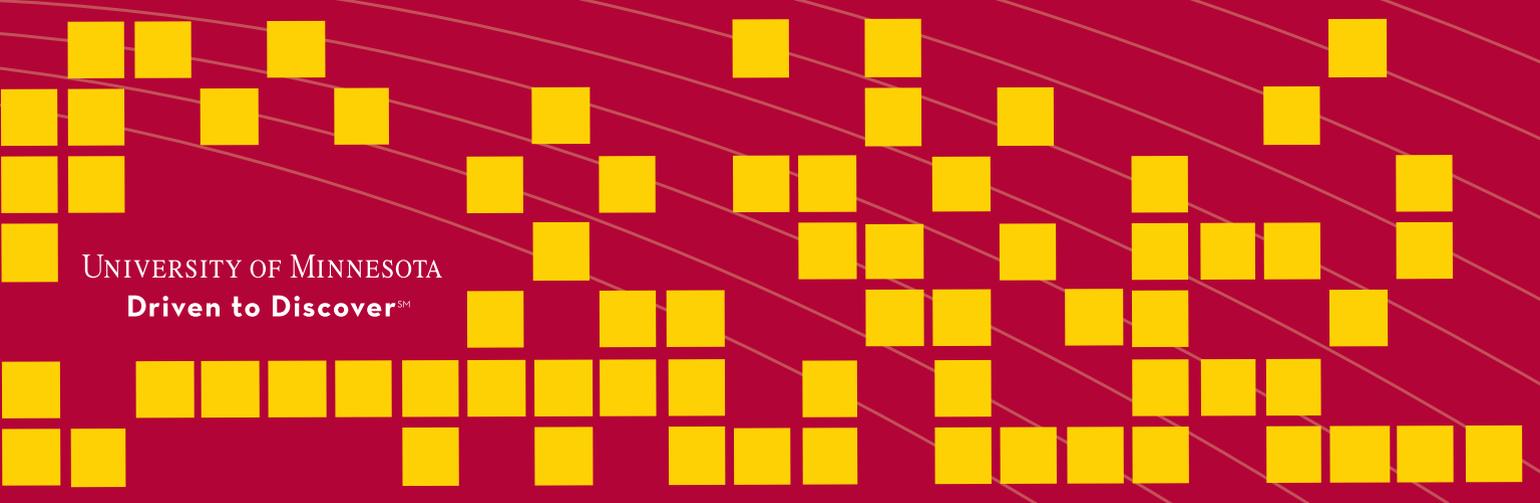


# Integrating Academic Mission into Planning and Development of the UMore Park Property

Opportunities for Faculty, Students and Staff Members

Report of the UMore Park Academic Mission Advisory Board  
University of Minnesota

November 2009



UNIVERSITY OF MINNESOTA  
Driven to Discover<sup>SM</sup>

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# PREFACE

The University of Minnesota is the state's land-grant institution and its sole public research university. Through innumerable networks that cross campuses, colleges and departments, the University lives its public mission of research, education and outreach in communities every day. Engagement occurs in "communities," broadly defined: Communities of interest as well as in towns and neighborhoods, shared laboratories, state and federal agencies, elementary schools, health clinics, private companies, citizens' group projects and a host of other real and virtual venues.

The networks are productive and vibrant because of the people who participate – University students, faculty and staff members and communities.

The vision for a new, sustainable, University-founded community on the UMore Park property presents a once-ever opportunity. Making this vision a reality is the work of an institution that strives to be among the top public research universities in the world. What if the breadth of University of Minnesota research, education and outreach were also to be focused in a comprehensive way on the unique opportunities that planning and development offer? What if University knowledge generation and creativity were infused into multiple aspects of the new community from its very beginning? What if this knowledge and creativity – contributed through faculty, students and staff, in conjunction with the broader community – were to refresh and enrich this community and the region over the decades? What kinds of research and learning options might arise, now and in the future? How might people, businesses, schools, and organizations in the region and the state benefit?

A cascade of answers will flow from these questions as the University of Minnesota pursues the future of the UMore Park property. And the future is now.

This report of the UMore Park Academic Mission Advisory Board offers guiding principles for integrating community-engaged research, teaching and outreach into the planning and development of the new community at UMore Park over the next 25 to 30 years. It also identifies mechanisms for involving faculty and students in the research and education that will make the new community distinctive. The report is an important complement to the March 2008 publication *Distinctiveness through Academic Mission: The Vision for a University-Founded Community at the University of Minnesota Outreach, Research and Education Park*. That publication included recommendations for priority research and learning in energy, the environment, education, health, transportation and interdisciplinary opportunities that include arts and culture, diversity, technology and related areas. The two publications together identify the compelling issues today and in the future that can be addressed through research and education at UMore Park, and describe the ways that students and faculty can actively contribute to this unique endeavor.

This publication benefited from the insights and expertise of many individuals. I appreciate the contributions that UMore Park team members Emily Kissane, Julie Bodurtha and Lorri Chapman made as three committees worked during summer 2009 to develop this report. For their exceptional commitment to

examining current and new approaches to faculty and student engagement, I thank the members of the committees. Their names appear at the conclusion of each of the three reports contained in this volume. I acknowledge the leadership of the UMore Park Academic Mission Advisory Board members as they guided the work of the committees. I especially commend their efforts as they uphold the guiding principles that will serve the University and the community over the long term, and foster the rich, real-time academic opportunities that add value to the new future for the property.

## **Members of the Academic Mission Advisory Board**

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**John Adams**, Professor Emeritus of Geography, College of Liberal Arts, and Co-Director, University Metropolitan Consortium

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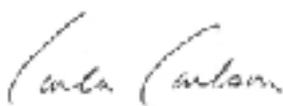
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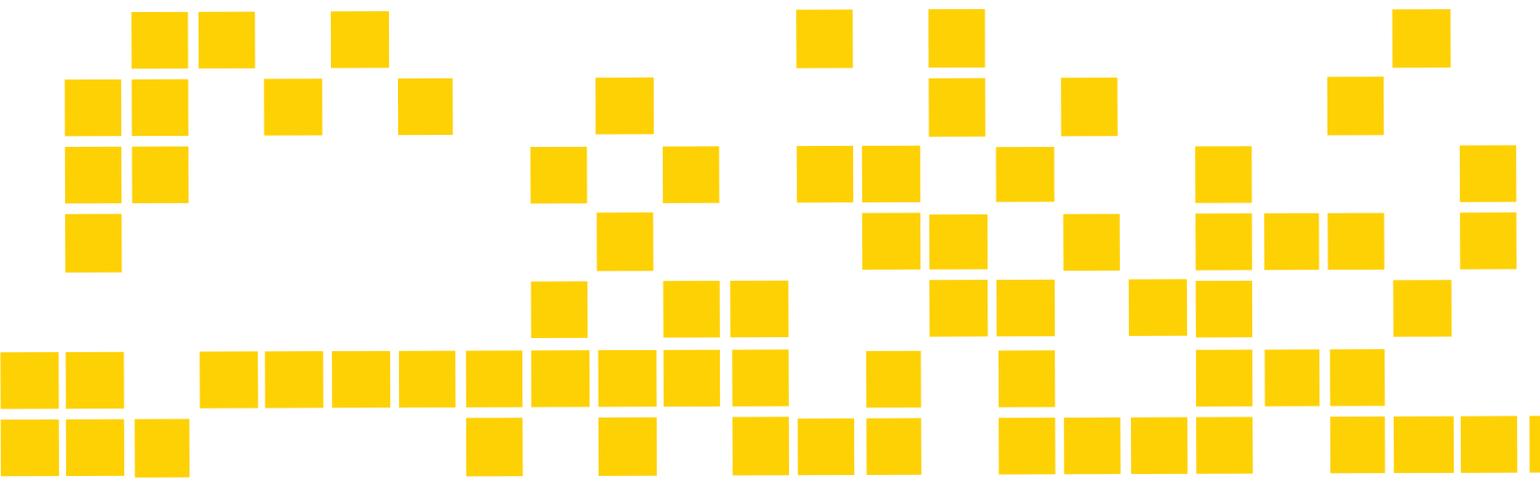
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# **Integrating Academic Mission into Planning and Development of the UMore Park Property**

Opportunities for Faculty, Students and Staff Members





## INTRODUCTION

The UMore Park property is one of the most significant assets to be stewarded in support of the University of Minnesota's goal of becoming among the top public research institutions in the world. At this time, a unique alignment of opportunities has come together providing the University with a once-ever chance to propel its land-grant goals and its research, teaching and outreach efforts ahead into this new century. The University has a powerful opportunity to bring together the best thinking about the future as it develops the plans for UMore Park.

Reaching this goal challenges the University to define its historical land-grant mission in the context of today and of the future. This challenge can be met only through the routine and continuous participation of faculty members and students – those who bring the creativity and inspiration to address the complex issues of the day. The creation of UMore Park encourages the University to be introspective, examining what it can offer to a new community, and to discover new ways that citizens, communities, and public and private organizations can engage in the academic mission.

### Context

The University of Minnesota's vision for the development of its 5,000-acre property in Dakota

County is of a diverse community of 20,000 to 30,000 people that will be differentiated by the integration of innovations in education, health, environmental quality, renewable energy, transportation, healthy food supply, arts and culture, technology and international linkages while making the most of University research and education strengths. The resulting University-founded community would contribute to a vital regional economy characterized by thriving businesses, a vibrant social fabric, and both designed and natural amenities. Development would occur over 30 years.

In the spring of 2007, six academic mission task forces were launched to address ways that community-engaged research, teaching and outreach could be integrated into the envisioned University-founded community. The resulting report, *Distinctiveness through Academic Mission: The Vision for a University-Founded Community at the University of Minnesota Outreach, Research and Education Park*, included the recommendations from task forces on education, energy, environment, health, transportation and interdisciplinary opportunities. As part of their deliberations, the task forces held Listening Sessions, attended by over 450 community members, to discuss ideas and possibilities for the future. Importantly, the

perspectives and comments of community members informed the task forces as they developed their conclusions and recommendations. These public comments are included in the academic mission report.<sup>1</sup> Ongoing discussions with citizens and organizations will help shape the vision for the new community. The work of the academic mission task forces, an effort that included contributions from over 100 faculty members, continues to provide insight into the variety of ways that faculty, students and staff can contribute to the quality of life for future residents of the community.

UMore Park can be planned and built to respond to present and future societal needs and to provide a culturally rich, sustainable community where people want to live, work and play. The process of planning and building the community itself can foster an environment of support and opportunity. It can also help the University develop a model of what a leading urban-centered public research university can become, working hand-in-hand with people.

### **Board of Regents Actions**

In December 2006, the Board of Regents passed a resolution directing the University to (1) plan for the entire UMore Park property, with attentiveness to the academic mission, (2) pursue concept master planning and (3) make the land ready for development.

Developer-planner consultant team Design Workshop began working with the University to develop a concept master plan for the 5,000-acre property in November 2007. In December 2008, the Board of Regents affirmed the concept master plan for UMore Park. The board also directed the University to frame a limited liability corporation (LLC) to manage development of the property and to pursue formation of a legacy fund to capture revenue from future activities on the property to support academic mission pursuits.

### **UMore Park Academic Mission Advisory Board**

Following from the task forces' recommendations, an Academic Mission Advisory Board comprised of University faculty, staff, and students was established in November 2008 to advise the UMore Park leadership team. The task forces had highlighted the need to help ensure that University research, teaching and outreach opportunities are leveraged in the planning and development efforts at UMore Park.

The UMore Park Academic Mission Advisory Board supports the integration of community-engaged research, teaching and outreach into the planning and development of UMore Park and the adjacent Vermillion Highlands: A Research, Recreation and Wildlife Management Area. The board advises the Vice President for Statewide Strategic Resource Development on ways to:

- Create awareness of the research and education opportunities that exist for faculty members, students and staff members during all phases of planning and development at UMore Park.
- Support the creativity of faculty research and discovery that pursues unanswered questions and creates new knowledge, through both disciplinary and interdisciplinary research.
- Optimize opportunities to foster student projects, new curricula and models for experiential learning that contribute to learning opportunities for students during planning and development and in the community setting.
- Encourage research collaborations and partnerships that extend into the private and nonprofit sectors as well as across University departments and campuses and the community and region.
- Engage citizens and surrounding communities in discussions of potential research contributions and the creation of

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<sup>1</sup> UMore Park Academic Mission Task Forces. 2008. *Distinctiveness through Academic Mission: The Vision for a University-Founded Community at the University of Minnesota Outreach, Research and Education Park*. March. University of Minnesota.

opportunities for research and education that bring innovation and distinctiveness to the new community and the region.

- Coordinate the process for research and education endeavors to best facilitate faculty, student and community interactions around research projects and teaching and learning experiences.

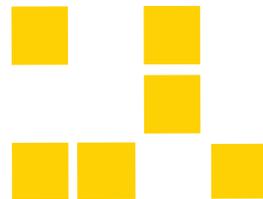
The Academic Mission Advisory Board report includes the executive summary, the report of the committee on guiding principles, the report of the

committee on faculty incentives and rewards, and the report of the committee on student opportunities.

The advisory board uses the phrase “community-engaged research, teaching and outreach” to describe the University’s mission. It views public engagement as an overall strategy to address all aspects of the University’s tripartite land-grant mission.



## EXECUTIVE SUMMARY



In spring 2009, the Academic Mission Advisory Board identified three areas critical to ensuring the incorporation of the academic mission into the planning and development of the property: (1) guiding principles, (2) faculty incentives and rewards and (3) student opportunities. During summer 2009, committees met to delve into each of those key areas, identifying challenges and making recommendations to inform the deliberations and actions of the board.

### Committee on Guiding Principles

The Committee on Guiding Principles was charged with developing principles to direct the integration of community-engaged research, teaching and outreach into the planning and development of UMore Park over the next 25 to 30 years. The group outlined the following seven overarching principles intended to ensure that the new community at UMore Park will be rooted in the University's academic mission and to maximize the benefits of those endeavors for residents at UMore Park, the University, students and faculty over the long term.

- Advance the mission of the University.
- Contribute to the long-term success of the project.
- Engage the community and promote

community involvement.

- Promote environmental, social and economic sustainability.
- Ensure that projects are relevant, addressing major topics of the day.
- Advance and steward new knowledge.
- Institutionalize UMore Park as a unique platform for community-engaged research, teaching and outreach.

### Committee on Faculty Incentives and Rewards

The Committee on Faculty Incentives and Rewards was charged with identifying mechanisms to help engage faculty members and researchers in projects related to UMore Park planning and development. The group developed strategies to leverage opportunities within the University and with potential partner organizations in the public and private sectors.

The committee developed the following principles to ensure positive outcomes for faculty, the University and the new community at UMore Park over time.

- Offer enhanced, integrated opportunities to faculty for community-engaged research, teaching and outreach via UMore Park.

- Create and leverage opportunities through collaboration with a variety of University centers, programs and academic units.
- Promote active collaboration with partner organizations in the public and private sectors that is beneficial to both the University and the community.
- Inform faculty members about time-sensitive, shorter-term opportunities, as well as long-term projects, to support work on current issues.
- Encourage and support faculty in engaging in research and teaching agendas that contribute to the planning and development of the new community and to community life.
- Create faculty mentoring opportunities that promote interdisciplinary, cross-faculty engagement that enriches interaction among faculty, students and the community.

Based on previous reports on faculty engagement, the experience of committee members and informal interviews with colleagues, the committee identified a range of incentives and rewards that could positively impact participation in the UMore Park project: funding and graduate support, time, opportunities to work with colleagues outside one's own discipline, access to baseline and long-term data, support services, mentorship opportunities, recognition and alignment with individual interests.

The committee focused on three key ideas to leverage UMore Park as a unique platform for community-engaged research, teaching and outreach.

- **UMore Park Faculty Scholars Program.** This program would promote the scholarly endeavors of the faculty, including research projects, curriculum development and program implementation. Over time, the program would spawn a related learning community that would support multidisciplinary collaboration, professional development and mentorship.

Participants would receive three years of financial support for specific projects and would be eligible for ongoing participation in the learning community.

- **UMore Park Expertise Coordination Function.** UMore Park leadership would develop a list of core University research consultants with the capacity to provide assistance to faculty seeking to develop research, educational or programmatic activities at UMore Park.
- **Long-Term Research.** The University could build and maintain data sets from initial concept planning of the community throughout its evolution. The repository of baseline data would have tremendous value for future research agendas and would offer knowledge that can add value to future proposals to funding agencies.

The committee made the following recommendations to support faculty engagement with UMore Park:

- Create strong incentives to promote faculty engagement in the planning and development of UMore Park.
- Create mechanisms to secure funding to support the academic mission.
- Align work phases of property development with faculty interests, and inform specific individuals, centers and academic units of relevant opportunities.
- Highlight long-term research opportunities to faculty with a focus on the development and storage of accessible baseline and longitudinal data sets.
- Create a Scholars Program with an associated community of scholars with sufficient funding to support active and sustained engagement.
- Create an infrastructure of core University research consultants to assist faculty with various research and curricular development phases.
- Communicate with faculty about opportunities at UMore Park using the mechanisms they use most.

- Consider different mechanisms of engaging faculty during different phases of UMore Park development.

## **Committee on Student Opportunities**

The Committee on Student Opportunities was charged with identifying the variety of approaches to student engagement, exploring incentives for using UMore Park as a platform to offer unique student projects and learning opportunities and developing communications strategies to engage students and create visibility over time.

The committee developed the following set of principles to ensure positive outcomes for student projects that benefit students, the University and the new community at UMore Park.

- Help students achieve the University's Learning and Development Outcomes via opportunities at UMore Park.
- Create meaningful service opportunities that lead students not only to see the world as it is now but also to envision how it could be in the future.
- Focus on interdisciplinary work that opens windows to diverse perspectives and draws on the experience of others as a new source of learning and understanding.
- Provide catalysts for personal growth, connections to the curriculum, dialogue between diverse participants, cooperation among disciplines, evaluation of outcomes and reflection.

A central challenge will be to create a web of opportunities throughout all campuses while building awareness. Strategies to address that

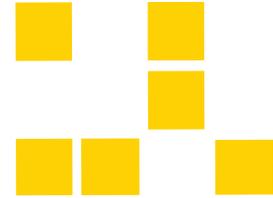
challenge include leveraging existing student opportunities and programs, building a curriculum around UMore Park and building strong incentives into the structure of programs and activities.

The committee made the following recommendations to support student opportunities beginning immediately and continuing over time.

- Institutionalize UMore Park as a unique platform for student opportunities via systematic support and collaboration from the highest administrative levels of the University.
- Create an "ownership of opportunities" environment within colleges, departments, centers, programs and student organizations.
- Leverage existing programs and activities specifically to ensure that funds to support student research and learning are core to the academic mission of UMore Park.
- Initiate planning for curriculum development and new course offerings as soon as possible.
- Raise awareness among faculty and students built around concrete examples of early successes.
- Ensure that the University has an active presence in existing communities surrounding UMore Park as soon as possible.
- Enlist an ad hoc committee on student opportunities to advise the UMore Park Academic Mission Advisory Board.
- Strengthen relationships with other higher education institutions.



## REPORT OF THE COMMITTEE ON GUIDING PRINCIPLES



The planning and development of UMore Park offers faculty, students and staff the opportunity to contribute in a fundamental way to the success of a new, sustainable community and to the quality of life of its future residents. No other university is developing a sustainable community on the scale of UMore Park. Over the next 25 to 30 years, the property will be a platform for research and learning and in a wide variety of disciplines as well as a unique setting for interdisciplinary projects.

The University is undertaking this unique endeavor with the vision that its imprimatur and academic mission will make the new community distinct from other developments. Further, benefits will accrue to the students and faculty members who participate as well as to the community and region. UMore Park projects can enrich student learning and advance faculty research.

### The Guiding Principles for Integrating Academic Mission

The seven overarching principles below are intended to ensure that community-engaged research, teaching and outreach are embedded in the UMore Park project over the long term. Reports from the committees on faculty incentives and rewards and on student opportunities detail principles specific to those areas.

#### **Principle: *Advance the mission of the University.***

The planning and development of a new, sustainable community at UMore Park would contribute to attaining the University's goal of becoming among the top public research universities in the world. The vision for UMore Park as a vibrant, sustainable community rooted in the promise of discovery and innovation reflects the historical commitment to the public good inherent in the land-grant mission. For the overall endeavor to both benefit from and contribute to the University's strengths, all academic projects at the property should be undertaken with the intention to advance the broader mission of the University as well as to achieve project goals.

Activities on the property advance the mission if they reflect a commitment to community-engaged research, teaching and outreach in its many forms. Ultimately, such activities will provide tangible benefits to the residents of the new community at UMore Park as well as to the faculty, students and staff participating in the specific project. In order to ensure that activities add value to the community and to the University, they must align with the Board of Regents Principles (see Appendix A), policies and decisions regarding the planning and development of the UMore Park property.

**Principle: *Contribute to the long-term success of the project.*** The planning and development of UMore Park is complex, with many interrelated activities and established partnerships. Community-engaged research, teaching and outreach opportunities must, at a minimum, coexist with current and anticipated planning and development activities—timelines of required actions, project milestones, collaborations with local units of government, and the work of project consultants and contractors.

Ideally, academic opportunities will complement and add value to the work of colleagues and professionals both inside and outside the University. Faculty members and students help to differentiate UMore Park planning and development as unique from other real estate development projects.

**Principle: *Engage the community and promote community involvement.*** Community involvement is central to the vision of UMore Park. Partners from the University, community and region, and within the public, private and non-profit sectors, should be engaged in ways that address shared goals and ensure mutual benefit. Likewise, residents of the new community at UMore Park can be active participants to the extent possible. They can collaborate in multiple ways in research and learning, whether by providing expertise in a specific area or by helping to develop an agenda of community issues. Academic activities could benefit residents and businesses—as well as students and faculty—and contribute to a rich and diverse social fabric that benefits the new community and the region.

**Principle: *Promote environmental, social and economic sustainability.*** The word sustainability is interpreted in a variety of ways. In the planning and development of UMore Park as a sustainable community, sustainable development is defined as: Integrating environmental, socio-cultural and economic opportunities with a specific focus on

innovation in health and wellness, renewable energy, and education and life-long learning through sustainable design and programs.<sup>2</sup> Planning and development is also consistent with the Board of Regents Policy on Sustainability and Energy Efficiency,<sup>3</sup> which emphasizes integrating sustainability into all aspects of the academic mission. Not only can the University model sustainability principles and demonstrate the application of those principles in the new community, but residents can integrate those values into their daily life and work.

Environmental sustainability includes development with a light footprint on the landscape. Social sustainability includes enrichment through learning, healthy lifestyle options, intergenerational activities and shared experiences. Economic sustainability includes the attraction and expansion of businesses, job creation, workforce development and enhanced transportation. The community can become a model for the integration of the three, interdependent aspects of sustainability, with outcomes that benefit all.

**Principle: *Ensure that projects are relevant, addressing major issues of the day.*** The University and the new community will maintain a uniquely close relationship that will be sustained over time. Faculty and student participation in both short- and long-term projects that address community interests and concerns will foster that relationship to the extent that residents are also engaged and that the issues addressed are relevant to them.

As a noted public research institution, the University of Minnesota can bring to bear disciplinary and interdisciplinary strengths to address the complex issues that confront an ever-changing world. The planning and development processes at UMore Park and the community itself as it unfolds can challenge students and faculty to explore new ways to address the issues of the day that are relevant in the community, the region and

<sup>2</sup> University of Minnesota. 2006. *Creating the Vision: The Future of UMore Park*. The Report by the Strategic Planning Steering Committee, The University of Minnesota Outreach, Research and Education (UMore) Park.

<sup>3</sup> See [http://www1.umn.edu/regents/policies/administrative/Sustain\\_Energy\\_Efficiency.pdf](http://www1.umn.edu/regents/policies/administrative/Sustain_Energy_Efficiency.pdf).

beyond. In this sense, UMore Park offers the University an innovative way to expand upon its land-grant mission.

**Principle: *Advance and steward new knowledge.***

The range of community-engaged research, teaching and outreach opportunities at UMore Park is unlimited, and the property is a unique platform for interdisciplinary work. As part of its mission, the University has particular responsibility to disseminate findings that further the creation of new knowledge. Academic projects will contribute to the planning and development of UMore Park, but will also advance knowledge in innumerable disciplines. Data, research summaries and outcomes of academic projects will benefit future research and learning opportunities.

Further, stewardship of the knowledge generated over the decades is imperative. Academic experiences at UMore Park will result in models and research outcomes that further scholarship, education and/or provide benefits to residents, the community and the region.

**Principle: *Institutionalize UMore Park as a unique platform for community-engaged research, teaching and outreach.***

The work within all University academic departments and service units will be relevant to the planning and development of the new community at UMore Park now and in the future. Opportunities at UMore Park also support institutional goals for undergraduate and graduate education, research and discovery, diversity and multiculturalism, public service, outreach and the highest aspirations of the institution. UMore Park opportunities can leverage the activities of collegiate units, departments, centers and programs. They directly benefit the University community by enriching students' learning experiences and providing unique research opportunities for faculty. They could eventually be incorporated into the compact process and other institutional processes. Beginning now and over time, the academic opportunities that UMore Park represents will become a routine option for research, teaching and learning that elevates the University above its peers.

## **Committee on Guiding Principles**

**Deborah Swackhamer**, *Chair*, Professor of Environmental Health Sciences, School of Public Health, Co-Director of the Water Resources Center, and Charles M. Denny, Jr. Chair for Science Technology and Public Policy, Humphrey Institute of Public Affairs

**John Adams**, Professor Emeritus of Geography, College of Liberal Arts, and Co-Director, University Metropolitan Consortium

**Andrew Furco**, Associate Vice President for Public Engagement, Office of the Senior Vice President for System Academic Administration

**Kristi Kremers**, graduate student in Educational Policy and Administration, College of Education and Human Development

**Thomas Norman**, Director, Continuing Professional Education, College of Continuing Education

**Richard Strong**, Senior Research Fellow, Center for Sustainable Building Research, and Adjunct Professor, College of Design

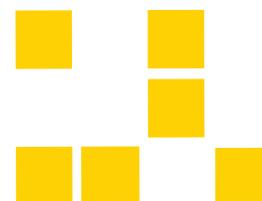
**Dan Svedarsky**, Director, Center for Sustainability, University of Minnesota – Crookston, and Research Biologist, NW Research and Outreach Center

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## REPORT OF THE COMMITTEE ON FACULTY INCENTIVES AND REWARDS



The academic mission of the University of Minnesota forms the foundation for the UMore Park project. The integration of the academic mission in the project will differentiate it from all other real estate development projects. The unique research and learning opportunities afforded by UMore Park to faculty and students from all University campuses will not only benefit faculty and their students but will serve citizens in the new community. In addition, the development of the property will generate revenue, which will in turn support the academic mission. As a University endeavor, the success of the project and its ability to be enriched by discovery and innovation is anchored in faculty participation. This report addresses incentives and rewards that could be instituted to support faculty involvement in UMore Park.

### Significance

UMore Park is the only endeavor of its kind in the nation. The vast property represents a unique platform that differentiates the University of Minnesota from other universities; only the University of Minnesota is developing a large-scale, sustainable master-planned community based on academic mission. This project presents current faculty, staff and students with possibilities for community-engaged research and

education activities that can be used as a recruitment tool to draw top students and faculty to the University. Various colleges, departments and interdisciplinary centers will determine timelines and project trajectories that best fit the academic calendar and the UMore Park project schedule. The range of such research, educational and programmatic opportunities is unlimited:

- **Immediate, shorter-term, real-time opportunities.** For example, current investigations could include the development of infrastructure design, natural resources and community development, as well as the process of resolving legal and public policy issues related to local governance.
- **Ongoing opportunities related to the evolution of the community.** Relationships with the school district and Dakota County Technical College, health and wellness, recreation, job creation, business development, transportation (including bus rapid transit and light rail), the arts, cultural enrichment, and energy production and conservation are just some of the possibilities. While the outcomes of projects might not be realized fully until the development reaches a critical number of

residents, important groundwork could begin now to ensure strong relationships with partners and innovative approaches over time.

- **Long-term research.** Research could begin now in areas such as groundwater flows, storm water management, ecosystems and epidemiology. Baseline data should be collected as soon as possible so that the impact of development and other factors can be measured.

From the earliest stages, UMore Park will provide opportunities to collaborate with individual citizens, communities and local organizations to expand our ability to carry out the land-grant mission. Appendix B gives a select listing of research and education topics.

## Issues and Challenges

Committee members recognize the existence of barriers currently preventing some faculty from taking full advantage of the opportunities available at UMore Park. A significant percentage of faculty, staff and students are not aware of UMore Park, an issue that needs to be addressed by the UMore Park project leadership. Other faculty members are knowledgeable about the development but do not understand how their teaching and research interests fit into the project objectives or timeline. UMore Park offers unique opportunities that are, in many cases, time sensitive. Faculty with interests in those areas need to be identified and informed.

The property's distance from each of the University campuses is also viewed as a barrier. Faculty members in certain disciplines travel throughout the state to monitor research progress and outcomes. For people not used to travelling those distances, mechanisms could be used to address concerns about transportation. Likewise, distance-education technology could be used to enhance class activities involving the property so that class time is used most effectively and efficiently.

Recently, several University task forces have reviewed incentives and rewards for faculty, including faculty whose scholarly work engages communities. In order to leverage the work of those groups, the UMore Park committee reviewed their reports, which document the challenges and impediments to changing institutional incentive and reward structures and offer potential approaches to making change.<sup>4</sup> The work of these other groups acknowledges that changes in overall institutional incentives and rewards will take time to implement. The focus of this report is on incentives specific to UMore Park that can be implemented for immediate impact. This committee emphasizes that to capitalize on the richness of real-time interdisciplinary opportunities, any incentives and rewards structure involving UMore Park should comprehensively encompass the elements of the land-grant mission—community-engaged research, education and outreach.

## Guiding Principles

To address the set of issues described above and to ensure positive outcomes for faculty, the University and the new community at UMore Park, the committee developed these guiding principles:

- Offer enhanced opportunities to faculty for community-engaged research, teaching and outreach via UMore Park. These land-grant mission pillars should be approached as integrated opportunities rather than as discrete elements.
- Create and leverage opportunities through collaboration with a variety of University centers, programs and academic units to meet the goals and objectives of those entities as well as the goals and objectives of participating faculty and the UMore Park project.
- Promote active collaboration with partner organizations in the public and private sectors that is beneficial to both the University and the community.
- Inform faculty members about time-sensitive, shorter-term opportunities, as well as

<sup>4</sup> Office for Public Engagement Task Force on Faculty Scholarship, Development, and Rewards (2009).  
Network of Interdisciplinary Initiatives Working Group on Incentives and Rewards (2008).  
President's Emerging Leaders Program Faculty Incentives Pilot (2008).

long-term projects, to support work on current issues.

- Encourage and support faculty in engaging in research and teaching agendas that contribute to the planning and development of the new community and to community life.
- Create faculty mentoring opportunities that promote interdisciplinary, cross-faculty engagement that enriches interaction among faculty, students and the community.

## Potential Incentives

Based on previous reports on faculty engagement, the experience of committee members and informal interviews with colleagues, a range of incentives were identified that could positively impact participation in academic mission activities at UMore Park. The incentives identified include:

- **Funding and graduate student support:** Enable faculty to participate in UMore Park projects with tangible support, such as summer salary, funding for a research assistant and cost-sharing for travel and equipment.
- **Time:** Facilitate participation via a temporary reduction in teaching load and other commitments (such as administrative duties), allowing adequate time to pursue research or course development.
- **Opportunities to work with colleagues outside of one's own discipline, including experts outside of the University:** Serve as a platform for addressing real-time issues with an interdisciplinary approach that includes expertise from the public and private sectors.
- **Access to baseline and long-term data:** Provide access to data sets that support research projects.
- **Support services:** Provide support services such as technology or curriculum development expertise.
- **Mentorship opportunities:** Faculty peer mentors could help to expand interdiscipli-

nary, cross-faculty engagement through the evolution of the community at UMore Park.

- **Prestige and recognition:** UMore Park could provide an opportunity for faculty to join a community of scholars selected for their expertise and commitment to the University's academic mission. Their work could be showcased as part of the UMore Park project.
- **Alignment with personal and professional missions and interests:** UMore Park may provide an opportunity to pursue meaningful work consistent with faculty personal and professional passions.

## Opportunities

The committee focused on three key ideas to leverage UMore Park as a unique platform for community-engaged research, teaching and outreach that benefits future residents of the community: (1) A UMore Park Faculty Scholars Program, (2) a UMore Park expertise coordination function and (3) long-term research.

### UMore Park Faculty Scholars Program

Recognizing the unique and diverse opportunities provided by the planning and development of UMore Park, a UMore Park Faculty Scholars Program should be created. The goals of the program would be threefold:

- Leverage the opportunity for UMore Park to generate cutting-edge research. Potential areas of inquiry span the entire spectrum of University interests and expertise. Examples of topics include urban and regional planning, health and wellness, energy, the environment, policy and law, green building design, conservation, transit, design of social networks and numerous others (see Appendix B).
- Develop curricula that use UMore Park as a site for learning and discovery.
- Create a community of scholars that provides an opportunity for thinking in novel and creative ways.

The program would facilitate the scholarly endeavors of the faculty including research projects, curriculum development and program implementation as well as create a learning community that supports multidisciplinary collaboration, professional development and mentorship. Successful models implemented at the University of Minnesota include the learning community formed through the cultural ecology seminar in 1995-1996.<sup>5</sup> A more recent example is the Children, Youth and Family scholars program (see [www.cyfc.umn.edu/scholars](http://www.cyfc.umn.edu/scholars)).

The UMore Park Faculty Scholars Program would provide monetary support to ensure faculty commitment of time and provide funds for graduate assistants to ensure engagement of students. Funds would be available to support a cohort of research scholars and curriculum scholars. The funded term of appointment would be three years, which would allow sufficient time for the scholar to launch an initiative and become fully engaged with UMore Park.

Expectations of scholars would include:

- Steady progress toward, and eventual success in, obtaining external funding for research.
- Implementation of the proposed research or curriculum.
- Participation in collegial and interdisciplinary UMore Park scholars meetings.
- Presentations at select UMore Park public engagement events.
- Preparation of a project-end report for the UMore Park Web site.
- Service as an ambassador for UMore Park to audiences internal and external to the University.

Different approaches could be considered for attracting scholars at different phases of UMore Park development. When UMore Park is less well known, greater effort and active strategies to enlist

faculty participation will be required. Early on, a set of issues (action agenda) that are cross-cutting, inherently interdisciplinary and socially relevant would be generated that could serve as the basis for a request for proposals (RFP). Later on, RFPs could be issued broadly so that faculty could generate topics on a range of issues that are still responsive to the UMore Park mission.

Scholars would work closely with UMore Park leadership to increase the visibility and impact of their cutting-edge research and curriculum innovation. The scholars program would provide a unique, ongoing interdisciplinary forum for faculty and their students to engage in inquiry and scholarship that will infuse the academic mission into the UMore Park project.

#### **UMore Park Expertise Coordination Function**

To date, the UMore Park leadership has assisted faculty by providing information about the property, planning and jurisdictional development, and project partners. The office supports the preparation of competitive grant applications and other proposals by providing relevant text highlighting the value the property, relationships and emerging opportunities, including in-kind match information. UMore Park staff assists in connecting faculty with similar interests as well as facilitating interdisciplinary interactions.

In the future, the UMore Park leadership should develop a list of core University research consultants with the capacity to provide assistance to faculty seeking to develop research, educational or programmatic activities at UMore Park. These research consultants might advise on prospecting/grant writing/grants management; program evaluation; statistics; qualitative and quantitative research design (including community-based research); survey development; curriculum development; community education; and partnership formation. Information about faculty and P&A consultants with expertise in these areas could be stored in a searchable database to assist UMore

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<sup>5</sup> Nassauer, Joan, editor. 1997. *Placing Nature: Culture and Landscape Ecology*. Island Press.

Park leadership as well as faculty in identifying individuals or teams within the University that can be of assistance to faculty at various stages of projects.

### **Long-Term Research**

One of the richest opportunities UMore Park offers to the University community is the chance to conduct longitudinal research in a wide variety of disciplines. The University can build and maintain data sets from the initial concept planning of the community through its evolution. A repository of baseline data would have tremendous value for future research agendas and would offer knowledge that can add value to future proposals to funding agencies. Access to existing data and the ability to expand research from a baseline would be attractive to faculty, staff, students and funders.

The National Science Foundation and other agencies have championed long-term research over time. Key elements based on these models include:

- Contributions to regional and national data networks.
- Synthesis of findings and data across diverse ecosystems and disciplines.
- Promotion of interdisciplinary and comparative research.

The committee encourages the UMore Park leadership, in conjunction with faculty, to explore relationships with the U.S. Geological Survey, Department of Energy, National Science Foundation, Department of Agriculture, Department of Health and Human Services, Department of Housing and Urban Development, Department of Commerce, and other federal and state agencies as well as foundations, particularly with long-term research on the 5,000-acre property in mind.

### **Key Recommendations**

- Create strong incentives to promote faculty engagement in the planning and development of UMore Park. One of the most important incentives is strong alignment with faculty interests. Others include

financial support, release time for UMore Park projects, prestige, sense of belonging to an intellectually stimulating and passionate learning community, receiving technical assistance/expertise and opportunities to leverage (leverage UMore Park experience to achieve a larger goal or leverage existing programs and data to contribute to work at UMore Park).

- Create mechanisms to secure funding to support the academic mission—meaningful integration of community-engaged research, teaching and outreach, involving undergraduate and graduate students, with the community over time.
- Align work phases of property development with faculty interests, and inform specific individuals, centers and academic units of relevant opportunities. Inform faculty of specific opportunities available in real-time. Engage faculty in the identification of specific opportunities and communicate ideas with the University community to build collaborative, interdisciplinary teams.
- Highlight long-term research opportunities to faculty with a focus on the development and storage of accessible baseline and longitudinal data sets.
- Create a Scholars Program and an associated community of scholars with funding significant enough to support active and sustained engagement. Scholars would receive three years of funding for research or curriculum development projects and would continue collegial interactions in the group even after their funding periods end.
- Create an infrastructure of core research consultants to assist faculty with research and curricular development phases.
- Communicate with faculty about opportunities at UMore Park using the mechanisms they use most, including disciplinary-specific listservs, communications from deans and department heads and faculty meetings. Target faculty audiences rather than relying on all-inclusive, general-audience mechanisms.

- Consider different mechanisms for engaging faculty during different phases of UMore Park development. Initially, specific faculty may need to be approached with ideas that align with their work. The RFP process for the Scholars Program may need to delineate an agenda

to which faculty can respond in order to illustrate the possibilities available through UMore Park. Later, after UMore Park is more established and well-known, broader announcements and less-specific solicitations may be used.

## **Committee on Faculty Incentives and Rewards**

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**Mary Jo Kreitzer**, *Co-chair*, Director, Center for Spirituality and Healing, and Professor, School of Nursing

**Marilyn Bruin**, Associate Professor of Housing Studies, College of Design

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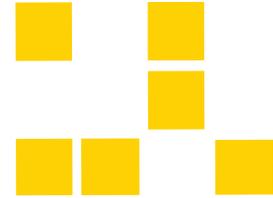
**Meredith McQuaid**, Associate Vice President and Dean, Office of International Programs

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**Emily Kissane**, Program Development Director, Statewide Strategic Resource Development

## REPORT OF THE COMMITTEE ON STUDENT OPPORTUNITIES



The UMore Park project offers many opportunities to further the academic mission of the University through students' community-engaged research, education and outreach. The Academic Mission Advisory Board and UMore Park leadership team can facilitate student participation both through existing programs and opportunities and through new initiatives. Students from all University campuses will benefit from the unique research, learning and outreach opportunities afforded by UMore Park, including interdisciplinary work, service and real-world opportunities for learning and scholarship.

### Student Experiences

The success of UMore Park depends on the integration of community-engaged research, teaching and outreach into all aspects of planning and development. Students should be engaged in this endeavor through a wide range of activities, both inside and outside the classroom. The following is a representative sample of the types of student experiences for which UMore Park could be a unique component or platform:

- **Capstone courses, projects, and workshops:** The crowning course or project in a particular area of study. The nature of capstones varies by discipline, but all

require students to define a problem, apply their technical and theoretical knowledge to address the issues and communicate the chosen solution. Some colleges emphasize a multidisciplinary approach in their capstones.

- **Community-based research and participatory action research projects:** Projects developed and implemented in partnership with the community. The focus of this type of research project is on equal participation by project partners, engagement with local knowledge and community capacity building.
- **Co-ops:** Alternating semesters of full-time academic enrollment and full-time paid employment related to academic programs.
- **Internships:** Paid or unpaid positions that provide students with real-life experience performing the work of an employee in an organization.
- **Mentorship programs:** Programs designed to help students grow professionally by matching them with a mentor who is a faculty member or professional outside the University. The experience helps students with career exploration, experiential learning, networking and skill building.

- **Research assistantships:** Part-time academic employment opportunities for graduate and undergraduate students that involve assisting a faculty member with his or her research.
- **Service-learning projects:** Projects that formally incorporate community involvement into the curriculum. Students develop a sense of civic responsibility while addressing needs that have been identified by the community.
- **Studios:** Faculty-led classes or workshops intended to provide individual students or teams of students with hands-on experience working through a given question or problem. Although the content is different for each discipline, students are generally given a real-world scenario to explore options and determine the best solution.
- **Teaching assistantships:** Part-time academic employment for graduate or undergraduate students assisting a faculty member with teaching a course.
- **Thesis, plan B, or final projects:** Formal papers or projects prepared at the culmination of a program of study.
- **Volunteer opportunities:** Includes community interaction outside of the classroom planned by a campus- or community-based organization.

## Significance of Student Involvement

The success of UMore Park as a University endeavor hinges on the effective engagement of graduate and undergraduate students in the property's planning and development. For students, UMore Park provides a unique, interdisciplinary, community-based opportunity for engagement. The University of Minnesota has this unique opportunity to offer broad experiential learning opportunities that will have impact on a new community and on residents' quality of life.

Students bring a natural enthusiasm for contributing to the well-being of community members and for engaging in real-time issues. Their contributions can add value to the UMore Park enterprise,

and future residents will benefit from access to creative minds with a wide range of expertise.

## Issues and Challenges

A key challenge for the UMore Park leadership team will be the development of a seamless, interconnected web of student opportunities that are anchored in the colleges, departments, interdisciplinary centers and programs. Working in conjunction with faculty members and administrators, the leadership team must ensure that an initial portfolio of capstone projects, research assistantships (particularly those related to longer term research), mentoring programs and the many other opportunities highlighted above are in place before promoting UMore Park as a unique research and learning experience for undergraduate and graduate students.

The Committee believes that a significant percentage of faculty and students are not aware of plans for the development of UMore Park. Those individuals who are aware of UMore Park will need guidance and assistance to take best advantage of the research or educational opportunities available. To a large degree, students' ability to access these opportunities depends on the faculty members' assistance to identify and define opportunities for student involvement—for example, through course offerings or research assistantships. Because new students are continually arriving at the University, establishing ongoing efforts to engage and inform students from all University campuses is important. Publicizing some "early wins" can be a valuable strategy in addressing this challenge.

The property's distance from the Twin Cities and coordinate campuses, and the current lack of public transit options to reach the site, can be barriers to student participation. Students may have difficulty engaging in opportunities that involve a frequent physical presence on the site. As the number of projects on the property grows, transportation will become an issue to an increasing number of students. Distance-learning opportunities, periodic group site visits, partnerships with the adjacent Dakota County Technical

College, or other transportation options such as carpooling or a new UMore Park–Twin Cities campus shuttle could help to mitigate this barrier.

## Guiding Principles

Students can make valuable contributions to the planning and development of UMore Park and to the University’s vision for this unique enterprise. Opportunities for student engagement must be designed intentionally, with a focus on making those experiences meaningful. The following guiding principles help to ensure that student opportunities at UMore Park benefit the student, the University and the new community:

- **Help students achieve the University’s Learning and Development Outcomes** via opportunities at UMore Park consistent with the University’s goals for responsibility and accountability, independence and interdependence, goal orientation, self-awareness, resilience, appreciation of differences and tolerance of ambiguity (see <http://www.osa.umn.edu/outcomes>).
- **Create meaningful service opportunities** that lead students not only to see the world as it is now but also to envision how it could be in the future. Student experiences at UMore Park should be transformative by creating an environment that increases awareness of self, others and the community. Projects should involve and benefit the community. Student involvement should help students to learn, grow and mature as individuals.
- **Focus on interdisciplinary efforts.** Interdisciplinary projects should be well-defined with specific outcomes. Because many students have had to focus narrowly on their major area of study, they need opportunities to collaborate with faculty, students and practitioners from other disciplines – and with experts in other public and private sector entities. Interdisciplinary work opens windows to diverse perspectives and draws on the experience of others as a new source of learning and understanding.

- **Provide catalysts for personal and academic growth,** connections to the curriculum, dialogue between diverse participants, cooperation among disciplines, evaluation of outcomes and reflection. Critical reflection throughout the student experience and at the conclusion of each project can establish strong links to the curriculum and help to bring real-life issues into the classroom.

## Engaging Students

Students can be engaged by providing incentives for their participation in projects, leveraging existing opportunities and making them aware of opportunities through a variety of mechanisms.

### Incentives for Student Participation

Although the opportunities for academic work presented by UMore Park will interest many students, identifying additional incentives to encourage student participation and specific avenues by which students can take advantage of these incentives is important. The incentives identified include:

- **Financial rewards and assistance:** The UMore Park leadership team should assist colleges, departments and interdisciplinary centers to leverage opportunities across the University and to secure funds for paid internships, scholarships, awards and stipends that can support and encourage student involvement.
- **Opportunities to promote and publish student projects:** Many individual courses and programs require a final comprehensive paper or project, and UMore Park presents a wide range of issues that would be suitable subjects.
- **Curriculum developed around UMore Park:** The curriculum across the University can be leveraged and enhanced to support student engagement with UMore Park in multiple ways within an interdisciplinary setting. These strategies range from incorporation of aspects of UMore Park planning, development and sustain-

ability into existing courses and programs to the implementation of new curriculum specific to aspects of UMore Park.

- **Opportunities for students to contribute to and make change in the community:** Students cite the importance of making contributions to their community, and that opportunity can provide another incentive for students to engage with UMore Park.
- **Opportunities to apply skills and learning to directly benefit the new community:** Opportunities to apply learning and skills outside of the classroom are important incentives for students. They offer both real-world educational experience and practical experience that can contribute to a career path after college.

### **Leveraging Opportunities for Student Participation**

The committee discussed many methods for engaging students—some existing programs that could be leveraged and some new ideas that could be developed:

- Local governments and nongovernmental organizations involved in the UMore Park project, as well as businesses doing work at UMore Park, could be encouraged to establish paid or unpaid internship opportunities that would allow students to work directly with practitioners in their field. The UMore Park leadership team could also, for example, coordinate with University Services to build student opportunities into requests for proposals that are posted for contracting and consulting services at UMore Park.
- Scholarships or other research stipends could be provided through an annual competition in which students develop and present research projects. The UMore Park Academic Mission Advisory Board or its designee could adjudicate submissions. Scholarship funds or stipends could be leveraged through collegiate units, the Office of the Vice President for Research, the Office of the Provost, other internal sources or through individual or corporate donors.
- The Undergraduate Research Opportunities Program (UROP) is a competitive application program that supports individual student research under faculty mentorship. Faculty involved with UMore Park projects and activities should be encouraged to consider sponsoring a student through UROP (see <http://www.urop.umn.edu/>).
- The UMore Park leadership team could consider sponsoring a research paper competition for student projects that involve UMore Park, with publication of the winning papers and announcements in an annual UMore Park update.
- The UMore Park leadership team could create a research opportunities Web page to match students looking for project ideas with specific research needs associated with UMore Park that would be appropriate for graduate or undergraduate students. Opportunities would ideally be cross-listed at other institutional and student organization Web sites.
- In conjunction with colleges and departments, the leadership team could identify faculty members who would offer several freshman seminars relevant to UMore Park planning and development starting in academic year 2010–2011, or as soon as possible.
- Many academic departments offer independent study, directed study or research course opportunities. These offerings allow a student to do independent research or to design and carry out an independent project, working one-on-one with a faculty member. Over time, UMore Park will be a continuous and multifaceted resource for such special academic opportunities.
- Service learning courses and the Community Engagement Scholars Program are existing programs that allow students to engage more deeply with the broader community while earning academic course credit or a University minor (see

<http://www.servicelearning.umn.edu/info/> and <http://www.servicelearning.umn.edu/cesp/>). UMore Park opportunities could be incorporated into these programs.

- Opportunities for students available through the UMore Park project should also be available in the Office of Student Affairs' Engage! search site (see <http://engage.umn.edu/twincities/search>).
- Possibilities for UMore Park-focused capstone and research projects exist across campus. Faculty, in conjunction with the UMore Park leadership team, could develop compelling projects with immediate relevance to planning and development on a range of topics.
- Because many aspects of UMore Park development and sustainability lie within the focus of University centers and institutes, these units could be engaged to support UMore Park-related graduate and undergraduate projects and research opportunities.
- Existing programs emphasizing service-based learning are venues through which students can learn about civic engagement while contributing directly to the well being of current and future residents.
- The development of UMore Park provides unique internship, mentoring, and professional networking possibilities for students, including interactions with project consultants, planners and developers, architects, designers and contractors. Clear guidelines for fostering and supporting these relationships should be established. Collegiate alumni associations have a role to play in this effort.
- Given the proximity of Dakota County Technical College (DCTC) to UMore Park, the UMore Park leadership team should work to establish a strong relationship with DCTC and other Minnesota State Colleges and Universities (MnSCU) institutions in areas of mutual interest related to UMore Park development, such as landscape architecture and renewable energy, for example.

- On-campus volunteer offices and annual community involvement fairs can help to raise student awareness of UMore Park volunteer opportunities.

The successful realization of these opportunities will require ongoing coordination, support and monitoring. The UMore Park leadership team should put in place mechanisms – in conjunction with collegiate units, departments and interdisciplinary centers – to ensure that student opportunities are of highest academic quality, outcome-based and of benefit to the students and to the new community at UMore Park.

### **Building Student Awareness and Communicating Opportunities**

A communications strategy that includes various media and organizational networks will help ensure that students are informed, in a consistent and continuous way, about the range of opportunities at UMore Park as development unfolds.

One important outreach mechanism is the more than 600 registered student organizations at the University. These organizations, which fall into 14 major categories, provide a wide range of networking and learning opportunities. Some categories of organizations are:

- Student branches of professional organizations.
- Professional fraternities/sororities attached to majors or fields of employment.
- Groups that bring together students with a common interest.
- Honorary and leadership organizations.
- Faith-based organizations.
- Governing bodies and departmental boards.

In addition, the University has official student organizations that represent both undergraduate and graduate/professional students: Minnesota Student Association (MSA) and Graduate and Professional Student Assembly (GAPSA).

A complete list of registered student organizations can be found on the Web at <http://www.sua.umn.edu/groups/>.

Other strategies to build student awareness on campus about the UMore Park project include:

- An introduction to UMore Park provided in student orientation materials and through the University's Parent Web site (see <http://www.parent.umn.edu/>).
- UMore Park and related student opportunities included in materials for prospective students highlighting the property as a unique asset that distinguishes this institution from all others in the United States.
- Incorporation of UMore Park into departmental or college field trips that are required at the beginning of the year.
- Building awareness using communications media that reach students. For example, articles and features in the *Minnesota Daily* could provide frequent opportunities to keep students informed about activities at UMore Park. The UMore Park Web site and other University Web sites offer additional opportunities to reach students. Even more effective as a communications tool might be social media such as Facebook or YouTube. The UMore Park leadership team should consider maintaining an official presence on these sites. Content should be interactive and provide a student's perspective on the opportunities available at UMore Park (for example, first-hand student accounts of working on the property and interacting with the community on a project).
- Peer-to-peer communication as an effective means for raising student awareness. Students who become involved in UMore Park could be engaged as ambassadors to promote activities and opportunities to their peers.

## Recommendations

A number of opportunities to infuse student discovery and creativity into projects at UMore Park have been described. The following recommendations address the overarching significance of involving students in this unique University endeavor in an intentional way that will ensure

benefits to students, the community and the University over decades. Effective coordination and management of student opportunities is essential to successfully achieving the institution's academic goals for the UMore Park planning and development project. The UMore Park leadership team, headed by the Vice President for Statewide Strategic Resource Development, should ensure that the University community's strengths are matched with UMore Park opportunities. It must also provide coordination of student activities, in conjunction with faculty, and with consultants and others who are working on the property. The UMore Park team must also ensure that learning outcomes, research data and reports and project summaries are recorded and shared more broadly with the University and outside organizations.

In order to achieve significant student engagement in UMore Park, the University must:

- **Institutionalize UMore Park** as a unique platform for student opportunities. Systematic support and collaboration must come from the highest administrative levels of the University—central administration offices with responsibility for student learning, research and public engagement—on through the collegiate deans, department heads, program directors and individual faculty.
- **Create an “ownership of opportunities” environment** within colleges, departments, centers, programs and student organizations. Although the UMore Park leadership team can inform and engage the academy regarding student opportunities, it will be the commitment of these units and programs that breathes life into the student experience, ensures academic quality and helps achieve sustainable opportunities over time for future students. Colleges, departments, centers, programs and student organizations must be key collaborators with the UMore Park leadership team.
- **Collaborate with existing programs and activities and leverage funds** to maximize

student research and learning opportunities that incorporate UMore Park and meet existing program goals. Given that the University has over 370 undergraduate and graduate degree programs, securing funding for a full range of student opportunities necessitates a joint effort among units and the UMore Park leadership team. Creative collaborations within the University and with organizations in the public and private sector can help to ensure funding support for student opportunities even in times of scarce resources.

- Initiate planning for curriculum development and new course offerings as soon as possible. Because of the lead time required for planning and course development, the UMore Park leadership team must engage individuals with responsibilities for curriculum development. The interdisciplinary nature of UMore Park planning and development of a new, sustainable community offers a challenging yet unique opportunity to create curriculum that can offer distinct advantages in attracting students to the University.
- Raise awareness among faculty and students. Student opportunities should be marketed around concrete examples of early successes, such as a campus-wide student paper competition, poster session or initial capstone courses, projects or workshops, for example. The UMore Park leadership team should ensure that the participating department, program and faculty involved should be featured and credited.
- Ensure that the University has an active presence in the existing communities surrounding UMore Park as soon as possible. Student organizations can consider

meeting their organizational goals for public service and volunteer contributions by coordinating opportunities through the UMore Park leadership team. The leadership team, by virtue of its relationships with local jurisdictions and organizations, can facilitate an organized University presence that can expand over time while providing students local community engagement opportunities even prior to the first phase development.

- Enlist an ad hoc committee on student opportunities to advise the UMore Park Academic Mission Advisory Board. As this existing ad hoc committee fulfills its charge and is discharged, the next set of objectives that need to be met to foster student opportunities should be contemplated. A subsequent ad hoc committee focusing on student opportunities can advance and deepen relationships for the UMore Park leadership team within departments, programs and among student organizations.
- Strengthen relationships with other higher education institutions. Collaborations with other educational institutions can further strengthen the developing portfolio of student opportunities at UMore Park. Specifically, Dakota County Technical College, by virtue of its location along the northern edge of UMore Park property, provides a physical immediacy but also shares goals with the University for student engagement. The UMore Park leadership team should enlist the assistance of faculty and students to work with Dakota County Technical College and other institutions to develop a collaborative action plan for involving students in UMore Park planning and development.

## **Committee on Student Opportunities**

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**Robert McMaster**, Vice Provost and Dean of Undergraduate Education, Office of Senior Vice President and Provost

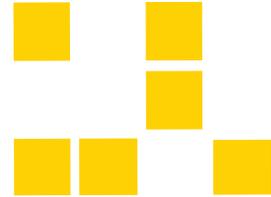
**Laura Molgaard**, Associate Dean for Academic and Student Affairs, College of Veterinary Medicine

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## APPENDICES



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UMore Park Executive Committee	
UMore Park Management Team	

# THE BOARD OF REGENTS PRINCIPLES

The goal is to develop UMore Park in a manner that furthers the University's mission. A strategic long-range master plan for UMore Park will be developed that prioritizes University needs and considers current regional planning and development activities. This master plan will be developed in a timely manner, but the execution of the plan and the development of the UMore Park property are likely to require as much as 25 years.

*The following principles shall guide deliberations and decisions regarding UMore Park:*

- Protect and enhance the value of UMore Park through timely planning and action.
- Advance the University's research, education, and engagement mission through the physical and financial resources that UMore Park will provide over the long term.
- Improve the long-term financial health of the University through application of sound fiscal principles and stewardship, including investing the income generated through UMore Park in ways that support academic priorities to complement, supplement, and leverage state and private support.
- Retain oversight of UMore Park's planning and development and remain accountable for the master plan.
- Plan in such a way so as to optimize the value of UMore Park utilizing short-term strategies without restricting options for long-term strategies.
- Utilize market value as a benchmark in assessing alternative development strategies.
- Ensure that all planning and development activities are conducted with the highest standards of fairness, integrity, and sound business practice.
- Respect the needs of neighboring communities and local, regional, and state governments.

— Board of Regents, February 6, 2006

# SELECT OPPORTUNITIES FOR COMMUNITY-ENGAGED RESEARCH, TEACHING AND OUTREACH IN UMORE PARK PLANNING AND DEVELOPMENT

- Accessibility issues
- Affordable housing
- Agriculture and managed ecosystems
- Air quality
- Animal health
- Architecture and landscape architecture
- Art, music, dance, theater, cultural diversity
- Arts education
- Biodiversity
- Business retention, expansion
- Climate change
- Communication studies
- Community design and development
- Conservation
- Continuing education, adult education
- Curriculum development
- Demography
- Design of social networks
- Design standards development
- Diet-related chronic diseases
- Diversity and multiculturalism
- Early childhood learning and development
- Economic development
- Ecosystem function
- Education policy
- Educational technology
- Energy flow monitoring and control
- Energy policy and administration
- Engineering systems and applications
- Entrepreneurship
- Environmental education
- Environmental policy and law
- Environmental quality (indoor and outdoor)
- Environmental remediation
- Geology
- GIS applications
- Global studies, local international relationships
- Green building design
- Greenhouse gas impacts
- Groundwater quality
- Health promotion and preventative services
- Healthcare delivery models
- Highway 52 corridor
- Historic preservation
- History of land and local populations
- Hydrologic flows
- Infrastructure design and management
- Institutionalizing innovation in higher education
- Intellectual property law and policy
- Internal waste utilization
- International business
- Land use planning, design of built environment
- Leadership in Energy and Environmental Design (LEED) Standards and Buildings, Benchmarks and Beyond – The State of Minnesota Sustainable Building Guidelines (B3-MSBG)
- Library and information studies
- Light rail transit, bus rapid transit
- Lighting design
- Local foods
- Longitudinal health studies
- Master planned community innovation
- Mining processes
- Natural resources management
- Nutrition
- Pollution control
- Postsecondary opportunities
- PreK-12 issues
- Public art
- Public finance
- Public health issues
- Public-private partnerships
- Recreation studies and programming
- Recycling
- Renewable energy production, distribution, self sufficiency
- School counseling
- Service learning
- Smart growth

# B

- Social fabric
- Species diversity
- Stormwater management
- Sustainability (environmental, economic and social)
- Technology (infrastructure, community networks, specific applications)
- Telemedicine
- Traffic flow patterns
- Transit oriented design
- Transportation policy
- Transportation safety
- Travel patterns and behavior
- Turf grass, ornamentals and local gardening
- UMore Park as interdisciplinary research platform
- Urban and regional planning
- Vital aging issues
- Water quality
- Watershed issues
- Wellness and lifestyle behaviors
- Wetlands and prairie restoration
- Wildlife management
- Workforce development
- Zoning, permitting and jurisdictional issues

# UMORE PARK EXECUTIVE COMMITTEE

**Charles C. Muscoplat**, *Chair*, Vice President for Statewide Strategic Resource Development

**Kathryn Brown**, Vice President and Chief of Staff

**L. Steven Goldstein**, President and CEO, University of Minnesota Foundation

**Robert Jones**, Senior Vice President for System Academic Administration

**Larry Laukka**, University Distinguished Fellow and UMore Park Director of Commercial Development

**Kathleen O'Brien**, Vice President for University Services

**Richard Pfutzenreuter**, Vice President and CFO

**Mark Rotenberg**, General Counsel

**E. Thomas Sullivan**, Senior Vice President for Academic Affairs and Provost

## ***Executive Committee Program Staff***

**Carla Carlson**, Assistant Vice President for Statewide Strategic Resource Development

**Lorri Chapman**, Executive Assistant, Office of Statewide Strategic Resource Development

# UMORE PARK MANAGEMENT TEAM

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**Julie Bodurtha**, External Relations Coordinator, Office of Statewide Strategic Resource Development

**Carla Carlson**, Assistant Vice President for Statewide Strategic Resource Development

**Forrest Izuno**, UMore Park Director of Operations and Head, Rosemount Research and Outreach Center

**Emily Kissane**, Program Development Director, Office of Statewide Strategic Resource Development

**Larry Laukka**, University Distinguished Fellow and UMore Park Director of Commercial Development

**Steven Lott**, UMore Park Project Manager

**Judith Martin**, Professor of Geography and Director of the Urban Studies Program, College of Liberal Arts, and Co-Director, University Metropolitan Consortium

**Craig Taylor**, Director of the Office of Business and Community Economic Development

**Dewey Thorbeck**, Director of the Center for Rural Design

## ***Management Team Program Staff and Advisors***

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**Janet Dalglish**, Specialist, Department of Environmental Health and Safety

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