resources that are necessary for faculty, students, and staff to build relationships, to explore, and to fail in attempting grand challenge work through education/engagement. (9)

- DIVERSITY

- The University should be more diverse and should involve more diverse faculty and students in community engagement; the people we serve should be us, too (not a “we” / “they” attitude, especially in leadership). (11)
- Ensure that community engagement language does not “put off” community members;” work *with*--not “to” or “for”--communities (8)
- Embrace different ways of knowing (diverse epistemologies) and understand that community members are experts and knowledge also resides outside of the academy. (4)
- Understand that community segregation is a problem in the Twin Cities. (1)
- Take new faculty, graduate students, and undergrads out into Greater MN neighborhoods when they first arrive. (1)
- You cannot create a culture that supports community engagement without understanding why one culture or community matters less than another. (1)

- ACADEMICS

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

- MISC

- Value relationships more than projects/publishing/promotion. (2)
- “Tell the story” more effectively; don’t wait until there is a need for reactive PR. (2)
- Provide an analysis of community accountability. (1)

- Encourage spontaneous engagement (not just planned projects and programs). (1)
- Attract donors and alumni who value public engagement in research and education across arts and sciences. (1)
- Continue focused investment in place-based efforts and strategic investment in specific issues. (1)
- Work on improving female sports clothing. (1)
- Use a social justice model for disabilities. (1)
- Offer more public forums that engage university and community members in exploring societal issues. (1)
- Institute incentives that value meaningful community engagement. (1)
- Focus on primary/community care efforts versus all money into specialty care. (1)
- Apply the student development outcomes mentality to measure outreach/engagement efforts. (1)

POLICIES

● EMPLOYMENT

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

● FINANCES

- Embrace greater funding for/engagement with K-12 education. (3)

- Be intentional in addressing funding disparities (e.g., humanities vs. sciences; university personnel vs. community personnel) (2)
- Build more transparency of how grant and program monies are used and applied in community-engaged work. (2)
- More funding and support for faculty to work intensely with smaller groups of students to mentor/guide/do high-quality community engagement. (2)
- Change how and on what time frame community partners are paid on contracts. (1)
- More funding for campus units that conduct and support community-engaged work. (1)
- Invest in “classroom coordinates” to support student engaged learning and teaching. (1)
- MISC
 - Implement data/research sharing practices to improve metrics and accounting systems for community-engaged work. (5)
 - Know our history and how it results in current inequities, but be flexible and open in moving forward. (5)
 - Policies/infrastructure that makes it clear to U leadership that public engagement is a solid part of our planning at the U of M system and is a highly valued part of what we do and the public good we serve. (3)
 - Create policies that “give permission” (resources/time/energy/rewards) to freely engage in social change. (2)
 - Create a safe space, especially for minorities, to delve into the critical issues that matter to them and others. (2)
 - Change name of Extension “Master Gardener” position. (2)
 - Begin to measure the societal impact of all engagement projects. (1)
 - Admit a more normal curve of students to the U (not just A+ students). (1)
 - Expand affordable housing in white neighborhoods. (1)
 - Have more training on ripple effects mapping. (1)
 - Build equitable representation of faith-based collaborations on campus. (1)
 - Think about equity when selecting communities with which to partner. (1)
 - Develop a policy that allows community engagement business ventures from collaborated work. (1)
 - Make diversity and inclusiveness a centerpiece of community-engaged work. (1)
 - Make it easier for us to identify communities with which to partner and collaborate. (1)

- **ACADEMICS**

- Provide support for more formalized interdisciplinary research-community-coursework partnerships. (10)
- Establish and codify requirements for community engagement or capstone project. (5)
- Have a community IRB or a community system of review and recommendations. (3)
- Adopt a culturally/linguistically adaptive IRB. (3)
- Make it possible in every college and major for students to learn about and address grand challenges as part of their academic curriculum. (2)
- Revisit liberal education (LE) requirements to explore the nexus between community engagement and the LE requirements. (1)
- Consider “incentives” to be involved in community-based work (ex: are there incentives that can promote and encourage volunteering?). (1)
- Adopt National Science Foundation (NSF) and National Institutes of Health (NIH) “broader impacts” requirements for all research at the University of Minnesota. (1)

INFRASTRUCTURE:

- **COLLABORATION**

- Creating intentional opportunities, tools, and incentives for cross-discipline collaborations (including across campuses and with the local community). (7)
- Map impact and connections of engaged courses/communities across departments. Where are students, faculty, and departments doing their community work? (7)
- Prioritize and further tap staff (non-faculty) expertise, which is currently under-utilized.(4)
- Help youth get to the U by better advertising/displaying youth.umn.edu. (3)
- Be intentional about bringing in someone to bridge university and community. The individual should have cultural sensitivity and understand engagement work. (3)
- Focus on building more sustainable partnerships. (2)
- Get faculty to work together across disciplines and areas of expertise. (2)
- Cultivate more intentional partnerships with businesses, large and small, to promote the workforce skills learned through S-L projects in college. (1)
- Be transparent about which communities we are engaged with so as to identify gaps in our work and areas of expertise. Implement a method of transparent collaboration (2)

- Create more opportunities for units of the U to partner with K-12 schools. (1)
- Place university classrooms and offices in the community. (1)
- Be cautious of unintentional exploitation of community members and neighborhoods. (1)
- Help natural resource sciences engage with individuals on all levels. (1)
- Consolidate the centers and departments at the U that create and encourage community engagement and collaboration. (1)
- ACADEMICS
 - Actively encourage advisers to promote S-L courses and opportunities to students. (3)
 - Strict semester timelines can be limiting to community-based projects. (3)
 - Have more accessible student engagement opportunities; expand course offerings. (2)
 - Employ more inclusive teaching methods to minimize the achievement gap. (2)
 - Provide support for students with action-oriented endeavors. (2)
 - Provide support for assessing community engagement projects. (2)
 - Offer more support for culturally-based departments. (2)
 - Provide better and more up-to-date course information available in advance through OneStop to make it easier to identify related classes with interested students. (1)
 - Change academic timelines (such as IRB process) to be more community friendly. (1)
 - Identify short-term projects that can be addressed and generalized across institutional types, and work on them using academic classes. (1)
- EMPLOYMENT
 - Invest in emerging leaders of community engagement, especially people of color and indigenous people. (2)
 - Improve hiring committee practices and review practices to bring in personnel who are community engagement friendly. (1)
 - Increased staff for web development for units that conduct community-engaged work. (1)
- FUNDING/FINANCES
 - Expand funding for student transportation to engage in community-based projects. (5)

- Have funding for community partners who partner with the U to offset their costs of taking on U students who conduct community engagement at their sites. (3)
- Secure more state funding for community-engaged research and teaching. (3)
- Secure funding that allows for faculty to be engaged with communities without a grant to cover their percentage of effort. (2)
- Invest in partnerships and network infrastructure. (2)
- Have more diverse university funding opportunities for CE endeavors. (2)
- Have more scholarship money for underrepresented groups to engage in community-based experiences. (2)
- Improve access to U of M Extension through increased system-wide investment. (1)
- Be careful about taking money from corporations. (1)
- Continue to develop ways to make it easier for community partners to be part of grants. (1)
- Have more funding for community engagement in the social sciences. (1)
- Provide more support for small grants that can seed new community-based projects. (1)
- Improve the subcontract and external payment systems. (1)
- Find salary money through reallocation to hire more staff to facilitate public engagement initiatives. (1)
- Provide free parking to community partners who come to the university to work with our faculty and students on community projects. (1)
- MISCELLANEOUS
 - Improve rewards individuals involved in community-engaged work. (7)
 - Provide access to university spaces and resources that may be used/open for non-university classes. (4)
 - Integrate social democracy principles and practices within student learning, research, teaching, organization, and leadership functions within the university. (2)
 - Meet in communities, not necessarily always in University settings. (2)
 - Continue conversations about segregation issues and racial disparities. (2)
 - Feature more engagement examples on website/in communications. (2)
 - Create an enhanced definition of “scholarship.” (1)
 - Find ways for all system campuses to benefit from the resources resting on the TC campus. (1)

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