Draft Report

UMass Lowell
Community-University Partnership Task Force

TASK FORCE CHAIR, PROFESSOR LINDA SILKA
Special Assistant to the Provost for Community Partnerships
Director, Center for Family, Work and Community
600 Suffolk Street, First Floor
Lowell, Massachusetts 01854
978.934.4247
Linda_Silka@uml.edu
# Table of Contents

Table of Contents ........................................................................................................... 2
Task Force Members ......................................................................................................... 3
Introduction ....................................................................................................................... 4
  Chains of Community Connections ........................................................................... 5
  Charges to the Task Force ......................................................................................... 6
  Innovation and the Importance of Partnerships ....................................................... 8
Characteristic Partnerships .......................................................................................... 9
  Volunteerism—The Community Software Lab ........................................................ 9
  Service Learning—Writing in the Community .......................................................... 10
  Research Partnership—COBWEB ............................................................................ 10
  Custom Course Design—CSCE ............................................................................... 11
Barriers to Partnership ................................................................................................. 12
  Student Challenges and Concerns: ........................................................................ 12
  Faculty and Staff Challenges and Concerns: ......................................................... 12
  Community Challenges and Concerns: ................................................................. 12
Recommendations .......................................................................................................... 13
  Use Existing Building Blocks for Partnership ........................................................ 13
  Create the Council on Community-University Partnerships .................................. 14
    Structure ................................................................................................................. 14
    Charges .................................................................................................................... 15
      Inform Potential Partners about Opportunities, Strategies and Resources Available for Community Partnerships ................................................................. 15
        Reach Out and Listen to Potential Community Partners ............................. 15
        Build University Incentives for Community-University Partnerships ............ 16
        Work to Build Resources to Support and Sustain Community-University Partnerships .......................................................... 16
        Lower Administrative Barriers to Partnering ............................................... 16
Recommendations to Other Campus Administrative Units ......................................... 16
## Task Force Members

Chair: Linda Silka, Special Assistant to the Provost for Community Partnerships

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diana Archibald</td>
<td>English</td>
</tr>
<tr>
<td>Lenore Azaroff</td>
<td>Work Environment</td>
</tr>
<tr>
<td>Stephanie Chalupka</td>
<td>Nursing</td>
</tr>
<tr>
<td>Nicole Champagne</td>
<td>Health Education</td>
</tr>
<tr>
<td>Donn Clark</td>
<td>Engineering</td>
</tr>
<tr>
<td>Nina Coppens</td>
<td>Psychology</td>
</tr>
<tr>
<td>Alan Doerr</td>
<td>Mathematics</td>
</tr>
<tr>
<td>John Duffy</td>
<td>Engineering</td>
</tr>
<tr>
<td>Matthew Eynon</td>
<td>University Advancement</td>
</tr>
<tr>
<td>Jeff Gerson</td>
<td>Political Science</td>
</tr>
<tr>
<td>Gena Greher</td>
<td>Music</td>
</tr>
<tr>
<td>Anita Greenwood</td>
<td>Graduate School of Education</td>
</tr>
<tr>
<td>Ann Marie Hurley</td>
<td>Faculty Senate</td>
</tr>
<tr>
<td>Jacqueline Moloney</td>
<td>Continuing Studies &amp; Corporate Education</td>
</tr>
<tr>
<td>Paul Marion</td>
<td>Publications Office</td>
</tr>
<tr>
<td>Fred Martin</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Paul Morse</td>
<td>The New England Consortium</td>
</tr>
<tr>
<td>Phil Moss</td>
<td>Regional Economic &amp; Social Development</td>
</tr>
<tr>
<td>Peter O'Connell</td>
<td>Tsongas Industrial History Center</td>
</tr>
<tr>
<td>Robert Parkin</td>
<td>Faculty Union</td>
</tr>
<tr>
<td>April Pattavina</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Diana Prideaux-Brune</td>
<td>Facilities</td>
</tr>
<tr>
<td>Kay Roberts</td>
<td>Music</td>
</tr>
<tr>
<td>Steve Tello</td>
<td>Continuing Studies &amp; Corporate Education</td>
</tr>
<tr>
<td>Robin Toof</td>
<td>Center for Family, Work and Community</td>
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<td>Kathy Verreault</td>
<td>College of Management</td>
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<td>John Warner</td>
<td>Green Chemistry</td>
</tr>
<tr>
<td>Patricia Yates</td>
<td>Career Services</td>
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Assisting: Patty Coffey, Project Associate  
Dane Netherton, Contributing Editor
INTRODUCTION

UMass Lowell has always been a practical school, focused on and attentive to the real world. And this focus on the real world, on practicality, has always entailed active partnership. Both of the institutions that merged in 1975 to form The University of Lowell were founded and conducted some of their most important work through community-university partnerships. Early in its history, Lowell Normal School partnered with Lowell’s Bartlett School, a relationship that made practical instruction of teachers possible while providing excellent education for Lowell youth. Its other predecessor institution, Lowell Textile School, was founded by James T. Smith, who believed that New England’s textile industry could only be saved through constant innovation, which could only be accomplished through active partnership with industry.

The social movements of the 1960s fomented interest in the positive role higher education can play in addressing societal needs. For a number of reasons, UMass Lowell has made substantial efforts to increase its partnerships with the community wherever possible, particularly after it joined the University of Massachusetts system in 1991. The new University of Massachusetts Lowell joined with a new mission statement that substantially strengthened its focus on the “real world”:

The mission and major purposes of the University of Massachusetts Lowell are to provide to students an affordable education of high quality and to focus some of its scholarship and public service on assisting sustainable regional economic and social development. (Chapter 75A, Massachusetts General Laws)

This mission has been met in many ways, not the least of which are the complex and ongoing partnerships with the community of Lowell. These partnerships include shared planning and financing of “bricks and mortar” projects such as the Tsongas Arena, partnerships with the Lowell Schools to create the Lowell Plan for Educational Excellence, and partnerships with many city departments including those focused on health, neighborhoods, police, and planning. Cultural
events such as the Lowell Folk Festival reflect the strong collaborations that have been established. All of these efforts have necessarily involved rigorous attention to the University’s many roles in, responsibilities to, and impacts upon the region. UMass Lowell has increased its engagement with the “real world.”

**Chains of Community Connections**

Consider the many chains of community connections reflected in the UMass Lowell community-university partnership work. Many villages in Ancash Province Peru have partnered with Professor John Duffy and his students to install solar water pumps, water distribution systems, transceiver radios and antennas, solar radio and lighting, photoelectric panels and batteries for school laptop computers, and aquaculture systems. Professor Duffy also facilitates service-learning opportunities in Lowell, where he recently worked with a graduate student and the UMass Agricultural Extension to design a garden project in partnership with the Whistler House Museum of Art. Whistler House boardmember Nancy Donahue has partnered with the University on a variety of projects. The Office of University Advancement asked Ms. Donahue and her husband to sponsor the UMass Lowell Center for the Arts’ Discovery Series. The Discovery Series, in partnership with regional schools, affords the opportunity for primary school students to see a variety of performances and interact with and question the performers. Public schools throughout Massachusetts partner with UMass Lowell’s Tsongas Industrial History Center to educate children about their industrial heritage. The Tsongas Industrial History Center partnered with UMass Lowell’s Department of Work Environment to host an international conference on the Precautionary Principle. The Department of Work Environment partners with a wide variety of community agencies. For its Sustainable Hospitals project, the Department’s Lowell Center for Sustainable Production worked with hospitals throughout the Merrimack Valley, and continues to provide information on how they can reduce risks associated with chemicals, practices and processes in the hospital working environment. Area hospitals like Saints Memorial in Lowell partner with UMass Lowell’s Nursing Department to provide practica and preceptorships for nursing and physical therapy students. The Nursing Department, in cooperation with the Center for Family, Work and Community, partners with the Lowell Community Health Center, the Cambodian Mutual Assistance Association, the Lowell Visiting Nurses Association and Southeast Asian Advocates and Interpreters on a project to prevent and manage diabetes and cardiovascular disease among Cambodian elders. Lowell Community Health Center, in turn, partners with UMass Lowell English Department’s new Writing in the Community class to develop public relations materials. These same students are interviewing engineering students who have participated in the Engineering College’s Peru Project, to gather materials for a grant proposal to support service learning initiatives at the University.

This chain of community-university partnerships (described above and illustrated below) could easily be shortened and could take many different paths. It could start in a different place and end in a different place. What is astonishing about the chain is how many times it goes through the
University and back out to the community. The University’s policies toward partnerships affect the continuance of the chain at every other link, sometimes in several ways. And when University policy affects interdisciplinary work (represented by relationship arrows inside the circle representing the University), it affects the number of potential community-university partnerships as well.

**Charges to the Task Force**

Recognizing the importance of these partnerships, Chancellor William T. Hogan formed in July 2004 a Community-University Partnership Task Force to examine and analyse ways of fostering community engagement. The Task force was asked specifically to:

- Examine the kinds of models in place on campus and the ways these could serve as examples for others
- Examine the ways that partnerships could be most effectively targeted to promote the development of the regional economy, environment, and quality of life
- Examine ways to integrate partnerships with the University’s research agenda to lead to the development of high-quality, interdisciplinary models and publications
- Examine the ways that community-university partnerships could advance recruitment of high-
quality students and promote their education and intellectual development

- Identify the most promising focus areas for investments in community-university partnerships
- Identify ways that current community-university capabilities and accomplishments be more broadly recognized and respected at local, regional, national, and international level
- Examine whether new faculty and staff have special needs to enable them to form community partnerships and how such needs might be addressed
- Recommend ways to improve the number, quality level and success rates of proposals for external support for community-university partnerships
- Identify the primary administrative, management, and workload barriers to developing community-university partnerships, and recommend ways to overcome these barriers
- Identify gaps and inadequacies are their in the University’s partnership infrastructure and recommend ways these gaps could be bridged

These questions underscore the value of community-university relations to this campus. The task force was composed of a diverse cross-section of the campus’s administrative and academic units, chosen primarily for their active engagement in and experience with a wide array of community-university partnerships. Their work is responsible, in part, for UMass Lowell’s growing reputation for partnerships with and outreach to the community. For example:

- The University’s Francis College of Engineering is one of only a handful of engineering programs in the country to win NSF funding to plan for the inclusion of service learning in all engineering courses
- Our Green Chemistry initiative is being widely recognized in national publications for innovative approaches to the redesign of common uses of chemicals in manufacturing and elsewhere
- UMass Lowell’s approach to community partnerships has been the recipient of awards and commendations from groups such as U.S. Housing and Urban Development and the National Institute of Environmental Health Sciences
- The Tsongas Center has become a national model for how universities and national parks can collaborate to bring outreach and education to nontraditional groups
- UMass Lowell’s graduate program in Community and Social Psychology has established long-term partnerships with dozens of social service agencies and youth-serving agencies
- The Music Department's String Project is increasingly recognized for its innovations in overcoming the long standing problem of reaching diverse youth with classical music training
- UMass Lowell's Division of Corporate and Continuing Education is becoming known for its use of online resources to meet community needs
- Computer Science's Community Software Lab is finding fresh ways to develop web interfaces and enhance web access for groups and organizations throughout the region
- Through TNEC, UMass Lowell staff members are changing the ways that occupational health and safety is addressed through multi year training collaborations involving diverse groups of community partners

The range of disciplines and departments excelling at community outreach is reflected in recipients of the University of Massachusetts President's Award for Professional Service: Stephanie Chalupka (Nursing), Donn Clark (Engineering), Bob Forrant (Regional Economic and Social Development), Ken Geiser (Work Environment), Joyce Gibson (Education), Linda Silka (Regional Economic and Social Development), and Craig Slatin (Community Health and
Innovation and the Importance of Partnerships

Interaction with the “real world” is not the only reason the University needs to strengthen its partnerships with the community. Just as vital is the link between partnership and innovation. Lacking significant natural resources, the Merrimack Valley is highly dependent upon a steady stream of innovations. A recent article in the Harvard Business Review examines the link between innovation and partnership through a reevaluation of what economists call transaction costs. For businesses, transaction costs have traditionally formed the basis for deciding whether to partner with another business or to produce a good or a service in-house. Businesses do not partner when they can perform the work better than any potential partner. They also do the work in-house when others can perform the job better, if the transaction costs—the hassle and bother of making sure the partner does the job on time plus the costs of transporting products and other additional costs—are too high to justify the benefits of partnership.

The study’s authors believe that partnerships produce innovations that make them more valuable than the transaction costs approach might suggest. Analyzing a partnership between Sharp and Corning, the authors assert that “by bringing diverse specializations together around a near-term problem, [the partners] quickly improved their own product and process designs to compete more effectively in the race for lower costs and higher performance.”

In a way, it is no surprise that partnerships lead to innovation. In an increasing complex society great scientific achievements often come from the collaboration of specialists working in partnership with others both within and outside their disciplines. The MacArthur Genius Grants, long the most coveted stamp of a great mind, recognize this trend by increasingly reorienting science awards to groups of geniuses, rather than individuals. The Nobel Prize in Physics used to be awarded jointly only in rare circumstances. Only 20 joint awards were awarded from 1901 to 1977. Since 1978 more than 20 joint awards have been made, with only scattered individual awards.

What is surprising, perhaps, is one of the important sources of innovation in partnerships. The transaction costs themselves may spark innovation, much like friction between flint and steel can spark a fire. In the case of Dow and Corning, “innovation occurred not because the interactions were seamless but because the activity at the seams was challenging, stimulating, and catalytic.”

In other words, the “messier” the partnership, the more is potentially to be gained through the interaction. Stronger partnerships with the community may lead directly to innovations that can help the University meet its mission to assist the development of the regional economy and society.

The authors argue that “the potential for innovative solutions rises when people from diverse specializations interact.” A recent report by the Department of Housing and Urban Development broadens the word “specializations” to encompass a wide array of community partners. It urges
universities to honor “the inherent assets and expertise present in every neighborhood,” so that innovative solutions to social problems can be more easily found.

Although this task force seeks to reduce some of the barriers to partnership, some barriers are apparently necessary and desirable. The task force has attempted to distinguish between the two groups in making its recommendations, only reducing friction that does not seem to add to the possibility for innovation.

CHARACTERISTIC PARTNERSHIPS

Throughout its six months of deliberations, the Task Force examined partnership characteristics and found endless ways to categorize partnerships: by intent, by goal, by educational focus, and by duration. In all of these cases we found community-university partnerships to be exchange relationships in which at least one party is in the community and at least one is affiliated with the University. The parties exchange resources to obtain resources that they lack. Typically—indeed, in all of the examples offered as models by the Task Force—the University enters the partnership to enter into more pronounced contact with the groups outside the university. The University seeks problems that are in need of solutions, people in need of help, people who can provide an audience for student work, and organizations that can provide data to help answer research questions. Thus stated, the types of partnerships identified as models by the Task Force exemplify four different types of community-university partnership. These can be identified by what is exchanged in the partnering relationship. Although they do not represent all of the possible types of partnerships, these four examples illustrate possibilities well worth replicating and expanding.

Volunteerism—The Community Software Lab

The Community Software Lab (CSL) uses the talents of students in Computer Science to assist regional nonprofit organizations and their associates (more information may be found at http://thecsl.org/). In this model of partnership, students use their academic skills in volunteer capacities, contributing to a cause or help people, animals, or the environment. The community partner identifies the groups or individuals in need of help or assistance. The relationship is depicted below.

CSL provides free email, web hosting, and other Internet services. CSL also provides technology consulting and develops custom software as inexpensively as possible. Work for CSL is done on a purely volunteer basis, unconnected to a specific computer science course. The CSL was formed by a computer science student, Dan MacNeil, who has dedicated much of his adult life to
community service. Dan has been able to gain advice from senior CS faculty, participation from like-minded students, and key resources from the university (space for donated computer equipment, and the use of the university's existing internet).

The Task Force saw the Community Software Lab as a good model because it uses minimal (and replicable) resources to meet a pressing need in the community. With its favorable attitudes toward such endeavors, UMass Lowell was a supportive place to incubate this project. The CSL has been so successful that Dan is presently pursuing formal nonprofit status for the project. This type of partnership helps support service endeavors until they become self-sustaining.

**Service Learning—Writing in the Community**

Writing in the Community (course # 42.406 and 42.506 in the English Dept.) is a service learning capstone course that provides opportunities for students to meet learning objectives for their field through engagement in community service, applying knowledge of writing gained in the classroom to the world outside the classroom. Students are placed (according to their interests and career goals) with local nonprofit organizations for the semester. Students work with their community partners to design writing projects to meet the real writing needs of the nonprofit with which they are working. Past work has included everything from grant applications and press releases to organizational histories and fundraising letters. Classroom time is spent learning advanced writing techniques and revising student work in peer workshops. The course also requires a reflective essay and a public group presentation on the semester's partnership experience. Students benefit from the hands-on experience they gain in writing for a "real" audience for a "real" purpose with "real" consequences. They use their hard won knowledge from their years in the classroom and apply it to help meet urgent needs in the community. Through this scenario, students hone their writing skills and become much better prepared for the next step in their career. Students also have the chance to make lasting connections and effect positive change in our community. The "real" purposes and "real" consequences can only be supplied through partnerships with the community (see diagram below).

![Diagram of Service Learning—Writing in the Community partnership]

**Research Partnership—COBWEB**

The Brazilian Immigrant Worker Project (COBWEB) examines hazards affecting Brazilian workers in the Boston region. This partnership involves the University’s Work Environment Department, and Center for Family, Work, and Community with community partners including the Brazilian Immigrant Center, Allston, Brighton and Lowell Health Centers, and the Massachusetts Coalition for Occupational Safety and Health (MassCOSH). The active involvement of immigrant youth as a catalyst for change is a vital component of this project.
COBWEB seeks effective community based intervention approaches for occupational health. The project also hopes to develop new knowledge about institutionalizing partnerships for communication among academic institutions, health care facilities, and community groups, (see diagram below).

Another type of research partnership exchanges research results/findings with resources (usually financial, but sometimes also in the form of materials or equipment necessary to complete a research project) and a real-world problem that needs to be solved. Many of the University’s partnerships entail the same contribution by its community partners. The “real world” is something vitally important to this University.

**Custom Course Design—CSCE**

Continuing Studies & Corporate Education (CSCE) supports educational partnerships and opportunities between the University and community members from across the region and country. These partnerships typically involve significant collaboration between faculty, academic departments, and community organizations. Working in collaboration with academic departments and community and corporate members, CSCE staff help match the academic interests and programs with students and their respective organizations. CSCE manages the many administrative and logistical issues required to offer onsite and online programs to students and organizations around the world, allowing faculty and academic departments to focus on curriculum and teaching; while community organizations work with faculty to map curriculum to their unique needs (see diagram below).

Although many university courses adapt according to the demands of the “real world,” Continuing Education courses are often designed specifically for the needs of particular organizations. In return for financial resources, Corporate and Continuing Education enters into partnerships with area organizations to provide focused courses that its partners can not or do not wish to provide on their own.

These diagrams of exchange relationships vastly oversimplify the gains to be made by both parties. Task-Force members have been quick to point out that they often reap benefits they did
not initially expect, and that it is these additional benefits that have kept them pursuing partnerships despite the difficulty of doing so.

**Barriers to Partnership**

The Task Force was confronted with many stories of the challenges of doing effective community outreach work at UMass Lowell. We found these examples instructive because they suggest the many obstacles that remain if UMass Lowell is to become an institution that values and supports community outreach and partnerships.

**Student Challenges and Concerns:**
- Some worry about the relevance of service-learning to the core curricula in their major.
- Some find it difficult to schedule time for off-campus assignments.
- Many work at least half time in addition to attending school, and thus hesitate to participate in projects and courses that appear more time-consuming than a “regular” class.
- Some who attempt to form volunteer clubs to work with community groups found the process far too difficult, since there was no process in place to help them create relationships with community partners.
- Some stigmatize “service” and try to avoid such work.

**Faculty and Staff Challenges and Concerns:**
- Some in diverse disciplines had difficulty finding partners themselves and found the search for partners very labor intensive.
- Some have encountered substantial difficulty sustaining funding sources for successful K-12 education and colleges.
- Some have experienced substantial difficulty funding innovative outreach ideas.
- Some noted the time-consuming nature of partnership and outreach work.
- Some noted the difficult logistics of partnerships/integration.
- Some noted that even when CU partnerships are built into a course, the workload often seems higher than in a traditional classroom.
- Some believe that the University sends conflicting and inconsistent messages, which vary across different departments, about the importance and value of community outreach and involvement.

**Community Challenges and Concerns:**
- Some find it constraining to involve students or university teams for a single semester.
- Some find it difficult to know where to start in forming a relationship with the University.
- Some invest enormous amounts of time only to have attempts to partner with students and faculty fall through.

Based on the fact-finding described above, the Task Force generated a set of recommendations for maintaining and improving UMass Lowell’s community outreach and partnerships. In the next section these recommendations are outlined.
RECOMMENDATIONS

Use Existing Building Blocks for Partnership

UMass Lowell has institutions and staff members in place that are currently responsible for facilitating community-university partnerships and have identified some of the barriers described earlier. The Task Force recommends that these resources continue to be developed so that UMass Lowell’s community partnerships can be strengthened and enhanced.

1. **Community Relations Director, Office of the Executive Vice Chancellor:** The University has long enjoyed the assistance of a Community Relations operating out of the Office of the Executive Vice Chancellor. The extensive knowledge of local events, politics, and leaders in this office makes this a valuable starting point when searching for partnership opportunities. Paul Marion currently serves in this position.

2. **The Office of Community Service:** This office, in operation until the 2004/2005 academic year, has been phased out. The responsibilities of the Office of Community Service should be continued under the new structures recommended in this report.

3. **Special Assistant to the Provost for Community Partnerships:** The Special Assistant chairs this Task Force. In addition, the responsibilities of the Special Assistant include reporting to the Provost on emerging partnership opportunities and challenges, and providing support to university administrators, faculty, staff, and students on establishing and sustaining partnerships. Dr. Linda Silka currently serves in this position.

4. **Information Clearinghouse:** Over the last six months, the University has undertaken to create the UMass Lowell’s first ever Information Clearinghouse for Community Partnerships. The Information Clearinghouse is intended to serve as a friendly face for the community, making UMass Lowell resources more accessible. The primary focus of the Clearinghouse will be to help potential partners locate one another. The Clearinghouse will assist outside partners in identifying which UMass Lowell courses have projects, service learning, practicum, or internship possibilities. It will also assist UMass Lowell students, staff, and faculty in identifying community partners who have projects that provide interesting growth opportunities for our students, staff, and faculty.

Information Clearinghouse priority will be given to:

- Partnerships that link to the university's knowledge and problem solving focus
- Partnership opportunities that link to UMass Lowell strengths and the University’s mission
- Partnerships related to signature outreach areas designated by the Community-University Advisory Board
- Partnerships involving interdisciplinary teams of students, staff, or faculty
- Partnerships that call for innovation on the part of all partners
• Partnerships that focus on improving themselves over time

The Information Clearinghouse will be evaluated annually by the Community-University Advisory Board (see description below) to assess: The number of new partnerships created, the number of courses involving a partnership component, the number of interdisciplinary partnerships, the number of students involved in community-university partnerships, satisfaction of community partners, students, staff, and faculty with partnerships and the number and quality of available partnership opportunities, the amount of time and effort needed to establish partnerships, and the quantity and quality of publicity obtained for community-university partnerships.

5. **The Community-University Advisory Board:** The UMass Lowell Community-University Advisory Board, created under the auspices of the UMass Lowell Provost’s Office, parallels the University’s Industrial Advisory Board. The Community-University Advisory Board is an evolution of earlier broad based advisory groups begun and nurtured under US HUD funding to assist UMass Lowell in developing partnership capacity that reflects community needs and concerns. The Task Force recommends the continuation of this board and that efforts be directed at ensuring that the board includes regional representation and is broad based in the groups it represents.

6. **The Marketing and Communications Office:** This Office has communicated with a broad cross-section of the community through its Community Newsletter. The Task Force recommends that such efforts be continued and increased. Both print and electronic forms of communication should be considered.

7. **Centers and Institutes:** Various Interdisciplinary Centers bring together university personnel with many community partners. These efforts should be continued and greater efforts should be made to disseminate the lessons of these Centers.

**Create the Council on Community-University Partnerships**

Because so many of the proposed recommendations require the active participation of a group or position dedicated to partnerships and outreach at a very high level in the University hierarchy, the task force strongly urges the formation of a Council on Community-University Partnerships (alternative title: Community Partnership Council), initiated with a $200,000 annual budget. Recommendations for other administrative units are listed separately below the outline of the proposed council.

**Structure**

The Council on Community-University Partnerships would consist of fifteen members including administrators, faculty, staff, and students chosen for their interest and involvement in community partnerships. Councilors would serve two-year terms, although half of the first appointed councilors should be allowed to serve three-year terms to ensure continuity. At least two faculty
council members should be chosen from untenured faculty. At least two councilors should be chosen from University staff. At least one councilor should represent student organizations. The Council should consider the creation of disciplinary advisory subgroups within the council, especially those related to the signature areas advocated by the Community-University Advisory Board.

**Charges**

The Council should be charged with working to (a) improve communications about partnerships within the university as well as to the community, (b) ensure that technical assistance is available to those interested in building and strengthening partnerships, (c) improve university incentives to partner with community groups, and (d) reduce administrative barriers to community-university partnerships. The Council should look to existing resources such as the UMass Lowell Center for Family, Work, and Community for assistance in grant writing, conflict resolution, decision-making structure, strategies for surveying, and convening community-university partnerships.

**Within these broad categories, the Task Force recommends the following specific measures to the Council:**

**To Inform Potential Partners about Opportunities, Strategies and Resources Available for Community Partnerships, the Council should**

- Work with the Information Clearinghouse and other campus administrative units to create a knowledge base of community-university partnership information on current and past efforts, best practices, community partners and partnership interests, and campus resources available to support community partnerships. The Council should also collect examples of faculty and staff publications and externally funded projects focusing in whole or part on community partnerships and outreach and would distribute this information to Deans and Department Chairs.
- Encourage the University to offer training in community-university partnerships. Workshops could be offered by faculty already involved in community-university partnerships.
- Work with the Faculty Teaching and Learning Center and the Research Administration to ensure that orientation provides information on community-university partnerships verbally and in the Faculty Handbook.
- Highlight interdisciplinary community-university partnerships work in the Shuttle and other University publications.
- Establish intranet communication so faculty can learn more about existing interdisciplinary partnerships.
- Work with the Office of Public Affairs, Marketing and Communications and the Information Clearinghouse to help “brand” UMass Lowell as institution that provides education and values promoting real-world experience and to track the effectiveness of publicizing community-university partnership activity throughout the region.
- Report annually in collaboration with the Community-University Advisory Board in the Chancellor’s Blue Book on the status of community-university partnerships and related programs and projects.

**To Reach Out and Listen to Potential Community Partners, the Council Should**
- Use Communications & Marketing Office to publicize community-university partnership events or projects on an on-going basis via paid advertising in regional media outlets
- Build a physical and virtual gateway to make outreach easier to plan and implement (would house information on how to link with the University's faculty, staff and students, fill out a request for partnership
- Identify and publicize interdisciplinary opportunities such as the signature outreach areas as suggested by the Community-University Advisory Board
- Publicize interdisciplinary opportunities such as the signature outreach areas suggested by the Community-University Advisory Board and add new ones areas
- Work to coordinate and increase official university participation and representation in regional organizations (e.g. MVEDC, Northern Middlesex Council of Governments)
- Work with the Community-University Advisory Board to consider additional structured methods of listening to various constituencies in the region and to broaden its constituency

To Build University Incentives for Community-University Partnerships, the Council Should

- Establish a grant program to provide marketing, staff and research support to faculty engaged in community-university partnerships. The Council would review grant proposals to support community-university partnerships and would also review the grantee’s partnership report
- Oversee the Public Service Endowment grants
- Consider grant programs specifically designated for interdisciplinary community-university partnerships, (perhaps building on the CITA model), including seed and start-up grants and capacity building/sustaining grants
- Plan an annual awards ceremony for at least ten community-university partnership categories: untenured faculty, senior faculty, staff, undergraduate student, graduate student, interdisciplinary center, interdisciplinary (non-center), departmental, and collegiate
- Establish an Innovation Award for to be awarded annually to teams that have creatively addressed a challenge that arose from linking community-university partnerships to university teaching and research goals.

To Work to Build Resources to Support and Sustain Community-University Partnerships, the Council Should

- Work with the Center for Family, Work, and Community to build resources to support and sustain partnerships
- Work with the Information Clearinghouse to build resources to support and sustain partnerships

To Lower Administrative Barriers to Partnering, the Council Should

- Work in collaboration with the Council for Federated Centers and Institutes to decrease or eliminate administrative barriers to interdisciplinary collaboration, such as inability to split overhead.
- Work with the UMass Lowell Institutional Review Board to update human subjects review to accommodate the needs of community-based and/or participatory research practices and speed processing.

Recommendations to Other Campus Administrative Units

- The Web Office should establish a clear link to "community" on the UMass Lowell website
The other campus councils (Teaching and Learning, Diversity, Economic Development) should be charged with working with the Council on Community-University Partnerships to ensure that all Councils focus adequate attention to how their missions can be better met through attending to community partnerships and outreach.

The Office of Institutional Research should work with the Council on Community-University Partnerships to track appropriate indicators on community outreach and partnership and compare with those of appropriate peer institutions.

Each department should establish a community-university partnership liaison to serve 2-year term. The liaison would be responsible for gathering information on partnerships within the department and helping the Chair to develop a plan to increase community-university partnerships, which would be forwarded to the Dean of the College or Division.

Each college should incorporate plans for increasing community-university partnerships into their annual strategic plan.

The Research Administration and the Council on Federated Centers and Institutes should work with the Council on Partnerships to find ways to decrease or eliminate administrative barriers to interdisciplinary collaboration, particularly the inability to split administrative overhead of grants.

The Institutional Review Board should work with the Council on Partnerships to accommodate the needs of community-based and/or participatory research practices and to speed processing of waivers and approvals.