

**THE UNIVERSITY OF IOWA  
OFFICE OF THE PROVOST**

**REPORT: TASK FORCE  
ON PUBLIC OUTREACH  
AND CIVIC ENGAGEMENT**

- TASK FORCE CO-CHAIRS:** Steve McGuire, Professor, School of Art and Art History  
Ann Ricketts, Director, Office of Research Development
- SUBCOMMITTEE CHAIRS:** Steve Duck, Professor, Communication Studies  
Teresa Mangum, Associate Professor, English  
Chet Rzonca, Associate Provost, Division of Continuing Education
- TASK FORCE MEMBERS:** Sandy Boyd, President Emeritus And Professor, College Of Law  
Carolyn Colvin, Associate Professor, Teaching And Learning  
Liz Christiansen, Director, Office Of Sustainability  
Leslie Finer, Director, Arts Share  
Diane Finnerty, Coordinator of Faculty Development Programs, Office of the Provost  
Jean Florman, Director, Center for Teaching  
David Hensley, Director, John Pappajohn Entrepreneurial Center  
Michael Kelly, Associate Dean, College of Pharmacy  
Linda Mcguire, Associate Dean, College of Law  
Michelle Mcquistan, Assistant Professor, Preventive & Community Dentistry  
Ray Muston, Professor Emeritus, College of Education  
Steven Parrott, Outreach Coordinator, Office of University Relations  
Buffy Quintero, Outreach Coordinator, International Programs  
Jane Schildroth, Director of Corporate & Community Relations, Pomerantz Career Center  
Alec Scranton, Associate Dean, College of Engineering  
Madeline Shea, Professor, Biochemistry  
Anita Stineman, Director, RN-BSN Program, College of Nursing  
Chuck Swanson, Executive Director, Hancher Auditorium  
Roger Tracy, Director, CCOM Office of Statewide Clinical Education Programs  
Laurie Walkner, Grants Coordinator, Upper Midwest Center for Public Health Preparedness
- Alumnus:** Dr. Robert Rasmus
- Provost Fellow:** Marcus Haack, Clinical Associate Professor, Educational Administration
- Administrative Support:** Dawn Freeks, Division of Continuing Education; Leslie Weatherhead, Office of the Vice President for Research

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**Introduction**

In May, 2009, Provost Loh initiated a University-wide strategic initiatives process, convening six task forces to articulate the University's strategic vision and priorities in education, research, and service for 2010-15 and to align budget allocations with academic planning at a time of constrained resources (see one-page summary, Appendix XI).

The Task Force for Public Outreach and Civic Engagement was charged to "articulate a strategic vision and priorities for the University to form partnerships with communities and organizations in the state, in order to apply all the resources of the University and help create better futures for Iowans." The Task Force has been guided by the overarching themes of the strategic plan, The Iowa Promise 2005-10, and set out to refocus and complement the current plan with selected new strategic initiatives for Iowa Promise II, working openly and in consultation with a broad representation of faculty and staff (see Appendix I, Task Force Process and Timeline.) Consistent with the Iowa Promise, we view "engagement" to involve much more than conventional, unidirectional outreach; it requires public partnership and a commitment to interchange and reciprocity. As a state institution, the University thrives on its commitment to the citizens of Iowa and seeks to expand access, interaction, dialogue, communication, societal benefit, and mutual care and concern.

**Background**

AY 2005-2006 was declared the Year of Public Engagement (<http://www.ype.uiowa.edu/about/index.html>) at The University of Iowa by former President David Skorton, with the expressed goal of encouraging the University community "to in-



tenify its efforts and sharpen its focus on engagement with the public and public issues at the local, state, national, and international levels." During 2005-2006, several initiatives were designed to encourage these efforts, including the Competitive Engagement Grants program, the President's Award for State Outreach and Public Engagement, the Center for Teaching Service Learning Institutes, and a Spotlight on Engagement designed to honor individuals and projects for their exemplary public engagement efforts.

As a result of the Year of Public Engagement, the UI institutionalized several key programs, including: the Resources for Iowans website, the Office for Civic Engagement, and an institutional membership in The Campus Compact (<http://www.compact.org/>). With the creation of the current Task Force on Public Outreach and Civic Engagement, Provost Wallace Loh has elevated this focus as one of six primary goals for academic years 2010-2015.

In Iowa Promise II, The University of Iowa recommits itself to bringing its full resources as a public research institution to the creation of "better futures" for our local and global communities. When we work with public partners to improve our communities, members of the University of Iowa stand to gain a great deal. The campus will be energized by the efforts of individuals and groups.

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Mutual respect among university and public stakeholders will grow through collaborative efforts to address challenging current issues. Moreover, public engagement will enhance the University's pursuit of excellence for students, staff, and faculty.

Long committed to serving as a trustworthy steward of the public trust, we at The University of Iowa recognize that it is only through intentional, active engagement with the local, state, national, and international communities that we can fulfill our threefold mission of teaching, research, and service. In a time of severe budget constraints, when the State of Iowa is making unprecedented, challenging decisions about the allocation of state resources, it is imperative that the University engage more fully with our state, nation, and global communities and clearly communicate the social, cultural, and economic benefits that arise from engagement. Below we present the key findings of the Task Force, along with proposals for new initiatives to build a culture of engagement on campus and to amplify the effects of existing UI outreach and engagement activities.

### KEY FINDINGS

- The future prosperity and success of the State of Iowa and The University of Iowa are inextricably intertwined and require increased engagement between the UI and its stakeholders around the state.
- There currently exists a great wealth of public engagement and community outreach activities on campus and around the state. From delivering high-quality primary and specialty health care, to community enrichment through the arts and humanities, University faculty, staff, and students across units, departments, and colleges are engaged in mutually beneficial relationships that serve key constituents, including the citizens of Iowa, alumni, and state officials. (See Appendix II, Outreach/Engagement Inventory.)
- While examples of publicly engaged teaching, research, and service abound across University units, departments, and colleges, there exists no centralized information clearinghouse to facilitate internal collaboration and inform stakeholders of the University's significant collaboration and engagement with communities across the State of Iowa. Creat-

ing a centralized information clearinghouse was raised in 2005-06 during the Year of Public Engagement, and recommended again in two reviews of the Office of University Relations. The Iowa Promise also pointed to our potential to be more effective, to generate collaborations, and to broaden and deepen impact and outcomes by making public activities and publicly engaged research and teaching more visible through better communication and greater visibility.

- The University's teaching mission contributes to engagement across the state, educating teachers and administrators in 80% of Iowa's K-12 school districts and training 79% of Iowa's dentists, 50% of Iowa's physicians, and 48% of the state's pharmacists.
- A common language and shared definitions of various forms of public engagement will build understanding of the concepts, inspire increased commitment, and assist with campus-wide investment in the process (see Appendix III, Definitions and Principles).
- Engaged teaching and research can enable those inside and outside the University to develop creative, knowledge-generating partnerships with diverse groups, such as intergenerational groups, individuals with disabilities, "new Iowans" from around the world, neighborhood centers, artist collectives, cultural corridor groups, K-12 schools, community colleges, other institutions of higher education, nonprofits, businesses, libraries, and other public institutions.
- In their October, 2008, Strategic Planning Session, The State of Iowa Board of Regents stated the following as a fundamental condition for their planning: In order to serve the residents of the state and increase education attainment levels of the working age population, the three state universities will have to deliver more of their programs to place bound adults. The Regents set a related goal during the planning session of producing "a working age population (ages 25-64) that is educated to levels that make them competitive with the best in the world."
- Hancher Auditorium and University of Iowa Museum of Art. HA and UIMA organize a wide range of worldclass programs for audiences of all ages in communities across Iowa. These events serve to bring the experience of art to the greatest range of audiences possible. It is imperative to align faculty and student teaching, research, and service with the engagement work of Hancher and UIMA. Since the 2008 floods closed the former Museum building on Riverside Drive and Hancher, both have continued exhibitions, performances and educational programs, but in structures and locations that cannot accomplish the previous level of performance and exhibition offerings, making permanent homes critical.
- To incentivize engagement projects with local, state, national, and international communities that benefit the state of Iowa while also enhancing the comprehensive research mission of the University, units within the University need to align mission statements and promotion criteria to recognize and reward appropriate forms of engagement.
- Technology support resources that meet the needs of faculty are fundamental to institutional excellence and impact. Because engagement and outreach from the arts to the sciences now seek to include significant digital media and new forms of course delivery, faculty have a growing need for digital media literacy, digital media consultation, development resources, and robust infrastructure to store and deliver media assets. Faculty experimentation in emerging digital media is necessary for the university to prepare for tomorrow's teaching, research, and engaged partnerships.
- The vast reservoir of talent and expertise in the arts and humanities, including distinguished faculty, graduate students, and invited artists/scholars is not reaching as wide an audience as is either possible or necessary for the future. Creative and purposeful use of new media offers opportunities never available before to utilize new technologies to their fullest advantage. The tremendous institutional investment and value of exhibitions, performances, and lectures in the humanities require dissemination through new delivery media and numerous broadcast venues to communities within Iowa and around the globe.
- The Institute for Clinical and Translational Science (ICTS), as the epicenter of clinical and translational research at the University, provides the synergy, resources, and experience necessary to forge networks across the state and nation to develop new

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cures and treatments for disease. The ICTS helps establish unique collaborations, working with scholars from every discipline to advance the nation's health.

### INITIATIVES AND STRATEGIES

The Task Force has identified two initiatives, grounded in the academic mission of the University of Iowa, to encourage the mutual exchange of creative work and research, and to foster the use of complementary expertise and assets across the state of Iowa.

#### INITIATIVE 1: BUILD A CULTURE OF AND INFRASTRUCTURE FOR ENGAGEMENT AT THE UNIVERSITY OF IOWA

This initiative seeks to transform the University into an institution whose identity, culture, and commitments are consistent with the Carnegie Foundation's elective classification for Community Engagement. A defining characteristic of institutions that have earned the Carnegie designation is visible and consistent commitment to community engagement on the part of the president, provost, and other campus leaders. A roadmap for this transformation, prepared by the Task Force subcommittee on Publicly Engaged Teaching, Research, Arts, and Scholarship (PETRAS), is outlined in Appendix IV. Transforming the culture of the University and providing the infrastructure necessary to foster greater engagement will require the active pursuit of nine goals:

- Build the infrastructure to support multiple, university wide, well-coordinated public engagement in its many forms;
- Align the reward system with the Iowa Promise engagement objectives;
- Promote publicly engaged teaching and learning;
- Promote publicly engaged arts, scholarship, and research; and
- Ensure best practices and sustainability;
- Create institutional research tracking;
- Broadcast and new media delivery of exemplary projects and programs nationally and internationally;
- Enhance new technologies and media consultation;
- Expand arts and humanities engagement.

This blueprint of goals for greater engagement builds on the work of several key University resources including the Center for Teaching, the Obermann Center for Advanced Studies, the Civic Engagement Program, ITS-Instructional Services, and International Programs, while drawing on teaching and learning across campus. Many of the findings and recommendations of the PETRAS subcommittee are reinforced by feedback the Task Force received from publicly engaged faculty across campus (see Appendix V).

#### Next steps:

- Create a small, functional, blue ribbon steering committee in Spring Term, 2010, to operationalize an engagement roadmap, beginning with establishing a University and Civic Engagement Office (see Appendix VII).
- Survey the current landscape of engagement on campus.
- Facilitate internal collaboration among UI faculty, staff, and student outreach/engagement projects.
- Track individual and organizational outreach and engagement activities as an integral part of a UI recognition and rewards program for faculty, staff, and organizational units.
- Support the Center for Teaching faculty seminars on service-learning and other forms of community-based learning.
- Invite Hiram Fitzgerald, MSU Associate Provost for University Outreach and Engagement, to campus in the spring to kick off a campus-wide dialogue about effective university-community engagement.
- Enhance faculty and staff new technologies and media consultation (see Appendix X).
- Create an Engagement Information System, which is described in detail in Appendix VIII.

• Showcase the creative work of the arts and humanities across the State of Iowa and nationally (see Appendix IX).

• Pursue opportunities for broadcast and new media exposure of exemplary projects and programs nationally.

#### Resources Required:

Numerous Road Map initiatives can and are being pursued through existing resources. Additional funding for incentives such as small grants to seed partnerships, a lecture series, and a proposed Public Scholar program will be required to catalyze greater engagement among faculty, staff, and students.

- A new position for a director, University and Civic Engagement (see Appendix VII).
- New funding will be required for programming and website development funds for the Engagement Information System (see Appendix VIII).

#### INITIATIVE 2: EXPAND PARTNERSHIPS WITH COMMUNITY COLLEGES

To address an Iowa State Board of Regents priority, extend University resources to place bound students, advance the professional development of the working age population (ages 25-64), and respond to the educational needs of community college students, the University has entered into partnerships with the following four institutions. The objective is to offer upper division (bachelor's) degree options to community college graduates at Western Iowa Tech Community College, Kirkwood Community College, Des Moines Area Community College, and Eastern Iowa Community College District.

Under this initiative, the University is promoting the BLS, the BAS, and the RN-BSN to placebound community college graduates as a way for them to continue their studies and complete a UI Bachelor's degree. The Community College Partnership initiative is described in detail in Appendix VI.

#### Next Steps:

Seven additional community colleges have expressed interest in forming partnerships with

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the UI; the Division of Continuing Education is scheduling follow-up visits to determine the viability of additional partnerships. Continue to work with colleges and departments on campus to develop curriculum to ensure that degrees offered through these partnerships are comparable to those offered on campus, and enhance the role of faculty members in instruction.

### **Resources Required:**

This initiative is revenue generating.

### **Conclusion**

We believe these two major initiatives described in this report will help build partnerships for which the University is uniquely poised and able to accomplish. If we pursue these initiatives, the University of Iowa will quickly assume a role as a national leader in publicly engaged teaching, research, and service. As a way to coordinate campus-wide efforts for greatest impact, the University should strongly consider committing to earning and obtaining the Carnegie Foundation's elective classification for Community Engagement, an ambitious yet feasible goal that would set the University on course to fulfill Iowa Promise II. Ultimately, a University more thoroughly engaged with its students, local, and global communities will increase student retention, enhance the UI's international reputation, and create better futures for Iowans.

## **LIST OF APPENDICES**

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Appendix II: **Outreach and Engagement Inventory**

Appendix III: **Definitions, Principles, and Resources**

Appendix IV: **Road Map to an Engaged Campus**

Appendix V: **Faculty Feedback for the Provost's Task Forces on Public Outreach, Research**

Appendix VI: **Community College Sub-Committee of the Outreach/Engagement Task Force**

Appendix VII: **University & Civic Engagement Office**

Appendix VIII: **UI Public Outreach and Civic Engagement Centralized Database**

Appendix IX: **The WorldCanvass Studio**

Appendix X: **Technology Support Resources**

Appendix XI: **One-page Executive Summary**

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## APPENDIX I

### TASK FORCE FOR PUBLIC OUTREACH AND CIVIC ENGAGEMENT

#### Process and Timeline

#### May–December, 2009

##### MAY 6

Task Force Meeting  
Receive charge from Provost Loh  
and Associate Provost Chet Rzonca

##### MAY 27

Task Force Meeting  
Task Force co-chairs and Subcommittee  
chairs are named; subcommittees members  
selected

#### JUNE - JULY

Three subgroups meet regularly to discuss  
existing O/E models and develop initiatives

##### JULY 21

Task Force meets with Provost Loh to discuss  
preliminary ideas

##### SEP 16

Task Force Meeting  
Revisit major initiatives based on the Provost's  
feedback

##### OCT 7

Meeting with co-chairs of six strategic plan-  
ning task forces

##### OCT 13

Update College of Liberal Arts and Sciences  
Executive Committee

##### OCT 22

Task Force Meeting  
Review preliminary drafts of project proposals

##### NOV 3

Webinar: Democracy Mission of Higher  
Education

##### NOV 4

Public Forum I at University Conference  
Center

##### NOV 10

Public Forum II at Medical Education and  
Research Facility

##### NOV 18

Update Staff Council Executive Committee

##### DEC 2

Update Council of Deans

##### DEC 15

Task Force report due to Provost Loh

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## APPENDIX II

### Outreach and Engagement Inventory Based on Current UI Website, Including Resources for Iowans: 11/10/09

#### UNIVERSITY PROGRAMS/ PROJECTS

- Lifelong Learning
- UI Museum of Art
- Old Capitol Museum
- Museum of Natural History
- Hancher Auditorium for the Performing Arts
- Hancher Workshops Via the Iowa Communications Network
- Iowa Public Radio
- UITV
- Non-athletic programs on Big Ten Network
- Center for Teaching
- Pomerantz Career Center
- Civic Engagement Program
- Oberman Center for Advanced Studies
- Obermann Graduate Institute for Public Engagement and the Academy
- Obermann Conversations
- Iowa Nonprofit Resource Center
- UI Office of the State Archeologist
- A. Craig Baird Debate Forum
- America Reads Tutoring Program
- Iowa Municipal Management Institute
- Speakers Bureau
- Office of the State Archaeologist
- Strategic Planning and Team Building
- Transportation Policy Research Program
- University of Iowa Upward Bound
- Secondary Student Training Program
- Best Buddies Iowa
- The Xicotepec Project, an interdisciplinary, international service-learning course taught by faculty from Engineering, Pharmacy, Nursing, Education, CLAS, the Center for Teaching, and Rotary International District 6000
- Honors Program
- Honors Research Abroad
- Honors Service Abroad
- Honors Study Abroad
- Alternative Spring Break
- Honors internships
- Belin-Blank Honors Ceremonies
- Learning in Service to Iowa
- Research in the Capitol
- Speakers Bureau
- Honors volunteers
- Iowa City Foreign Relations council
- Educational consulting
- UI Human Rights Center
- Campus visits
- Hawkeye Visit Days
- Next Step Iowa
- Office of the Vice President for Research
  - Iowa Centers for Enterprise
  - University of Iowa Research Park
  - Technology Innovation Center (TIC)
- Center for Global and Regional Environmental Research
- Nanoscience and Nanotechnology Institute
- NSF-funded Research Experiences for Undergraduates (REU) Program
  - Junior Scholars Academy Course: “Nanomedicine: Small Medicine with a Big Impact.”
  - Presentations to schools in the Iowa City/Cedar Rapids area
- University Hygienic Laboratory
  - Influenza teleconference
  - Emerging Infectious Disease Fellowship host
  - K-12 program
  - Infertility Prevention Program
  - Mentoring program
  - Internship program
  - Laboratory Symposium
  - Student Grant program
  - Blood lead level testing
  - Influenza surveillance
  - Metals and minerals testing, including arsenic, lead, mercury, cadmium and many others
  - Drinking water testing for municipalities and private well owners
  - Laboratory certification for wastewater treatment facilities
  - Confirmatory disease testing, including measles, influenza, meningitis and numerous others
  - Environmental testing, including asbestos, radioactivity, pesticides, herbicides and literally thousands of others
  - Monitoring of air quality for contaminants
  - Testing of water, soil and aquatic life in Iowa’s waterways
  - Maternal screening
  - Newborn screening
- Public Policy Center
  - Crime and Justice Policy Research Program
  - Health Policy Research Program
  - Housing Policy Research Program
  - Human Factors and Vehicle Safety Research Program
  - Transportation Policy Research Program
  - Conduct research for state agencies such as the Iowa Departments of Human Services, Public Health and Transportation
  - Present research findings to policymakers via presentations and research reports to the Legislature, Departments and committees
  - Forkenbrock Series symposiums make national experts accessible to policymakers and the public

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- UI Office of the State Archeologist
  - Statewide Iowa Archaeology Month
  - In-service and professional development training/workshops for primary and secondary educators statewide
  - Summer camps/classes for elementary students statewide
  - Educational programming, presentations, and resources to cultural, historical, environmental, civic, business organizations statewide
  - Consultation to cultural, historical, environmental, civic, business organizations statewide
  - In-class programming, presentations, and resources (lesson plans) to primary and secondary schools statewide
  - Traveling teaching trunks
  - ICN-IPT classroom presentations
  - Assistance to Iowa tribes
  - Assistance to statewide Iowa Archeological Society
  - Radio broadcasts on Iowa archaeology
  - On-site tours of OSA's lab and collections
  - On-site, weekly Brown Bag program
  - Public site tours
  - County conservation programming including Master Conservation Classes
  - Exhibit consultation and collection preparation for organizations statewide
  - Editing and preparation of statewide newsletter on Iowa archaeology Interactive, web-based resources Assistance to local artifact collectors Assistance and consultation to America's Byway organizations
- Hawkeye Huddles – co-sponsored by UIAA and UI Foundation
- Homecoming activities for alumni
- IOWA Clubs
- Iowa Voyagers Alumni Travel Program
- OnIowa.com – UI Online Community
- Presidential Receptions—events held in Iowa and across the country; co-sponsored by UIAA, UIF and President's Office
- Student programs that bring together students and alumni
- Young Alumni Events and Programs
- UI Libraries Consumer Health Information
- Iowa COMPASS
- Centerlines
- EPSDT (Early Period Screening, Diagnosis, and Treatment) Care for Kids Newsletter
- Emergency Medicine Services Update newsletter
- REACH (Reaching Euglycemia and Comprehensive Health) Diabetes Prevention Program
- CHAMPS (Cardiovascular Health, Assessment, Management and Prevention Service) Education Programs
- Childbirth and Parenting Education Programs
- Mindfulness-Based Programs
- Health Topics A-Z
- STAR (Seniors Together in Aging Research) Center on Aging
- Corporate Health Program
- Executive Health Program
- Mobile Clinic
- Support Groups
- UI Clinical Outreach Services
- Iowa Lions Eye Bank
- Statewide Perinatal Care Program
- Midwest AIDS Training and Education Center (MATEC) Iowa site
- Telemedicine Service
- Heart Risk Assessment
- Statewide Clinical Education Programs
- Continuing Medical Education
- Social Services Continuing Education

### UI HEALTH CARE

### UI ALUMNI ASSOCIATION

- ASIST (Alumni Seeking Iowa Students) – alumni volunteer/student recruitment partnership with Admissions
- Athletic Travel
- Career Networking Events
- Campus Reunions – both constituency and class-based, planned in conjunction with other UI departments.
- Constituency Groups
- Distinguished Alumni Awards
- Educational Outreach/Lifelong Learning Programs
- Mini Medical School
- Junior Mini Medical School
- Health For Your Lifetime
- Center on Aging Lifelong Learning Institute
- UI Children's Hospital Safety Store
- Medical Student Ambassadors Educational Programs
- University of Iowa Health Care Today
- KCRG Medical Minute
- Well & Good
- Pacemaker
- Road to Discovery
- Road to Becoming a Physician
- FUTURES
- Cancer Information Service
- Iowa Biosciences Advantage
- Partners (Holden Comprehensive Cancer Center)



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- Emergency Medical Services Learning Resources Center
- Iowa Training Consortium Center for Disabilities and Development
- Center for Disabilities and Development Continuing Education Programs
- Emergency Medicine Services Learning Resource Center
- Mobile Emergency Treatment Center
- EMT Basic Training Program
- Paramedic Training
- Eyerounds.org
- Deeded Body Program

### DIVISION OF CONTINUING EDUCATION

- Degree programs offered to more than 3,100 students across Iowa
  - Masters degrees in educational administration, special education, social work, and nursing
  - Bachelors degrees in nursing, liberal studies, and applied studies
  - Certificates in Nonprofit Management, Entrepreneurial Management, and public health
- Noncredit online course work offered through partnerships with SkillSoft and ed2go
- Saturday and Evening Classes
- Summer and Winter Sessions
- Distance Education
  - Online course work
  - Guided Independent Study courses (GIS)
- Partnerships with Community Colleges to offer blended undergraduate course work on Community College campuses—currently serving DMACC, Kirkwood, EICCD, and WITCC
- Center for Conferences
- National Summer Institute in Forensics
- Youth Summer Camps

- John & Mary Pappajohn Education Center in downtown Des Moines serves as the University's hub for learning opportunities including credit degree programs as well as noncredit offerings.
- Iowa Summer Writing Festival
- Iowa Young Writers' Studio
- Iowa Lakeside Laboratory serves as an outdoor learning laboratory for Iowans and the western hub for course work offered through ISU, UI and UNI
- Labor Center
- Quad Cities Graduate Study Center
- Southwest Iowa Regents Resource Center (Council Bluffs)
- Tri-State Graduate Study Center (Sioux City)

### COLLEGE OF LIBERAL ARTS AND SCIENCES

- Arts Share
- Saturday Art Workshops
- The School of Social Work participates in the West Liberty Community Partnership Program
- Iowa Summer Music Camps
- New Horizons Community Band
- National Resource Center for Family Centered Practice
- Physics and Astronomy Equipment Donation Program
- Social Work Off-Campus M.S.W. Degree
- Theatre Arts Workshop
- Theatre Arts High School Workshop

### TIPPIE COLLEGE OF BUSINESS

- John Pappajohn Entrepreneurial Center
  - Online Certificate in Entrepreneurial Management
  - Business Consulting Cases
  - Internships
  - Pappajohn Iowa Business Plan Competition
- John Pappajohn Entrepreneurial Center and Small Business Development Center
  - Business Consulting Services
  - Wellmark Venture Capital Fund
  - Sandage Entrepreneurial Speaker Series
  - Hughes Lecture Series
  - MidWestOne Lecture Series
  - Iowa Venture Capital and Entrepreneurship Conference (Co-Sponsor)
  - Collegiate Entrepreneurs Iowa Conference (Co-Sponsor)
  - EntreFest (Co-Sponsor)
  - FastTrac Entrepreneurial Training Programs
  - Entrepreneurial Venture Group Lecture Series
  - Elevator Pitch Workshop
  - Entrepreneurial Boot Camp
  - Tax Workshop
  - Small Business Workshops
  - Franchise Business Ownership Workshop
  - Business Expenses and Deductions Tax Workshop
  - Reporting Sole Proprietor Income Tax Workshop
  - SBIR/STTR Workshop
  - Quick Books I Workshop
  - Quick Books II Workshop
  - Succession Planning/Train the Marketer
  - IRS Disaster Tax Seminar
  - Sales, Use & Local Option Tax Workshop
  - Business Expenses and Deductions Tax Workshop
  - Reporting Sole Proprietor Income Tax Workshop
  - Payroll and Employment Taxes Workshop
  - Small Business Disaster Recovery Grant Workshop
- Jacobson Institute for Youth Entrepreneurship
  - Teacher training for secondary educators
  - Summer camps for elementary, middle school and high school students
  - Conferences for high school students and teachers
  - Business plan competition for high school students

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### COLLEGE OF DENTISTRY

- Dental care for persons with disabilities
- The Geriatric Mobile Unit visits 10 long-term care facilities and homebound hospice patients and elderly adults.
- Williamsburg Migrant Dental Program – exams and follow-up treatment for children
- Dental services provided to Forest City Group home residents with severe & profound mental disabilities
- Des Moines Health Center
- Dental health presentations outside the College of Dentistry
- Dental Student Preceptorship Program
- Davenport Community Health Center
- Infant Oral Health Program, Johnson & Linn County WIC Clinics
- Special Care Clinic for medically complex adults
- Broadlawns Dental Clinic, Des Moines, serving Polk County residents
- St. Luke's Dental Health Center, Cedar Rapids, serves low-income children, adolescents, obstetric patients, and adults with developmental disabilities, from east central Iowa.
- Iowa City Free Dental Clinic
- The Spencer Outreach Cleft Clinic
- VA dental patients in Iowa City and Knoxville
- The College of Dentistry's Department of Oral Pathology, Radiology and Medicine evaluates surgical specimens from patients across the state of Iowa.
- Oral Pathology, Radiology and Medicine provides sterilizer monitoring for Iowa dental offices.
- Dental screenings, consults, education and referrals for the UI Hemophilia Program
- Iowa City Head Start program

- The Muscatine Pediatric Dentistry Clinic treating primarily Muscatine and Louisa County children up to age 12
- Siouxland Community Health Center, Sioux City
- Continuing dental education programs offered through 25 sites around Iowa three times per year. In addition, 25 continuing dental education courses are offered throughout the year to dentists and auxiliary within the state and surrounding states.

### COLLEGE OF EDUCATION

- Annual Summer School for Helping Professionals
- Belin-Blank Center for Gifted Education and Talent Development
- Invent Iowa
- Iowa AP Online Academy
- Belin-Blank Exception Student Talent Search (BESTS)
- China Belin-Blank Exception Student Talent Search (China-BESTS)
- Challenges for Elementary School Students (CHESS)
- Scholastic Art and Writing Award Competition
- Challenge Saturdays
- Weekend Institute for Gifted Students (WINGS)
- Iowa Excellence
- Professional Development Courses
- Summer Workshops for Educators
- Advance Placement Teaching Training Institute (APTII)
- Talented and Gifted Endorsement
- Biennial Wallace National Research Symposium on Talent Development

- Biennial CASMA and ACT conference
- Iowa Center for Assistive Technology Education and Research
- Assistive Technology Summer Institute
- Voices of Experience
- Oakdale Prison Community Choir
- New Horizons Band
- Escula Familia
- Teen Summit for African American Students
- Adult Literacy Project
- Life Science Summer Program
- McKinley African American Awareness Program
- Exemplary Literacy Teaching Archive Project
- Iowa Chautauqua Program in Science Education
- Transitions Program
- Iowa Testing Programs
- Wallace Summer Institute for Rural Scholars
- Cooperating Schools Program
- Educational Placement Office
- Iowa ePortfolio Model
- Education at Iowa on UITV
- International Day
- UI Leadership and Public-Service Seminar
- Iowa Chautauqua Program in Science Education
- Taiwanese Teachers Workshop

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### COLLEGE OF ENGINEERING

- Center for Technical Communications “Summer Seminars in Workplace Writing”
- Annual National Engineers Week activities conducted in partnership with ISU College of Engineering
- Program for Enhanced Design Experience
- Project Lead The Way
- Iowa Alliance for Wind Innovation and Novel Development
- K-12/STEM Activities
- Invent Iowa
- Engineering is Elementary
- RoboCamp

### COLLEGE OF LAW

- Legal Clinic
- Boyd Service Award
- Citizen Lawyer Program
- Continuing legal education programs
- Institute for Public Affairs
- Lectures and symposia: Levitt Lecture, Webster lecture, Murray Lecture, Journal of Gender, Race & Justice Symposium, Journal of Transnational Law and Contemporary Problems Symposium, Iowa Law Review Symposium, and Journal of Corporation Law/ Brooks Symposium
- Law, Health Policy and Disability Center
- Nonprofit Resource Center
- National Health Law and Policy Resource Center
- Pro Bono Society
- UI Center for Human Rights
- UI Center for International Finance and Development

### COLLEGE OF NURSING

- RN to BSN Program
- Area Health Education Center (AHEC)
- Administered exams to more than 4,000 nurse aides in all 99 counties
- Manages statewide curriculum for 400 auxiliary personnel in long-term care in all 99 counties
- Cancer Pain in Elders: Promoting Evidence-Based Practices in Hospices
- Train the Trainer: Maternal Depression Training is a statewide project
- Listening Visits being conducted at Visiting Nurse Services in Des Moines
- Improving Continence and Pain Management in Nursing Homes: Multilevel Translation Application in Nursing Homes
- Depression Training to Promote Nurses as Advocated for Older adults distributed over 500 copies to individuals & agencies in 97 of 99 counties.
- Retirement Research Foundation: Dementia Training to Promote Involvement in Meaningful Activities and distributed nearly 300 copies statewide
- American Psychiatric Nurses Foundation & HCGNE: Improving Mood in Long-Term Care in eight counties.
- House Calls
- Sexual Assault Nurse Examiner Program (SANE)
- School Nurses Continuing Education Conference (annual)
- Center of Geriatric Nursing Excellence

### COLLEGE OF PHARMACY

- Center for Biocatalysis and Bioprocessing
- Continuing Pharmacy Education

- Department of Pharmacy Practice and Science – Family Medicine Outreach sites in Mason City, Sioux City, Des Moines, Iowa City, and Waterloo
- Iowa Drug Information Network
- Iowa Drug Information Service (IDIS)
- Mobile Clinic
- University of Iowa Pharmaceuticals

### COLLEGE OF PUBLIC HEALTH

- Prevention Research Center
- Prevention Intervention Center with clinical in Iowa City, Davenport and Des Moines
- Iowa Cancer Registry
- Iowa Birth Defects Registry
- Injury Prevention Research Center
- Fatality Assessment and Control Evaluation Program
- Environmental Health Science Research Center
- Community Outreach and Education Core
- Great Plains Center for Agricultural Health
- Certified Safe Farm Program
- Iowa Center for Agricultural Safety and Health
- WORKSAFE IOWA and WORKSAFE IOWA Occupational Medicine Associates Network
- Heartland Center for Occupational Health and Safety
- Center for Health Services Research
- Center for Public Health Statistics
- Iowa Tobacco Research Center
- Certificate of public health training

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- Continuing education offered through WORKSAFE IOWA, Department of Health Management and Policy, and Department of Community and Behavioral Health
- Educational Outreach Program series, offered in cooperation with the UI Alumni Association.
- Prairielands Addiction Technology Transfer Center
- AgriSafe Network - Resources for Iowans
- Iowa Program for Assistive Technology
- Comparative Occurrence Reporting Service
- Master of Public Health (M.P.H.) degree program on ICN
- Center for Public Health Practice

### INTERNATIONAL PROGRAMS

- Cross-Cultural Training
- Going Global in Iowa: Intercultural Training Services
- International Writer-in-Residence
- Council for International Visitors to Iowa Cities
- Iowa City Foreign Relations Council
- International Mondays
- International Crossroads Community
- Classroom Visits
- Culture Kits
- ICN Presentations
- International Day
- Summer Institute for Teachers
- Joetsu Exchange
- Global Exploration Day
- Summer Language Camps

- Opera Studies Forum/Metropolitan Opera HD transmissions at Marcus Theatres at Sycamore Mall

### UNIVERSITY OF IOWA LIBRARIES

- Interlibrary loan program reaches all 99 counties
- Non-UI borrowers permits/open access
- Public Health Grant for a public health information website
- Preservation Training Program delivered via ICN to 19 sites around the state
- Iowa Heritage Digital Collection Database
- State Historical Society Catalog in Info-Hawk
- Iowa Authors Collection in Special Collections
- Federal regional depository for government publications
- Iowa Map Collection
- Iowa Women's Archives
- Training workshops offered to Iowa libraries and researchers for electronic government resources and databases
- Conservation Lab assists flood-damaged cultural institutions across the state recover their collections
- Medical Library Association grant to provide quality consumer health information in four Iowa community health clinics.
- Iowa City Book Festival
- Iowa Digital Library (<http://digital.lib.uiowa.edu>)
- National History Day research workshops for junior high and high school students.

### RECREATIONAL SERVICES

- Macbride Raptor Project
- University of Iowa Wildlife Camps
- Macbride Nature Recreation Area
- School of the Wild
- Wildlife Camps at Lakeside Labs
- Touch the Earth Outdoor Rental Center

### ATHLETICS SPORTS CAMPS

- Boys' Basketball
- Boys' Gymnastics
- Field Hockey
- Football
- Girls' Basketball
- Girls' Gymnastics
- Golf (coed)
- Rowing
- Soccer
- Softball
- Swimming (coed)
- Tennis (coed)
- Track & Field/Cross Country
- Volleyball
- Wrestling

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## APPENDIX III

### Definitions, Principles and Resources:

**To assist the University of Iowa in its continued development as a publicly engaged institution, the following definitions and indicators are offered to assist in the development of a common language.**

- **Individual Civic Participation:** Civic activities in which individual UI faculty, staff, or students share personal resources (e.g., time, money, expertise) toward the betterment of the public good. These activities are primarily done out of an individual's sense of altruism, for one's personal satisfaction or individual gain. While these activities may not be officially supported by the UI (in terms of compensation or time off), the University clearly benefits by the lessons learned through these individuals' engagement in community efforts and the communities benefit by virtue of the UI employee these individuals within the state.
- **Service Provision:** Delivery of defined technical assistance or expertise to individuals and/or community organizations. Services are offered primarily as part of a departmental mission and are unidirectional (i.e., "what the University can do for the community"). The primary goal is the betterment of the service recipients (e.g., individuals or community), with the University benefitting in tangible ways by providing the services (e.g., financial, education of student interns). Services are most often financed through a fee-for-service arrangement, grant funding, or state appropriations.
- **Campus Outreach:** According to the Carnegie Classifications for Community Engagement, "outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community." (Carnegie Classifications for Community Engagement, 2007). The term "out-reach" implies an intentional effort on behalf of the institution to reach beyond its walls to achieve its mission.
- **Campus/Community Engagement:** The "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." (Carnegie Classifications for Community Engagement, 2007). Institutional resources dedicated to community engagement may include: the expertise and efforts of students, faculty, staff; institutional stature; campus facilities; university programs and holdings. Community engagement can take many forms, including curricular engagement at "institutions where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration" to "address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution." (Carnegie Foundation Classifications for Community Engagement, 2007)
- **Campus/Community Partnerships:** Campus/community partnerships are "ongoing long-term relationships in which each partner brings individual goals, needs, assets and strategies, and through collaborative processes blends them into common goals and outcomes" (Carnegie Foundation Classifications for Community Engagement, 2007). Partnerships are formed through mutual respect, open communication, feedback, and accountability; goals are mutually developed among collaborators and credit is shared for accomplishments. Successful partnerships often leverage additional resources for all involved, enabling greater work to result from the existing partnership.
- **Publicly Engaged Institution:** An institution-wide commitment – widely and deeply felt – in which a commitment to bringing the "rich resources of the university to our most pressing social, civic and ethical problems (Boyer, 1990) is integrated throughout and "alignment of mission, marketing, leadership, traditions, recognitions, budgetary support, infrastructure, faculty development, and strategic plans." (Driscoll, 2008) Publicly engaged scholarship in such an institution is rewarded and interdisciplinary collaboration is encouraged. Members of the campus community - students, staff and faculty – develop their individual capacities to provide civic leadership in a democratic society as a result of their time at a publicly engaged institution. The institution is not only assessed by its community partners as an excellent and trusted resource, but by the broader, diverse society as a transformative leader as well. Program assessment, public accountability, documentation and dissemination of learnings are key elements of a publicly engaged institution.

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**COMPARISON OF VARIOUS FORMS OF PUBLIC ENGAGEMENT**

<p>Individual efforts and resources dedicated to the public good. Relationships develop through short-term project interactions. Evaluation typically only addresses problems.</p>	<p>Departmental resources provided to the public based on predetermined expertise of the UI and need of the community. Relationships are developed to set up service-delivery arrangements and short-term ones through service provision. Unidirectional assessment of service quality.</p>	<p>Institutional resources applied for community use with benefits to both campus and community. Relationships are developed between specific sectors for purpose of establishing campus/community connections. Bi-directional evaluation is concerned with outcomes and process.</p>	<p>The “collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”</p>	<p>“Ongoing long-term relationships in which each partner brings individual goals, needs, assets and strategies, and through collaborative processes blends them into common goals and outcomes” (Carnegie Foundation Classifications for Community Engagement, 2007). Open communication &amp; reciprocity, power differentials addressed; all partners are strengthened, add'l resources leveraged.</p>	<p>Ongoing institutional commitment and “alignment of mission, marketing, leadership, traditions, recognitions, budgetary support, infrastructure, faculty development, and strategic plans.” (Driscoll, 2008)</p>
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INDIVIDUAL  
CIVIC  
PARTICIPATION

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SERVICE  
PROVISION

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CAMPUS  
OUTREACH

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CAMPUS/  
COMMUNITY  
ENGAGEMENT

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CAMPUS/  
COMMUNITY  
PARTNERSHIPS

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PUBLICLY  
ENGAGED  
INSTITUTIONS

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### PRINCIPLES OF EFFECTIVE CAMPUS-COMMUNITY ENGAGEMENT

#### Principles of Partnerships (Seifer & Maurana, n.d.)

1. Partners have agreed upon mission, values, goals and measurable outcomes for the partnership
2. The relationship between partners is characterized by mutual trust, respect, genuineness and commitment
3. The partnership builds upon identified strengths and assets, but also addresses areas that need improvement
4. The partnership balances the power among partners and enables resources among partners to be shared
5. There is clear, open and accessible communication between partners, making it an on-going priority to listen to each need, develop a common language, and validate/clarify the meaning of terms
6. Roles, norms, and processes for the partnership are established with the input and agreement of all partners
7. There is feedback to, among and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes
8. Partners share the credit for the partnership's accomplishments
9. Partnerships take time to develop and evolve over time

#### Principles of Good Community-Campus Partnerships, Community-Campus Partnership for Health (2006)

- Partnerships form to serve a specific purpose and may take on new goals over time.
- Partnerships have agreed upon mission, values, goals, measurable outcomes and accountability for the partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
- The partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.
- The partnership balances power among partners and enables resources among partners to be shared.

- Partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interests, and developing a common language.

- Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.

- There is feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.

- Partners share the benefits of the partnership's accomplishments.

- Partnerships can dissolve and need to plan a process for closure.

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### APPENDIX IV

#### ROAD MAP TO AN ENGAGED CAMPUS

##### Submitted by the Engagement Task Force Sub-committee: Publicly Engaged Teaching, Research, Arts, and Scholarship (PETRAS)

Teresa Mangum (chair), Carolyn Colvin, Jean Florman, Michael Kelly, Linda McGuire, Michelle McQuistan, Ann Ricketts, Madeline Shea, and Leslie Weatherhead

##### “The Iowa Promise” Mission Statement:

**Upon founding The University of Iowa in 1847, Iowa’s first legislature entrusted it with a threefold mission of teaching, research, and public service. In pursuing that mission today, the University seeks to advance scholarly and creative endeavor through leading-edge research and artistic production; to use this research and creativity to enhance undergraduate, graduate, and professional education, health care, and other services provided to the people of Iowa, the nation, and the world; and to educate students for success and personal fulfillment in an increasingly diverse and global environment.**

The PETRAS sub-committee focused on the ways public engagement might be woven into our core missions of education, discovery, invention, and creation. As we surveyed colleges and universities across the country that are leading the way in public engagement, we were both delighted to recognize how far the University of Iowa has come and inspired to demonstrate how much higher our aspirations and means of serving the state, the nation, and the world might be.

We offer the following “Road Map” to a university culture in which student learners, academic staff members, and faculty members might work together to fulfill the public service mission stated in the Iowa Promise.

##### Criteria On Which Petras’ Recommendations Are Founded:

- All recommendations should further the unique mission of a member university in the Association of American Universities (AAU).
  - All recommendations should further the mission of a public AAU University:
  - To provide the highest quality education to undergraduates, preparing them to be creative thinkers, responsible citizens, and innovators both in the state of Iowa and the world beyond
  - To provide the highest quality education to graduate students to prepare them to be leaders in their areas of study in Iowa and across the globe
  - To compete at a national and international level in producing innovative art, scholarship, and research to shape the character, quality, and grand challenges the 21st-century
- From the AAU website (<http://www.aau.org/>):

The Association of American Universities (AAU) is a nonprofit organization of 62 leading public and private research universities in the United States and Canada. Founded in 1900 to advance the international standing of U.S. research universities, AAU today focuses on issues that are important to research-intensive universities, such as funding for research, research policy issues, and graduate and undergraduate education. AAU member universities are on the leading edge of innovation, scholarship, and solutions that contribute to the nation’s economy, security, and well-being. The 62 AAU universities in the United States award more than one-half of all U.S. doctoral degrees and 55 percent of those in the sciences and engineering.

AAU programs and projects address institutional issues facing its member universities, as well as government actions that affect these and other universities.

AAU works to maintain the productive partnership between the nation’s research universities and the federal government. The major activities of the association include federal government relations, policy studies, and public affairs.

##### Key Findings

- At most universities that have attained Carnegie status, public engagement was a top priority with the president, provost, and other campus leaders.
- Language matters. The term “engagement” suggests an active, reciprocal relationship. The umbrella term “engagement” encourages participants to think more imaginatively about relationships, even when a specific activity appears to be the “one-way” delivery of services that is often called “outreach.” Therefore, we suggest using the language of engagement generally and using “outreach” as a subset of engagement when that term is most appropriate.
- Across the University, the nature of our work varies greatly among individuals, units, departments, and colleges. Therefore, forms of engagement appropriate for one individual or group might not further the mission of another individual or group. A wide range of new ideas and activities that contribute to the development of individuals and units should be encouraged and rewarded. One size cannot fit all.
- A wide range of activities and projects cover a spectrum reflected in the phrase “public engagement.” Members of the University may participate in a one-time volunteer effort, a rigorous service-learning course or internship, or may build whole careers from complex, long-term, collaborations with community partners that may involve students, staff, and faculty and learning opportunities as well as community-based research, more properly described as “publicly engaged arts, research, and teaching.” All contributions to local, state, national, and global communities have the potential to benefit the University and the state of Iowa.
- While examples of publicly engaged teaching, research, and service abound across University units, departments, and colleges, we need a centralized information clearinghouse to facilitate internal collaboration and inform stakeholders of the University’s significant engagement with communities across the State of Iowa.

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- The collaborations that arise from well-planned public engagement efforts offer unique opportunities to learn about resources as well as needs in the state. In particular, engaged teaching and research would enable those inside and outside the University to develop creative, knowledge-generating partnerships with diverse groups, such as “new Iowans” including Somalis, Laotians, Latinos, and other communities; with individuals negotiating challenges such as changes in late life or disabilities; with neighborhood centers, artist collectives, and cultural corridor groups; with K-12 schools, community colleges, other institutions of higher education, nonprofits, businesses, libraries, and other public institutions.

- The University of Iowa Engagement Corps (2006-2009), as a faculty learning community focused on engagement practices and traveling to selected communities each year, is a best practice to continue and build upon.

- Individual efforts have great value, but we have the potential to be more effective, to generate richer collaborations, and to broaden and deepen impact and outcomes by making public activities and publicly engaged research and teaching more visible through better communication and much greater visibility.

- To promote forms of engagement that benefit the state of Iowa while also enhancing the mission of an AAU University, the University and units within the University should align mission statements and reward and promotion criteria with the goal of encouraging appropriate forms of engagement with local, state-wide, national, and international communities and public partners.

- For useful information about how to assess where our campus is located on the engagement continuum, see Civic Responsibility: What Is the Campus Climate for Learning? AAC&U’s Core Commitments. <[http://www.aacu.org/core\\_commitments/index.cfm](http://www.aacu.org/core_commitments/index.cfm)>

### **Goal: Surveying The Landscape Of Engagement At The U Of I (In Process)**

#### **Strategies:**

- Create a Task Force (accomplished)

- Survey the faculty, staff, and students (in progress)
- Discover the forms that engagement takes on campus and create a common lexicon to distinguish among those forms when useful (See Appendix III)
- Connect engaged faculty, staff, & students

### **Goal: Build The Infrastructure To Support Multiple, University-Wide, Well Co-Ordinated Public Engagement In Its Many Forms**

#### **Strategies:**

- Ask the President and the Provost to launch an active, on-going campaign encouraging “engagement” in an informed, knowledgeable way that includes examples of successful partnerships that are underway. Feature not only local and statewide, but also national, and international examples.

- Create a blue ribbon committee with representatives from across campus to promote civic engagement, set agendas, help co-ordinate efforts, ensure best practices, and make successes visible.

- As its first task, ask that committee to assess where the U of Iowa stands in relation to the Carnegie Community Engagement Classification and create a plan and timeline to apply for classification. <http://classifications.carnegiefoundation.org/descriptions/>

- Build a nimble database that easily collects and tags all forms of public engagement. The database should be able to pull out all kinds of sub-lists and details (student projects, humanities faculty doing public scholarship, etc.). Build in a welcoming “translational” feature that tells campus stories of engagement.

- Create an advisory board with members from inside the University and from across the state to collect information from potential partners in the state of Iowa, to advise about best practices, and to create a constant feedback loop that includes the public we serve.

- Provide modest pool of funding as incentive to campus and community partners to launch projects together.

- Decide what kind of administrative and staff support would be most helpful for responsible, productive, and sustained collaborations.

- Support campus events that educate faculty, staff, and students about ways to work most imaginatively and responsibility with community partners: nationally visible lecturers on engaged education and practice, symposia featuring successful partners who share lessons learned, workshops on new forms of pedagogy, etc.

- Simultaneously, organize a campus-wide discussion of ways to encourage publicly engaged partnerships through a revised reward system, changes in the operation manuals, and appropriate adaptations within disciplines and units that support innovative, substantive publicly engaged projects.

### **Goal: Align Reward System With The Iowa Promise Engagement Objectives**

#### **Strategies:**

- Demonstrate to instructors that the extra time and effort required for community-based teaching will be valued and rewarded and create mechanisms to include community partners’ evaluation in reviews.

- Add publicly engaged art, research, and scholarship to the list of categories describing forms of work reviewed for promotion of faculty and staff and create mechanisms to include community partners’ evaluation in reviews.

- Encourage and reward the work required to build sustainable partnerships that enhance the local, national, and international reputation of the university while also serving the public good.

- Develop a list of internal and external reviewers to evaluate publicly engaged work alongside other accomplishments.

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### Goal: Promote Publicly Engaged Teaching And Learning

#### Strategies:

- Support the Center for Teaching faculty seminars on service-learning and other forms of community-based learning (and similar programs on campus).
- Implement plans led by the Center for Teaching to “certify” service-learning courses according to the criteria that the Provost's Office, Center for Teaching, and Academic Advising staff have put together.
- Create a Cooperative Education Program by encouraging proposals from communities in the state's economic development regions for groups of students to live in the area and work at summer internships/cooperative education positions. Proposals would include identifying positions at local businesses, with stipends and ideally with living arrangements provided. (See details below “Sample Budgets” in the main report.) This program could build upon the Career Center's program that connects students with internships offered by nonprofit organizations via the Des Moines Center, the Washington Center, and through individually-arranged opportunities. More information can be found here: <http://www.careers.uiowa.edu/students/internships.html>
- Develop an undergraduate minor or certificate program in “Civic Engagement.” The certificate could be based on a combination of community-based courses, service projects, and internships, among other options. (See examples at UCLA <http://cis.ucla.edu/studyArea/course.asp?id=306>, U Nevada Las Vegas <http://getinvolved.unlv.edu/minor/>, and University of Indianapolis <http://www.uindy.edu/cpc/academics/index.php>.) The UI certificate in Nonprofit Management Certificate includes a service-learning component and a strong foundation for students with an interest in careers in the nonprofit arena. This might serve as a model for ways to shape a certificate for other disciplines. This could be especially useful for students in liberal arts fields that emphasize critical thinking and well-rounded knowledge. <http://www.registrar.uiowa.edu/registrar/catalog/universitycollege/nonprofit-management>

- Further develop the living-learning community organized around public service and introduce academically relevant public service opportunities to existing LLCs. Work with community partners to select projects for collaborative, community-based learning while serving. (This should also encourage retention.)
- Justice and Diversity through Community Engagement <http://www.uiowa.edu/admissions/undergrad/housing/justice-llc.html>
- Build upon the Iowa Career Exploration Network (ICE-Net) that connects students to more than 600 alumni and professionals <http://www.careers.uiowa.edu/Ice-Net.html> to invite UI alumni back to campus to participate as experts in courses—recognizing that “in-reach” and recognition of the assets partners bring to the university are crucial parts of genuine engagement.
- Encourage faculty members to allow students to enhance an existing course with an outreach/engagement designation in appropriate courses, drawing upon ongoing projects with community partners and collaboration with engagement office on campus.
- Expand campus knowledge about how to offer digital courses to reach wider audiences and develop training in current developments in digital education.

### Goal: Promote Publicly Engaged Arts, Scholarship, And Research

#### Strategies:

First and most importantly, align the reward system with the goal of promoting public arts, research, and scholarship. Many schools and organizations have led the way and innumerable resources exist to guide this process at a research-oriented university. To cite a few useful examples:

- Community-Engaged Scholarship for Health Collaborative, an initiative of Community-Campus Partnerships for Health (CCPH)
- Campus Compact, including the Engaged Department Toolkit and this online material: <http://www.compact.org/initiatives/civic-engagement-at-research-universities/trucen-section-c>

- How to grant promotion for engaged research: <http://www.compact.org/wp-content/uploads/2009/04/sandmann-final.pdf>
- How to grant promotion for engaged research: <http://www.compact.org/initiatives/civic-engagement-at-research-universities/trucen-section-b/>
- TRUCEN: <http://www.compact.org/initiatives/civic-engagement-at-research-universities/trucen-section-a/>
- Imagining America: Artists and Scholars in Public Life
- Michigan State University handbook on evaluating outreach for promotion and tenure: <http://outreach.msu.edu/documents/pod.pdf>
- [http://ncsue.msu.edu/files/PT\\_Poster.pdf](http://ncsue.msu.edu/files/PT_Poster.pdf)
- Provide leadership at the highest levels by visible support for public arts and engaged research—in public statements, in more careful distinctions among types of public service (outreach versus engaged scholarship, for example), in urging change in the reward system, and in featuring successful projects prominently.
- Maintain institutional memberships in leading organizations such as Campus Compact, TRUCEN, The Democracy Imperative: <http://www.unh.edu/democracy>
- The National Center for the Study of University Engagement: <http://ncsue.msu.edu/default.aspx>, and Imagining America: Artists and Scholars in Public Life.
- Develop clear a process by which public academic projects will be evaluated alongside more traditional arts and research.
- Raise the visibility of UI faculty and their likelihood of being called upon as government experts by working to get more of our faculty represented in the major national and international Academies. This will require systematic commitment at several levels of the University.

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- Provide modest funding for seed grants that artists and researchers apply for with a community partner. Examples include the Art of Citizenship program at the University of Michigan <http://www.artsofcitizenship.umich.edu/about/program.html> (which has corporate sponsorship) and the Cultures and Communities Program at U Wisconsin Milwaukee <http://www4.uwm.edu/milwaukeeidea/cc>
- Support the collection and dissemination of information about existing projects and find ways to facilitate collaboration across campus and with community partners.
- Work with the Governor and the Legislature to create opportunities for faculty members to meet with community leaders in their disciplinary areas to learn about one another's interests, needs, and assets.
- Develop additional relationships with public institutions, especially those with counterparts on campus such as schools, museums, libraries, and public performance sites. Professional disciplines such as education and the health sciences can offer helpful models for the ways such counterparts might work together to produce and share new discoveries.
- Encourage the most talented faculty and staff to pursue publicly engaged projects by creating a program for "Public Scholars" comparable to the Global Scholars and Faculty Scholars Program.

### **Goal: Ensure Best Practices And Sustainability**

#### **Strategies:**

- To ensure that public partnerships are based in best practices for collaboration and sensitivity to cultural and institutional differences, support workshops such as the Obermann Center for Advanced Studies Graduate Institute for Engagement and the Academy and the Center for Teaching seminar on engaged teaching and research practices.

<http://www.uiowa.edu/obermann/gradinstitute/>

<http://www.uiowa.edu/~centeach/services/EngagedTeachingEngagedScholarship.shtml>

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## APPENDIX V

### Faculty Feedback for the Provost's Task Force on Public Outreach and Civic Engagement and the Provost's Task Force on Research and Creative Excellence

Dear Colleagues on the Provost's Task Forces,

We write to you as faculty members who are working to develop new forms of publicly engaged scholarly and teaching. We are grateful for the efforts of the Task Forces, and we are especially pleased to hear that among other proposals, your Task Force is offering recommendations in support of emerging forms of public arts, scholarship, and research. Many of us who describe our work below have been working together after participating in a Center for Teaching week-long seminar, "From Engaged Teaching to Engaged Scholarship" held in May 2009.

We want to share our growing awareness of several issues that we hope can be addressed at departmental, college, and provost levels of the University. The changes we suggest would encourage others to join us both in sharing work in more public venues and in working with community members and groups in imaginative and generative new kinds of partnerships. While many faculty members will continue their fine work in more traditional forms, we also see opportunities for the University of Iowa to make tremendous contributions to our state and beyond.

We close with paragraphs describing our individual projects in more detail to give your Task Forces a more concrete sense of what publicly engaged projects look like.

#### Observations:

Publicly engaged art, research, and scholarship often take the shape of a collaborative project rather than an individually authored work such as a painting or a journal article.

Public projects fuse the usual divisions of academic labor through the evolving process of working with community partners. Service, teaching, research, and outcomes may all be significant, interrelated parts of a project.

Serious and deep collaborations, especially

with partners beyond the University, require an investment of time to launch; they unfold over time; and they require sustained support.

The work of building and facilitating a collaboration to produce new ideas requires outstanding skills of organization, management, and facilitation. The time and energy required to work successfully with multiple partners, especially across the state (or the world) heightens the need for those skills. These are all parts of a project that should be evaluated along with more conventional outcomes.

Those "outcomes" will emerge in many different forms over the course of a project, which may continue for several years. Through that time, the project is likely to include negotiations with partners, building knowledge of community culture, needs, and assets; project design; student learning; faculty development; often work to publicize a project; artifacts in the form of publication, creation, or invention; as well as discoveries, products, or services that will serve the larger public good.

#### Recommendations:

We hope that the Task forces will recommend that tenure and promotion requirements and the reward system generally be expanded to recognize the kinds of work we describe above—often very different in form from conventional arts and research. The University of Iowa has the opportunity to join other prestigious universities that are enlarging their expectations and reward systems to encourage faculty members to work more actively for and with public partners. This change would require:

- Revising language in relevant documents.
- Encouraging departments to reward public models for arts, research, and scholarship.
- Approving mechanisms appropriate to review complex projects, such as portfolios.
- Identifying nationally recognized experts in public arts and scholarship to serve as outside reviewers.
- Rewarding faculty members who excel at public work.

- Providing support to promote and sustain interdisciplinary collaborations with community partners.

*Respectfully submitted by Teresa Mangum on behalf of the faculty members listed below.*

**Loyce Arthur is an Associate Professor in the Theatre Arts Department.** At its source Caribbean carnival is a community-based art form that has grown into a global-wide expression of creative community building and cultural identity. Carnival is often misunderstood-- seen as a time for over-indulgence rather than an important cultural event with a rich history of the Caribbean and the Caribbean Diaspora. Arthur plans to work with Pam White and the University of Iowa Museum of Art to present an interactive carnival costume exhibit with hands-on carnival-making workshops and cultural events held in the exhibition space, at local high schools, and community centers. The costumes created will be used in an Iowa City community parade involving museum patrons, the university, and the general public. The project will be a way to build connections between university and high school students, community members, and social groups around Iowa City. Together they will expand their knowledge of each other and the world around them through the carnival arts.

**Kenneth G. Brown is an Associate Professor of Management and Organizations.** Brown has students in many of his classes conduct service learning projects with local non-profit organizations. Building on this work, Brown is launching a project to examine the management-related learning behaviors, and learning needs, of non-profit managers. This project is a partnership including undergraduate and graduate students as well as other faculty, and is being guided by a series of interviews with executive directors of local organizations. The long term goals are to publish the research in a peer-reviewed journals and build relationships that help local non-profits better meet the learning needs of their current and upcoming managers.

**Mary Cohen is an Assistant Professor of Music Education with a joint appointment in the College of Education and the School of Music.** Her research and teaching areas are choral singing and well-being. She integrates these interests in her work with two community choirs: the Voices of Experience Senior Adult Chorus and the Oakdale Prison Community Choir. Her research projects include "A Case Study of an Adult Learning to Sing in a Senior Adult Choir"(three School of Music students collaborated with her on this project). "Harmony within the Walls: Perceptions of Worthiness and Competence in a Community Prison Choir," a project

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which included graduate students from both Music and Law. During the spring 2010 semester she will be teaching a Human Rights Reading Course about issues of the justice system in the US, using the choir as part of the academic focus of the course. She is also working on two broader projects with a larger community impact: Intergenerational music programs and the University of Iowa Prison Partnership Program. In the last two years, she has completed five different intergenerational performances with the VOE Chorus and area youth ensembles. These research, teaching, and community engagement projects serve both academic and societal needs. With a joint appointment in two different colleges, Professor Cohen believes these projects will have a strong impact and should weigh favorably in the promotion and tenure process.

### **Charles Connerly is Professor and Director of Urban and Regional Planning.**

Since arriving at Iowa in 2008, Connerly has worked to increase the community engagement profile of the Planning Program. In 2009, the Planning Program launched the Iowa Initiative for Sustainable Communities which features second year graduate students in the Planning Program in teams of seven working to assist smaller Iowa communities in developing sustainable development plans that focus on such issues as energy conservation, downtown revitalization, multicultural community building, and economic revitalization. In 2009-10, the Planning Program is also providing graduate students with the opportunity to apply their work to communities in India and Xicotepec, Mexico through the University's programs in these two places. Finally, in Connerly's Community Development class, he works with graduate students to assist neighborhood-based community organizations to develop plans or obtain resources for improving the quality of life in their neighborhoods. Connerly has also published research on community development and the history of planning, including his 2005 book, "The Most Segregated City in America": City Planning and Civil Rights in Birmingham, which was awarded the 2007 Paul Davidoff award, which recognizes an outstanding book publication promoting participatory planning and positive social change, opposing poverty and racism as factors in society and seeking ways to reduce disparities between rich and poor; white and black; men and women.

### **Lisa Heineman is Associate Professor of History and Women's Studies.**

In conjunction with a project on the history of sexual violence in conflict zones (edited book in press), she organized a teaching workshop for secondary and post-secondary teachers in the midwest who would like to integrate the topic into courses they teach; results of the workshop have found their way into courses in three states. She

is currently writing a memoir of a stillbirth and as part of this project is collaborating with a childbirth educator in the community to include discussion of "bad outcomes" in birthing classes; she plans future collaborations with organizations devoted to prevention of and healing from miscarriage, stillbirth, and infant death.

### **Teresa Mangum is an associate professor of English and International Studies.**

Building upon her teaching and research in British Victorian literature, she is working to involve the larger community in understanding the deep importance of the humanities for public culture. During the last election, her undergraduate students in a women's literature course collaborated with Theatre Arts and the League of Women Voters to stage a public reading of a 1907 suffrage play. The event, attended by nearly 100 people, highlighted social and ethical concerns that bridge past and present, including voting rights and media coverage of a female political candidate. The project is also the subject of an article in a special issue of the journal *RaVon* (Romanticism and Victorianism on the Net [www.ravon.umontreal.ca](http://www.ravon.umontreal.ca)) on theories of "the public." Her forthcoming article "From Curb Service to Scholarship To Go" in *Over Ten Million Served* (eds. Katie Hogan and Michelle Masse, SUNY Press) discusses the need for rethinking the categories teaching/research/service in public scholarship. Mangum organized a 2009 conference, the Obermann Humanities Symposium: Platforms for Public Scholars, in which nationally recognized scholars developed a vision for a future, publicly engaged university.

### **Marshall Poe is an Associate Professor of History.**

In addition to his print-based scholarship in Russian and world history, he has initiated a number of web-based projects intended to broaden and deepen the public's understanding of history, historical writing, and what historians do. These include "New Books in History" (live site = [www.newbooksinhistory.com](http://www.newbooksinhistory.com))--a weekly podcast featuring interviews with professional historians; "Mechanical Icon" (live site = [www.mechanicalicon.com](http://www.mechanicalicon.com))--a collection of short 'video essays' on iconic historical photographs; and "The History Genealogy Project (mock-up in development = [www.marshallpoe.com/historygenealogy](http://www.marshallpoe.com/historygenealogy)). Poe uses all these sites in his classes, both as traditional "content" and for student projects (students work on the sites).

### **Jacki Rand is an Associate Professor of History.**

Her teaching and research on the history of Native North America and federal Indian policy and law has led her to a project on violence against North American indigenous women, specifically the competing jurisdictions between federal, state, and tribal law enforcement, a lasting legacy of U.S.

colonialism. Consequently, the necessary scope of the project includes responses by tribal and local law enforcement to violent crimes against Native women on Native lands, and prosecution by tribal courts and district attorneys. The study begins at the local level and finishes at the United States Congress, Department of Justice, Federal Bureau of Investigation, and the Bureau of Indian Affairs, and aims to result in a policy paper. The project includes the preservation of the stories of Native women and families who have lost their mothers, daughters, and sisters to violence, and collaborative creative projects involving Native playwrights and Native victims.

### **Johanna Schoen is an Associate Professor in History and Gender/Women's/Sexuality Studies.**

Based on her careful analysis of the papers of North Carolina's Eugenics Board, Schoen collaborated with a team of journalists from the *Winston-Salem Journal* on a week-long newspaper series exposing North Carolina's eugenic sterilization program under which the state sterilized more than 7,000 people between 1929-75. The series led to a public apology by North Carolina's governor. Over the past 3 years, Schoen designed a museum exhibit on the topic which is now on view in the North Carolina State Archive in Raleigh, testified to legislators about attempts of restitution to sterilization survivors, and collaborated with a screenwriter from the cable channels Lifetime who was writing a script for a docudrama on the topic. These efforts have resulted in the establishment of a restitution fund for sterilization victims, the first in the nation. Efforts to win enough state appropriations to actually pay restitution payments to the estimated 3,000 survivors still alive today are ongoing.

### **Mary Trachsel is Associate Professor in the Department of Rhetoric.**

Since February she has been singing in the Oakdale Community Choir and assisting Dr. Cohen with the writing component of the choir. This experience led her to propose a writing workshop for interested Oakdale inmates. Two workshop groups are currently meeting at Oakdale, one led by Professor Les Margolin and the other by Trachsel and Matt Gilchrist (assistant director of the Rhetoric Department's Writing Center). As a participant in the workshop, Trachsel is composing a personal essay titled "Crazy Cat Lady." At the suggestion of several inmate members, she plans to submit the essay to a popular magazine rather than an academic journal. She has proposed a presentation to the College Composition and Communication Conference on the experience of conducting the workshop.

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### APPENDIX VI

#### Community College Sub-committee of the Outreach/Engagement Task Force

This report of the Outreach/Engagement Task Force sub-committee on Community College Partnerships begins with a brief history of Distance Education at the University of Iowa, currently offered undergraduate and graduate degrees, and the initiation of community college partnerships. This history well qualifies the University to meet the Regent Goal of making educational experiences available to place bound students. This need is supported by data from the 2005 Regent Plan for Distance Education and the number of associate degree graduates from Iowa community colleges. The Community College Initiative is the first step in strengthening existing relationships and exploring new opportunities.

#### Brief History

The University initiated outreach activities around the 1890's with faculty participating in Chautauqua sessions and at one time maintained the States' audio visual library lending materials to public schools. Correspondence Study was initiated in the 1920's and the University was a pioneer in the use of radio and television for instructional purposes including distance education. In the early 1990's Associate Dean George Klingler represented the University and served as a chief architect of the Iowa Communications Network (ICN). Within the last ten years Correspondence Study moved to Guided Independent Study and is now delivered using various features of web technology. Similarly course work delivered via the ICN is now almost exclusively delivered via the World Wide Web using various software technologies. These include video streaming, use of e-mail and course management systems for assignments, and two-way real time audio and video delivery. The University also delivers on-site face-to-face programs to Sioux City, Des Moines, Ottumwa, Cedar Rapids, and the Quad Cities.

#### Degrees And Programs

The University administers graduate and undergraduate degree programs, certificates, and courses. Each College offers distance education which may be traditional credit

courses, degrees or specialized continuing education. In a small number of selected cases, qualified high school students may participate in distance education courses.

**Graduate Degrees:** Masters in Nursing, Masters in Social Work, MA in Educational Administration, MBA-PM, and MA in Special Education (beginning in the fall of 2009).

**Undergraduate Degrees:** BSN program for Registered Nurses (RN to BSN), Bachelor of Liberal Studies (1977), Bachelor of Applied Studies (2005), BA in Social Work in Des Moines (beginning in the fall of 2010).

**Certificates:** Entrepreneurial Management, Nonprofit Management, Public Health, and Magnetic Resonance Imaging and Computed Tomography. The University is investigating additional certificates to be offered to distant learners in Museum Studies, Sustainability, and Human Rights.

#### University Community College Partnerships

Building on the history of distance education, areas of interest, and existing programs, certificates and courses, the University has arranged to partner with selected community colleges to better meet the needs of place bound Iowans seeking to earn a baccalaureate degree. The University has agreed to partner with 4 Iowa Community Colleges to promote upper divisional degree options to Community College graduates.

- Western Iowa Tech Community College (WITCC)
- Kirkwood Community College (KCC)
- Des Moines Area Community College (DMACC)
- Eastern Iowa Community College District (EICCD)

This initiative complements existing outreach activities conducted by other University Colleges and Units. The Iowa Nonprofit Resource Center and the Pappajohn Entrepreneurial Center cooperate with community colleges to extend the reach of their programs and both are exploring the opportunity to articulate

courses taken at community colleges to their academic programs. Similarly the College of Public Health is exploring articulation arrangements in public health preparedness. The University is promoting the BLS, the BAS and the RN-BSN to Community College graduates as a way for them to continue their studies and complete a UI Bachelor's degree. The RN-BSN is available to Associate Degree graduates who have completed a two year nursing program and who also currently hold nursing registry. The BLS and BAS degrees can currently be earned by taking distance education/online coursework and are generally targeted at 24-40 year olds; Community college graduates interested in obtaining a 4 year degree but for many reasons are unable to come to campus due to family or employment obligations.

- Distance Education coursework often utilizes technologies such as Elluminate and Adobe Connect Professional to provide real-time access to lectures, archived lectures, chat room features, etc. Polycom is a two way audio-visual technology used by the UI Hygienic Laboratory and the College of Engineering. The University is investigating software which provides similar features and in addition to point to point delivery can support delivery to personal computers.
- In order to supplement online offerings with an increased physical presence, the University has committed to offering 2 "blended learning" courses each semester at the above 4 community colleges.

- "Blended Learning" courses contain online material, but have an on-site instructor who will hold bi-monthly discussion sessions with the enrolled students at each of the community colleges. The blended approach allows for on-line flexibility and for faculty student contact which will allow for a richer educational experience.

- The Blended approach also allows the University to use existing faculty expertise to develop courses, content, assignments and evaluation to ensure quality offerings even if on site facilitators conduct discussion sessions. In addition to University faculty, students will have access to University advising and placement services. Library services are provided to both faculty and distant learners as is assistance to master the use of educational soft-

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ware and personal computer selection criteria. The University has approached the above identified community colleges to form a partnership designed to meet the educational needs of their graduates. This will involve identification of courses provided by the University, appropriate prerequisites for students planning for a baccalaureate degree, cooperative marketing and availability of appropriate technologically equipped classrooms at the local college site. The University is considering a dual enrollment option where the student is accepted to the University upon completion of a designated community college program. Dual enrollment will assist the student by providing a University advisor to allow maximum use of community college credit toward a University of Iowa degree. We also hope that closer contact the community colleges will provide opportunities for graduate students to teach, perform and otherwise engage local communities. Additional community college partnerships are being considered for the future.

**BOARD OF REGENTS**

**Current Regent Strategic Plan**

Slides 68 and 69 from “Connecting Higher Education with the Future of Iowa; October 30, 2008 Ames, Iowa” (<http://www.regents.iowa.gov/Meetings/DocketMemos/08Memos/oct3008/Iowa-Oct302008.pdf>)

Identify the percentage of Iowa born residents who have earned Associate and Baccalaureate degrees. 75.02 % of 25 to 64 year olds hold and associate degree compared to a national average of 52.35. For Baccalaureate degree holders in the same age range the Iowa percentage is 61.4 compared with the national average of 41.7. Iowa ranks third in associate degree holders and sixth in baccalaureate degree holders. In spite of these rankings there is opportunity for associate degree holders to attain a baccalaureate degree the life/work style associated with additional education.

A goal from the Board of Regents Strategic Planning Session Summary of Strategic Planning Session - October 30, 2008 states the need for “A working age population (ages 25-64) that is educated to levels that make them competitive with the best in the world.”

Similarly, data from the Chronicle of Higher Education (below) submitted as part of the report to the Board of Regents Strategic Plan for Distance Education 2005 indicate that Iowa compares favorably with contiguous states and the national norm for associate degree attainment (exceeds 4 of the 6 contiguous states and the national average) but has only a higher % of baccalaureate degree holders than Missouri.

Source: Chronicle of Higher Education <http://chronicle.com>  
Section: The 2004-5 Almanac, Volume 51, Issue 1, Page 6

Additional data are provided describing the 2007 graduates of Iowa’s community colleges by type of award. (Bottom).

**Educational Attainment for Iowa, Contiguous States, and Nation Indicating the Percent of Adult Population in Each Category**

State	8th grade or less	Some high school no diploma	High-school diploma	Some college no degree	Associate degree	Bachelor's degree	Graduate degree
IA	5.60%	8.30%	36.10%	21.40%	7.40%	14.70%	6.50%
IL	7.50%	11.10%	27.70%	21.60%	6.10%	16.50%	9.50%
MN	5.00%	7.00%	28.80%	24.00%	7.70%	19.10%	8.30%
MO	6.50%	12.10%	32.70%	21.90%	5.10%	14.00%	7.60%
ND	8.70%	7.40%	27.90%	24.50%	9.40%	16.50%	5.50%
NB	5.40%	8.00%	31.30%	24.30%	7.30%	16.50%	7.30%
SD	7.50%	8.00%	32.90%	23.00%	7.10%	15.50%	6.00%
Nation	7.50%	12.10%	28.60%	21.00%	6.30%	15.50%	8.90%

Community College Graduates																
AwardCode	NICC	NIACC	ILCC	NCC	ICCC	IVCCD	HCC	EICCD	KCC	DMACC	WITCC	IWCC	SWCC	IHCC	SCC	Grand Total
AA	188	341	164	27	320	253	328	599	897	589	145	268	98	343	256	4816
AS	10	118	118	12	45	44	8	73	70	305	3	68	32	15	37	958
AGS			8		2	3	4			59					1	77
AAA							51							2		53
AAS	364	78	172	134	243	79	399	456	813	568	330	265	59	335	161	4456
Diploma	267	75	189	123	144	118	190	169	351	329	318	137	116	391	127	3044
Certificate	14	195					361	220	77	160	82	2			12	1123
Other	3	21							59							83
Non-graduate												26				26
Grand Total	846	836	643	296	754	497	1341	1517	2267	2010	878	766	307	1085	593	14636
	562	545	454	173	610	379	790	1128	1780	1521	478	601	191	694	454	10360
Associate Degree Only																
AwardCode	NICC	NIACC	ILCC	NCC	ICCC	IVCCD	HCC	EICCD	KCC	DMACC	WITCC	IWCC	SWCC	IHCC	SCC	Grand Total
AA	188	341	164	27	320	253	328	599	897	589	145	268	98	343	256	4816
AS	10	118	118	12	45	44	8	73	70	305	3	68	32	15	37	958
AAA							51							2		53
AAS	364	78	172	134	243	79	399	456	813	568	330	265	59	335	161	4456
	562	537	454	173	608	376	786	1128	1780	1462	478	601	191	693	454	10283



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### The Community College Initiative

As a method of meeting Regent goals, and extending University resources to place bound students, the Provost and Associate Provost for Continuing Education visited four community college campuses to explore the possibility of forming partnerships to provide opportunities for community college graduates.

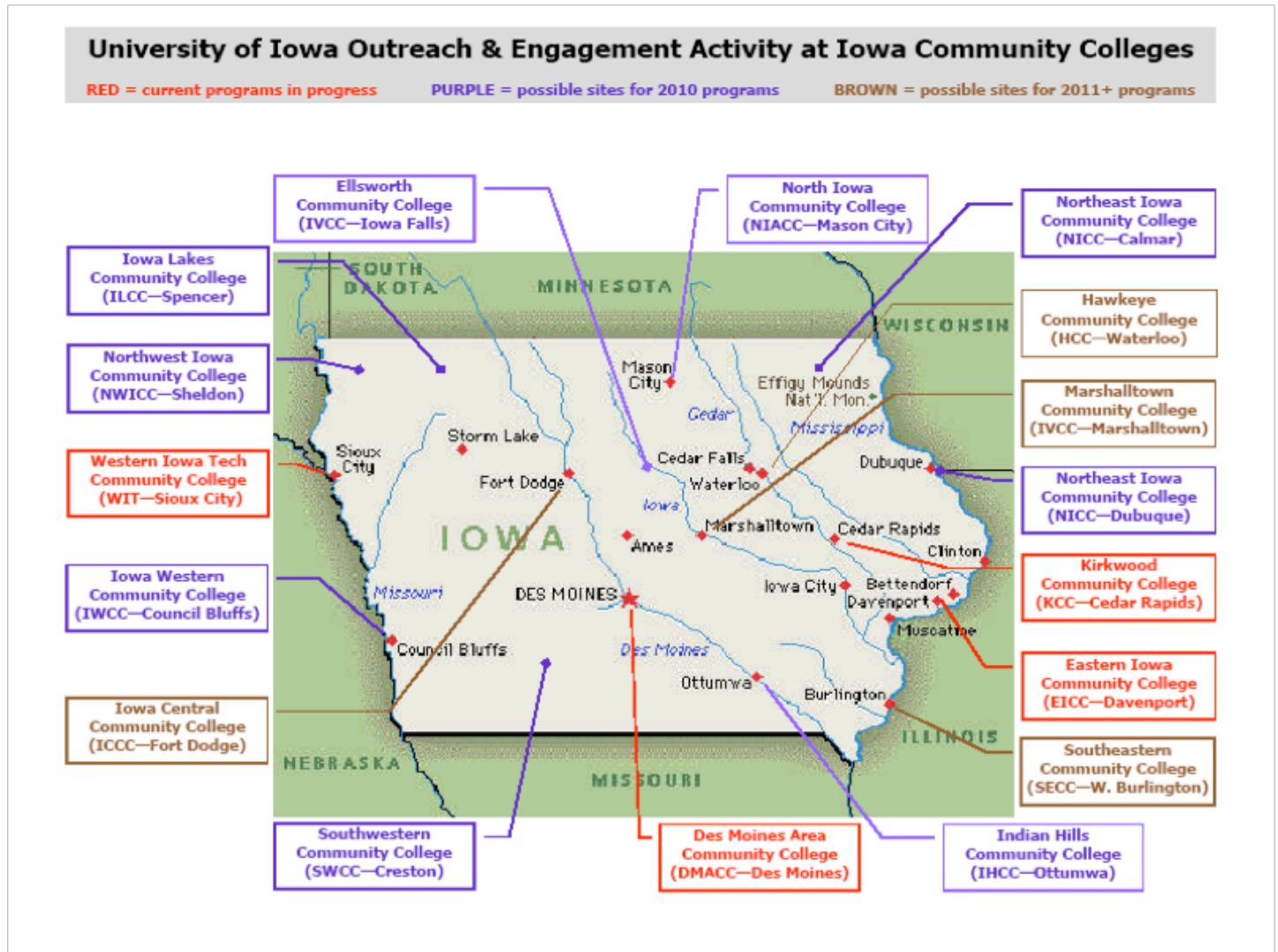
Initial meetings were with community college presidents and academic deans. These meetings were followed up with meets of department heads, marketing personnel, and economic development officials. Based on the perceived needs of community college students the University entered into partnerships with

the four community colleges identified above. Additional community colleges were contacted to see if partnerships were a possibility. Preliminary interest has been indicated by seven community colleges and the University is scheduling follow up visits to determine the viability of additional partnerships. The map below indicates the current partners, and planned partnerships.

Our intention is that the partnerships exceed the offering of upper divisional courses and degrees offered to place bound students, rather than the University's overall relationship with the community colleges will be strengthened. The College of Engineering has suggested several mathematics courses that will enable

pre-engineering students to complete their degree requirements in a timely fashion. Similarly Project lead the Way can help provide experiences to both community college and high school students. There is some thought to developing juried art exhibits for both community college and University students and working with the community colleges to cooperatively meet employment needs in areas such as nursing.

Iowa is a state of voluntary associations and the community college initiative is a step in strengthening relationships in the higher education area.



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### APPENDIX VII

#### UNIVERSITY AND CIVIC ENGAGEMENT OFFICE

A University and Civic Engagement Office would establish a focal point within the UI through which service to Iowa communities, counties and other entities could be requested, arranged and delivered. Service could include data and information, technical assistance, consultation and public education.

Initially, the Office would require a small staff of one professional with clerical support. Faculty and staff who participate in these kinds of outreach and engagement activities would be “appointed” as associates in the unit to recognize their willingness to share knowledge, expertise and experience with Iowans outside the University community.

The University and Civic Engagement Office would not pre-empt existing outreach relationships between University units and external parties. The Office would instead serve as the UI point of contact for external parties seeking information, technical assistance or a more substantial form of service, for those not having a current University relationship.

The Office could also serve as the “home” of the Engagement Information System (Appendix VIII) which would systematically identify, track and report all UI outreach and public engagement activities, including prior relationships that did not originate through the Office.

Most of the information, education and service provided by the Office and its associates would be offered without charge. However, at a certain level of engagement and professional effort the Office would make service charges, do contract work, and recover travel expenses associated with engagement activities. Participating associates could receive extra compensation from these revenues.

To follow is a preliminary job description for the proposed director of the University and Civic Engagement Office.

#### Director University and Civic Engagement: Job Description & Responsibilities

A half time position for a Director of University and Civic Engagement is requested to facilitate and enhance civic engagement activities throughout the state of Iowa. This position would provide oversight for the development, maintenance, and enhancement of a web-based community. This position would be responsible for increasing awareness of UI resources and activities to the university community, its partners and potential partners. Innovative ideas for creating awareness about the various activities and facilitating linkages with Iowa communities would be the focus of this position. This person would be responsible for the following:

- Identify and prioritize specific agencies and organizations within communities that could be strategic partners in University engagement.
- Assist in the development of a web-based community including outreach and website development.
- Maintain and enhance the web-based community.
- Develop and implement strategic plan for engagement.
- Serve as a liaison to specialists, agencies, organizations and elected officials interested in University programs, grants, and services.
- Serve as a liaison to University administration, faculty, staff, and students interested in civic engagement.
- Provide technical support for users.
- Review other University based systems used for tracking and linking civic engagement activities.
- Promote the Web-Based Community through internal and external outreach.
- Identify and develop success stories to support and promote the web-based community.
- Develop and periodically evaluate the web-based community.
- Develop reports for internal and external partners.
- Provide information to ITS on the Web-based Community.
- Prepare and maintain appropriate periodic and special program operations reports.
- Develop activities/events to promote usage of the Web-based Community.
- Periodically "mine" the Engagement Information System to refine strategies for our engagement efforts, cross-fertilize activities, and identify synergies across activities.
- Align with the goals of the Blue Ribbon Committee pursuing the University Roadmap to greater engagement.

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## APPENDIX VIII

### UI Public Outreach and Civic Engagement Centralized Database

Members of Database Subcommittee: Steve Parrott, Tanya Uden-Holman, Laurie Walkner, Diane Finnerty, Roger Tracy

#### Purpose:

The concept of a database, or some type of centralized information clearinghouse, was raised in 2005-06 during the Year of Public Engagement, and strongly recommended again as part of the 2009-2010 Outreach/Engagement Task Force early conversations. The envisioned purpose of this clearinghouse is multi-fold:

- To facilitate internal collaboration among UI faculty, staff, and students involved in specific outreach/engagement projects and/or who are wanting to be involved in such;
- To track individual and organizational outreach and engagement activities as an integral part of a UI recognition and rewards program for faculty, staff and organizational units
- To facilitate the on-campus sharing of UI resources throughout the state (e.g., off-campus facilities that house various campus projects, but have space that could be used by others)
- To more easily inform public officials, in particular the Board of Regents, State Legislators, Governor's office, of the excellent work currently being undertaken by UI faculty and staff throughout the state
- To enhance public relations showing the UI's engagement in the state through more easily identifiable stories of activities addressing the state's needs in multiple counties, on multiple issues, etc.
- To inform current and potential funders of UI's involvement in building statewide capacity and the ways it uses its resources to address current challenges of the day.

#### Potential Users:

- UI faculty and staff interested in publicly engaged teaching and collaborating on projects, research, etc.
- UI faculty and staff developing grant proposals that want to position the UI as publicly engaged
- UI faculty and staff developing reports for public officials re: UI's engagement with the State of Iowa,
- The Board of Regents, State Legislators, Governor's office
- Residents of Iowa communities interested in partnering with the UI to address community needs
- Iowans searching for programs to help them with educational, artistic, health and other needs
- Community organizations/agencies, and businesses interested in technical assistance/services to meet their needs.

#### Illustrative Uses:

- The newly-elected mayor of Grand Mound wants help in determining whether her town can cooperate with nearby Calamus and Wheatland city councils to fund some services, so she goes to the UI web portal and finds help at the UI Institute for Public Affairs.
- A business person from Spencer has a new idea but wants help in determining whether what it will take to turn that idea into a successful business, so he goes to the UI outreach web portal, puts the word "entrepreneur" in the search engine and finds help at the Pappajohn Entrepreneurial Center.
- A young, single mother from Traer has been laid off from her job and wants to finish her bachelor's degree. She finds the Center for Credit Programs through the UI outreach web portal and begins taking courses at home.

- A husband and wife living in the countryside near Shenandoah find unusual bones while looking for arrowheads. Through the UI outreach web portal, they make contact with the UI Department of Geoscience and the Museum of Natural History, whose scientists organize a dig that turns up the bones of a giant sloth. (A true story, except for making use of the web portal to make the UI connection.)
- An Iowa legislator wants to learn, independently, how much outreach the University of Iowa has conducted in Delaware and Clayton counties over the past year, so she goes to the outreach.uiowa.edu website and finds that information on the number and kinds of programs offered as well as the number of participants in those programs.
- A faculty member from the College of Public Health, who has won a grant to work with community organizers in Sioux City, goes to the web portal to learn that a colleague in the School of Social Work is doing similar work in Sioux City. They form a collaboration with their Sioux City colleagues.
- A young family who has just moved to Mason City finds a new family physician through information obtained on the UI outreach web portal about the UI Family Practice Residency Program.

#### Considerations for Operationalizing Concept and Anticipated Challenges:

- What office(s)/people should be responsible for developing, maintaining and overseeing use of database?
- Defining "outreach and engagement" in a finite way will be a very important step of our database design process
- Because our aim is to have a relational database that has history and can perform trend analyses, the temporal dimension--dating of activities and relationships---will be a key element
- Might we build on efforts of the Institute for Clinical and Translational Science (ICTS), which is creating a research collaboration clearinghouse through the use of a Loki?
- How often should data be collected/updated? And by whom?

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- What will motivate faculty and staff to input data into one more location, in addition to the many departmental and collegiate requirements?
- What kind of campus-wide educational efforts (in-reaching) and external marketing campaign (outreach) would be conducted to ensure usage of the database?
- Is a database the best method, or would a different centralized tool be as useful (e.g., a Wiki)?
- What categories would need to be included on a template to ensure that the appropriate fields are available for campus-wide querying?

### Template Categories

- Review existing models (e.g., Michigan State University's), College of Med and College of Public Hlth Outreach Databases, ICTS Loki, and also feedback from collegiate deans (as per feedback from email sent by Steve).

#### Additionally:

- Type of outreach/engagement (e.g., individual efforts, outreach, partnerships, service learning, clinical instruction)
- Location(s) of work (e.g., by county, region, municipality, school district)
- Content area (e.g., education (K-12), health, small business development)
- Population (e.g., elderly, rural, immigrants, youth)
- Funding source (if any)
- Key contact people (on campus/community)
- Depending how the Task Force defines outreach and engagement, we could expand the database to include other activities impacting major UI constituent groups, including:
  - Business leaders, corporations
  - Entrepreneurial companies
  - Legislative leaders at federal/state level
  - Government agency heads
  - Alumni
  - Friends of the College
  - Civic leaders
  - Prospective students
- We could also capture the following about our corporate partners:  
Participation in:

- Employer recruiting (co-ops, internships, full-time hiring)
- Scholarships/Fellowships
- Ethnic Inclusion Sponsorship
- Corporate-sponsored Student Projects
- Guest Seminars
- Adjunct Faculty Positions
- Continuing Education
- Information Exchanges
- Briefings at the College
- Advisory Board Membership
- K-12 Outreach
- Equipment, Classroom Facilities
- CareerConnection for Engineering Alumni
- Faculty Consulting
- Laboratory Use
- Technology Transfer (Licensing)
- Service Learning Partnerships

For comparison's sake, here are the fields in the database operated by the UI College of Public Health:

- Outreach activity fields:
  - PersonId
  - OutreachOrganizationalUnitId
  - ActivityBeginDate
  - ActivityEndDate
  - OutreachName
  - OutreachDescription
  - NumberOfAttendees
  - Hours
  - TargetAudienceId
  - Service
  - TechnicalAssistance
  - ContinuingEducation
  - PolicyAnalysis
  - RowOwner
  - OutreachCity
  - CountyFIPSPId
  - StateFIPSPId
  - UrbanOrRural
  - MethodologyInPerson
  - MethodologyICN
  - MethodologyOnline
  - MethodologyOther
  - Notes
- Attendees detailed records are in a separate table with these fields:
  - OutreachActivityId
  - OutreachAttendeeCount
  - OutreachAttendeeTypeId
  - OutreachAttendeeEmployerId

- Sponsor detail records are in a separate table with these fields:
  - OutreachActivityId
  - OrganizationId
  - OutreachSponsorDescription
  - TaxExemptStatusId
  - PrimarySponsor

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## APPENDIX IX

### Expand Arts and Humanities Engagement

Arts outreach and engagement is relatively inexpensive. The University of Iowa is acclaimed for its academic arts programs, nationally and internationally. Arts programs, like the new arts campus, are cultural crown jewels for Iowa that can be delivered more completely in Iowa and beyond, with targeted resources.

Enhancing Arts Share engagement projects and thus helping Iowa communities to assess arts resources from the Division of Performing Arts (music, dance, theatre), the School of Art and Art History, and campus writing programs, including the International Writers Program, the Nonfiction Writing Program, the Playwright's Workshop, and the Writers' Workshop. Art Share has a high degree of focus in its goal to set side by side professional experiences for graduate student artists while accomplishing significant engagement projects across Iowa. Over 100 artists, who are graduate students, post-graduates, and faculty from music, dance, theatre, visual arts, and creative writing, comprise the Arts Share's roster (see <http://www.uiowa.edu/artsshare/programs.htm>). Several premier ensembles, including the Maia Quartet, Dancers In Company, the PanAmerican Steel Band, the Iowa Brass Quintet, Afro-Cuban Drum and Dance Ensemble, and the Iowa Acting Ensemble are made up of faculty, graduate students and undergraduate students. Workshops, residencies, and performances tailored have been tailored to the interests of 72 of Iowa's 99 counties, including many rural and diverse communities. Each academic year, over 250 events are coordinated. Relative to what it accomplishes it is very cost effective. \$15,000.00 would provide 50 additional performances, workshops and exhibitions in Iowa by utilizing the program's funding practices, in which communities and organizations share a cost for events.

Pursue opportunities for arts and humanities broadcast and new media exposure of, CLAS, International Programs, Hancher and UIMA programs nationally: national program syndicators such as National Public Radio (NPR), American Public Media (APM), Public Radio International (PRI), and the WFMT Fine Arts Network; and international broadcasting organizations such as the British

Broadcasting Corporation (BBC), the European Broadcasting Union (EBU), Deutsche Welle, and Radio Netherlands. International Programs is making use of the distribution opportunities offered by PRX now by posting its new public program "The WorldCanvass" on the site. (See <http://www.prx.org/search/pieces?q=worldways>)

Aligning the work of hundreds of University of Iowa faculty and student artists and scholars in visual art, the performing arts, and the humanities with the outreach efforts of Hancher and UIMA to engage with communities across the state each year. Hancher has a remarkable history of leading programs in communities throughout the state. Building on the success of programs like the five-community, river-to-river tour of the Joffrey Ballet (enjoyed at no cost by more than 32,000 people in 2007) and "Spot -- The Hancher Family Arts Adventure," Hancher will continue to connect world-class artists with individuals, families, and audiences throughout Iowa. It is important to connect student learning to the Hancher vision statement: "Hancher Auditorium strives to enrich the life of every Iowan through transformative artistic experiences."

#### The WorldCanvass Studio

University of Iowa-originated arts programming could reach national and international audiences—but critically important in attracting the interest of broadcasting organizations, is that the programming be created and delivered in a way that it has inherent, compelling integrity.

The production idea for The WorldCanvass Studio is a regularly scheduled, actively promoted public program with a media component for live or archived audio and video distribution to provide a public and media presence to audiences - Iowa residents and internationally. The program format proposed is based on the public radio program "Know the Score." Guests from multiple areas in the arts and humanities could interact in challenging and enlightening conversation: musicians and actors could perform, dancers could discuss choreography and set design, writers from the UI's many world-renowned writing programs could share their work, great artists would have time and space to discuss their creative process and vision, and scholars could shape discussions so as to invite

public understanding and appreciation of creative work. Focus would be on the intelligent and compelling exploration of music, art, theater, dance, history and culture. The program would be open to the public and available on TV (UITV, Big Ten TV, IPTV), in archived audio and video, on the radio, in podcasts, on the website and various departmental links.

The strength of this program would be that it introduces and explores diverse arts subjects and events in an interactive and engaging manner. Interviews with faculty, visiting artists, scholars and university guests would further enrich the active audio and video archive that lives on the university's website and on departmental websites and could be shaped and re-used in endless ways. The recorded programs would also be available for UITV, Big Ten TV, IPTV and radio use.

Done in correspondence to undergraduate and graduate curriculum, this project could provide numerous opportunities for students to be involved in audio and video production work that would enhance their skills and give them real life experience.

New media can enhance the strategic positioning of this university as a location for quality expressive arts. The creative and pervasive use of new media offers opportunities that are not now utilized to fullest - opportunities for broadcast via: national program syndicators such as National Public Radio (NPR), American Public Media (APM), Public Radio International (PRI) and the WFMT Fine Arts Network; and international broadcasting organizations such as the British Broadcasting Corporation (BBC), the European Broadcasting Union (EBU), Deutsche Welle, and Radio Netherlands.

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## APPENDIX X

Technology support resources that meet the needs of faculty are fundamental to institutional excellence and impact. Because outreach and engagement from the arts to sciences now seek to include significant digital media and delivery, faculty have a growing need for digital media literacy, digital media consultation and development resources and robust infrastructure to store and deliver media assets. Faculty experimentation in emerging digital media is necessary for the university to prepare for tomorrow's teaching and research, and by extension engagement partnerships in Iowa and beyond. Two steps can be taken. One is to enhance delivery of ITS Media Solutions and the SITA program through mini-course offerings. The second is to provide greater staff capacity for Media Solutions to deliver faculty/staff proposal specific, as well as mini-course offerings for technology and media solutions.

### Initial Staffing Need:

4 FTE supported centrally.

### Current staffing level:

2 FTE (3 FTE if an open position is filled.)

### Assumptions:

- The 4.0 FTE does not include FTE for ITS services leveraged to provide digital media services, e.g., services provided by ITS-Systems and Platforms – storages, servers, and identity management.
- Assumes local IT staff and graduate students are leverage whenever possible.
- Goal is to enable collegiate and local IT staff such that they don't need control, ownership, or expert knowledge of the technologies comprising the digital media infrastructure.

A diverse skill set is necessary to support digital media services. In addition to maintaining media and collaboration studios and a podcasting and streaming media infrastructure, intermediate skills in most of these areas are needed:

### Web Programming

- General Understanding of object oriented programming
- Flash ActionScript 3.0, PHP, JavaScript, XML, CSS, HTML

### Media Delivery

- Understanding of http and streaming media servers
- Delivery of video/audio/interactive media on the web

### Video

- Video encoding standards, techniques and requirements
- Applications: iMovie, Final Cut Pro, Premiere Pro

### Image

- Image Processing Techniques
  - Applications: Photoshop, Fireworks

### Audio

- Audio standards and processing techniques
  - Applications: Audacity, SoundBooth, Soundtrack Pro

### Real-time Collaboration

- H.323 videoconferencing – endpoints, gateways, gatekeepers, MCUs.
- Webconferencing – Applications: Elluminate Live, Adobe Connect

### Instructional Systems Technology

- Interest in training and enabling a novice target audience to use instructional media in advanced ways.
- Interest in applying instructional learning theory, and process workflows to real world instructional media solutions. Examples:
  - Video delivery systems (SUMIT, Flash Live Stream, Audio & Video Flash Media Players)
  - Podcasting (Podcast.uiowa.edu, iTunesU)
  - Lecture capture software (Echo 360)
  - Flash Learning Modules / Instructional Games (Online@Iowa)
  - Synchronous Collaboration Software (Elluminate)
  - 508 Compliant media (Online@Iowa)
  - Mobile Devices (Radiology Flash Card Application)
  - Learning Management Systems (D2L and SCORM Compliant media delivery systems)

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### APPENDIX XI

#### Executive Summary

##### The Task Force for Public Outreach and Civic Engagement

Charge: to “articulate a strategic vision and priorities for the University to form partnerships with communities and organizations in the state, in order to apply all the resources of the University and help create better futures for Iowans.”

##### Some Key Findings:

The future prosperity and success of the State of Iowa and The University of Iowa are inextricably intertwined; there currently exists a great wealth of public engagement and community outreach activities on campus and around the state; no centralized information clearinghouse to facilitate internal collaboration and inform stakeholders exist; The University’s teaching mission contributes to engagement across the state, educating teachers and administrators in 80% of Iowa’s K-12 school districts and training 79% of Iowa’s dentists, 50% of Iowa’s physicians, and 48% of the state’s pharmacists; the University needs to align mission statements and promotion criteria to recognize and reward appropriate forms of engagement. Technology support resources that meet the needs of faculty are fundamental to institutional excellence and impact; expertise in the arts and humanities is not reaching as wide an audience as is possible or necessary in an age of new media; the Institute for Clinical and Translational Science (ICTS) provides the synergy, resources, and experience necessary to forge networks across the state and nation to develop new cures and treatments for disease.

##### Initiative 1: Build a Culture of and Infrastructure for Engagement at The University of Iowa:

This initiative seeks to transform the University into an institution whose identity, culture, and commitments are consistent with the Carnegie Foundation’s elective classification for Community Engagement by pursuing nine goals:

- Build the infrastructure to support multiple, university wide, well-coordinated public engagement in its many forms, including an engagement information system;
- Align the reward system with the Iowa Promise engagement objectives;
- Promote publicly engaged teaching and learning;
- Promote publicly engaged arts, scholarship, and research;
- Ensure best practices and sustainability;
- Create an engagement information system;
- Broadcast and deliver through new media exemplary projects and programs nationally and internationally;
- Enhance new technologies and media consultation;
- Expand arts and humanities engagement.

This blueprint of goals for greater engagement builds on the work of several key University resources including the Center for Teaching, the Obermann Center for Advanced Studies, the Civic Engagement Program, ITS-Instructional Services, and International Programs, while drawing on teaching and learning across campus. Many of the findings and recommendations of the PETRAS subcommittee are reinforced by feedback the Task Force received from publicly engaged faculty across campus (see Appendix V).

##### Resources Required:

- Numerous Road Map initiatives can and are being pursued through existing resources. Additional funding for incentives such as small grants to seed partnerships, a lecture series, and a proposed Public Scholar program will be required to catalyze greater engagement among faculty, staff, and students.
- A new position for a director, University and Civic Engagement (see Appendix VII).
- New funding will be required for programming and website development funds for the Engagement Information System (see Appendix VIII).
- New funding for media solutions staff (see Appendix X).
- 

##### Initiative 2: Expand Partnerships with Community Colleges

To address an Iowa State Board of Regents priority, extend University resources to place-bound students, advance the professional development of the working age population (ages 25-64), and respond to the educational needs of community college students, the University has entered into partnerships with four institutions. The objective is to offer upper division (bachelor’s) degree options to community college graduates at Western Iowa Tech Community College, Kirkwood Community College, Des Moines Area Community College, and Eastern Iowa Community College District. Under this initiative, the University is promoting the BLS, the BAS, and the RN-BSN to place-bound community college graduates as a way for them to continue their studies and complete a UI Bachelor’s degree.

##### Resources Required:

This initiative is revenue generating.

##### Conclusion

We believe these two major initiatives described in this report will help build partnerships for which the University is uniquely poised and able to accomplish. If we pursue these initiatives, the University of Iowa will quickly assume a role as a national leader in publicly engaged teaching, research, and service. As a way to coordinate campus-wide efforts for greatest impact, the University should strongly consider committing to earning and obtaining the Carnegie Foundation’s elective classification for Community Engagement, an ambitious yet feasible goal that would set the University on course to fulfill Iowa Promise II. Ultimately, a University more thoroughly engaged with its students, local, and global communities will increase student retention, enhance the UI’s international reputation, and create better futures for Iowans.