

# UNIVERSITY OF MINNESOTA

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October 20, 1993

TO: Academic Staff Advisory Committee  
FROM: Jeanne Markell, <sup>*Jeanne*</sup> Associate to the Vice President

Enclosed is a copy of the Outreach Council's report to the president. The report was given to President Hasselmo and his cabinet in August, and the council is now in the process of soliciting feedback.

Last year a round of meetings and discussions on the Phase One Report of the Outreach Council proved to be extremely useful in the council's continued work. We are pleased that you will be part of a group on Monday, November 8 to discuss this report. I will be meeting with you at 1:45 p.m. in room 128A Snyder Hall.

Please take time to read the report prior to the meeting and come prepared to share your reactions, questions, etc.

pn

Enclosure

# Outreach at the University of Minnesota - A Strategic Plan

• *A Report to the President* •

*August 1993*

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## Executive Summary

### Background

From the beginning, America's public research universities have had a covenant with society that includes a responsibility to generate knowledge through research, share knowledge through teaching, and apply knowledge through outreach. As society enters the 21st century, demand for the full range of public university services remains high, but from the changing environment comes a call to become more relevant to societal challenges.

Outreach has played a significant role in shaping the value and identity of the University of Minnesota, known to the people of the state as a land-grant and international research institution. Over the past few decades there have been several efforts to assess and mobilize outreach resources and to ensure that the outreach mission is in tune with the needs of society. Additional reforms are necessary if the University is to realize its full outreach potential. Now, as the University identifies strategic direction for the future, it must consider the mission, vision, and strategic goals for outreach.

President Nils Hasselmo appointed a University Outreach Council to set the stage for strategic planning for outreach as a part of the broader strategic planning effort underway at this time. In his charge, the president stated:

"The University must assert its franchise to lead and conduct outreach for the citizens of Minnesota. A strategic plan for outreach will clarify and direct our internal operations and increase awareness external to the University. The council should articulate a taxonomy that describes our outreach activities and their outcomes. The council's work will provide a foundation for visionary thinking and planning for our future in outreach. It will guide strategic decisions about investment and reorganization, identify potential connections between units and approaches, and identify what can be done centrally and within academic units to organize and support outreach efforts."

The council surveyed and assessed the institution's current outreach effort and the internal conditions for outreach programming and conducted scans of the external environment, consulting with faculty, staff, students, and administrators and with persons outside the University. Using a strategic planning format, the council 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.

## **Definition**

University of Minnesota outreach is the transfer and exchange of knowledge between the institution and society. It provides new knowledge and leadership to catalyze the growth and development of individuals, communities, businesses, and the greater society, and provides input to the institution from society. The outreach effort is outside the formal degree-granting process, occurs in a variety of forms and places, and is an integral part of the broader University mission.

## **Mission**

The mission of outreach is to improve and enhance the quality of life, economy, and the environment through the transfer and exchange of knowledge between the University and society.

## **Vision**

A vision for University of Minnesota outreach includes these key elements:

- part of a knowledge system that generates, transmits and applies knowledge
- addresses complex societal issues by drawing on the full breadth of academic expertise
- two-way exchange between society and the University
- equitably accessible to a diversity of people and challenges in society
- focused approach, with priorities established universitywide and within units
- collaborative arrangements with organizations, agencies, and institutions
- unbounded geographically, taking place on or off campus, within and beyond the state
- innovative program development methodologies and delivery technologies
- high quality ensured through ongoing planning, evaluation and incentive systems
- adequately funded through a variety of public and private sources

## **Desired Outcomes**

A scan of the external environment is useful to determine the desired outcomes for outreach. Through this process (which should be an ongoing part of planning) the council identified eight desired outcomes for outreach activities. They are:

- Enlightened citizens, liberally educated across the life span
- Mentally and physically healthy youths and adults
- Educated professionals and skilled work forces
- Informed and orderly public policy development
- Effective, productive organizations, groups, and communities
- Globally competitive businesses and industry
- Sustainable human-made and natural environments
- Effective public institutions, infrastructures, and community designs

## **Strategic Goals and Action Steps**

To achieve the stated mission and vision for outreach, the following goals are identified. Specific action step recommendations for each goal are listed in the report.

1. Outreach will become fully integrated with research and teaching as a basic part of the University of Minnesota's knowledge mission.
2. Outreach will be institutionalized in central administration and in academic units and campuses.
3. Outreach will address complex societal issues from a comprehensive perspective through cross-disciplinary efforts and partnerships with public and private organizations.
4. Outreach evaluation and rewards will be based on quality standards, and they will enlist, encourage, and celebrate participation and excellence in outreach programming.
5. Outreach will be strengthened by the University's ability to tell its outreach story to the public, and to secure sufficient flexible resources to support Universitywide and unit-level outreach initiatives.

## **Appendix**

The Outreach Council responded to the president's call for a new "outreach taxonomy" by describing a new way to categorize outreach activities. This classification system uses the eight desired outcomes as its organizing framework. In piloting it with deans, it was found to be a useful way to capture the breadth and diversity of outreach throughout the institution and yet to provide consistent language for planning, reporting, and telling the outreach story.

## **Summary**

Successful outreach in the future will result from relevance and adaptability to the changing needs of society and the ability to manage challenges of increasing scrutiny and diminishing resources. The University of Minnesota must focus its outreach efforts where they are most needed. The challenge internally is to consider the current range of activities and structures within a visionary framework, and implement actions that will optimize productivity. The elements of the strategic plan presented here, including especially the mission, vision, and strategic goals, must be integrated within the overall strategic plan for the University of Minnesota. Without that integration, this report will lack the important context needed for it to succeed.

## **BACKGROUND**

### **A Future For America's Public Universities**

America's public research universities have long played a productive role in society. From the beginning, their covenant with society has included a responsibility to generate knowledge through research, share knowledge through teaching, and apply knowledge through outreach.

Today more than ever before, research and education in public universities can be engines for societal growth. Demand for the full range of university services remains high, but from the changing environment comes a call for public higher education institutions to be more relevant to societal challenges. The future for America's public universities will be bright if they see their true value in today's context, define and adhere to their public mission, and change the way they organize themselves to better serve the needs of society. This call for relevance is the primary challenge of American public universities in the 1990's and beyond.

### **The Future Role of Outreach**

Outreach has always helped shape the university's value, visibility, and identity in society. The university's commitment to society was intensified and enhanced by the institutionalization of the land-grant philosophy in the early 1900's. Initially, this land-grant commitment was concentrated in parts of the university tuned to the immediate needs of an agrarian society. Responding to society's broadening thirst for knowledge, outreach now emanates from many places in the university.

Public universities must consider appropriate directions and changes to keep outreach programs relevant and useful to society in the dynamic era that lies ahead. Redefinition and expansion of the land-grant philosophy, integration of outreach with other university functions, and an adoption of a two-way exchange relationship with society are elements of a future vision for outreach. Universities must take this pragmatic road in order to generate resources and public understanding for their mission.

## **Outreach at the University of Minnesota**

The University of Minnesota is known to the people of the state as a land-grant university and international research institution. It has a rich history and a promising future as a productive and valuable member of Minnesota and the world.

Historically, outreach has played a significant role in shaping this University's values and identity. Units like the Minnesota Extension Service and Continuing Education and Extension have had specific roles and institutional visibility in outreach as defined by legislative authorization, internal policy, organizational structure, and traditional approaches to resource allocation. As a result, the "land-grant" label has been narrowly interpreted as applying to a small portion of the total University. Recent surveys, however, indicate a great breadth and richness of outreach activity emanating from academic units, centers, and institutes across the University.

Over the past few decades, there have been several efforts to strengthen the University's approach to outreach; through coordination and integration, taking stock of and mobilizing resources, and ensuring that the outreach mission is in tune with the needs of society. Still, there is reform work to do if the University is to realize its full outreach potential. Confusion about the semantics of terms like outreach, service, and extension; inadequate and inconsistent system wide leadership for outreach; lack of an engendered commitment to outreach in the University culture; inadequate rewards and incentives for outreach; and minimal collaboration and marketing of outreach initiatives - are a few of the areas targeted for improvement.

It is an appropriate time for a comprehensive look at University of Minnesota outreach. As the University identifies strategic direction for the future, it must consider the mission, vision, and strategic goals for outreach and the integration of outreach, research, and teaching functions. Strategic thinking about outreach should be undertaken both centrally and within academic units.

Successful outreach at public institutions of the future will depend upon relevance and adaptability to the changing needs of society and the ability to manage challenges of increasing scrutiny and diminishing resources. The University of Minnesota must focus its outreach efforts where they are most needed. The task is to consider the current range of activities and structures within a visionary framework, to identify strategic issues and goals, and implement actions that will optimize future productivity.

## THE PRESIDENT'S CHARGE

In his inaugural agenda, University of Minnesota president, Nils Hasselmo, espoused, "a university where teaching, research, and [outreach] are developed as expressions of a single, unifying purpose: the search for and application of knowledge. The University will encourage and support outstanding [outreach] programs by providing an effective statewide infrastructure through which University expertise can help solve societal problems, and through which discoveries and innovations derived from University research can be put into practice."

In May 1992, President Hasselmo appointed a University Outreach Council to set the stage for strategic planning for outreach as a part of the broader strategic planning effort of the University. In his charge, the president told the new council:

"The University must assert its franchise to lead and conduct outreach for the citizens of Minnesota. The strategic plan for outreach will clarify and direct our internal operations in outreach and increase awareness external to the University. The council should articulate an outreach taxonomy that describes our many categories and types of activities, the tasks and functions involved, and the opportunities available.

The work of the council will serve as a foundation for visionary and radical thinking and planning for our future in outreach. It will help us make strategic decisions about investment and reorganization, identify potential interconnections between units and approaches, identify what can be done centrally to organize and support outreach, communicate and be accountable for what we do, and support deans in the process of outreach assessment in their respective units.

We must consider our position in outreach relative to the broader higher education arena in this state, with attention to the full geo-political spectrum, and develop a statement of need for internal and external resources that will support our unique position. We must answer the question: What will it take to fund our outreach mission and satisfy political expectations of our land-grant mission? We should answer the question: Who is going to pay for University outreach in the next century?

Ultimately, our outreach plan should identify and answer strategic, internal questions that stand in the way of our vision and mission for outreach (e.g. evaluation and rewards, structures and resource allocation). However, work on mission should precede any tinkering with structure, power, and resources."

The first phase of the council's work focused on defining the meaning and mission of outreach. Activities included a review of the literature, assessment of the breadth and richness of outreach at the University, interviews with all unit deans, center directors and experts outside the institution, and strategic thinking about what is and what might be. This culminated in a Phase I report released for internal review in November 1992.

The second phase of the council's work has included further development of mission, definition and vision, compilation of principles and values, environmental scanning, institutional assessment, and formulation of strategic goals and actions aimed at accomplishing the University's outreach vision.

This report is a presentation of the steps and outcomes of the council's strategic planning. They include:

- Definition
- Mission
- Vision
- Guiding Values and Principles
- Societal Trends and Conditions \*
- Desired Outcomes \*
- Survey of Existing Programs, Audiences, and Activities \*
- Strategic Issues
- Strategic Goals
- Strategic Actions

\* These formed a new taxonomy for outreach to be used for planning and reporting. See Appendix.

## DEFINITION

While it is recognized that there are numerous models and descriptions of outreach at this University, there is value in having a definition of outreach to promote consistency in planning, implementing, evaluating, and telling the story of this part of the mission.

University of Minnesota outreach is the transfer and exchange of knowledge between the institution and society. It provides new knowledge and leadership to catalyze the growth and development of individuals, communities, businesses, and the greater society, and provides input to the institution from society. The outreach effort is outside the formal degree-granting process, occurs in a variety of forms and places, and is an integral part of the broader University mission.

## MISSION

The mission of the University of Minnesota, as formulated by the administration, faculty, and staff, and endorsed by the Board of Regents, is to serve the people of the state through teaching, research, and outreach. The University's mission as defined by legislative statute is to offer undergraduate, graduate, and professional instruction through degree programs and to be the primary state-supported academic agency for research and public service (Minnesota statute 135A.052, Post Secondary Missions).

The mission of outreach is to improve and enhance the quality of life, economy, and the environment through the transfer and exchange of knowledge between the University and society.

## VISION

A strategic plan for outreach includes a vision for how the University intends to position itself in the coming decade.

The University of Minnesota is recognized nationally and internationally as a leader in higher education outreach. The University's outreach is knowledge-based, relevant, diverse, effective, strategically positioned and equitably accessible.

The University is a **knowledge system** that generates, transmits, and facilitates the application of knowledge in society. Outreach, research, and teaching are three basic functions of a dynamic, integrated, knowledge system. Together these functions accomplish a single, unifying purpose: the search for and application of knowledge to improve and enhance the quality of life, the economy, and environment in the state.

Outreach **addresses complex societal issues** by drawing upon the full breadth of expertise and knowledge throughout the institution. Research and teaching contribute to outreach goals by providing new knowledge in the arts and sciences, new processes for human and community development, and new technology and interpretation of its effects. The interaction of research, teaching, and outreach generates synergistic outcomes for society and makes the University unique among higher education institutions in the state.

Outreach is a **two-way exchange** of knowledge between the University and society. It links research and education resources of the University with the realities of individuals, families, communities, businesses, organizations, and institutions. In the exchange process, the University assimilates valuable input to affect its discovery and education processes, programming priorities, and internal operations.

Outreach programs are **equitably accessible** to a diversity of people and deliberately address challenges in all places in society. Faculty and staff who do outreach are diverse and they honor pluralism.

Outreach is expressed strategically in a variety of forms to address a wide variety of societal situations. A **focused approach**, with priorities established Universitywide and within academic units results in effective and efficient programming. Faculty and staff are rewarded for their contributions to outreach.

The outreach effort is magnified through a variety of **collaborative arrangements** with organizations, agencies, groups, businesses, and other higher education institutions in the state, region, nation, and world. These collaborations and partnerships increase access to a diversity of programming resources and potential audiences.

Outreach is **unbounded geographically**, by the facilities of the University or the borders of the state or nation. It takes place on and off campuses. It is focused primarily on challenges within Minnesota, but commonly has an impact on societal issues that acknowledge generation processes beyond this state.

The University rapidly and effectively disseminates new knowledge using **innovative program development methodologies and state-of-the-art delivery technologies**. Support systems for outreach, including events administration, educational materials, production, and distance education and communications technologies management, are organized for maximum efficiency and accessibility to faculty and staff.

The **high quality and impact** of outreach programming is ensured through ongoing strategic planning, evaluation, and incentive systems. Leadership for outreach emanates from both central administration and academic units.

Outreach at the University of Minnesota is **adequately funded** through a variety of sources, including formula and line-item funds from local, state, and federal governments; government, foundation, and private sector grants; income, and fee-based funds, and volunteerism.

## **VALUES AND PRINCIPLES**

**Strategic goals and activities in outreach are based upon certain values and principles held by members of the University of Minnesota community.**

- Members of the University community must maintain the highest standards of integrity in academic programming.
- Members of the University community must remember that with academic freedom comes responsibilities to society.
- Academic employees owe their primary professional commitment and responsibilities to the University and its mission.
- Professional relationships and activities at the interface with society benefit individuals, society, and the University.
- Each member of the University community is responsible for ensuring that no outside activities will jeopardize that individual's responsibility to or the reputation of the University.
- Outreach should be a two-way exchange of knowledge, ideas, and vision between the University and society.
- Outreach programs must be equitably accessible to a diversity of peoples.
- Outreach should be based in quality scientific investigation.
- Outreach programs should be defined and relevant locally, but provide a global perspective.
- Collaboration with public and private partners improves the design, development and implementation of outreach programs.

- Outreach, research, and teaching should be integrated as a single academic fabric of the land-grant University.

## **SOCIETY'S NEED FOR KNOWLEDGE AND IMPLICATIONS FOR UNIVERSITY OUTREACH**

A scan of the external environment provides an understanding of political, economic, social, demographic, and technological trends in society, which represent forces that affect organizational operations and priorities. For the University to be a vital player in societal evolution, it must interpret these trends and conditions in light of its own mission of research, teaching, and outreach.

- A. Knowledge and Information Explosion.** There is a shift from emphasis on **getting** information to **assimilating** and **using** information. The average person is out of date within a few years of completing formal education and often has difficulty determining what information is useful, accurate, and credible. Individuals are taking more responsibility for and interest in self-directed learning across the life span.
- B. High Rate of Technology Development and Dependency.** New technology is increasingly a prerequisite to success in all aspects of life and an important segment of the modern economy. The application of technology spawns questions of management and use of technology.
- C. Advances in Communications Technology.** New communications technologies are allowing people and organizations to more effectively share information. Distance delivery technology is transforming the learning environment. More outreach is taking place in homes, factories, offices, and via satellites. New forms of competition are emerging, both for the services of the educator and the attention of the learner.
- D. Complexity of Societal Issues.** Knowledge from a single discipline is seldom sufficient to deal with the challenges of a shrinking contemporary society. This demands a shift from solely **discipline**, oriented to **mission**, oriented research. In addition to accurate and timely information, individuals and groups are increasingly interested and involved in questions of public policy, ethics, and citizenship to address complex issues.

- E. **Increasing Diversity and Globalization of Society.** A population more diverse than that of the University demands changes to ensure equal access to educational programming and a broader perspective within the University community. Changes in political ideology and advances in communication technologies have caused shrinking of the earth's environment, economy, and culture. Individual and organization decision-making must be made in a global context.
- F. **Greater Competition for Scarce Resources.** Emphasis on education, communications, and information has resulted in more providers in the research and education marketplace. Limited resources have increased competition and demands for accountability and quality. These trends are forcing more sensitivity to the marketplace and the formulation of new collaborations and partnerships among higher education providers and between higher education and other sectors of society.

## DESIRED OUTCOMES OF THE OUTREACH EFFORT

Consistent with its mission, values, and principles, University of Minnesota outreach contributes to the development of individuals, the development of groups and communities, and the development of new technology processes and systems. Through these three basic types of development, certain outcomes are achieved that contribute to the goal of societal growth. These desired outcomes include:

- Enlightened citizens, liberally educated across the life span
- Mentally and physically healthy youths and adults
- Educated professionals and skilled work forces
- Informed and orderly public policy development
- Effective, productive organizations, groups, and communities
- Globally competitive businesses and industry
- Sustainable human-made and natural environments
- Effective public institutions, infrastructures, and community designs

## THE STRATEGIC ISSUE, GOALS, AND ACTION STEPS FOR OUTREACH

*The following paragraphs report the key outcomes of this Outreach Council's work. The culmination of the strategic planning process is the identification of a central strategic issue and five strategic goals. The goals relate to these components of the issue: integration in University mission, leadership, planning and delivery, evaluation and rewards, and public awareness and support. Under each stated goal are listed strategic action steps.*

### **Strategic Issue for Outreach**

Outreach, a key function of the University's knowledge business, must be valued as an integral part of the University's mission, must be a basic element of the academic culture, and must accomplish a two-way exchange between the University and society. Research, teaching, and outreach, often treated as distinct forms of professional activity, should be interactive and interdependent functions. Outreach must be better defined, understood, and embraced by all members of the University community.

There is a need for strategic direction for outreach centrally and within academic units. The University and its units must define outreach initiatives and direction according to the needs of society, the capacity of the University, and the unique role that the University can play vis-a-vis other public and private education and research institutions. Without ongoing planning, outreach will suffer from a lack of commitment, focus, productivity, and visibility. Outreach programs must be sensitive to local needs, but must be delivered with a global, multicultural perspective and embrace the diversity within our society.

### **Strategic Goals and Action Steps**

- 1. Outreach will become fully integrated with research and teaching as a basic part of the University of Minnesota's knowledge mission.**
  - The Board of Regents will adopt the new University and outreach mission statements, including replacing the word "service" with "outreach" as the third part of the University's mission.

- Central officers, deans, and department heads will share the new outreach mission, vision principles, definition, and desired outcomes with faculty in all units on all campuses. They will initiate discussion in units regarding the integration of research, teaching, and outreach and the barriers to accomplishing this integration. They will integrate these ideas into strategic planning within their respective units and will report ideas to the president or his designee for incorporation into ongoing strategic planning.

**2. Outreach will be institutionalized in central administration and in academic units and campuses.**

- The president will identify one of his academic vice presidents to take primary leadership for University-wide ongoing strategic planning for outreach.
- The president's Outreach Council will continue to advise him on the policy issues surrounding outreach. The new council should have some members from the original council, but new members should be appointed with regard to the implementation of the strategic plan reported here. The vice president appointed to lead the outreach mission will serve as chair.
- A staff position will be created to give leadership to the ongoing work of the Outreach Council, and to assure the implementation of the strategic plan. This position will report to the chair.
- An individual within each academic college or comparable academic unit will be identified by central administration, deans, and directors as leaders for outreach.
- Deans, department heads, and those responsible for outreach within units will initiate strategic planning and reporting processes for outreach as part of overall academic strategic planning and reporting.

**3. Outreach will address complex societal issues from a comprehensive perspective through cross-disciplinary efforts and partnerships with public and private organizations.**

- The University of Minnesota will increase the diversity of its faculty, staff, and outreach programs to serve the needs of an increasingly diverse and global society.

- The president, provost, and chancellors, through consultation with faculty and deans, will identify one or two major outreach initiatives that address complex societal challenges, mobilize resources to carry out the initiatives, and address organizational obstacles to successful cross-disciplinary and collaborative work both inside and beyond the institution.
  - The University-wide and unit-level strategic planning processes, including the work of a number of existing task forces and committees, will support innovative approaches to external collaborations that will allow the University to achieve its outreach goals.
  - The Outreach Council will evaluate and recommend new organizational models for delivery of outreach throughout the state, including achieving the full potential of the networks of the Minnesota Extension Service and Continuing Education and Extension.
  - The Outreach Council will identify the types and extent of the support systems needed, including assessment of existing support systems inside and outside the institution, and recommend organizational models and approaches for meeting the needs of programming goals and vision in the 21st century.
- 4. Outreach evaluation and rewards will be based on quality standards, and they will enlist, encourage, and celebrate participation and excellence in outreach programming.**
- Central administration will study and recommend appropriate language for promotion, tenure, and performance review that rewards outreach activity as an integral part of academic and scholarly achievement.
  - The Outreach Council will recommend a practical system of standards and criteria for quality outreach programming. The council will work on issues related to consistency in University codes of tenure, promotion, and evaluation.
  - The University will provide for faculty and staff professional development opportunities on outreach methodology including distance education technology.
- 5. Outreach will be strengthened by the University's ability to tell its outreach story to the public, and to secure sufficient flexible resources to support University-wide and unit-level outreach initiatives.**

- The administration will address the current mix of sources for any possible new outreach funding: reallocation of existing dollars, new public dollars (federal, state, local), and new private dollars (including user fees), in order to plan for growth in outreach activities without taking funds from teaching and research missions.
- The Outreach Council will study the issue of user fees for outreach programming as it relates to the many different goals and types of outreach within the institution.
- Units will use the newly developed outreach taxonomy to report their outreach activities. The Outreach Council will develop a system of collecting data that can be used in communicating the breadth and richness of University of Minnesota outreach to citizens and potential funders.
- The directors of University Relations and of state and federal relations, with the assistance of the Outreach Council, will develop a communication plan with appropriate supportive materials on the University's commitment and contributions to outreach.

### **Postscript**

The Outreach Council presents this report to the president with a strong recommendation that it be reviewed and implemented in the context of overall University strategic planning. The goals and action steps will be more relevant and will have greater probability for success when moved forward in concert with the broader University planning for change. We recommend that from this point the University community be involved in the discussions and deliberations of what is presented in this report.

# APPENDIX

## A NEW TAXONOMY FOR OUTREACH

In the quest for how to achieve the mission and vision described here, the Outreach Council frequently combined a look toward the future with a look at what is currently happening with outreach at the University. This resulted in a new approach to classifying outreach. The council believes that all outreach activities, to be consistent with mission and vision, must be directed toward desired societal outcomes. The eight desired outcomes listed here are the organizing mechanism for this new classification system. Deans and academic unit directors used this framework in a pilot effort of reporting current outreach efforts. This customer-focused taxonomy is successful in showing the purpose and value as well as the breadth and richness of outreach. The council proposes that this framework be used throughout the University for planning, reporting and communicating to the public about outreach. Listed here are only a few examples in each category.

## A FRAMEWORK FOR PLANNING AND REPORTING OUTREACH

This framework is useful in a number of ways:

- It is customer or learner driven, thus keeping the focus of outreach activity on desired outcomes related to our mission.
- It illustrates a shared vision and purpose for outreach at the University while also showing the vast diversity, breadth, and richness of outreach in the University's many academic units.
- It places emphasis on the knowledge resources related to societal issues, rather than on organizational structures.
- It provides a common lexicon for planning and reporting outreach within the University community.
- It provides a means of classifying, for public understanding and accountability, the University's activities at the interface with society.

### **Desired Outcomes of the Outreach Effort**

The Outreach Council has identified, through consultation inside and outside the University, eight desired outcomes of outreach. These are based on current societal trends and conditions and the mission and vision for University outreach. The council recommends that refinement of the desired societal outcomes be part of the ongoing work of those who will give leadership to outreach, both centrally and at the unit level.

### **Outreach Activities**

The University accomplishes its outreach goals and desired outcomes through a full spectrum of interactive activities between its faculty and staff and various members of society. A full menu of interactive activities bridges the institution's resource base and the challenges of society. Types of outreach activity are not the names of

specific institutional units. They are ways that knowledge is exchanged in the interface between the University and the community. Outreach goals are achieved through collections of activities organized as interdisciplinary, multiunit collaborations designed to address the complexity of societal issues. Following is a list of the types of interactive outreach activity that constitute the University-society interface.

- Classes (credit and noncredit, on-site and distance delivered)
- Artistic performance and exhibition for the public
- Nonformal workshops and seminars for individuals
- Conference, forums, and symposia
- Research and education partnerships/exchanges with public/private sectors
- Applied research and demonstration programs
- Technical assistance programs
- Judging competitions
- Health care services for humans
- Wellness programs and facilities
- Plant and animal diagnostic services
- Health care services for domestic animals
- Community development facilitation and education
- Experiential/developmental learning processes
- Public access information services
- Independent study using University materials and facilities

Outreach relationships between the University and society can be either long- or short-term, formal or nonformal, conventional or contractual, may be part of or outside of a faculty member's official job description and assigned workload, and may or may not involve a transfer of payment to the University or to an individual faculty or staff member. Institutional policy decisions regarding consulting, compensation, and workload, will directly affect how outreach is assigned, funded, and compensated in the future at University of Minnesota.

### **Outreach Program Characteristics**

Part of an integrated, tripartite knowledge system of research, teaching, and outreach  
Part of an international research institution  
Part of a national network of 1862 and 1890 land-grant institutions  
Interdisciplinary programming

Programming attentive to local needs with a global perspective  
Future-oriented, anticipatory, visionary, and innovative  
Collaborative  
Interactive with society, a two-way exchange  
Objective  
Ethical  
Outcome and impact oriented

### **Key Customers**

Diverse individual citizens, professionals, and youth  
Groups and counties  
Businesses  
Agencies and institutions  
Elected and appointed public officials  
Media

### **Key Stake Holders**

Local, state and federal policy makers  
Public and private funding institutions  
State and federal institutions  
Businesses  
Public interest groups, including underrepresented groups  
Media  
Other public and private universities

**Desired Outcome: *Educated Professionals  
and Skilled Work Forces***

**Examples of outreach that address this desired outcome**

- The College of Architecture and Landscape Architecture (CALA) provides 75% of the principals and staff of architecture and landscape architecture firms in Minnesota. CALA graduates currently operate over 250 businesses in the state and each year the college's graduates design 3,000 to 4,000 projects in Minnesota.
- The Law School's Continuing Legal Education Program is an annual training for practicing lawyers and judges on current issues in law.
- The College of Liberal Arts (CLA) on the Twin Cities campus annually conducts the Summer Institute for Teachers, a program of literature and humanities courses designed for kindergarten through 12th grade educators and taught by CLA faculty.
- Faculty of the College of Veterinary Medicine comb the world for cutting edge research information on swine production. They apply this new knowledge to Minnesota situations through continuing education classes, informal extension programs and one-to-one consultation with veterinarians and producers.
- The Industrial Relations Center of the Carlson School of Management conducts skill-building and employee relations seminars and workshops to help managers, union leaders, and public officials in the field of labor and employment law, policy, and practice.
- The College of Agriculture's Center for Farm Financial Management provides farm managers, agriculture lenders, and educators with computerized tools to apply the principles and concepts of farm planning, financing, and analysis in an individualized and practical way.
- Through the UNITE interactive television system, the CEE Rochester Center provides continuing education opportunities in computer science and electrical engineering to the professional population of Rochester.

**Desired Outcome: *Enlightened Citizens  
Liberally Educated Across  
the Life Span***

**Examples of outreach that address this desired outcome**

- The University Art Museum, the College of Human Ecology's Goldstein Gallery, Midwest Play Labs, and the Jazz Program's Buckner Series provide youths and adults the opportunity to experience and learn more about artistic expression.
- The College of Biological Sciences Bell Museum of Natural History, through its traveling exhibit program, interprets and disseminates the facts, principles, and controversies of the natural sciences to people throughout the state.
- More than 44,700 individuals experienced personal growth and lifelong learning in noncredit courses through CEE centers in the Twin Cities, Duluth, Rochester, and Morris.
- Dial U gives Minnesotans current direct telephone access to research-based information on problems related to plants and insects.
- The Talented Youth Mathematics Program is an intense and accelerated program for students in grades 5-12 who show excellent promise in mathematics. Through this program, the School of Mathematics provides high-potential youth with academic enrichment and important role models.
- University of Minnesota-Duluth's Alworth Planetarium provides knowledge about astronomy to the community through its public and school showings and media contacts.
- University of Minnesota-Morris's Elderhostel program is a week-long residential experience connecting faculty members and older adults.
- The Humphrey Institute's Humphrey Forum provides classes for all ages with a focus on relating the political values of Hubert Humphrey to contemporary issues.

**Desired Outcome: *Effective Public Institutions, Infrastructures, and Community Designs***

**Examples of outreach that address this desired outcome**

- College of Education representatives served on a recent task force to develop long-range strategies for kindergarten through 12th grade schools in St. Paul.
- The Natural Resource Research Institute's Business Group (Duluth) provided assistance for business and financial analyses on several projects of the Fond du Lac Reservation and the Leech Lake Indian Tribal Council.
- Several units within the health sciences are pursuing a collaborative effort to assist selected rural communities in the design of institutions and services for health care in the coming decade.
- The Institute on Community Integration (College of Education) improves the quality and availability of social services for those with developmental disabilities and their families. Through connections with local, state, and national agencies and educational institutions, the center assists in the design of new ways communities organize to improve quality of life for their citizens.
- University Libraries, through MINITEX, provides a service of accelerated lending and copying to libraries and residents throughout the state. Libraries in this sense take on an outreach function that goes beyond that of collecting and preserving knowledge, including interlibrary loans, on-line catalog of books and materials and skills development for library staff throughout the state. This extensive library system has become part of the state's education infrastructure.
- Students in the College of Architecture and Landscape Architecture (Twin Cities) do their design research within the community. A project might, for example, look at current design dysfunction and the generation of new knowledge to fix that dysfunction so a neighborhood can be rejuvenated.

**Desired Outcome: *Effective, Productive Organizations, Groups, and Communities***

**Examples of outreach that address this desired outcome**

- Duluth Department of Philosophy works with local historical societies to recapture important aspects of Minnesota history through research and reconstruction of historical artifacts.
- Project Future, a Minnesota Extension Service community self-renewal program, involves local citizens in creating a vision for their community. This vision becomes a basis for setting and achieving goals at the grassroots level.
- Crookston's Management Division faculty conduct outreach programs on total quality management and the continuing improvement process for local community groups, organizations, and businesses.
- The Conflict and Change Center (Twin Cities) is a clearinghouse that provides outreach to individuals and groups seeking information on conflict management.
- CLA maintains an Office of Community and Cultural Affairs dedicated to outreach activities, that works directly with dozens of agencies and organizations annually, coordinating a wide variety of continuing relationships with the community and developing programs and projects that involve CLA faculty and students.
- Students in the Carlson School of Management graduate programs work in consulting teams, with faculty advisors, on interdisciplinary projects identified by corporate and public organizations
- With a grant from the Blandin Foundation, the Office of Research and Technology Transfer Administration (ORTTA) seeks to communicate University research outcomes to viable industries in rural Minnesota and to form collaborative relationships with rural companies.

## **Desired Outcome: *Globally Competitive Business and Industry***

### **Examples of outreach that address this desired outcome**

- The Center for Interfacial Engineering Small Companies Exchange Program (Institute of Technology) establishes teams of undergraduates, corporate mentors, and University faculty to take on challenges in small business environments. The company gets access to the expertise and facilities of the University, the student gets practical experience in the business environment, and the University fulfills its mission for outreach.
- The Dairy Initiative Program, sponsored by the College of Agriculture and the Minnesota Extension Service, enhances the quality of dairy-farm life, improves farm profitability, strengthens national competitiveness, and increases the vitality of rural communities.
- The College of Biological Sciences Biological Process Technology Institute (BPT) serves as a catalyst of communication between engineers and biologists, laying a foundation of expertise, fundamental research, and trained workers needed to build Minnesota's biotechnology industry.
- The Institute of International Studies (CLA) sponsors numerous long-term partnerships with selected area public schools and the education community statewide. Faculty frequently assist local teachers, helping them introduce international issues into their teaching.
- The Institute of Technology's Productivity Center improves design and manufacturing productivity through collaborative work with small- and medium-sized industries in the state. The center's focus is on technology-based solutions for problems of industrial competitiveness.
- Minnesota Project Outreach is a comprehensive information service that brings together University faculty with the state's entrepreneurs and small businesses to provide rapid, accurate answers to technical and business questions.
- Faculty from the College of Veterinary Medicine work with farm co-ops and farm lenders to provide information on animal health management and disease control.

## **Desired Outcome: *Sustainable Human-Made and Natural Environments***

### **Examples of outreach that address this desired outcome**

- Integrated Pest Management programs (College of Agriculture) educate farmers and urban dwellers alike on the use of environmentally conscious management practices for more sustainable farming, fruits, and vegetable production, and yard and garden care.
- The Minnesota Geological Survey maintains a Minnesota water wells database, which is used by agency professionals in local and state ground water management.
- The Cold Climate Housing Center is an interdisciplinary program (Colleges of Human Ecology, Landscape and Landscape Architecture, Natural Resources, and Agriculture) that operates in close contact with the building industry and housing consumers to improve the energy efficiency, durability, and indoor air quality of homes in cold climates.
- The University has a major commitment to issues related to water. Some examples of programs that conduct and transfer research to industry, policymakers, and consumers include: Gray Freshwater Biological Institute, Water Resources Research Center, Limnological Research Center, Sea Grant College Program, Center for Agricultural Impacts on Water Quality, and the Minnesota Extension Service Water Quality Program.
- The Environment and Natural Resources Policy and Training Project (Colleges of Agriculture and Natural Resources) research teams work with policymakers, and managers internationally in developing appropriate natural resource policies and training programs for watershed, forestry, and dry-land management and conservation.
- Faculty from Urban Studies and Geography work with Minnesota communities on issues involving historic preservation, urban design, and the built environment.
- Touring exhibits from the University Art Museum address “sustainable” issues. Two examples include: an exhibit on the meanings associated with fish and fishing in our regional culture; a program on sustainable agriculture.

## **Desired Outcome: *Informed and Orderly Public Policy Development***

### **Examples of outreach that address this desired outcome**

- The Center for Urban and Regional Affairs conducted a large-scale analysis of population and economic change in the Upper Midwest, especially Minnesota. The findings helped guide policymakers and planners in areas such as education, health care, and economic survival of the state's small trade centers.
- The Mondale Policy Forum of the Hubert Horatio Humphrey Institute involves emerging community leaders and international experts in forums, symposia, and conferences on contemporary public policy issues.
- The School of Social Work's Center for Social Policy and Child Welfare provides research-based input to public policy development at local, state, and national levels.
- *Fact Find*, generated by the Center for Early Education and Development in the Institute of Child Development, is an example of an outreach publication that is used by policymakers who seek objective, current data about early childhood issues.
- Faculty from the School of Statistics and the Department of Economics frequently serve as consultants to various government agencies and community organizations.
- The Center for Transportation Studies in the Department of Civil and Mineral Engineering was established in 1987 to strengthen knowledge in transportation issues.
- Research in the Department of Family Social Science on the economic consequences of divorce in Minnesota contributed to the development of a new "divorcing family income equivalence worksheet," now used in state divorce policy.

**Desired Outcome: *Mentally and Physically  
Healthy Youths  
and Adults***

**Examples of outreach that address this desired outcome**

- Alcohol Decisions, a program designed and delivered through 4-H Youth Development in the Minnesota Extension Service, reaches hundreds of youths annually with sound information about use and abuse of alcohol. In addition, this peer training model serves as a leadership development tool for Minnesota teens.
- The Rural Physicians Associate Program, (RPAP), which places U of M medical students and technology in rural communities throughout the state, addresses the problem of limited availability and accessibility of medical care. The University Hospital and Clinic supports a computer network linking RPAP communities to the University Hospital, each other, and a nationwide electronic library.
- The interdepartmental Consortium on Children, Youth, and Families addresses critical educational opportunities at the community level on issues such as poverty and nutrition, family violence, parenting skills, teen pregnancy and substance abuse, and community family support systems.
- The School of Pharmacy maintains a working relationship with more than 3,500 Minnesota pharmacies. Its intern program places pharmacy students in the community, to work with practicing pharmacists and connecting the University's knowledge base with the clientele served locally.
- The School of Public Health's Heart Healthy Program is a community-based healthful lifestyle intervention program with emphasis on cardiovascular and cerebral vascular risk prevention. The intent is to decrease health risk and optimize well-being through media, market place, community education, public awareness, community organizations, schools, churches, etc.
- School of Social Work research and outreach on family violence is a collaboration with the Domestic Abuse Program and is recognized worldwide for impact on what we know about this critical issue.