

## **II. C. Engagement: Access and Outreach**

Access and outreach are integral parts of the University of Minnesota's fundamental mission as a public, land-grant institution. In its 150<sup>th</sup> year, the University of Minnesota rededicated itself to being an "engaged university," through programs that enhance its connections to its community, strengthen access to its resources, and build ongoing connections to help define and solve community issues.

This goal is translated into a diverse array of access and outreach activities that, taken together, benefit Minnesotans across every community in the state. Engagement is about more than bringing the University into communities or using its resources to meet needs and solve problems. Beyond these important contributions, the University intends to act more as an active citizen along with its fellow Minnesota citizens, considering and taking action on issues of mutual interest and importance. At the same time, it faces the pressing issue of financing outreach as sources of public support decrease and as it moves toward a hybrid financing model.

Between 1998 and 2001, the University centrally invested nearly \$3 million in research-linked, engagement-related activities, in addition to the wide range of college and campus-based activities that take place every year. Examples of the range and focus of these activities are listed in the appendix for this section.

### **Access**

The University of Minnesota intends that its resources and services be easily accessible for students and the public; that high-quality academic programs of all types be readily accessible for qualified students on its campuses and through distributed education; and that technology be used to make learning responsive to professional, personal enrichment, and workforce needs of individuals and employers when and where it is needed.

### **Outreach**

The University of Minnesota ensures that individuals, organizations, and communities are actively engaged and mutually share with the University in the identification and solution of issues and concerns related to local, state, and world problems; that its students, faculty, and staff are engaged in the development of civic responsibility that uses their academic expertise and experience; that we use technology to make readily accessible information about the University's multitude of programs and services widely available for public use; and that we listen, value, and respond to the concerns and opinions of the general public.

Two broad goals focus University priorities and measures of performance in this area:

- 1) increasing satisfaction of Minnesota citizens and key constituency groups with the University's performance and contributions to the state; and
- 2) continuing to increase the University's successful interactions with and benefits to its external constituencies.

**Increase satisfaction of Minnesota citizens and key constituency groups with the University's performance and contributions to the state.**

Indicator: percentage of Minnesota citizens expressing overall satisfaction

Trends

University of Minnesota Importance to State

- Telephone interviews were conducted in November 2002 with 609 Minnesota residents ages 21 and older selected at random.
- Of 11 possible goals, respondents ranked the most important goals for the University as managing its financial resources, keeping tuition affordable, maintaining a world-class medical school, and demonstrating accountability to the public.
- Of six possible contributions, enhancing research and technology capabilities, creating a sense of state pride, preparing the workforce of the future, and enhancing the state's quality of life were seen as the most important University contributions to the state.

**Chart A**

**Importance of the University's Contributions to the State  
November 2002 Citizen Survey**

	Mean*
Enhancing the state's research and technology capabilities	7.85
Creating a sense of state pride	7.46
Preparing the workforce of the future	7.36
Enhancing the state's quality of life	7.27
Keeping young people in the state	6.83
Attracting businesses and employers to the state	6.61

\*on a ten-point scale

Source: *University Relations; Frank N. Magid Associates, Inc.*

Citizen Satisfaction.

- The University's average rating in the November 2002 citizen survey was 6.98 out of a possible 10.
- 93 percent of respondents had a favorable or very favorable opinion of the University as an educational institution.
- 65 percent named it one of the three best midwestern universities
- 52 percent indicated they were likely or very likely to recommend the University of Minnesota to a student.

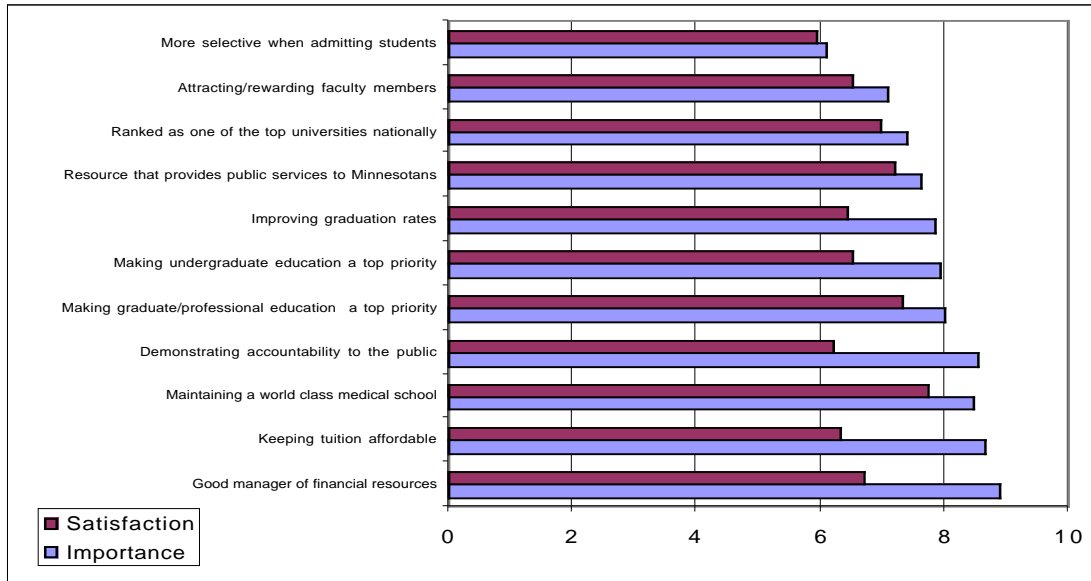
**Chart B**  
**November 2002 Summary of Citizen Satisfaction Scores**

	Mean*
Maintaining a world-class medical school	7.74
Providing public services to Minnesotans	7.22
Ranking as one of the top universities nationally	6.97
Making graduate/professional education a top priority	7.03
Keeping tuition affordable	6.32
Demonstrating accountability to the public	6.21

\*on a ten-point scale  
 Source: University Relations; Frank N. Magid Associates, Inc.

- The biggest gaps between importance and satisfaction were in management of financial resources, keeping tuition affordable, and demonstrating accountability to the public.

**Chart C**  
**Citizen Impressions of University's Importance to State  
 Compared to Citizen Satisfaction**



Source: University Relations; Frank N. Magid Associates, Inc

***Continue to increase the University's successful interactions with and benefits to its external constituents.***

Indicators: on-line library holdings; metro-area transfer students; students participating in community service

## On-Line Library Holdings and Service

### Trends

- Digital collections have grown considerably in recent years and promote access for all users of University Library resources.
- On-line tools increased almost 600 percent between 1995 and 2002.
- The libraries receive 550,000 hits on their home Web page every day.

**Chart D**  
**Online Library Resources**

	1995	1998	2001	2002
On-line databases, indexing and abstracting tools	39	122	198	267
CD-ROMs	200	--	3,475	3,709
Electronic journals	--	--	9,300	16,000
Catalogued full-text electronic resources (e-books, government publications)*	--	--	14,549	7,594
Locally created digital files (images, sound files, texts)	NA	NA	NA	12,000
Average daily access to <a href="http://lib.umn.edu">lib.umn.edu</a>	--	--	300,000	550,000

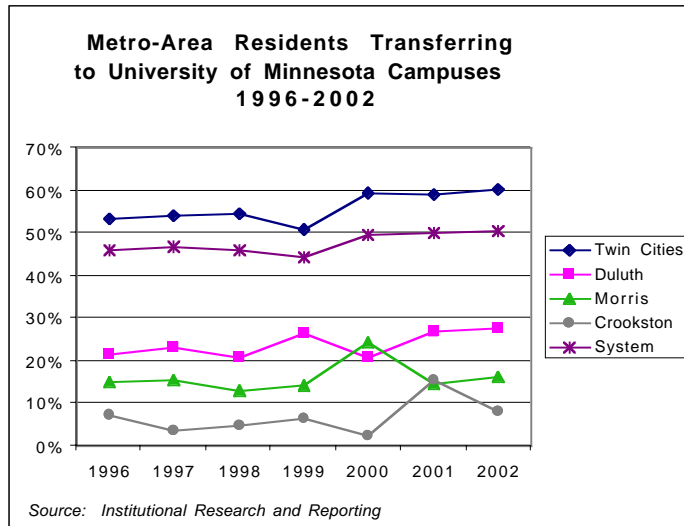
\*Beginning in 2002, some items now counted as locally created files.

## Metro-Area Transfer Students

### Trends

- Metropolitan-area students transfer to all University of Minnesota campuses; the largest proportion transfer to the Twin Cities campus.
- The total number of metro-area transfers to University of Minnesota campuses decreased by 7 percent between 2000 and 2002, from 1,349 to 1,253.
- As retention rates improve, the number of spots open for transfer students is reduced.
- In 2002, the proportion of transfer students from the metropolitan area increased on the Twin Cities, Morris and Duluth campuses; it declined on the Crookston campus. (See Tables 3 and 4 on pages 8-9 for more detail.)
- In 2002, 1,109 students from the metropolitan area transferred to UMTC, 121 to UMD, 11 to UMM, and 12 to UMC, for a total of 1,253 transfer students.

Chart E



### Students Participating in Community Service

- In 2001-02, over 50 courses in 10 colleges on the Twin Cities campus provided the opportunity for undergraduate students to participate in service-learning experiences. Our goal is to increase the number of courses offered in current departments and to expand the range of departments offering these courses by including two new departments each year.
- On the Twin Cities campus, over 3,250 undergraduate students participated in community service or service-learning experiences in 2001-02. Our goal is to increase that number to 4,000 in 2002-03. Over 600 students participated in the pre-service training and reflection series in 2001-02; the goal is to increase this to 700 students in 2002-03.
- Examples of service-learning activities on all four campuses include:
  - 550 UMTC student tutors work in metropolitan area schools to improve literacy through the America Reads program. Students also work with adult residents of the community to teach and tutor English language learning, citizenship, basic reading, math, and computer skills.
  - Dental hygiene students participate in service-learning work at off-site clinics such as the Indian Health Board Clinic, Model Cities Clinic, and the traveling clinics doing dental health in greater Minnesota communities.
  - On the Morris campus, students write poetry and other works based on stories of Alzheimer's patients at a local nursing home. Students also study the economic impact of a local ethanol plant.
  - In Crookston during the past year, students worked on nutrition education in local schools, analyzed systems problems encountered by a dairy farmer, and helped save an endangered sand dune in Fertile, Minnesota.
  - In Duluth, students work with members of the senior community through the University for Seniors program that provides academic programs and facilities to a significant group of retirees.

## **Public Engagement Initiative**

The Public Engagement Initiative is an effort to enhance the land-grant mission by redefining in contemporary terms the University's public contributions and community partnerships and by strengthening public engagement as an institutional priority that affects core activities of research, teaching, and external connections. Last year three different groups addressed issues associated with public engagement: an ad hoc committee of the Board of Regents, a deans advisory panel on public engagement, and a task force on civic engagement. The three groups made various recommendations, but all agreed on the need for central leadership of this initiative through a council on public engagement, accountable to the provost, which would serve as a catalyst for encouraging, coordinating, and evaluating engaged activities throughout the University and for promoting greater understanding and support for an engaged institution in the public at large.

The Council on Public Engagement was appointed in June 2002, with its first meeting in October. The council is facilitating and monitoring practical measures within colleges, programs, and other units in order to enhance effectiveness as an engaged university, including development of appropriate measures for assessing public engagement as an indicator of institutional performance. The council will submit to the provost an annual report describing its activities and accomplishments for the year.

## **Engaged University Initiative**

The University of Minnesota has been recognized as a national leader in the engaged university movement because of its uniquely comprehensive approach and its emphasis on the intellectual, cultural, political, and structural dimensions of engagement. The University has taken the lead on the Engaged University Initiative, a cross-institutional effort among members of the Committee on Institutional Cooperation (CIC). This initiative will coordinate parallel intellectual and practical activities among some of the country's leading research institutions.

## **Implications for Planning and Initiatives for 2003-2004**

Compact Investments and Collegiate/Campus Outreach Activities. See the appendix for this section for a listing of representative engagement-related activities on all campuses, many supported by Compact Process investments. Between 1998 and 2001, these investments totaled nearly \$3 million. This doesn't reflect the technology expenditures made to increase accessibility, most notably through the Internet System for Education and Employment Knowledge (ISEEK).

Setting Priorities and Measuring Results. Engagement is the University's newest area of development for institutional and Compact-level measures. Indicators will be identified that can help evaluate engagement work, and measures will be developed to assess how the University of Minnesota will be different in five years as a result of engagement. The University will analyze the resources devoted to engagement in the practice of teaching and research, as well as in explicit engagement activities. Indicators, measures, and initial data will be reported in the 2004 University Plan, Performance, and Accountability Report.

Engaged activities, programs, and scholarly work will be considered in discipline-appropriate ways in recruitment, merit, promotion, and tenure decisions. Such practices are already in place in some units.

Over the past several years, considerable priority has been given to restructuring and focusing the resources, priorities, and strategies for outreach. These efforts have included substantial restructuring of Continuing Education and the Extension Service and the establishment in 1999 of the Outstanding Community Service Awards that recognize the special impact on the community of six to eight Twin Cities faculty and staff each year.

Special Areas of Focus for 2002-2003

- A public access portal is under development that will enable users to construct a customized personal portal with University information of most interest to them.
- Lifelong learning news on the portal and a lifelong learning Website are being developed to consolidate the University's efforts related to lifelong learning and to provide improved access to learning communities.
- An outreach plan will be requested from colleges as part of their Compacts, including the measures to be used for assessing the impact of their outreach efforts.
- Measures and processes to evaluate needs, quality, and impact of University outreach activities will be developed.
- A Technology Enhanced Learning (TEL) website and news channel will be launched which will aggregate technology/teaching resources and make them available to the public and the University community.

**Table 1**  
**Fall 1996-2002 New Undergraduate Transfers**  
**by Home Location and Campus**

Twin Cities	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
TC Metro, 7-county	1,005	1,040	1,097	1,047	1,233	1,147	1,109
Other MN	357	384	352	455	357	342	330
Other States	428	409	459	492	436	355	338
Foreign	84	86	102	59	45	84	58
Unattributed	7	1	0	0	0	17	3
Total	1,881	1,920	2,010	2,053	2,071	1,945	1,838
Duluth	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
TC Metro, 7-county	84	87	93	113	90	110	121
Other MN	242	251	282	267	277	232	246
Other States	57	35	65	42	64	63	65
Foreign	6	5	7	1	0	0	1
Unattributed	3	1	0	0	0	4	4
Total	392	379	447	423	431	409	437
Morris	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
TC Metro, 7-county	10	12	13	11	23	12	11
Other MN	36	25	56	42	48	40	38
Other States	18	24	21	25	23	28	17
Foreign	3	14	10	0	0	0	1
Unattributed	0	3	0	0	0	2	0
Total	67	78	100	78	94	82	67
Crookston	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
TC Metro, 7-county	5	2	3	6	3	22	12
Other MN	46	31	33	59	59	70	64
Other States	16	21	24	29	67	45	65
Foreign	0	1	0	0	0	0	0
Unattributed	0	0	0	0	0	7	6
Total	67	55	60	94	129	144	147
System	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
TC Metro, 7-county	1,104	1,141	1,206	1,177	1,349	1,291	1,253
Other MN	681	691	723	823	741	684	678
Other States	519	489	569	588	590	491	485
Foreign	93	106	119	60	45	84	60
Unattributed	10	5	0	0	0	30	13
Total	2,407	2,432	2,617	2,648	2,725	2,580	2,489

Source: Institutional Research and Reporting

**Table 2**  
**Fall 1996-2002 New Undergraduate Transfers**  
**by Home Location and Campus Percentages**

Twin Cities	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
TC Metro, 7-county	53.4%	54.2%	54.6%	51.0%	59.5%	59.0%	60.3%
Other MN	19.0%	20.0%	17.5%	22.2%	17.2%	17.6%	18.0%
Other States	22.8%	21.3%	22.8%	24.0%	21.1%	18.3%	18.4%
Foreign	4.5%	4.5%	5.1%	2.9%	2.2%	4.3%	3.2%
Unattributed	0.4%	0.1%	0.0%	0.0%	0.0%	0.9%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%
Duluth	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
TC Metro, 7-county	21.4%	23.0%	20.8%	26.6%	20.9%	26.9%	27.7%
Other MN	61.7%	66.2%	63.1%	63.2%	64.3%	56.7%	56.3%
Other States	14.5%	9.2%	14.5%	9.9%	14.8%	15.4%	14.9%
Foreign	1.5%	1.3%	1.6%	0.2%	0.0%	0.0%	0.2%
Unattributed	0.8%	0.3%	0.0%	0.0%	0.0%	1.0%	0.9%
Total	100%	100%	100%	100%	100%	100%	100%
Morris	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
TC Metro, 7-county	14.9%	15.4%	13.0%	14.2%	24.5%	14.6%	16.4%
Other MN	53.7%	32.1%	56.0%	53.7%	51.1%	48.8%	56.7%
Other States	26.9%	30.8%	21.0%	32.1%	24.5%	34.1%	25.4%
Foreign	4.5%	17.9%	10.0%	0.0%	0.0%	0.0%	1.5%
Unattributed	0.0%	3.8%	0.0%	0.0%	0.0%	2.4%	0.0%
Total	100%	100%	100%	100%	100%	100%	100%
Crookston	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
TC Metro, 7-county	7.5%	3.6%	5.0%	6.6%	2.3%	15.3%	8.2%
Other MN	68.7%	56.4%	55.0%	62.6%	45.7%	48.6%	43.5%
Other States	23.9%	38.2%	40.0%	30.9%	51.9%	31.3%	44.2%
Foreign	0.0%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Unattributed	0.0%	0.0%	0.0%	0.0%	0.0%	4.9%	4.1%
Total	100%	100%	100%	100%	100%	100%	100%
System	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
TC Metro, 7-county	45.9%	46.9%	46.1%	44.4%	49.5%	50.0%	50.3%
Other MN	28.3%	28.4%	27.6%	31.1%	27.2%	26.5%	27.2%
Other States	21.6%	20.1%	21.7%	22.2%	21.7%	19.0%	19.5%
Foreign	3.9%	4.4%	4.5%	2.3%	1.7%	3.3%	2.4%
Unattributed	0.4%	0.2%	0.0%	0.0%	0.0%	1.2%	0.5%
Total	100%	100%	100%	100%	100%	100%	100%

*Source: Institutional Research and Reporting*

## Appendix

### Expanding Access: Education Programs and Partnerships

<p><b>Contributions to Workforce Development</b></p>	<p><b>Continuing education training programs:</b></p> <ul style="list-style-type: none"> <li>▪ Career and Lifework Center for Adults</li> <li>▪ targeted programs to build the workforce</li> <li>▪ Vital Aging</li> <li>▪ programs for new immigrants</li> <li>▪ Workforce Development Conference</li> <li>▪ UMR workforce-oriented programs: Ed.D. in Educational Administration; new professional baccalaureate and graduate programs in health care and technology fields</li> <li>▪ UMD Social Work distance education master's program – provides American Indian professionals opportunity to obtain a master's degree in social work, through learning technology; partnership with Bemidji State University</li> </ul>
<p><b>Lifelong Access to University of Minnesota Programs</b></p>	<p><b>Lifelong educated citizenry</b> – flexible programs for alumni and adult learners of all ages on all five campuses</p> <ul style="list-style-type: none"> <li>▪ Lifelong learning channel on the portal provides current information from throughout the University to lifelong learners</li> <li>▪ Lifelong learning Web pages aggregate information from throughout the University in a single location with connections to courses, registration, and advising</li> </ul>
<p><b>Distributed Education Initiatives</b></p>	<p><b>Increasing access for learners</b> – student support 24 hours/day; electronic access to bookstore, paperless financial aid, registrar; wired and wireless networks; flexible tuition for distance learners; digital collections and other electronic library resources (QuickStart, CourseLib); technology equipped classrooms</p> <p><b>Enhancing learning quality</b> – preparing instructors to use appropriate and varied technologies through Digital Media Center, Center for Teaching and Learning, Technology Enhanced Learning (TEL) grants program, Web CT training, Web Teaching Assistant certificates; ongoing applied research in best practices; high standards for online, Interactive Television, TEL, and mixed media courses; adaptive technologies training for Web courses; participation in Minnesota Higher Education Council Distributed Education Workshop Program</p> <ul style="list-style-type: none"> <li>▪ \$900,000 grant from Bush Foundation will support technology and faculty development over three years</li> </ul> <p><b>Increasing learning productivity</b> – technology deployed to improve teaching and service excellence; portal strategy and development enables personalized access to system-wide resources for teaching and learning; development of high impact programs: UM Rochester investment, UNITE, Public Health, Social Work</p> <p>TEL news channel and TEL Website – designed to be part of the My U and My AHC portals, these services aggregate news and resources about technology enhanced learning from throughout the system and provide a single source of information and updates</p>

<p><b>University Libraries</b></p>	<ul style="list-style-type: none"> <li>▪ 14,549 catalogued e-books/government publications and other full-text resources are now in University Libraries collections</li> <li>▪ 550,000 average daily hits on <a href="http://lib.umn.edu">lib.umn.edu</a></li> <li>▪ The MnLINK cooperative library automation project is designed to improve access to library materials and databases for Minnesota citizens: <ul style="list-style-type: none"> <li>▪ The MnLINK Gateway provides access to the library catalogues of the University campuses, MnSCU institutions, state agencies, and Twin Cities and regional public library systems, as well as some private colleges and a few K-12 school systems</li> <li>▪ The MnLINK integrated library system will replace current systems used by all the University campuses, MnSCU institutions, and state agency libraries, some private colleges, one regional public library system, and one K-12 school system</li> </ul> </li> <li>▪ University Libraries collaborate with a consortium of university libraries around the state, using MINITEX to provide greater interlibrary cooperation, including development of a virtual digital library for Minnesota. This group recently received a planning grant from the Minnesota Department of Children, Families, and Learning for this purpose.</li> <li>▪ Through the MINITEX Library Information Network, the University can leverage the costly print-on-paper periodical subscriptions owned by the UMTC libraries</li> <li>▪ The Minnesota Library Access Center houses materials from other institutions, including Minnesota State University-Mankato, and Minneapolis Public Library</li> <li>▪ The Biomedical Library's server, and now an Internet server access point, provides access to MnSCU libraries with Nursing programs on campus</li> <li>▪ The University Libraries provides library staff training and professional development, involving as many as 500 librarians from across the state</li> </ul>
<p><b>Metropolitan Education: Improving PreK-12 Education</b></p>	<p><b>Strengthen preK-12 program evaluation and research, and disseminate best practices to education community</b> – Center for Early Education and Development; Center for Applied Research and Educational Improvement; Institute for Community Integration</p> <ul style="list-style-type: none"> <li>▪ Over 200 K-12 connection programs each year sponsored by many colleges</li> <li>▪ <b>Strengthen urban education</b> – student placements in urban schools; Literacy Initiative; Patrick Henry Professional Practice School; professional development programs for preK-12 educators</li> <li>▪ <b>Strengthen professional development programs for preK-12 educators beyond Twin Cities</b> — Ed. D. leadership program in Duluth, and with MnSCU partners; Rochester cohorts of Ed.D. programs; Crookston Agricultural Education program</li> <li>▪ <b>Strengthen preK-12 schools and educational leadership</b> – academic programs with schools, including Physics Force; Science CentrUM; Commanding English (GC); Monarchs in the Classroom (CBS); Project Success (Theatre); White Earth Reservation Science and Math Summer Program (CNR); Raptor Center (VetMed); University of Minnesota Talented Youth Mathematics Program (IT)</li> <li>▪ <b>Programs in partnership with metropolitan area schools and educators</b> – Jane Addams School for Democracy in St. Paul</li> <li>▪ <b>UMD Center for Economic Education</b> – a teaching/learning initiative to improve economic education and literacy, with a focus on K-12 teachers</li> <li>▪ <b>UMD Arrowhead Preparing Teachers for Tomorrow's Technology Today</b> – faculty, teachers, and students work together in “collaboratories” learning and applying technology for preK-12 classrooms, to address issues related to diversity, rural communities, and the digital divide</li> </ul>

<p><b>Metropolitan Education: Building Diversity and Success in Postsecondary Education – Youth and School Programs</b></p>	<ul style="list-style-type: none"> <li>▪ <b>PreK-12 linkages</b> – to build a seamless pathway to the University, through programs including: Multicultural Excellence Program (St. Paul); College Encouragement Program (Minneapolis); mentoring programs such as the Multicultural Mentoring Program (including El Puente and Project Lighthouse)</li> <li>▪ <b>Improve access to information</b> – coordinate and catalogue preK-12/higher education initiatives in partnership with Minnesota Minority Education Partnership</li> <li>▪ <b>Programs for families and communities</b> – to help families and community members advise students to pursue higher education: Family Day, relationships with Minority Advisory Committees</li> <li>▪ <b>Literacy Initiative:</b> America Reads, Literacy Council, Early Intervention Reading program</li> <li>▪ <b>University of Promise</b></li> <li>▪ <b>UM/MnSCU Partnership</b> <ul style="list-style-type: none"> <li>▪ <b>MnCAP</b> – to encourage students who applied but did not gain immediate admission to the University to enter the University as transfer students from selected community colleges</li> <li>▪ <b>Metropolitan Higher Education Consortium</b></li> <li>▪ Preliminary efforts to establish a statewide P-16 council</li> <li>▪ <b>CollegeEd</b> – a pilot program with the public school districts of Minneapolis, St. Paul, and Robbinsdale to increase college awareness and postsecondary aspirations of 7<sup>th</sup> graders</li> </ul> </li> </ul>
---	--

<b>Expanding Outreach: Regional and Statewide Service, Partnerships, and Community Engagement</b>	
<p><b>Public Engagement Initiative</b></p>	<p><b>Council on Public Engagement</b> – appointed in June 2002 to provide leadership in encouraging, coordinating, and evaluating engaged activities throughout the University and to promote greater understanding and support for an engaged institution in the public at large.</p>
<p><b>Strengthening Communities</b></p>	<p><b>Land, food, environment</b> – biotechnology and food safety; nutrition; farm safety; farm business management; horticulture (including Master Gardener); leadership for land use and water quality; safe, healthy, and affordable housing; economic opportunity from natural resources; connecting people to natural resources through education; environmental quality; enhancing agricultural production systems</p> <p><b>Youth development and family living</b> – positive out-of-school time; building family strengths; Vital Aging Initiative; 4-H; Info U</p>
<p><b>Economic Development</b></p>	<p><b>UM Community Economic Development Office</b> – promote targeted business program in the Twin Cities for businesses run by women and persons of color; form strategic partnerships with government, corporate, and community-based organizations to foster economic diversification; coordinate University resources to assist and support diverse business and communities; CSOM programs for targeted businesses; small business field projects program</p> <p><b>UMC Northern Great Plains, Inc. project</b> – since 1990, has focused on trade in the Red River Valley, now expanded to include agriculture, natural resource, information technology, and economic vitality projects in five states</p> <p><b>UMD Natural Resources Research Institute</b> – fosters economic development of Minnesota's natural resources (minerals – taconite; forestry/forest products; water and the environment)</p> <p><b>UMD Center for Economic Development</b> – provides management counseling and education to small- and medium-sized businesses; assists in new business start-ups</p> <p><b>UMM Center for Small Towns</b> – involves students and faculty in working with communities on planning issues, supported by 3-year, \$217,000 Blandin Foundation grant</p>

<p><b>Outreach through Interdisciplinary Centers</b></p>	<p>The University sponsors more than 150 centers and institutes designed to link research with community needs. Noteworthy examples are:</p> <ul style="list-style-type: none"> <li>▪ Children, Youth, and Families Consortium</li> <li>▪ Center for Urban and Regional Affairs</li> <li>▪ Center for Transportation Studies</li> <li>▪ Community health centers</li> <li>▪ Tourism Center</li> <li>▪ Minnesota Seagrant Program (UMD)</li> <li>▪ Crookston Valley Technology Park (UMC)</li> <li>▪ Law School clinics</li> <li>▪ Minnesota Center Against Violence and Abuse</li> <li>▪ Institute on Race and Poverty</li> <li>▪ Center for Applied Research and Educational Improvement</li> </ul>
<p><b>Advancing Sustainable Development</b></p>	<p><b>Regional sustainable partnerships</b> – research, education, and outreach programming; experimentation with and validation of models of engagement where citizens have active leadership roles or partner in setting program priorities and in decision-making</p>
<p><b>Outreach through Academic Initiatives</b></p>	<p><b>Digital Technology Initiative</b> – Industry liaison in Rochester to foster industry/University research and technology transfer collaborations</p> <p><b>Rosemount (UMore Park)</b> – a model site for public education about agriculture, health and the environment, emerging from the interdisciplinary initiatives in cellular and molecular biology, agricultural research and outreach, and design</p>
<p><b>Academic Health Center Clinical Enterprise and Outreach</b></p>	<ul style="list-style-type: none"> <li>▪ \$2 million investment pool created for new joint University-Fairview initiatives</li> <li>▪ Strengthening the Community-University Health Care Center and relationships in the Phillips neighborhood of Minneapolis</li> <li>▪ Launching the School of Public Health’s Center for Public Health Education and Outreach to strengthen the school’s outreach efforts. The center facilitates conferences, continuing education courses and programs, and other outreach activities.</li> <li>▪ Increased patient care visits and revenues in the Dentistry and Veterinary Medicine clinical practices</li> <li>▪ Sustaining the outreach efforts of the College of Veterinary Medicine. Veterinary Medicine faculty presented 255 continuing education programs to veterinarians and sponsored 27 conferences involving 363 presentations to an audience of 2,589. The college sponsored, in conjunction with the Minnesota Extension Service, 32 extension programs. Education staff and volunteers reached an estimated 25,000 individuals at schools, community groups, and corporations. Faculty participated in 117 outreach programs.</li> <li>▪ New 1-888-CancerMN phone service and new Website</li> <li>▪ New Center for Infectious Diseases and Center for Food Safety focuses on bioterrorism, food safety, and prevention of infectious disease</li> <li>▪ Joint project with MnSCU to address the health care needs of the northwestern part of Minnesota. This collaborative effort involving the EVPP’s office, AHC, UMC, and MnSCU is developing a comprehensive analysis of needs in the region and working on joint efforts to meet those needs through higher education and community partnerships.</li> </ul>