To: Statewide Academic Council; Faculty Alliance; Staff Alliance; Community Campus Council

From: Gwen White

Cc: VP Pitney

Date: May 5, 2008

Re: Status of Potential Partnership & Outreach Metric

I would like to thank the many individuals and groups who have contributed to the discussion and exploration of a performance measure for partnership and outreach activity. As Statewide Academic Council engagement is important in order to ensure that further effort is meaningful, this topic will be tabled until SAC considers this issue.

Process to Date:
In December 2006 a system-wide faculty committee commenced, at the request of the Faculty Alliance, tasked with pursuing further definition of outreach activities and working on a proposal for a performance measure of outreach activities. The committee focused its efforts on developing a single system definition of outreach and partnership under the umbrella of engagement.

As with all performance measures thorough input and buy-in is critical as implementation, measurement, and performance would be unsuccessful without it. Therefore, in August 2007 memoranda were distributed to SAC, Faculty Alliance, Staff Alliance and Campus Directors asking for feedback on the following issues (see p.1-17 for full communication):

1. Does the common system definition clearly define partnership and outreach under the umbrella of engagement?
2. Are the recommended metric areas adequate to demonstrate progress toward partnership and outreach priorities?
3. Do you agree with the recommended next steps? If not, what next steps would you recommend?

Feedback:
Based on feedback received there appears to be broad support among faculty and staff for further exploration of a potential partnership and outreach measure. The Faculty Alliance fully endorsed the system definition and proposed future actions (p.18). The Staff Alliance endorsed the proposed future actions, with a request for specific definition example corrections and staff representation in future efforts (p.19). They also suggested student involvement in future efforts. The Community Campus Council is supportive of recognizing this important activity. CRCD has already implemented its own version of this metric. However, some individuals expressed concerns about the effort required to track this activity versus the return on investment.
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To: Provost Driscoll  
Provost Henrichs  
Provost Stell  
VP Julius

From: Gwen White

Cc: VP Pitney

Date: August 28, 2007

Re: Feedback Request for Potential Partnership & Outreach Metric

In December 2006 a system-wide faculty committee commenced, at the request of the Faculty Alliance (appendix A), tasked with pursuing further definition of outreach activities and working on a proposal for a performance-based budgeting measure of outreach activities. A system-wide committee had previously explored the possibility of such a metric in 2004-2005 and dissolved without endorsing a definition of this activity or an associated performance measure.

This memorandum provides a summary of the work of the most recent committee as well as implementation recommendations from the committee and the Statewide Office of Institutional Research and Planning (SWIRP). A list of participants can be found in appendix B.

This information is also being provided to Faculty Alliance, Staff Alliance and the Community Campus Directors for input. Comments from all groups will be incorporated into a formal communication to the President and Chancellors. Please work in collaboration with these stakeholders at your MAU to review and discuss the information in this memorandum and attachments.

Please provide any feedback on the following issues to me by Wednesday, October 31, 2007:

1. Does the common system definition clearly define partnership and outreach under the umbrella of engagement?
2. Are the recommended metric areas adequate to demonstrate progress toward partnership and outreach priorities?
3. Do you agree with the recommended next steps? If not, what next steps would you recommend?

System Definition
The committee focused its efforts on defining a single system definition (appendix C) of outreach and partnership under the umbrella of engagement. The purpose of this definition is to
aid each MAU in defining a dynamic working definition that ties directly to its mission and strategies. Please see appendices D, E and F for current UAA, UAF and UAS working definitions, respectively. Committee members were responsible for vetting the attached MAU definitions with the MAU Provost and faculty governance organizations, incorporating any feedback.

**Metric Areas**

There was a consensus among committee members that any one measure would not provide a suitable picture of UA partnership and outreach. Therefore, it is this committee's suggestion that multiple metrics be utilized covering each of the following metric areas:

1. public perception and awareness of UA outreach and partnership
2. university resources utilized for partnership and outreach
   a. student, faculty and staff time
   b. undesignated revenue expenditures
3. university revenue generated for partnership and outreach

**Recommended Next Steps**

In order for any new metric to be tied to performance funding and reported externally, a single common performance metric must be used throughout the UA system. If this is the direction UA decides to head, a new, broader system wide committee will need to work on a common metric definition and implementation timeline.

Recognizing the lack of data available, but keeping in mind the mission critical nature of this activity, this committee and SWIRP recommend a phased approach be used for this performance measure. The first years of implementation would measure each MAU’s performance in relation to implementing systems for data collection, strategy articulation and quantifiable self assessment of progress.

Such a phased approach might occur over the next three performance-based budgeting (PBB) reporting cycles. Each MAU should begin data collection and reporting for the metrics that are most important to assessing progress toward meeting their specific strategic partnership and outreach goals.

The committee developed some reference documents that may serve as starting points for future planning and implementation. Appendix G is a narrowly focused metric including the amount of expenditures in applied research for a given academic year and the number of student and faculty involved in active learning courses. Appendix H is an “ideal” data set and potential data collection methods.
Pat Pitney, Associate VP for Planning & Budget Development
University of Alaska
910 Yukon Drive, Suite 108
Fairbanks, Alaska 99775

Dear Pat:

At its February 24th meeting, the Faculty Alliance voted in favor of re-constituting a committee to work on proposals for a performance-based budgeting measure for Outreach Activities. Faculty and institutional involvement in outreach activities was under consideration in the Fall of 2004 and considerable work went into conceptualizing parameters that might be used to define and track activities. The committee ceased meeting when one of your staff went on leave. Now that an electronic faculty workload system is under development, the time seems right to pursue further definition of outreach activities and provide the e-system with the capability of tracking faculty involvement, before it gets fully implemented in another mode.

We suggest that representatives from each MAU meet face-to-face for approximately 1.5 days this Spring to work with documents already in existence and draft a proposal for Faculty Senates and the Statewide Administration to review in the Fall of 2006. Faculty Senate Presidents have made a commitment to naming faculty representatives to the proposed committee.

Please let me know whether this proposal is in accord with your plans for developing additional performance-based budgeting measures, and if so, what timeline you propose.

Sincerely yours,

Lynn Shepherd

cc: Pres. Hamilton
AVPAA Dave Veazey
Exec. Officer Pat Ivey
Appendix B

Committee Members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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<tr>
<td>Paloma Harbour, Chair</td>
<td>SW</td>
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<td>Michele Hebert</td>
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<td>Sue Koester</td>
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<td>Lisa Hoferkamp</td>
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<td>Daniel Lord</td>
<td>UAS – Sitka</td>
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<td>Nancy Andes</td>
<td>UAA</td>
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<td>Gwen White</td>
<td>SW</td>
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<td>Peter Pinney</td>
<td>UAF</td>
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PROPOSED UNIVERSITY OF ALASKA SYSTEM DEFINITION

Outreach and Partnership

Outreach and partnership are different approaches to community engagement. Community engagement is a broad term that describes the collaboration between the University of Alaska and external entities for the extension or exchange of knowledge and resources in a framework of partnership and reciprocity. Outreach and partnership are more specifically defined below.

Outreach refers to the many ways in which the University of Alaska extends its resources, for the welfare of communities, ranging from local communities and tribes to global causes, and other external audiences. It involves organizational units or departments of the university and raising the public profile of the university as a whole. In outreach, there is the development, integration, transmission, application, and preservation of knowledge, as well as making available to external organizations and groups the different resources and facilities of the university to address pressing problems and issues of concern to the community.

Partnership is a term describing the arrangements for collaborative interaction of the University of Alaska with its larger communities and external audiences. Such arrangements include a mutually beneficial exchange in the pursuit and application of knowledge and resources. Close bonding, collective decision making, an atmosphere of shared learning, and unified movement towards a common goal characterize collaborative partnerships.
Outreach and partnership require the utilization of university resources and one of the university’s most important resources is employee effort. Therefore, provided below are specific definitions for faculty and staff outreach and partnership.

**Faculty and staff outreach** occurs in a variety of forms and places, whenever faculty and staff make their research, scholarship, expertise and creativeness available to a community by addressing the needs and problems identified by the community, and whenever such engagement would result in the advancement and usefulness of knowledge. It involves the integration, development, transmission, application, and preservation of knowledge. Examples of outreach include providing technical assistance for policy analysis or program evaluation, mentoring or tutoring initiatives, participating in community-based art projects and theater, and implementing pedagogies of engagement such as problem-based and service learning. It is important to note that faculty outreach cuts across the traditional split focus of teaching, research, and service activities.

**Faculty and staff partnerships** refer to the collaboration of individual faculty and staff with communities or external audiences. Partnerships are conducted in the spirit of reciprocity, where research and scholarship, and creative activity are enhanced; curriculum, teaching and learning enriched; and issues of the community addressed. Examples of faculty and staff partnerships include collaborative teaching projects, supervised internships, participatory action research, and faculty-sponsored cooperative extension programs.

* * *
The University of Alaska Anchorage describes community engagement as collaborations between institutions of higher education and individuals, organizations, and institutions in their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Community engagement expands the variety of university outreach and partnership activities of and recognizes community-based research, engaged service, and curricular engagement as forms of scholarly engagement when they demonstrably meet the principles of good scholarship.

Community-based research is rooted in a particular time and setting and calls for shared expertise. It values the participation of local community members and brings their perspectives into the research process. It includes community-responsive clinical and population-based care (for example, community-oriented primary care, academic public health practice), and participatory action research. Key differences from traditional social science research is the active inclusion of community members' perspectives and reciprocal learning. Related methodologies include applied research, technical assistance, and policy research, though these do not necessarily maintain a reciprocal relationship with community members during the research process.

Engaged service happens when faculty are engaged in service in the community in a way that enhances both their experience and the community’s well being. This kind of public work and collaborative practice is linked to community-identified problems in a process of community change and development. It relies on faculty expertise and components that define scholarship (for example, clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique, rigor, and peer review).
Curricular engagement includes approaches where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

One form of curricular engagement is community-based, service-learning courses. UAA’s definition of a community-engaged learning course is a course or competency-based, credit-bearing educational experience in which students:

- participate in an organized service activity that meets identified community needs;
- gain an enhanced sense of civic responsibility; and
- reflect on the service activity in such a way as to gain further understanding.

A UAA faculty committee approved learning outcomes for all UAA community-based learning courses. After completing a community-based learning course, students will be able to:

- integrate learning with experience and apply it;
- appreciate the responsibilities of service, ethics, and diversity as values;
- distinguish compassionate citizens from effective citizens;
- develop problem-solving skills, know where resources are, and learn how to learn; and
- develop skills in collaboration and reciprocity.

Faculty activities are an integral component of an institution’s broader organizational outreach and partnership. UAA faculty’s unique contributions are recognized through their scholarly and creative activities in research, teaching, and service.

---


ii Approved by UAA Faculty Senate May 2006 and UA Board of Regents December 2006.

iii Approved by UAA Center for Community Engagement & Learning Faculty Minigrant Award Winners 1999 and affirmed by CCE&L Dream Team.
Initial Request from Pat Pitney….10/07/04 via email - Each group of MAU representatives (UAA: Kim & Nancy, UAF: Bernice, Tony, Paula & Abel, UAS: Karen & Lynn) will provide a draft document that defines the range of outreach activity and the types of partnerships evident at their MAU. These will be bullet listing of activities and/or brief paragraphs in general terms of activities ……

I. Range of Outreach Activities at UAF – Definition and Examples

Defining “outreach” by UAF faculty:

Activities that go above and beyond normal academic teaching and research and are inclusive of currently existing workload public/university service activities.

- Activities designed for the general public or specific community members.
  
  Some examples are listed below:
  
  o Lectures
  o Tours
  o Science lectures/programs
  o Workshops
  o Life Long Learning
  o Group or Clubs for college students (math or science related)
  o Activities that will bring or enhance a college student’s education at UAF
    - REU (research education unit)
    - CEU (continuing education unit)
    - Research internships
    - Teaching assistantships
    - Research travel scholarships
  o Professional Development training for teachers (fee or no fee)
  o AK Native Cultural Events/Programs dealing with science and math

Additional: Below is a list of activities and resources we also consider outreach:

- UAF Museum exhibits, programs, related activities
- KUAC programs and related activities
- Tours of UAF research facilities ie Palmer Experiment Farm
- Science/Math Lectures
- Open Houses
- Career Focused Activities
• Special Events for the Community
• Displays
• Camps
• Field Trips
• Science Fairs
• Community Focused Workshops
• Professional Development for Teachers
• UAF Grant Opportunities for Teachers
• UAF Student Science/Math Societies
• UAF Student Science/Math Clubs
• Research Internships for UAF Students
• Research Exchange Opportunities for UAF Students
• Research Travel Scholarships for UAF Students
• Other related activities and events and/or resources:
  o UAF Developed Curricula
  o UAF Science and math Mentor/Speakers (Experts to ask questions)
  o UAF Science and Math On-Line Resource
  o UAF Libraries
  o UAF Developed Science and Math Kits
  o Publications for sale/ “cost recovery”

II. Types of Partnerships and Suggested Measurement Indicators

Focus of Partnerships: To provide public outreach and non-traditional education that responds to identified needs and directly impacts quality of life and socio-economic possibilities for audiences/clientele.

Beyond the University Community - Activities/Agreements that develop and foster dynamic relationships between the university and Alaskan communities and other audiences, international/national/statewide/local appropriate to the respective school, unit and/or UAF faculty member.

• External Indicators
  o University-community partnerships (MOA’s)
  o Diverse mechanisms for stakeholder input (needs assessments)
  o Active and empowered advisory councils (meeting agendas)
  o University-trained community volunteer base (number of contacts)
  o Increase in community participation (% increase in activities)
- Increase in demand for new or expanded partnerships (partnership request counts)
- Increased availability of university outreach info on community (Web sites)

- **Internal Indicators**
  - Accreditation (CRA and other colleges)
  - Collaborative relationships (joint grants, workshops, etc)
  - Joint appointments (i.e. 9+3 appointment – 9 months UAF School of Natural Sciences and Ag Sci / 3 months summer assignment CES)

**Within the University Community** - Activities/Agreements that seek to provide Alaskans relevant, research-based information through improved collaboration and information sharing within the university community.

- **External Indicators**
  - More diversity of outreach information available to public (types/units involved)
  - Number of Web site visits (Web stats)
  - Number of downloaded publications (Web stats)
  - Improved public perception of university as a positive influence (Need to determine how will this be measured and establishing a beginning point for comparison)
  - Greater potential for university-community partnerships (Need to determine how will this be accounted for.)

- **Internal Indicators**
  - Centralized knowledge base for university outreach (UAF Science Education Clearinghouse)
  - Collaborative relationships (joint grants, workshops, etc)
  - Increased interlinking of university outreach-related Web sites and pages
  - Increased interdepartmental publications/brochures (measure using initial numbers)

**III. Where are we going? Recommendation for each School, Unit to develop a plan to provide outreach/engagement within their respective communities with the focus on answering the following questions:**

- Does the plan include a means to assess community interest or needs? Does the unit have a clear understanding which community members (ie
children/adults, local vs statewide) would be served by the plan and is the plan evaluated?

- Does the unit include that assessment in its outreach/engagement plan development?
- Are the engagement activities one-way (ie newsletters) or two-way (public meetings with Q/A)?
- What amount of time yearly is dedicated to outreach/engagement? Is this appropriate for the nature of the unit?
- Who is responsible for developing and tracking outcomes of this plan?
- Who is responsible for the outreach/engagement activities?
- Do faculty workloads reflect this level of commitment? Is there a demonstrated buy-in by faculty?
- Is there a method to evaluate these activities? Does the outreach/engagement plan change in response to evaluation? Ie. an engagement table that summarizes workload and outcomes for individual schools and/or units.

V. Concluding comments on Extension, Outreach and Engagement

Extension, Outreach, and Engagement are almost synonymous in meaning. Engagement--a concept adopted by the Kellogg Commission emphasizes mutual respect, collaboration, power sharing, reciprocity, partnerships in which the University and a public (client group) collaborate in sharing knowledge, embracing common goals, and in mounting action to respond to or resolve an issue/problem. Extension as we have practiced it in Cooperative Extension and MAP is identical to the concept and process of engagement.

The function of Extension/Outreach/Engagement is embedded in the University's mission and is on an equal par with the other two functions, Teaching and Research. Extension/Outreach/Engagement has a scholarship base specific to its practice as is true of scholarship bases of the science and practice of Teaching and Research.

The university's science and practice of Extension / Outreach / Engagement are intentional--the focus is to engage the University in planning for and facilitating change in its external publics. The mission of the University defines its external
publics.

Our conceptual framework about the science and practice of Extension / Outreach / Engagement will emphasize knowing the external environment of the University, using the mission of the Land Grant/Sea Grant University to guide us in a continuing study of the dynamics of this external environment including the study, analysis and mapping of the current and potential external publics and stakeholders that should become the focus of our Extension/Outreach/Engagement programmatic efforts, identifying the leaders of each of these publics and their stakeholders, partnering with these leaders in collaborative needs identification, assessment and analysis, designing and implementing joint programs to respond to these assessed needs, and importantly, measuring outcomes achieved and demonstrating accountability with respect to these planned programs.

The practice of Extension/Outreach/Engagement is encompassed in many programs that focus on publics external to the Land-grant/Sea Grant University--they are intentional and planned--have a research-based content, and are delivered in many different contexts including the media, publications, Internet, museums, institutes, workshops, lecture/forum series, community development, Master Gardner programs, use of volunteers, farm tours, organized groups/organizations (i.e. 4-H and Youth Development) and many others. Importantly -- the scholarship and practice of Extension is manifest and can be discerned in each program activity including a clear definition of the intended public, goals, evidence of preparation, methods used to achieve the goals, outcomes intended, and measurement of outcomes.
UAS faculty response on ‘Outreach Activities’ PBB measure

Definition:
UAS faculty favor using the term ‘outreach activities’ to describe the range of professional activities that are distinguishable from their institutional service, community service unrelated to their discipline, and disciplinary professional activities.

We agree that ‘outreach activities’ are characterized by the core concepts identified by other universities (e.g. UNC, UIllinois) as:
- Contributing to the public welfare or the common good
- Calling upon the faculty member’s academic and professional expertise
- Directly addressing or responding to real-world problems, issues, interests, or concerns

At UAS, the range of activities include:

Sponsoring and participating in public fora, seminars, performances, and exhibitions

Presenting lectures and workshops for the public

Broadcasting on-campus classes and programs to communities via cable TV

Interacting with the media (TV, radio, newspapers, etc.) to provide professional opinions

Serving as board members for public agencies, non-profits, community advisory groups

Hosting or serving as visiting scholars and offering public lectures and workshops

Organizing, hosting, and/or judging contests of a creative or educational nature

Working with K-12 educators on curriculum, in-service topics, classroom projects

Identifying and coordinating internships and service-learning activities for students

Undertaking community-based research

Applying for and managing grants that include activities in concert with external partners

Providing technical expertise to meet a community need or resolve a problem

Fostering partnerships with industries to identify and meet their training needs

Developing new degrees and certificates based on community needs and opportunities
Suggested metrics:

1. **Compile lists of outreach activities in which faculty and students participate**
   - Compile lists from faculty activity reports or end-of-term surveys of faculty using categories such as those listed above for reporting
   - Use data from the National Survey of Student Engagement for items that relate to students’ community engagement (per UAA proposal – questions re course assignments, service-learning activities, community-based research, etc.)
   - Use those lists and NSSE data to enhance public awareness of the University’s role in the state

2. **Conduct a periodic regional survey of public awareness about ‘outreach activities’ and public satisfaction with the University’s role in**
   - Enhancing the state’s research and technology capabilities
   - Preparing the workforce of the future
   - Keeping young people in the state
   - Enhancing the state’s quality of life
   - Liaising with businesses and employers in the state
   * these are selected from the parameters identified by UAA

3. **Use data from surveys of graduates**
   - Include questions that provide data on the importance of internship, service-learning, and community-based experiences while pursuing a degree and the extent of graduates’ current involvement in ‘outreach activities’
Faculty and Organizational Partnership and Outreach

(UAA’s Suggested Definition, April 2007)

Board of Regent Strategic Plan 2009
Goal: Responsiveness to State Needs
Objectives: Build community engagement, outreach and partnerships.

Measurable Outcome: The number of students and faculty engaged in applied research and active learning with one or more community partners.

Established Outcome Targets:

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Applicable Conditions: Following the UA Values set forth in the BOR Strategic Plan 2009.

Is this measurable outcome currently part of UA’s Legislative Measures? Yes.
Legislative Measure #12: Occurrences of applied research benefiting the State’s economy.

Narrative/Description: Faculty and organizational partnership and outreach activity will be measured by two metrics:

**Applied Research**: Expenditures of applied research projects in a given academic year. Applied research is defined as “systematic study to gain knowledge or understanding necessary to determine the means by which a recognized and specific need may be met” as required for several mandated surveys found at the National Science Foundation, “Definitions of Research and Development: An Annotated Compilation of Official Sources,” URL: http://www.nsf.gov/statistics/randdef/fedgov.cfm.

**Active Learning**: Student and faculty headcount enrolled in or teaching course sections identified as having a community-based service learning, project-based, problem-based, experiential, or civic engagement component (including internships, practica, and cooperative education).
Appendix H

Ideal Data Set:

- Area of concern – i.e. preK-12 education, environmental preservation, public safety … (Note: policy analysis should be listed under the area of concern the policy is related to i.e. legal, health…)

- Type of Activity – i.e. outreach instruction, applied research, clinical service, student experiential/service learning, public events and information …

- Partners or Groups Involved (aka collaborators) – i.e. educators, business and industry managers, labor advocacy and employment support personnel …

- Location – actual geographical implications of the activity, with a drop down list ranging from specific Alaskan communities to global

- Financial Impact Estimates - internally and for external collaborators, i.e. applied research expenditures
  - Count of applied research grant expenditures
  - Count of RSAs and other formalized partnerships
  - Count of initiative programs fitting the criteria of outreach or partnership and Amount of funding associated with said initiative programs

- Public ranking of O&E areas of concern (by location/region of respondent)

- Public rating of UA performance in each area of concern

Potential Data Collection Methods:

- Survey similar to the Outreach and Engagement Measurement Instrument used at MSU, or the online survey that feeds the Portland State Interactive Map

- Integrate in Banner workflow implementation

- Survey of Students such as the NSSE, CCSSE

- Survey of Public opinion
Subject: Partnership and Outreach PBB Metric-Faculty Alliance motion
From: Pat Ivey <snpmi@email.alaska.edu>
Date: Wed, 26 Sep 2007 09:31:50 -0800
To: paloma.harbour@alaska.edu, gwen.white@alaska.edu
CC: afbh@nero.scob.uaa.alaska.edu

Gwen and Paloma, FYI, the Faculty Alliance passed the following
motion relating to the Partnership and Outreach PBB metric:

MOTION PASSED:

"The Faculty Alliance moves to endorse the Partnership and
Outreach PBB Metric as proposed in the documents received on May 14, 2007 from Paloma
Harbour. This action is effective September 21, 2007."

Pat Ivey <pat.ivey@alaska.edu>
Executive Officer
System Governance
University of Alaska
Thank you for requesting feedback from Staff Alliance on the proposed Partnership and Outreach Metric. We apologize that our feedback was not provided by the requested date, but review and discussion of the materials provided took longer than we initially anticipated. Below, we have responded to the questions posed in your initial memo.

Does the common system definition clearly define partnership and outreach under the umbrella of engagement?

Staff Alliance supports the common system definition as presented, with one recommended modification. The examples of Faculty and Staff Outreach and Faculty and Staff Partnerships (Appendix C) include cooperative extension projects under partnerships, but not outreach. We recommend that cooperative extension be included as an example under both categories. Staff Alliance applauds the inclusion of staff and student efforts in the definition of partnership and outreach.

Are the recommended metric areas adequate to demonstrate progress toward partnership and outreach priorities?

Staff Alliance supports the recommended metric areas to demonstrate progress toward partnership and outreach priorities.

Do you agree with the recommended next steps? If not, what next steps would you recommend?

Staff Alliance supports the recommended next steps, but feels that it is important that there is staff representation on the proposed committee. In light of the recent review of Cooperative Extension Service, recommending that they involve themselves more in the campus community, the Alliance also recommends that this committee should include at least one representative from Cooperative Extension Service.

Thank you again for the opportunity to provide feedback on the development of this new metric. I encourage you to contact me if you have any questions.

Megan Carlson, Staff Alliance Chair
(907) 786-1054/ anmac3@uaa.alaska.edu