

**The Carnegie Elective Classification  
for Community Engagement**

**UW-Madison's  
2008 Documentation Reporting Form**

**August 29, 2008**

**SUBMISSION VERSION**

**[www.apa.wisc.edu/communityengagement](http://www.apa.wisc.edu/communityengagement)**

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*Carnegie Foundation Definition of Community Engagement: Community Engagement describes 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. Institutions may operationalize this definition in terms that are consistent with institutional culture.*

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## **Introduction**

**This documentation framework is intended to gather information on your institution's commitments and activities regarding community engagement.**

**Use of data: The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.**

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**Institution:** University of Wisconsin-Madison

**Institution President/Chancellor:**

John D. Wiley (until Sept 1, 2008)  
Carolyn "Bidly" Martin (after Sept 1, 2008)

**President/Chancellor's Mailing Address:**

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## **I. Foundational Indicators**

### **I. A. Institutional Identity and Culture**

#### **Required Documentation (Complete all 5 questions in section A)**

##### **I. A. 1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)? Quote the mission (vision) (100 words)**

Yes  No

Community engagement is embedded in the University of Wisconsin-Madison (UW-Madison) mission “to create, integrate, transfer and apply knowledge” and within the traditional missions of research, education, and service that define our role as a major public research university. The Wisconsin Idea – that the boundaries of the University are the boundaries of the state – has been a cornerstone of the University’s identity for more than a century and embraces the responsibility for serving the public good that came with the designation as Wisconsin’s state university under the Morrill Act of 1862.

#### **More on community engagement in the mission and vision:**

UW-Madison’s commitment to the Wisconsin Idea ensures that we eschew the image of a university as an ivory tower. Our public University strives to yield incalculable benefits to our state and to the overall well-being of society. Life is enriched every time pain and suffering is alleviated thanks to a medical breakthrough, every time an artist or musician bring aesthetic pleasure to the world, every time school children learn more thanks to instructional improvements derived from university-based research. These are but a few of the many examples of how higher education makes a positive difference in the lives of citizens, not just those formally associated with the University. The generation of knowledge and the search for truth has long been central to our academic mission. It remains basic to our commitment to excellence in teaching and research and in service to our state and society. (Modified from 2009 Reaccreditation Project, Theme 2 Report).

UW-Madison’s mission statement is lengthy, and it is reproduced here in its entirety because it effectively articulates the way that active engagement with the community, broadly speaking, is intertwined with the traditional missions of the University:

The University of Wisconsin–Madison is the original University of Wisconsin, created at the same time Wisconsin achieved statehood in 1848. It received Wisconsin’s land grant and became the state’s land-grant university after Congress adopted the Morrill Act in 1862. It continues to be Wisconsin’s comprehensive teaching and research university with a statewide, national and international mission, offering programs at the undergraduate, graduate and professional levels in a wide range of fields, while engaging in extensive scholarly research, continuing adult education and public service.

The primary purpose of the University of Wisconsin–Madison is to provide a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all. The

university seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development.

It also seeks to attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education. To fulfill its mission, the university must:

- a. Offer broad and balanced academic programs that are mutually reinforcing and emphasize high-quality and creative instruction at the undergraduate, graduate, professional and postgraduate levels.
- b. Generate new knowledge through a broad array of scholarly, research and creative endeavors, which provide a foundation for dealing with the immediate and long-range needs of society.
- c. Achieve leadership in each discipline; strengthen interdisciplinary studies, and pioneer new fields of learning.
- d. Serve society through coordinated statewide outreach programs that meet continuing educational needs in accordance with the university's designated land-grant status.
- e. Participate extensively in statewide, national and international programs and encourage others in the University of Wisconsin System, at other educational institutions and in state, national and international organizations to seek benefit from the university's unique educational resources, such as faculty and staff expertise, libraries, archives, museums and research facilities.
- f. Strengthen cultural understanding through opportunities to study languages, cultures, the arts and the implications of social, political, economic and technological change and through encouragement of study, research and service off campus and abroad.
- g. Maintain a level of excellence and standards in all programs that will give them statewide, national and international significance.
- h. Embody, through its policies and programs, respect for, and commitment to, the ideals of a pluralistic, multiracial, open and democratic society.

Revised statement, adopted June 10, 1988.

[www.wisc.edu/about/administration/mission.php](http://www.wisc.edu/about/administration/mission.php)

**I. A. 2. Does the institution formally recognize community engagement through campus-wide awards and celebrations? Describe with examples: (300 words)**

Yes  No

Community engagement and the Wisconsin Idea, often reflected in the traditional language of public service and outreach, are recognized through numerous annual awards and celebrations. Three awards for staff include the Robert Heideman Award for Excellence in Public Service and Outreach, which is one of the seven major university-level awards for academic staff. Among five major awards and celebrations for students are the Meyerhoff Undergraduate Excellence Awards for Leadership, Service and Scholarship that recognize 26 students annually who have made outstanding leadership and service contributions to the University and/or the surrounding communities while maintaining a record of academic excellence. The Undergraduate Symposium is an annual showcase of student creativity, achievement, research, service-learning and community-based research from all disciplines. More than 400 students participated in this public celebration. One award for a community partner highlights the University and the community's mutual commitment: the Outstanding Community Partner Award is given to a nonprofit agency that excels in providing opportunities for students to engage in and learn from the community through projects related to volunteerism, service-learning, or civic engagement (\$1,000 award and certificate). Among several awards for faculty is the William T. Evjue Distinguished Chair for the Wisconsin Idea, created in 2000 to recognize outstanding contributions to outreach and public service. Awards for alumni include the Distinguished Alumni Award, which celebrates outstanding alumni whose achievements exemplify the Wisconsin Idea, and Forward Under 40, an award to honor and recognize outstanding grads under age 40 who are making an impact on the world. The Wisconsin Idea Seminar, to which participants are nominated, is a five-day bus tour that immerses 40 faculty and staff in the educational, industrial, social, and political realities of Wisconsin.

**More on recognition through awards and celebrations:**

For staff:

- **Classified Employee Recognition Award:** The Classified Employee Recognition Program (CERA) is designed to recognize employees for outstanding service to the public and students or for other significant contributions to UW-Madison. It is not intended to duplicate other means of recognizing employees such as the Merit Award Suggestion Program or nonrepresented employee discretionary awards.  
[www.cncs.wisc.edu/awards.htm](http://www.cncs.wisc.edu/awards.htm)
- **The Robert Heideman Award for Excellence in Public Service and Outreach:** Those nominated for this award shall be involved in on- or off-campus outreach that reflects the public service mission of the university.  
[acstaff.wisc.edu/awards/AScall%202008.htm](http://acstaff.wisc.edu/awards/AScall%202008.htm)
- **Gerald A. Bartell Award in the Arts:** The Bartell award recognizes and honors the achievements of UW faculty and staff in the creative arts, in the areas of outreach, public service and/or other activities involving the larger community.  
[www.arts.wisc.edu/artsinstitute/awardapps.php#bartell](http://www.arts.wisc.edu/artsinstitute/awardapps.php#bartell)
- **Student Personnel Association Chancellor's Award:** Awardees are recognized for providing distinguished service to the university community and student services. They show a record of excellence in their own areas, as well as distinctive contributions to

the university as a whole (for example, committee work or volunteer work beyond the scope of their offices). Professional involvement and recognition in professional organizations outside the campus are factors for nominees. [www.uw-spa.org/](http://www.uw-spa.org/)

For students:

- **Excellence in Civic Engagement Student Award:** The Morgridge Center for Public Service Excellence in Civic Engagement Student Award is designed to recognize a student who has made community and civic engagement integral to his/her college experience. This award honors student involvement in the community that promotes strong reciprocal partnerships with community agencies and makes a significant impact. The recipient is honored with a \$500 stipend and a certificate. [www.morgridge.wisc.edu/students/awards.html](http://www.morgridge.wisc.edu/students/awards.html)
- **Morgridge Center Wisconsin Idea Fellowship:** Since 1999 the Wisconsin Idea Undergraduate Fellowships (WIF) have provided opportunities for UW-Madison students to reach out, share their expertise, serve the community and learn outside the classroom. These fellowships support innovative projects where undergraduate students, faculty/ instructional staff and community organizations collaborate in service activities and/or research designed to meet a community need while enhancing student learning. Eight projects were funded in 2007-08. Funding of up to \$5,000 per project is available. Faculty/instructional staff and the community organizations working with the student(s) each receive \$1,000 (\$500 for summer-only projects) to help defray project costs. [www.morgridge.wisc.edu/students/wif.html](http://www.morgridge.wisc.edu/students/wif.html)
- **Student Organizations Office Contribution to Community Award:** This award recognizes a student organization that has contributed to the quality of life outside of UW and has strived to improve connections within Madison or our surrounding community. This service may have been demonstrated through members volunteering time in community projects and willingness to offer assistance to community members. [soo.studentorg.wisc.edu/handbook/07-08/award\\_recognition.html](http://soo.studentorg.wisc.edu/handbook/07-08/award_recognition.html)
- **Meyerhoff Undergraduate Excellence Awards for Leadership, Service and Scholarship:** The Meyerhoff Undergraduate Excellence Awards for Leadership, Service and Scholarship recognize students who have made outstanding leadership and service contributions to the University and/or the surrounding communities while maintaining a record of academic excellence. Each year 26 awards of \$1,000 are given. Recipients are honored at a luncheon attended by family, friends, and benefactor, Harvey "Bud" Meyerhoff, a successful businessman, philanthropist, and 1948 graduate of UW-Madison. [www.provost.wisc.edu/uaa/awards/meyerhoff.html](http://www.provost.wisc.edu/uaa/awards/meyerhoff.html)
- **Undergraduate Symposium.** The annual Undergraduate Symposium showcases undergraduate creativity, achievement, research, service-learning and community-based research from all areas of study at UW-Madison including the humanities, fine arts, biological sciences, physical sciences, and social sciences. In 2008, more than 400 students presented, displayed or performed their work for members of the University, the surrounding community, family and friends. The 10th Annual Undergraduate Symposium was held on Wednesday, April 16, 2008 in the Memorial Union as a celebration that was free and open to the public

[www.learning.wisc.edu/ugsymposium/](http://www.learning.wisc.edu/ugsymposium/)

For community partners:

- **Outstanding Community Partner Award:** This award was founded to recognize and honor the vital role and commitment of the universities community partners. It is given annually to an outstanding nonprofit community partner that has demonstrated excellence in partnering with a university entity to provide opportunities for students to engage in and learn from the community. The agency recipient receives a \$1,000 award and certificate.

[www.morgridge.wisc.edu/students/awards.html](http://www.morgridge.wisc.edu/students/awards.html)

2007 winner: Community Nursing Center, Allied Drive

2008 winner: Bayview Foundation, West Washington Ave. Tutoring and youth support programs

For faculty:

- **The Wisconsin Idea Seminar:** A five-day bus tour that immerses 40 faculty and academic staff members in the educational, industrial, social, and political realities of Wisconsin. Started in 1985, the seminar introduces and promotes the Wisconsin Idea, the commitment to use university expertise and resources to address the problems of the state. [info.gradsch.wisc.edu/wis/](http://info.gradsch.wisc.edu/wis/)
- **Morgridge Center Course Development Grants:** Up to \$1,500 is available to assist faculty in the development and/or implementation of a new service-learning/community-based research course or to add service-learning/community-based research to an existing course.  
[www.morgridge.wisc.edu/faculty/facultygrants.html](http://www.morgridge.wisc.edu/faculty/facultygrants.html)
- **College level: School of Human Ecology Award for Excellence in Outreach:** The Excellence in Outreach Award recognizes outstanding contributions to the outreach mission of the School of Human Ecology. The School has a long history of reaching out to individuals, families, consumers, and communities. This award recognizes contributions to this continuing history on the part of School faculty and staff. The award is accompanied with a \$500 professional development fund.  
[www.sohe.wisc.edu/new/resoutex/documents/2008OPCExcelsenceAWARD.doc](http://www.sohe.wisc.edu/new/resoutex/documents/2008OPCExcelsenceAWARD.doc)
- **College level: The Robert G. F. and Hazel T. Spitze Land Grant Faculty Award for Excellence** is annually awarded to the faculty member from the College of Agriculture & Life Sciences or the School of Human Ecology whose work best exemplifies the land-grant mission of applying the tools of science to the practical needs of the state. The award is accompanied by a \$5,000 professional development account for the winner.
- **Ken and Linda Ciriacks Alumni Outreach Excellence Award** recognizes UW-Madison faculty members who go above and beyond their job roles to support the Wisconsin Idea and the Wisconsin Alumni Association (WAA) by delivering a variety of enrichment or outreach programs to a primarily alumni audience.  
[www.news.wisc.edu/15140](http://www.news.wisc.edu/15140)

- **Van Hise Outreach Teaching Award:** created to recognize excellence in outreach teaching
- **Gerald A. Bartell Award in the Arts:** The Bartell award recognizes and honors the achievements of UW faculty and staff in the creative arts, in the areas of outreach, public service and/or other activities involving the larger community. The award is for \$6,500 and may be used for teaching, research and public service activities.
- The **William T. Evjue Distinguished Chair for the Wisconsin Idea** was created with an endowment from the William T. Evjue Foundation to recognize outstanding contributions to outreach and service and to honor the late William T. Evjue, founder, editor and publisher of *The Capital Times*. The chair is designed to honor the legacy of the Wisconsin Idea. A candidate for the chair must have contributed substantially to the outreach mission of the University and demonstrated the ability to transfer knowledge and research through individual efforts or coordination of multidisciplinary activities. He/she must also be recognized nationally and internationally, as a distinguished teacher and researcher. Preference is given to those applicants who show that their past activities were relevant to a societal problem or opportunity and had an impact on specific audiences and/or citizens at large.

Outreach and service activities could include but are not limited to:

- Public presentations, speaking engagements, workshops, seminars, consultations and other activities that allow people to tap into the resources of UW-Madison in cities throughout Wisconsin and the nation;
- Activities and programs, both in person and via distance technology, designed for specific public- and private-sector clientele groups working on specific or at-large issues of importance to the state, nation or world;
- The transfer or application of individual expertise or multidisciplinary activities that can be brought to bear on a problem, issue or opportunity; and
- The transfer or application of knowledge via collaborative university relations programs that translate to increased support for the University among state citizens, businesses, governmental agencies, alumni and donors.

The William T. Evjue Distinguished Chair for the Wisconsin Idea is appointed for a five-year period and is renewable for additional five-year periods upon recommendation of the department chair or dean and upon approval by the Chancellor. The chair provides the recipient with the opportunity for substantial release time, and an annual auxiliary allocation that can be used in support of outreach activities, including supplies, equipment, graduate project assistants, travel and other programmatic expenses. There is also the possibility of supplemental funding for special outreach and service initiatives. No other professorships can be held concurrently. The current holder of this chair is Bassam Shakashiri, professor of chemistry.

For alumni:

- **Distinguished Alumni Award:** The Distinguished Alumni Award is the highest honor bestowed by the Wisconsin Alumni Association (WAA). The award celebrates outstanding UW-Madison graduates whose professional achievements, contributions to society and support of the university exemplify the Wisconsin Idea. 2008 is the 72<sup>nd</sup> year of the award.

[www.uwalumni.com/home/alumniandfriends/waa\\_awards/daa/daa.aspx](http://www.uwalumni.com/home/alumniandfriends/waa_awards/daa/daa.aspx)

- **Forward Under 40:** WAA created the Forward Under 40 award to honor and recognize outstanding grads under age 40 who are making an impact on the world. The winner must exemplify the Wisconsin Idea, based on the following criteria: achievements in their professional and/or volunteer life; originality and success of achievements for someone of their age; impact they've made in their area of focus (business, field or community); demonstrated Badger spirit in terms of energy, initiative, creativity and drive. [www.forwardunder40.com/](http://www.forwardunder40.com/)
- **College-level: Distinguished Business Alumnus Award:** The Distinguished Business Alumnus Award is given to graduates of the School of Business who not only achieve outstanding success in their career but also have given back in meaningful ways to the community. In the school's more than 100-year-history, only 71 individuals have been honored with this award ( as of 2006). [www.bus.wisc.edu/update/june06/a\\_distinguished\\_alumnus.asp](http://www.bus.wisc.edu/update/june06/a_distinguished_alumnus.asp)
- **College-level: Alumni Achievement Award:** The Alumni Achievement Award, the highest honor bestowed by the School of Education, recognizes a career of extraordinary accomplishment. Recipients are selected based on one of the following criteria: 1) significant contributions to one's chosen field and an exemplary record of professional leadership, or 2) outstanding service to one's community and/or UW-Madison that reflects the commitment to public service for which the School of Education is known. The nominee must have received a degree or certificate from a program within the School of Education. [www.education.wisc.edu/alumni/awards/default.asp](http://www.education.wisc.edu/alumni/awards/default.asp)

**I. A. 3. a) Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community? Describe the mechanisms: (400 words)**

Yes  No

The Wisconsin Idea Project (WIP), initiated in 2006, is a systemic effort to evaluate, demonstrate and enhance the University's relevance to the citizens of Wisconsin and to strengthen the University's service to the citizens of the state. Evaluative elements of WIP include listening sessions that are incorporated into statewide outreach visits by the provost and chancellor through Alumni Founders' Days, UW For You, and Badger Day programs, all of which are designed to gather citizen input on the current and future direction of the university. [www.wisconsinidea.wisc.edu](http://www.wisconsinidea.wisc.edu)

Credit and noncredit continuing education programs are a direct form of community engagement. The University's array of offerings is systematically assessed as part of an annual UW System-wide review. Lead responsibility for program planning and for program impact assessment rests with the UW-Madison's Division of Continuing Studies (DCS) in collaboration with University of Wisconsin-Extension (UW-Extension). Serving 160,000 learners annually, DCS is the largest and most comprehensive continuing education provider in the state. Its activities are coordinated and assessed through an annual Critical Analysis Report and a Five-Year Strategic Plan.

UW-Extension partners with UW-Madison and the other UW System universities to "help the university establish mutually beneficial connections with all its stakeholders." The UW-Madison/UW-Extension partnership is documented in an annual program- and resource-negotiation plan called the Inter-Institutional Agreement. The Program Impact Initiative, conducted jointly by UW-Madison and UW-Extension, assesses programming impacts at both the individual and aggregate levels and utilizes program-needs information collected throughout the state by the Extension faculty and staff at the county, regional and state levels as a guide for future programming, service and resource allocations.

In keeping with the decentralized nature of UW-Madison, individual schools and colleges have mechanisms for systematic evaluation of their community interactions. For example, the School of Medicine and Public Health meets high standards of service at the 97 locations statewide that comprise the Wisconsin Clinical Campus, including family care, primary care, and doctor-training facilities.

The quality of the University's relationships with neighbors is monitored through the Office of Community Relations and through formalized joint efforts in civic governance: the Chancellor's Office has representatives on city committees, including the Downtown Coordinating Committee, the Alcohol License Review Board, the Joint Southeast Campus Area Committee, and the Joint West Campus Area Committee (See I.B.6.).

**More on the UW-Madison/UW-Extension relationship:**

Within the public university system in Wisconsin, the University of Wisconsin-Extension (UW-Extension) exists as an institution that functions in partnership with UW-Madison and the other universities that comprise the UW System. UW-Extension has a statewide mission to ensure that "all Wisconsin people can access university resources and engage in lifelong learning, wherever they live and work" through four divisions: Cooperative Extension, Continuing Education, Entrepreneurship and Economic Development, and Public

Broadcasting (television and radio). UW-Extension and UW-Madison (and the other UW institutions) collaborate through an Inter-Institutional Agreement, negotiated annually, which defines programmatic expectations and the financial resources that will be transferred to UW-Madison. Approximately 440 faculty and staff at UW-Madison have these extension and outreach missions. Most of them are employed in the College of Agricultural and Life Sciences, the School of Human Ecology, and the College of Engineering. In just the College of Agricultural and Life Science about 150 faculty and academic staff hold extension appointments, and work closely with county extension staff in delivering valuable information and advice to Wisconsin citizens, businesses and organizations.

**I. A. 3. b) Does the institution aggregate and use the assessment data? Describe how the data is used: (300 words)**

Yes  No

The Wisconsin Idea Project is intended to better prepare the University to realign resources to manage and create more systematic and sustainable ways for faculty, staff and students to work on significant state issues (see I.A.3.a.). The evaluative and descriptive information so gathered is used to:

- Communicate the tangible benefits of our extensive public interest work in education, research, clinical and outreach engagement activities;
- Better manage these activities to create more systemic and sustainable ways for all faculty, staff and students to have a broader impact on issues of great significance to the state;
- Task faculty, staff and students with strengthening and reinvigorating the core value and culture of the Wisconsin Idea;
- Develop shared consistent messaging across campus that reiterates our commitment to engage actively with the citizens of the state.

Coordination between UW-Madison and UW-Extension is a key use of information collected and used at different levels depending upon the nature of the partnership with the community in question. The annual Critical Analysis Report, Five-Year Strategic Plan, and the Inter-Institutional Agreement process that guide the partnership between UW-Madison and UW-Extension continuously draw upon assessment data as a guide to future program planning, service improvement and resource allocation. For example, recent recommendations from these evidence-based reports relate to implementation of enhanced registration and marketing systems, expansion of distance-delivery programming, and funding restructuring to improve incentives for those delivering continuing education.

The Office of Community Relations builds relationships in the community and uses feedback and information to advance initiatives in mutually beneficial ways. For example, the needs of the South Madison community are central to the configuration of services coordinated through the Campus Community Partnerships program (see Partnership Grid).

**I. A. 4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution? Describe the materials: (300 words)**

Yes  No

The emphasis on community engagement as part of the land-grant mission of UW-Madison coupled with the powerful concept of The Wisconsin Idea is referenced extensively in marketing and public information. It epitomizes the mutually beneficial relationship between the people of the state and their university.

“Outreach” is a top-level section on the University’s homepage and provides links to community outreach centers, summer youth programs, scholarships, seminars, continuing education, international education, business and industry resources.

The Wisconsin Idea Project (WIP) is a featured link on the University’s home page. Every two weeks, University Communications publishes a feature story on a project that exemplifies the Wisconsin Idea. Projects are classified into one of four thematic areas: building Wisconsin’s economy, advancing health and medicine, educating young and old, and enhancing quality of life. For example, in July 2008, University Communications featured “Covering Kids and Families,” a coalition of more than 65 organizations dedicated to informing qualifying Wisconsin residents about BadgerCare, the State’s affordable health care program.  
[www.news.wisc.edu/The%20Wisconsin%20Idea](http://www.news.wisc.edu/The%20Wisconsin%20Idea)

Numerous units such as the UW Foundation, the Wisconsin Alumni Association, and the College of Agricultural and Life Sciences (CAL S) have their own publications that highlight faculty, staff, student, and alumni activities conducted in the public interest. One of them, *Grow*, published by CAL S, features topics central to Wisconsin’s life sciences community. It goes out to CAL S alumni, faculty and staff, senior-level students and leaders in the community.

The Wisconsin Experience, which articulates the unique learning opportunities at UW-Madison, is grounded in the tradition of the Wisconsin Idea and sets the expectation for faculty, staff, and students to have significant positive impacts on the world. [www.learning.wisc.edu/](http://www.learning.wisc.edu/)

**More about community engagement in campus publications:**

“Outreach” is one of only seven top-level sections on the University’s home page. One click provides links to the following categories of information:

- “Community outreach,” with links to Community Partnerships Center, Morgridge Center for Public Service, Speakers Bureau, and more.
- “Continuing education,” with links to Division of Continuing Studies, PreK-12 teacher resources, school and college programs, UW-Extension, Wisconsin Alumni Lifelong Learning, and more.
- “International resources” with links to the International Institute, the Language Institute, Center for International Business, Education and Research, and more.
- “Youth programs,” with links to Badger summer athletic camps, PEOPLE program, Summer Music Clinics, and more.
- “Business and industry” resources, with links to the Office of Corporate Relations, University Research Park, Wisconsin Alumni Research Foundation, and more.
- “Students, faculty and staff” resources, with links to the Baldwin Wisconsin Idea

Endowment, Wisconsin Idea Undergraduate Fellowships, Wisconsin Idea Seminar, and more.

In preparation for institutional reaccreditation in April 2009, UW-Madison launched a self-study project focused on two questions: What will it mean to be a great public university in a changing world? How will UW-Madison uniquely embody this greatness? Teams of faculty, staff, and students conducted theme-based studies. Six theme teams examined the role of the university as a public entity serving in a broader role to help individuals and groups, near and far. Theme-team reports, completed in May 2008, called for “a renewal of the mutual commitment between the UW-Madison and the people of Wisconsin to support and enhance one another and the global community.” [www.greatu.wisc.edu/theme-teams/](http://www.greatu.wisc.edu/theme-teams/)

Many of the academic, administrative and affiliated units of UW-Madison produce regular publications that feature faculty, staff and students who serve the public good and interact with the community.

*Wisconsin Insights* is published three times annually by the UW Foundation for friends of the UW-Madison.

[www.uwfoundation.wisc.edu/home/aboutus/publications/publications.aspx](http://www.uwfoundation.wisc.edu/home/aboutus/publications/publications.aspx)

*On Wisconsin* is published three times annually by the Wisconsin Alumni Association for alumni and friends of the

University. [www.uwalumni.com/home/alumniandfriends/onwisconsin/onwisconsin.aspx](http://www.uwalumni.com/home/alumniandfriends/onwisconsin/onwisconsin.aspx)

*Forward Under Forty* is an annual publication of the Wisconsin Alumni Association that profiles the winners of the Forward Under Forty award, young Badger grads who are building tomorrow's world. [www.uwalumni.com/home/waa/pubs/pubs.aspx](http://www.uwalumni.com/home/waa/pubs/pubs.aspx)

*Grow*, published three times each academic year by the College of Agricultural and Life Sciences, features lively writing and vibrant photography on issues central to Wisconsin's life sciences community such as food, agriculture, nutrition, the environment and community development. The print edition of *Grow* is distributed to all CALS alumni, faculty and staff, graduate and senior-level students, and leaders in the agriculture, natural resources and biosciences communities.

[www.grow.uwcalscommunication.com/](http://www.grow.uwcalscommunication.com/)

The online *UW Business Wire* includes a list of publications from the schools and colleges that describe research advances for distribution to public audiences.

[buswire.ocr.wisc.edu/publications.php](http://buswire.ocr.wisc.edu/publications.php)

*L&S Today*, a newsletter distributed by the College of Letters and Science to all of its alumni, highlights current faculty/staff contributions as well as L&S alumni who've made particularly important/good/useful contributions to the world.

[www.ls.wisc.edu/newsletters.htm#L&SToday](http://www.ls.wisc.edu/newsletters.htm#L&SToday)

**I. A. 5. Does the executive leadership of the institution (president, provost, chancellor, trustees, etc.) explicitly promote community engagement as a priority? Describe examples such as annual address, published editorial, campus publications, etc. (300 words)**

Yes  No

UW-Madison's leadership promotes community engagement as a priority. Keeping the University engaged with and relevant to the people of Wisconsin and beyond is a core value of the University's mission. Public service has been central to the University's self-identity for most of its 160-year history (see I.A.1.).

Institutional leadership consistently communicates the focus on the Wisconsin Idea. For example, in April 2008, then-Chancellor John Wiley stopped in the Wisconsin Dells to offer the University's help to the Dells Business Improvement District: "The UW still follows the Wisconsin Idea. The ... principle is that the boundaries and influence of the university should extend to the boundaries of the state and beyond. One way it does that is to provide help to groups, organizations and businesses around the state."

[www.wiscnews.com/wde/archives/index.php?archAction=arch\\_read&a\\_from=browse&a\\_file=/wde/2008/04/05/280320.php](http://www.wiscnews.com/wde/archives/index.php?archAction=arch_read&a_from=browse&a_file=/wde/2008/04/05/280320.php)

In his Spring 2008 commencement speech, then-Chancellor Wiley emphasized the role that students play in the Wisconsin Idea: "You have been emissaries of the Wisconsin Idea—that the campus boundaries extend to the boundaries of the state and beyond. During your years on campus, most of you participated in multiple service-learning projects, which have imbued in you a spirit of civic engagement and responsibility for the welfare of others . . . And our world will be a far better place for the many ways in which you've prepared yourselves to go out and contribute."

[www.news.wisc.edu/commencement/wileySpring2008.html](http://www.news.wisc.edu/commencement/wileySpring2008.html)

UW-Madison Chancellor, Carolyn "Biddy" Martin also expressed her commitment to the Wisconsin Idea: "It is an essential component of the university's mission and the possibilities are exciting, especially in an economy where lifelong learning, continuing education and even retraining are so vital."

## I. B. Institutional Commitment

### **Required Documentation (Complete all 6 of the following)**

#### **I. B. 1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement? Describe with purposes, staffing: (400 words)**

Yes  No

UW-Madison has both centralized and decentralized infrastructures for community engagement. In addition to the cross-campus activities listed below, colleges, schools, centers and other units engage community members in their advisory groups and boards, including linkages with various business, industry, interest and local community groups.

The Council on Outreach includes representatives from across the institution at the school/college level who have responsibility for outreach and for credit and noncredit programming directed at meeting community or learner-community needs. The Council meets regularly under the leadership of the dean of Continuing Studies, serves as a forum for the promotion of community engagement, and as a linkage to the UW-Extension partnership, which focuses on county, regional and statewide engagement.

The Wisconsin Idea Project, housed in the Office of the Chancellor and the Office of the Provost, is supervised by an assistant vice chancellor, has two full-time staff, and is advised by a committee of deans and administrators from across campus. [www.wisconsinidea.wisc.edu/](http://www.wisconsinidea.wisc.edu/)

The Morgridge Center for Public Service works with faculty, staff and students to promote civic engagement, strengthen teaching and learning, and build collaborative partnerships through public service, service-learning, and community-based research. The Morgridge Center has a staff of six, including a faculty director and an associate director. [www.morgridge.wisc.edu](http://www.morgridge.wisc.edu)

The Office of Corporate Relations (OCR) is a "front door" to the University for business and economic development and for the development of entrepreneurship. OCR has a staff of eight, including the director and three business-university liaisons. [www.ocr.wisc.edu](http://www.ocr.wisc.edu)

The Office of Visitor and Information Programs serves as the central access point for visitors, for locating information, and for navigating UW-Madison and the surrounding community. Staffing includes six full-time staff and numerous student tour guides. [www.vip.wisc.edu](http://www.vip.wisc.edu)

The Office of Community Relations, within the Office of the Chancellor, coordinates town-gown interactions and aims to build high-quality relationships with the University's community neighbors. With a staff of three, the office focuses on K-12 partnerships, relationships with proximal civic government, and the business community (see I.B.6.).

The Wisconsin Alumni Association is closely allied with the University and maintains contact with the 370,000 living alumni who comprise a key community for the University. [www.uwalumni.com](http://www.uwalumni.com)

**I. B. 2. a) Are there internal budgetary allocations dedicated to supporting institutional engagement with community? Describe (percentage or dollar amount), source, whether it is permanent, and how it is used, etc. (50 words)**

Yes  No

Based on the 2006-07 annual expenditure report, 6.3% of the total budget was expended on Public Service (\$135 million of \$2,153 million). When restricted to state funds and tuition/fees, Public Service was 6.6% of total expenditures (\$46 million of \$693 million).

**More about budgetary allocations:**

“Public Service” is an accounting category used for specific activities, specifically as they relate to outreach and extension-related activities. Substantial amounts of funding for community engagement are not allocated to Public Service but rather to institutional support, academic support, other administrative categories, instruction or research.

Reflecting the decentralized governance of UW-Madison, some of the campus budgets for community engagement are administered at the college or departmental level. As an example, the School of Human Ecology administers an endowed fund, the Beckner Endowment, which is totally dedicated to outreach projects by faculty and staff to the families of the state. Examples of some of these community projects involve the arts ([www.sohe.wisc.edu/new/resoutex/OutreachinDesignandtheArts.htm](http://www.sohe.wisc.edu/new/resoutex/OutreachinDesignandtheArts.htm)), services to families and children ([www.sohe.wisc.edu/new/resoutex/outreach/ChildrenandFamilies.htm](http://www.sohe.wisc.edu/new/resoutex/outreach/ChildrenandFamilies.htm)), and family financial health ([www.sohe.wisc.edu/new/resoutex/FamilyFinancialHealth.htm](http://www.sohe.wisc.edu/new/resoutex/FamilyFinancialHealth.htm)).

Other examples of internal budgetary allocations for institutional engagement with the community that are not captured in the “Public Service” category and are described elsewhere in this application include:

- Morgridge Center for Public Service
- Wisconsin Idea Project
- Office of Corporate Relations
- Wisconsin Institutes for Discovery
- Visitors Services and Programs
- Precollege programs, for example PEOPLE
- Summer Sessions: University Forum (open to the community for noncredit or credit class that focuses on significant community issues) Windows on the World (credit course that showcases cultural and arts aspects of other nations)
- Clinical placement and practica; for example the School of Social Work places approximately 200 students annually who work approximately 20 hours/week (bachelors and master’s level).

**I. B. 2. b) Is there external funding dedicated to supporting institutional engagement with community? Describe specific funding: (200 words)**

Yes  No

Based on the 2006-07 annual expenditure report, when restricted to federal funds, gifts and endowments, Public Service was 4.3% of total expenditures (\$40 million of \$937 million). This is likely to be an underestimate because much community engagement activity is associated with administrative categories, instruction, or research.

The 2007-08 Inter-Institutional Agreement transferred to UW-Madison \$50,665,511 (a combination of federal, state and program revenue, known as Fund 104) and supported 387.5 FTE positions (approximately 440 faculty and staff) for the support of activities in the areas determined by community needs.

Major research grants from the National Science Foundation (approximately \$100 million in 2006-07) must account for the broader impact of the research; many projects explicitly include outreach and community engagement activities in their budgets.

Other examples: the Wisconsin Partnership Program, in the School of Medicine and Public Health, has awarded 129 grants for a total of \$50 million to faculty- and community-initiated public health projects since 2004 ([wphf.med.wisc.edu](http://wphf.med.wisc.edu)); the School of Human Ecology brings in external grants for community collaborations or outreach totaling an average of \$50,000 per faculty member per year.

For gifts, see II.B.2.c.

**I. B. 2. c) Is there fundraising directed to community engagement? Describe fundraising activities: (200 words)**

Yes  No

The Wisconsin Idea is alive in the work of the UW Foundation, the official fundraising and gift-receiving organization for UW-Madison. Some of the largest gifts ever made to the University support community engagement. A \$21.7 million gift from the estate of Ira and Ineva Reilly Baldwin created the Wisconsin Idea Endowment, which funds innovative projects that share the University's knowledge and resources around the globe and that return knowledge gained to the University. A \$50 million contribution from alumni John and Tashia Morgridge supports a public-private partnership. "We hope to extend the Wisconsin Idea, spurring new discovery, new treatments, new knowledge and new jobs," says John Morgridge, chair of the board of Cisco Systems. Tashia Morgridge: "This will be a center for innovative teaching and learning, where university students will work . . . with K-12 students in special outreach programs that will help grow tomorrow's scientists." The Morgridge Center for Public Service, launched in 1996 with multimillion dollar support from the Morgridges, supports the infusion of service learning and community-based research throughout the curriculum.

Fundraising for community engagement also takes the form of grant-getting through federal and state agencies and foundations (see II.B.2.b.).

**I. B. 3. a) Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?  
Describe: (400 words)**

Yes  No

The Wisconsin Idea Project (WIP) is an organized, systematic effort at the university level to strengthen our service to and engagement with the citizens of Wisconsin. WIP has several components, a core component being the systematic collection and tracking of community-engagement projects and activities. This information is accessible through an online database that users can search by keyword, subject area, Wisconsin county, or UW-Madison school or college. New projects are added to the database through an online interface. As of May 2008, the database described 687 separate projects or activities. [www.wisconsinidea.wisc.edu](http://www.wisconsinidea.wisc.edu)

Other activities tracked and documented centrally:

The Division of Continuing Studies monitors credit and noncredit continuing education instruction and enumerates that through its participation in the Accountability Report for UW-Extension and through the annual Critical Analysis Report. In Fiscal Year 2007, there were 154,929 enrollments in continuing education programs.

In its role as the University's front door for business and industry, the Office of Corporate Relations maintains a database of activities; in the past year, the Office fielded contacts from nearly 1,000 companies.

Clinical placements, preceptorships, practica, and internships – all activities in which students test and extend their learning by engaging with the community in a real-world setting – are part of the student academic record. More than 80% of approximately 6,000 bachelor's degree recipients annually have at least one of these activities.

The Leadership and Involvement Record sponsored by the Student Organization Office is a way for students to record their leadership roles and community service.

UW-Madison is highly decentralized and most schools and colleges and major divisions track, assess, and evaluate community engagement and the strength of the Wisconsin Idea within their units. Some academic units (for example, School of Business, School of Human Ecology) require faculty to report professional activities in a searchable database. Part of the rationale for this change is to more readily identify and summarize the faculty work of public engagement. Because of the size and scope of the University, impact is often best evaluated at the unit level.

**I. B. 3. b) If yes, does the institution use the data from those mechanisms? Describe:  
(300 words)**

Yes  No

The Wisconsin Idea Project generates reports for each of the 13 schools and colleges or for other major divisions that give a perspective on the quality and extent of engagement. Deans use this information to encourage and reward such activity. Reports for each county in Wisconsin illustrate the geographic distribution of activity and may highlight areas of rich engagement and gaps. When University leaders visit communities throughout the state this information is useful for discussing the University's involvement within the community and ways to improve the exchange.

The Division of Continuing Studies uses the data compiled in the Annual Report, the Accountability Report, and the Critical Analysis Report (see I.A.3.a.) to evaluate if programs are meeting the clientele's needs, whether certain areas of programming should be phased out or terminated, and whether some services need to be improved. For example, recent recommendations from the Critical Analysis Report related to the implementation of an enhanced registration and marketing system, the need for expanded distance-delivered programming, improved incentives for campus providers of continuing education, and the removal of various policy barriers to expansion of programming and services to enhance engagement.

The Office of Corporate Relations makes use of the information it collects in annual reports to help plan and evaluate what services and connections need to be strengthened.

Student-record data is used to evaluate the extent of student participation, recognize success, and devise strategies for improving the student experience and for signaling when information-collection strategies need to be improved. The Leadership and Involvement Record can be used to verify out-of-classroom activities to employers, can assist with completing graduate school applications, may be provided to individuals writing letters of reference, and may assist with the development of résumés.

**I. B. 3. c) Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement? (ON STUDENTS/ FACULTY/ COMMUNITY/ INSTITUTION)**

Yes  No

**I. B. 3. d) Impact on STUDENTS -- Describe one key finding: (200 words)**

Our goal, through the Wisconsin Experience, is “to produce graduates who: think beyond conventional wisdom; are creative problem-solvers who can integrate passion with empirical analysis; know how to seek out, evaluate and create new knowledge and technologies; can adapt to new situations; and are engaged citizens of the world.” The impact on students is best observed in how our students exhibit engagement after graduation. Systematic assessment by UW-Madison and the Wisconsin Alumni Association includes surveys and information gathering through the Alumni Directory. Studies show that UW-Madison is second in the number of alumni who enter the Peace Corps, top five for those who enter Teach for America, one of the top producers of leaders of major corporations, and an educator of civic leaders. According to a recent survey, 69% of seniors had done community-service work, compared with an average of 61% at other research universities. Currently in Wisconsin, the governor, the lieutenant governor, the attorney general, the superintendent of the Department of Public Instruction, six of seven Wisconsin Supreme Court justices, 24% of Wisconsin legislators, and six of the 10 members of Wisconsin’s congressional delegation are UW-Madison alumni.

**I. B. 3. d) Impact on FACULTY -- Describe one key finding: (200 words)**

UW-Extension conducts a comprehensive Strategic Planning Exercise approximately every five years, with focus groups in each of Wisconsin's 72 counties. The process leads to revamped priorities for Extension programs, and those priorities guide the work of more than 400 faculty and staff at UW-Madison who have Extension appointments. In this way, citizens throughout the state have some say on what topics merit research and what knowledge needs most to be shared with the state's communities. The Wisconsin Idea Project and the implementation in some units of an online database for faculty activity (see I.A.3.a.) reporting are both mechanisms that allow for better evaluation of community-engagement scholarship. These mechanisms have brought renewed attention to the Wisconsin Idea and they validate faculty scholarship in this area. The University Committee, the executive committee of the Faculty Senate, has appointed a subcommittee to evaluate how the scholarship of extension work, outreach, and community engagement mesh with existing standards.

**I. B. 3. d) Impact on COMMUNITY -- Describe one key finding: (200 words)**

The Wisconsin Idea Project is a collection point for assessing impact on the community. With nearly 700 projects, there are numerous examples of impact. One example is the Odyssey Project, which offers members of the Madison community an opportunity to begin a college education through an intensive two-semester course. The program's goal is to provide wider access to college for nontraditional and low-income students by offering a challenging classroom experience, individual support in writing, and assistance in applying for admission to college and for financial aid. More than 100 Madison adults over five years have graduated from the Odyssey Project. [www.odyssey.wisc.edu](http://www.odyssey.wisc.edu) Another example is the Schools of Hope project, which began in 1995 under the leadership of the United Way of Dane County and Madison Metropolitan School District, and with several partners including UW-Madison. This community-wide effort to improve minority achievement resulted in measurable change: from 1995 to 2005, the racial achievement-gap for third-grade reading collapsed from 21 percentage points to 2 percentage points. UW-Madison

students (volunteer tutors), faculty and staff participated in the project.

[www.morgridge.wisc.edu/students/tutors.html](http://www.morgridge.wisc.edu/students/tutors.html)

**I. B. 3. d) Impact on INSTITUTION -- Describe one key finding: (200 words)**

One impact of self-assessment has been recognition of the need to better document outreach, service, and community engagement, and find ways to more effectively leverage those activities. A renewal of the Wisconsin Idea and a reinvigorated engagement of the University with the public has emerged as a central theme in the University's reaccreditation project. In preparing for the 2009 site visit by the University's regional accrediting agency (Higher Learning Commission of the North Central Association, HLC), the Reaccreditation Team posed two questions as the basis for the self-study: "What will it mean to be a great public university in a changing world?" and "How will UW-Madison uniquely embody this greatness?" Six theme team reports, delivered in May 2008, emphasized the need to more intentionally couple the intellectual capacity of the University with the goals and needs of the state and the world through aligned and sustained public work, partnerships with the public, expanded public access to the University's resources, and engaged students serving the public. This vision of a new Wisconsin Idea will feed the reaccreditation self-study and the current strategic planning process. [www.greatu.wisc.edu](http://www.greatu.wisc.edu)

**I. B. 3. e) Does the institution use the data from the assessment mechanisms?**

**Describe: (300 words).**

Yes  No

The Cooperative Extension Division conducts a comprehensive Strategic Planning Exercise about every five years, with focus groups in each of Wisconsin's 72 counties. The information collected in this manner is used to establish priorities for Extension programs, and those priorities guide the work of approximately 440 individual faculty and academic staff (387.5 FTE) at UW-Madison who have appointments related to programming within Cooperative Extension.

The Wisconsin Idea Project (WIP) is an assessment mechanism that serves as a collection site for outreach, public service, and community engagement, and a vehicle to evaluate the impact. It is also intended to highlight opportunities for improvement and thereby complete the assessment spiral. Faculty and staff learn about active projects from WIP and ways to tie into existing projects and leverage those for other purposes. This information feeds into strategic planning both at the University level and within the schools and colleges. It provides a vehicle for communicating with the public throughout the state and beyond about what we already do and about new possibilities.

[www.wisconsinidea.wisc.edu](http://www.wisconsinidea.wisc.edu)

A third example comes from the School of Medicine and Public Health (SMPH). A shortage of physicians affects rural Wisconsin: 28% of Wisconsin citizens live in rural areas but only 11% of physicians have rural practices. Of Wisconsin's 72 counties, 60 are underserved and 77% of these underserved counties are rural. Research also shows that rural citizens are generally sicker, poorer, older and more likely to be uninsured. In response, the SMPH established the Wisconsin Academy for Rural Medicine, which aims to increase the number of physicians practicing in rural Wisconsin and to improve the health of rural Wisconsin communities. [www.med.wisc.edu/education/md/warm/](http://www.med.wisc.edu/education/md/warm/)

**I. B. 4. Is community engagement defined and planned for in the strategic plans of the institution? Describe and quote: (200 words)**

Yes  No

The Wisconsin Idea – that the boundaries of the University are the boundaries of the state – is a core component of the University’s strategic plans. [www.chancellor.wisc.edu/strategicplan](http://www.chancellor.wisc.edu/strategicplan)  
The 2001-2009 strategic plan cites as one of five strategic priorities “Amplify the Wisconsin Idea.”  
The strategic focus goals for 2007-09 are:

- foster the core value of the Wisconsin Idea and service to the state;
- promote the development of outreach efforts and partnership programs in the sciences, arts and humanities;
- address the growing health-care crisis in the state;
- expand entrepreneurship; and
- increase funding for research commercialization efforts.

A strategic plan for the next decade, currently being developed, will highlight the role that public engagement plays in keeping the University strong into the future.

Many academic and administrative units also highlight outreach, public service and community engagement in their strategic plans. For example, the College of Engineering’s strategic plan lists as one of the main goals to “enhance and develop approaches for technology transfer to industry, business, and government . . . form strategic alliances with other universities and with the private sector.”

**More about community engagement and strategic planning:**

The 2001-2009 strategic plan cites as one of five strategic priorities “Amplify the Wisconsin Idea” ([www.chancellor.wisc.edu/strategicplan](http://www.chancellor.wisc.edu/strategicplan)). Specific goals for 2007-09 are:

- Foster the core value of the Wisconsin Idea and service to the state. Examples: community research on how UW-Madison can strengthen and create partnerships that provide tangible benefits to state citizens; better document how our work impacts the state; and provide increased opportunities to create interactions between the university and state constituents.
- Promote the development of outreach efforts and partnership programs in the sciences, arts and humanities. Examples: Science Alliance. the Wisconsin Book Festival. Odyssey Project. Humanities Forums. Teacher Enhancement Programs in Biology Education.
- Address the growing health-care crisis in the state. Examples: expand the health-care workforce, especially in underserved rural and central-city areas; apply expertise to policies and approaches that will lead to the greatest efficiency and effectiveness in resource utilization; advance new approaches for preventing, diagnosing and treating disease.
- Expand entrepreneurship. Examples: Use Kauffman Foundation grant to educate students about the principles and practices of entrepreneurship; connect newly educated students with technology and ideas that can evolve into new ventures;

increase availability of investment funding to start, grow and sustain companies that our entrepreneurs create.

- Increase funding for research commercialization efforts. Example: seek additional funds to help more researchers move their technology forward to a point where industry or other investors are willing to fund commercialization.

Similarly, many academic and administrative units have strategic plans that highlight outreach, public service, and community engagement. Selected examples follow.

College of Agricultural and Life Sciences (CALs): CALs has the highest concentration of Extension faculty of any school/college in the University. CALs was created with the enactment of the Morrill Act of 1962 and the mission of public service is foundational. The CALs Strategic Plan states: “We serve the citizens of Wisconsin and beyond by finding solutions and promoting opportunities in the areas of agriculture, life sciences, natural resources and social science. ... Areas of focus include: Promote a culture of outreach among ALL faculty, and encourage a balance of contributions.”

School of Business. Quoting from the 2007-08 strategic plan, “The school must also take into account the important role it may play in strengthening the local and regional economy through its programs. It could be argued that no unit on campus is better suited to pursuing the Wisconsin Idea than the School of Business. Building excellence in areas that reinforce strengths of the local economy and thereby help Wisconsin and regional businesses succeed is important to our strategy. (...) The school offers two Enterprise MBA programs delivered to working professionals: a three-year Evening MBA and a two-year Executive MBA (the latter taught on alternate weekends)... These programs also provide a great benefit to regional businesses and their employees, which can increase the visibility and reputation of the school and the university.” [www.bus.wisc.edu/stratplan/StratPlan-UW-Business.pdf](http://www.bus.wisc.edu/stratplan/StratPlan-UW-Business.pdf)

Division of Continuing Studies (DCS): Quoting from the DCS strategic plan “The Wisconsin Idea is a core value of UW-Madison—a value of sharing and applying knowledge, creating and strengthening partnerships and collaborations, and expanding access to lifelong learning for the people of Wisconsin, the nation, and the world....

Provide High-Quality Campus and Community Services for Nontraditional Students: The Division provides a range of cross-college services for nontraditional students, community-based educational and career counseling for adults, and marketing and public relations for continuing education, Summer Sessions, and evening and distance-learning programs. Goals to advance this priority: 1. Expand educational services and support for nontraditional students, 2. Strengthen and promote career services for community adults, 3. Provide marketing services for lifelong-learning programs, 4. Build public and institutional awareness of and support for Divisional and institutional lifelong-learning programs and outreach services.” [www.dcs.wisc.edu/about\\_us/strategic.htm](http://www.dcs.wisc.edu/about_us/strategic.htm)

School of Education. Quoting from the strategic plan, “Collaboration and Partnership. Excellence in research and teaching in the School of Education is accompanied by a strong sense of commitment among faculty and staff to collaboration among schools and colleges, community groups, and public policy makers. This is accomplished in numerous ways, such as adapting research to practice, preparing future leaders, encouraging innovation, and providing professional development, whether faculty members are assisting with curriculum development in a local school district, working with professional organizations to share new

research and practice, advising public policy makers on important issues, or building bridges to communities across the world.” [www.education.wisc.edu/about/strategy/](http://www.education.wisc.edu/about/strategy/)

College of Engineering: Quoting from the strategic plan, “Objective: Technology Innovation and Entrepreneurship Leadership. Strategies/Goals:

1. Enhance current approaches and develop new approaches for technology transfer to industry, business, and government: Understand industry's needs and develop solutions for industry's problems; Add 10 new company partnerships annually; Add 10 new company custom professional development training engagements annually; Increase the number of patents and copyrights that are disclosed by 25% by 2010; Provide infrastructure and support for start-up companies.
2. Establish mechanisms to create student project opportunities with industry and government: Establish and maintain at least 10 project opportunities that involve >400 students; Engage at least 75 students in the Innovation Day competitions by 2010; Increase undergraduate student participation in co-ops and internships to 850 by 2010.
3. Form strategic alliances with other UW-Madison colleges / schools to harvest technological opportunities in interdisciplinary areas; Form at least 5 viable alliances by 2010.
4. Form strategic alliances with other universities and with the private sector for research partnerships and technology transfer: Form at least 10 viable alliances by 2010.”  
[www.engr.wisc.edu/news/strategic\\_plan.html](http://www.engr.wisc.edu/news/strategic_plan.html)

School of Human Ecology: Quoting from the strategic plan, “Values and Operating Principles. ...We believe our endeavors must extend beyond the university into the various public, private, for-profit, not-for-profit and professional communities to which we are related.” The School of Human Ecology has established a Center for Nonprofits and is developing an undergraduate program, BS in community and onprofit leadership, focused on preparing students specifically for careers in the nonprofit and community-engagement sectors.

The School of Medicine and Public Health: In 2005, the Medical School changed its name to the School of Medicine and Public Health (SMPH) with the purpose of building a better infrastructure for the promotion of health and the prevention, diagnosis, and treatment of disease for the people of Wisconsin. Quoting from the SMPH strategic plan: “As a unit of a leading *public* university, we recognize the very special role that service plays in our institution’s purpose, as articulated in the Wisconsin Idea.... We prefer to use the term “engagement” to describe the bilateral relationships we intend to foster. Our transformation affords the opportunity to dramatically expand the scope of our engagement with communities and organizations throughout the state. ...We now must push forward with broader population and public health components, which seek input and direction from community and state organizations.”  
[www.med.wisc.edu/about/transformation.php](http://www.med.wisc.edu/about/transformation.php)

One of the Campus Master Plan 2005’s goals focuses on Community, Academic and Research Connections: “promote the Wisconsin Idea by enhancing community connections ...” The plan also states that “the edges of campus should be well defined to create an identifiable and welcoming boundary. The plan should reinforce the gateways and activity centers, both on and off campus, to enhance linkages between the University and the community.” Additionally, “the plan should build on the connections between the University and the region and promote lifelong learning. University development should support area planning strategies, especially regarding transportation, economic growth and environmental impacts.”

[www.uc.wisc.edu/masterplan/](http://www.uc.wisc.edu/masterplan/)

School of Pharmacy: As part of the priority of “influencing the practice of pharmacy and health-care delivery”, one of the School Plan 2005-2010’s objectives is to “increase faculty and student membership and involvement in professional organizations at the state, national, and international level.”

[www.pharmacy.wisc.edu/about/StrategicPlan.pdf](http://www.pharmacy.wisc.edu/about/StrategicPlan.pdf)

Law School: “We take seriously the idea that law is a profession grounded in service to society. Our teaching aims to prepare students to serve all those who need an advocate, and our research aims to develop innovative solutions to societal problems, both at home and abroad. Our students learn through service to the community, and they do it in hospitals, low-income neighborhoods, correctional institutions, and courthouses near and far. At the Law School, the Wisconsin Idea has become the Global Idea – the idea that we serve the university, the local community, the state, the nation, and the world.”

[www.law.wisc.edu/about/strategic-planning.html](http://www.law.wisc.edu/about/strategic-planning.html)

School of Nursing: “Engage with the wider community through leadership in nursing practice and professional and public service.”

[www.son.wisc.edu/about/strat\\_plan.htm](http://www.son.wisc.edu/about/strat_plan.htm)

School of Veterinary Medicine: “The University of Wisconsin-Madison School of Veterinary Medicine is dedicated to providing excellent programs in veterinary medical education, research, and service that enhance the health and welfare of animals and people, respond to emerging health threats, and strengthen Wisconsin’s economic vitality. In pursuit of this mission, the School is achieving excellence by ... establishing and maintaining supportive and complementary relationships with the public, the veterinary profession, agriculture, industry, and state, federal, and international agencies.”

**I. B. 5. Does the institution provide professional development support for faculty and/or staff who engage with community? Describe: (300 words)**

Yes  No

University support includes courses and learning communities, annual engagement opportunities, consulting services, and online resources supplemented by individual support. The Office of Human Resource Development has collected and developed resources dedicated to helping individuals become “Fully Prepared to Engage.” [www.ohrd.wisc.edu](http://www.ohrd.wisc.edu). Examples include:

- “Public Participation Process & Tools” is a six-session study group focused on public participation in decision making, large- and small-scale participatory processes, and building collaborative communities.
- “Public Participation Processes & Tools: Engaging Others for Understanding and Decision Making” is a training workshop that includes topics such as an introduction to public engagement, the World Café experience, and the America Speaks process.
- “Engaging Our Community in Meaningful Public Deliberation: Facilitating Large-Scale Dialogue” is a training workshop for faculty and staff.

The Wisconsin Idea Seminar is an annual, week-long bus trip to help new faculty and administrators deepen engagement with state constituencies. 40 participants are immersed in Wisconsin’s cultural, political and economic heritage and contemporary challenges. [info.gradsch.wisc.edu/wis/](http://info.gradsch.wisc.edu/wis/)

The Morgridge Center for Public Service provides individualized support through faculty consultations and the Service-Learning Fellows program, where undergraduates are assigned to a specific faculty member for at least one semester to help plan and implement his/her service-learning course. Fellows are trained to establish community placements, lead reflection exercises and maintain ongoing communication between the community organizations and the course. [www.morgridge.wisc.edu/faculty/resources.html](http://www.morgridge.wisc.edu/faculty/resources.html)

“Wednesday Nite at the Lab” runs 50 times a year, and the topics cover the full range of science, engineering and technology research at UW-Madison. One goal of this program – sponsored through a partnership among the Division of Continuing Studies, the Wisconsin Alumni Association, and the UW Science Alliance – is to provide researchers with a facilitated experience in the art of engaging community members in the work of the university. [science.wisc.edu/](http://science.wisc.edu/)

**I. B. 6. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement? Describe: (300 words)**

Yes  No

The community—locally, statewide, and beyond—is a partner in the Wisconsin Idea and involved in the University’s decision-making process at many different levels.

The University is governed by the Board of Regents: 16 of 18 members are community members whose influence shapes the policies and priorities of the University. [www.uwsa.edu/bor/](http://www.uwsa.edu/bor/)

Cooperative Extension periodically hosts focus groups in each of Wisconsin’s 72 counties as part of a planning process to develop priorities that guide the work of some 440 faculty and staff at UW-Madison who have appointments related to Extension programming, and to give the citizens a say on what topics merit research and what knowledge needs most to be shared with communities.

The Wisconsin Idea Project includes listening sessions around the state, which are designed to gather citizen input on the current and future direction of the university. The major points of emphasis are enhancing Wisconsin’s economy, strengthening K–12 education, and expanding access to health care.

The Office of Corporate Relations was established for the purpose of mutual exchange with the business community to advance the local and statewide economy.

The Wisconsin Alumni Association keeps the University’s 370,000 living alumni connected to their alma mater through publications, lifelong learning, alumni receptions and tours.

The Office of Community Relations fosters strong “town/gown” relationships by working directly in the community through K-12 connections, community development, business and economic development agencies, and civic government.

The Dean of Students, the Chief of University Police, and other leaders meet regularly with community and civic groups that are focused on the health and well-being of students and community neighbors.

Every school and college and most major units have a board of visitors that include a wide range of academic and community membership.

**More on the contributing role of the community voice:**

The Office of Community Relations fosters strong “town/gown” relationships by working directly in the community, including through connections to civic government. For example, Community Relations representatives seek municipal and neighbor input anywhere the University has land and buildings. The Chancellor’s Office has representatives on city committees, including the [Madison] Downtown Coordinating Committee and the Alcohol License Review Board. The Joint Southeast Campus Area Committee and the Joint West Campus Area Committee were formally established by the mayor and the Common Council with UW-Madison as part of civic government. These joint committees ensure that the City, neighborhoods, and the University together can plan for, consider the implications of, and take advantage of positive land use opportunities. Decisions rendered by the joint committees

are part of formal land-use planning. [www.cityofmadison.com/mayor/mycommit.html](http://www.cityofmadison.com/mayor/mycommit.html)

Strong relationships among university leaders and the community are necessary for managing day-to-day student life. For example, the PACE Partnership Council is a mix of university and community people who focus on policies and practices that encourage the responsible use of alcohol by students. The University and the City have joint planning committees for the annual student celebrations at Halloween and in the spring (Mifflin Street party). The Dean of Students and the Chief of University Police are key leaders in building strong community relationships focused on the health and well-being of students and community neighbors.

The College of Agricultural and Life Sciences Board of Visitors serves as an outside advisory group to the Dean of the College. Members will have attained prominence in agriculture, natural resources, life sciences or rural development and are chosen because of their ability to provide a sound external perspective to the dean.

School of Business Advisory Board provides guidance, advice and support to the dean. Board members represent a variety of large and small, local and international companies. [www.bus.wisc.edu/dean/dab.asp](http://www.bus.wisc.edu/dean/dab.asp)

School of Human Ecology Board of Visitors serves as an external advisory body to the dean. Members of the Board have attained prominence in their field and are chosen because of their value in providing sound advice and counsel. They establish an important link between the university and professional communities. [www.sohe.wisc.edu/new/alumni/boardofvisitors.html](http://www.sohe.wisc.edu/new/alumni/boardofvisitors.html)

Nelson Institute for Environmental Studies Board of Visitors provides perspective from outside the university on important environmental issues and problems at all levels; advises the Nelson Institute in creating, integrating, transferring, and applying knowledge to safeguard the global environment; helps assess progress toward achieving the goals of the Nelson Institute; counsels on strategies and opportunities for the Nelson Institute, including specific projects and activities; acts as an advocate for the Nelson Institute; helps establish contacts and relationships between the Nelson Institute, individuals, and organizations; aids in obtaining the financial, physical, and human resources the Nelson Institute needs to accomplish its mission and vision. [www.nelson.wisc.edu/about/bov/](http://www.nelson.wisc.edu/about/bov/)

School of Education's Board of Visitors: [www.education.wisc.edu/about/bov/](http://www.education.wisc.edu/about/bov/)

The College of Engineering has an Industrial Advisory Board comprised of members who are active in the engineering profession (via industry, government, academia) and may or may not be UW alumni. Each department has a Board of Visitors (or similarly named group). These boards offer assessments and advice related to curricula, research, facilities, management, hiring plans and other topics. Industrial Advisory Board: [www.engr.wisc.edu/news/ar/iab.html](http://www.engr.wisc.edu/news/ar/iab.html)

The College of Letters and Science has a Board of Visitors and many of the departments within L&S have their own advisory boards. The college-level advisory board is comprised of alumni and friends of the college who have achieved prominence in education, business and/or government. The board advises the dean

on curricular, political and fiscal challenges facing the college. It also assists in planning and implementing college relations and development initiatives.

The college also has eleven formally organized boards, affiliated with professional schools, academic departments, and specific arts and humanities projects. Several members sit on more than one board. With the exception of the "Dictionary of American Regional English" board, most board members are graduates of the College of Letters & Science. The Letters & Science Board of visitors often has members who also serve on the Wisconsin Alumni Association board. Finally, some units – notably communication arts and history – are developing informal networks and advisory groups to help them achieve their objectives.

[www.ls.wisc.edu/handbook/ChapterSeven/chVII-2.htm](http://www.ls.wisc.edu/handbook/ChapterSeven/chVII-2.htm)

Here are a few of the Letters & Science departments' advisory boards:

- The English Department Board of Visitors is a group of distinguished UW-Madison alumni who help the Department identify needs and make plans for the future. Fostering greater communication and cooperation, they form a vital bridge between past and present students, between faculty and alumni, and between the University and the larger communities of state, region, and nation in an interconnected world.  
[www.english.wisc.edu/bov.html](http://www.english.wisc.edu/bov.html)
- To ensure the School of Journalism continues to provide an education that reflects the challenges and demands of the field, the school created an alumni Board of Visitors to provide guidance and professional perspective. These alumni donate their time and expertise to help shape the J-School's short- and long-term plans for education, research, fundraising and outreach. [www.journalism.wisc.edu/alumni/bov/](http://www.journalism.wisc.edu/alumni/bov/)
- The La Follette School of Public Affairs shares an advisory Board of Visitors with the Department of Political Science. Board members are mostly alumni who have pursued a wide variety of careers. They help the La Follette School engage influential individuals and organizations to sustain and improve performance in a competitive environment. Members also provide a refreshing connection to real-world attitudes and opportunities, and help the school choose and reach ambitious but feasible goals.  
[www.lafollette.wisc.edu/alumnifriends/boardofvisitors.html](http://www.lafollette.wisc.edu/alumnifriends/boardofvisitors.html)
- The Computer Sciences Department Board of Visitors is a group of U W-Madison alumni and others who are closely affiliated with the Computer Sciences Department through professional or associate activities. The Board serves in an advisory capacity to help the Department identify needs, make future plans, address challenges facing the department, and develop fundraising strategies. [oberon.cs.wisc.edu/bov/](http://oberon.cs.wisc.edu/bov/)

The Law School's Board of Visitors assists in developing close and helpful relationships between the school and the alumni in areas including Law School facilities (especially the library), curriculum, placement, admissions and public relations. In addition, the Board of Visitors works toward improving faculty salaries and maintaining excellence at the Law School by encouraging increased financial support from both the legislature and the alumni. The Board also assumes an active and visible role in the Law School by participating in class visitations. [www.law.wisc.edu/alumni/board-of-visitors.htm](http://www.law.wisc.edu/alumni/board-of-visitors.htm)

The School of Medicine and Public Health. The Wisconsin Partnership Program of the School of Medicine and Public Health recognizes that public participation is essential to success (see II.B.4.) The Oversight and Advisory Committee includes four public members.

[wphf.med.wisc.edu/oac/index.php](http://wphf.med.wisc.edu/oac/index.php)

School of Nursing's Nurses' Alumni Organization promotes fellowship and recognition among the alumni of the University of Wisconsin Madison School of Nursing; cooperate with the School in advancing its programs; aid the School in furthering high standards of professional nursing education and practice, and assist students in various ways, including but not limited to scholarships and awards recognizing academic achievement and/or financial need.

[www.son.wisc.edu/alumni/nao/officers.html](http://www.son.wisc.edu/alumni/nao/officers.html)

School of Pharmacy's Board of Visitors serves in an advisory and consultative capacity and to report the results of its studies and efforts to the dean of the School of Pharmacy. The Board provides advice to the dean on matters such as long-range planning and alumni relations, establishes a link between the practice and industrial sectors of pharmacy and the School, forms an advocacy network for the School, and assists in major fundraising efforts. Board members represent a wide range of pharmaceutical concerns--from large and international companies and national associations to smaller, entrepreneurial-driven firms and community pharmacies. [www.pharmacy.wisc.edu/about/board.cfm](http://www.pharmacy.wisc.edu/about/board.cfm)

The Board of Visitors for the School of Veterinary Medicine serves as an external advisory body to the dean of the School. Members of the Board have attained prominence in their respective careers and are chosen because of their value in providing sound advice and counsel to the dean. [www.vetmed.wisc.edu/Board\\_of\\_Visitors.51.0.html](http://www.vetmed.wisc.edu/Board_of_Visitors.51.0.html)

Division of International Studies Advisory Board:

[www.international.wisc.edu/About/board.html](http://www.international.wisc.edu/About/board.html)

The Morgridge Center for Public Service has an Advisory Board comprised of faculty, staff, students and community members that helps them plan for the future.

[www.morgridge.wisc.edu/plan/f.html](http://www.morgridge.wisc.edu/plan/f.html)

School of Library and Information Studies (SLIS) Advisory Council helps the School stay informed about trends and issues in the field and to give advice about future directions. The Council is composed of library professionals, mainly from Wisconsin but also from other states such as Pennsylvania and New York. Council members are not necessarily alumni. The School has a separate Alumni Association which meets four times annually and provides a variety of support, such as attending the new- student orientation, sponsoring a Mardi Gras pancake breakfast, hosting the graduation reception, and appearing as guest speakers in classes.

Facilities Planning and Management uses the Joint West Campus Area Committee and the Joint Southeast Campus Area Committee, established by the mayor and the Common Council with UW-Madison (as described above).

[www.cityofmadison.com/mayor/mycommit.html](http://www.cityofmadison.com/mayor/mycommit.html)

**At this point, applicants are urged to review the responses to Foundation Indicators I. A. 1 through 5 and I. B. 1 through 6 and determine whether Community Engagement is "institutionalized." That is, whether all or most of the Foundational Indicators have been documented with specificity. If so, applicants are encouraged to continue with the application. If not, applicants are encouraged to withdraw from the process and apply in the next round in 2010.**

**Supplemental Documentation (Complete all of the following)**

**Supp 1. Does the institution have search/recruitment policies that encourage the hiring of FACULTY with expertise in and commitment to community engagement?  
Describe: (300 words)**

Yes  No

There is no institution-wide policy that either encourages or hinders the hiring of faculty with expertise in and commitment to community engagement. However, faculty activity in the community is endorsed by the strategic plan. Advancing the Wisconsin Idea is a focus area in the 2007-09 strategic priorities (see I.B.4.). Those priorities include fostering the core value of the Wisconsin Idea and service to the state, the need to promote the development of outreach efforts and partnership programs in all disciplines, and the need to address the growing health-care crisis in the state. The 2009 reaccreditation self-study recommendations endorse and expand on these priorities (see I.B.4.). Tenure guidelines are under review (see Supp 2.a.).

UW-Madison faculty and staff who are hired into outreach or extension positions are explicitly required to support and exhibit commitment to engagement with communities (currently 387.5 FTE or approximately 440 individuals). They contribute the foundational expertise for research and community engagement across the state. Outreach and extension faculty and staff work hand-in-hand with the 72 Cooperative Extension offices located in each Wisconsin county and provide instruction in Continuing Education programming and engagement.

In total, about 7% of tenured/tenure-track faculty have appointments that include explicit extension/outreach components. The Extension faculty commit to engaging with individuals and communities and with state problems. Each position-vacancy listing describes the terms of employment for faculty and may include teaching, research or service commitments in community engagement. Extension faculty and staff are concentrated in the College of Agricultural and Life Sciences, the School of Human Ecology, the School of Business, and the College of Engineering. Each school/college has an individual at the assistant dean or associate dean level who is responsible for oversight of extension functions, including hiring decisions.

**Supp 2. a) Do the institutional policies for promotion and tenure reward the scholarship of community engagement? Describe (300 words).**

Yes  No

UW-Madison faculty are considered for tenure within one of four disciplinary divisions, each with its own tenure guidelines: arts and humanities, biological sciences, physical sciences, social studies.

For example, in the Biological Sciences division, the granting of tenure is based on evidence of (1) teaching excellence; (2) a record of professional creativity, such as research or other accomplishments appropriate to the discipline; and (3) service to the University, to the faculty member's profession, or professional service to the public. Typically, excellence in outreach/extension may serve as a basis for tenure for those with a formal appointment of at least 50 percent in an outreach/extension program. Extension activities result in the dissemination of information and the application of the results of scholarly inquiry in basic and applied disciplines for the benefit of society. Evidence of outreach activities should include a synopsis of outreach responsibilities, documentation of such activities (e.g., outreach presentations such as lectures, workshops, or individualized advising; publication of bulletins or research related to outreach activities), and evaluation of outreach performance by peers.

In 1997, the Council on Outreach produced "Commitment to the Wisconsin Idea: A Guide to Documenting and Evaluating Outreach Scholarship" to provide a "clear and enduring method for describing and evaluating the quality of outreach scholarship within departmental and divisional committee guidelines." (See also Supp 2. b.) ([www.secfac.wisc.edu/divcomm/index.htm](http://www.secfac.wisc.edu/divcomm/index.htm))

The Nelson Institute for Environmental Studies is an example of an academic unit that has prepared additional guidelines for faculty. The "Guidelines for Merit Evaluation and Criteria for Excellence in Interdisciplinary Scholarship" include an invitation to provide evidence of outreach through application, and evidence of integration into a broader body of knowledge and practice (in a research, educational and community context.) [www.nelson.wisc.edu/facstaff/policies/criteria.pdf](http://www.nelson.wisc.edu/facstaff/policies/criteria.pdf)

**More detail on tenure guidelines:**

Arts and Humanities tenure-guideline excerpts: "In judging a candidate's future contributions, the committee appraises all evidence of scholarly or artistic excellence and productivity as found in: (1) relevant research and scholarly publications, artistic performances, and artistic or literary works; (2) teaching and the development of teaching materials; and (3) service to the institution, to the profession, and to the public. Research, teaching, and service encompass the activities essential for all faculty members, including those whose responsibilities emphasize outreach/ extension." (p. 1) "A tenure recommendation for a candidate whose responsibilities are primarily in outreach/extension may be made on the basis of significant outreach/extension activities. In such cases the evidence must show that the candidate is recognized both within and outside the university in his or her field, and has made significant contributions to outreach/extension through an appropriate balance of teaching, research, and public service." (p. 1) "In evaluating the record of candidates with outreach/extension responsibilities, the evidence must show that the candidate's work has significantly contributed to the translation and dissemination of the results of scholarly inquiry in his or her discipline for the benefit of society, and that this work has extended the knowledge base of the university or of the citizens of the state." (p. 5) "Part of the university's mission is to serve the state and the public. Public service includes membership on committees and boards;

preparation of publications, articles and reprints for the public; testifying at public hearings; speaking to or consulting with public bodies; and participating in or organizing workshops and conferences. Public service activity shall be evaluated according to the level of skill and success in communicating and applying the knowledge of one's field of professional competence." (p. 9) [www.secfac.wisc.edu/divcomm/artshumanities/TenureGuidelines.pdf](http://www.secfac.wisc.edu/divcomm/artshumanities/TenureGuidelines.pdf)

Biological Sciences tenure-guideline excerpts: "The granting of tenure is based on evidence of (1) teaching excellence; (2) a record of professional creativity, such as research or other accomplishments appropriate to the discipline; and (3) service to the University, to the faculty member's profession, or professional service to the public." (p. 2). "Under most circumstances, excellence in outreach/extension may serve as a basis for tenure only for those with a formal appointment of at least 50 percent in an outreach/extension program. Extension activities result in the dissemination of information and the application of the results of scholarly inquiry in basic and applied disciplines for the benefit of society. The impact tends to be statewide but may extend to regional, national, or even international clientele." (p. 3) "In most cases, in order to qualify for tenure, the candidate must demonstrate achievements that are judged to be excellent in at least one of the areas of research, teaching, or outreach/extension, and must have shown significant accomplishment in one of the remaining two areas." (p. 3) "Outreach. There is a tradition at land grant colleges of helping agricultural clientele solve various problems. Evidence of outreach activities should include a synopsis of outreach responsibilities, documentation of such activities (e.g., outreach presentations such as lectures, workshops, or individualized advising; publication of bulletins or research related to outreach activities), and evaluation of outreach performance by peers." (p. 10) [www.secfac.wisc.edu/divcomm/biological/TenureGuidelines.pdf](http://www.secfac.wisc.edu/divcomm/biological/TenureGuidelines.pdf)

Physical Sciences tenure-guideline excerpts: "Regardless of the areas of scholarly activity on which a candidate's case is based, there must be evidence of accomplishment in all academic activity required of the candidate (from among teaching, research service and extension). It is expected that all candidates will perform University and professional service." (p. 1) "The granting of tenure is based on evidence of (1) teaching excellence; (2) a record of professional creativity, such as research or other accomplishments appropriate to the discipline; and (3) service to the University, to the faculty member's profession, or professional service to the public." (p. 2) "Professional contributions include service on departmental and university committees as well as service to professional organizations, and professional consultation to the community, to agencies of government, or to industries." (p. 4) "A recommendation may be based primarily on work in outreach/extension. The evidence must show that the candidate is truly outstanding, being professionally recognized both within and outside the University as excelling in the field. The candidate's work must show the application of research results for the benefit of society, and the ways in which the candidate is meeting the continuing educational needs of the public through leadership of statewide, regional and/or national outreach programs. (p. 5) [www.secfac.wisc.edu/divcomm/physical/TenureGuidelines.pdf](http://www.secfac.wisc.edu/divcomm/physical/TenureGuidelines.pdf)

Social Studies tenure-guideline experts: "Scholarly excellence and productivity are measured by the quality of (1) research and scholarly work; (2) teaching and the development of teaching materials; and (3) service to the public, the university, and the profession." (p. 1) "Faculty members participate in various ways in carrying out the university's obligation to serve the state and the public. Public service may include membership on committees and boards, preparation of publications, articles and reprints for the public, testifying at public hearings, speaking to or consulting with public bodies, and participating in or organizing

workshops and conferences.” (p. 2)  
[www.secfac.wisc.edu/divcomm/social/TenureGuidelines.pdf](http://www.secfac.wisc.edu/divcomm/social/TenureGuidelines.pdf)

**Supp. 2. b) If yes to 2.a., how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other). Explain (100 words).**

The document “Commitment to the Wisconsin Idea: A Guide to Documenting and Evaluating Outreach Scholarship” (Supp 2.a.) uses the three traditional areas—research, teaching, and service—as the basis for defining three types of community outreach: outreach research, outreach teaching, and outreach service. The document makes clear that outreach is not a tangential or add-on activity but is expected to be integrated with the core activities of our faculty. Outreach is not only lumped into the Service category, but outreach activity can contribute to one's tenure record in the key areas of Research and Teaching.

**Supp 2. b) (cont'd), If no to 2.a., is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement? Describe (200 words).**

Yes  No

Even though we do have policies in place and respond Yes to Supp 2.a., we also want to point out in this section that we are reviewing and revising those policies described in Supp 2.b. (above). Generally, tenure based on outreach and community engagement is only considered for faculty who hold at least a 50% extension/outreach appointment. The 2009 reaccreditation self-study reports include recommendations to review tenure guidelines and assure that scholarship that engages with the wider community or is outreach-based is an option for faculty with all appointment types. In the early years of this decade, two faculty committees studied tenure needs. One focus was on clinical faculty and the standards for scholarship and tenure related to those in clinical appointments whose scholarship is related to practice and thereby engages individuals and communities. The issues related to clinical faculty are relevant across the range of disciplines in which clinical faculty operate, including health sciences, law and business. The University Committee (see Supp 5.) is actively engaged in reevaluating the role of clinical scholarship in tenure. Faculty reports are posted at [www.secfac.wisc.edu/divcomm/index.htm](http://www.secfac.wisc.edu/divcomm/index.htm).

**Supp 3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)?**

**Examples: (300 words)**

Yes  No

UW-Madison has a strong history of student engagement and leadership within the community through shared governance and student leadership. The Associated Students of Madison (ASM), UW-Madison's official student government, is a grass-roots and campaign-driven organization that advocates for student issues and concerns locally and at the state and national level. All students enrolled at UW-Madison are automatic members of ASM, allowing them to take part in and voice their opinion about the many programs, events, and activities funded by ASM.

[www.asm.wisc.edu/cms/](http://www.asm.wisc.edu/cms/)

The Student Organization Office (SOO) promotes student involvement as an integral part of a University education. Working with university and community partners, including student-organization advisors, alumni, and national organizations, SOO provides leadership development, organizational management, and skill-development opportunities in an effort to empower students, to support quality learning experiences outside of the classroom, and to encourage active, thoughtful, involved community citizens. Over 250 of the more than 800 registered student organizations have a service-learning and community-involvement focus.

Additionally, the Wisconsin Union Directorate (a student activity planning board) includes 12 student volunteer committees, including the Alternative Breaks Program and the Community Service Committee, which involves students in planning the 10,000 Hours Show, an annual celebration of a collective 10,000 hours of student volunteer work in the community. [soo.studentorg.wisc.edu/](http://soo.studentorg.wisc.edu/), [www.union.wisc.edu/wud/](http://www.union.wisc.edu/wud/)

The Morgridge Center for Public Service collaborates with a student advisory board, staff, faculty and community partners to offer a broad range of service opportunities to UW students, both in and out of the classroom. The Morgridge Center fosters student involvement with the community by promoting civic engagement, strengthening teaching and learning, and building collaborative partnerships through public service, service learning and community-based research. [www.morgridge.wisc.edu/](http://www.morgridge.wisc.edu/)

**Supp 4. Is community engagement noted on student transcripts? Describe: (100 words)**

Yes  No

There is no label for community engagement, service learning, or community-based research per se on the transcript. Internships, practica, preceptorships or other clinical placements in the community that are part of a student's academic program are recorded on the transcript. The Leadership and Involvement Record (see I.B.3.a.) is a way for students to record their community engagement activities. The Leadership Record can be used to verify co-curricular or out-of-classroom activities to employers and assist with completing graduate school applications. Planning is underway for an e-portfolio that will provide another mechanism to track community-engagement experiences.

**Supp 5. Is there a faculty governance committee with responsibilities for community engagement? Describe: (200 words)**

Yes  No

There is no specific faculty governance committee on community engagement among the 37 faculty committees described in Faculty Policies and Procedures. The University Committee, the executive committee of the Faculty Senate, has broad functions that include issues related to community engagement. Recently the University Committee established a Wisconsin Idea task force, which evolved from one of the six theme teams of the 2009 reaccreditation project: "Rethinking the Public Research University" (see Supp 2.b.). [www.secfac.wisc.edu/governance/FPP/Chapter\\_6.htm#654](http://www.secfac.wisc.edu/governance/FPP/Chapter_6.htm#654)

The Council on Outreach, which operates under the leadership of the Dean of Continuing Studies, serves as a forum for the promotion of community engagement, and as a linkage to the Extension partnership, which focuses on county, regional and statewide engagement (see I.B.1.). Many of the schools and colleges have established councils or committees to foster outreach and community engagement within the research, teaching, and public-service missions of their faculty, staff and students. For example, the School of Human Ecology has an Outreach Planning Council, which focuses entirely on community engagement, and which operates parallel to the more traditional Undergraduate Planning Council and Graduate Planning Council that guide the on-campus curricula of the school.

## **II. Categories of Community Engagement**

### **II. A. Curricular Engagement**

***Curricular Engagement describes the teaching, learning and scholarship that engages 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. NOTE: The terms community-based learning, academic service learning, and other expressions are often used to denote service learning courses.***

**II. A. 1. a) Does the institution have a definition and a process for identifying Service Learning courses? Describe requirements (200 words).**

Yes  No

The Morgridge Center for Public Service serves as an institutional resource for service-learning activity. Staff apply the following definition when working with instructors: Service-learning is a "course-based, credit-bearing educational experience that allows students to (1) participate in an organized service activity that meets identified community needs and (2) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (based on Bringle & Hatcher, 1995). Also supported and advanced by the Morgridge Center is community-based research (CBR): "CBR is a partnership of students, faculty and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change" (Strand et al, 2003).

Curricular systems allow service-learning courses to carry a standard footnote to signal to students the nature of the course and to subsequently allow for identification and tracking. Although these footnotes are the basis for identifying such courses, we know that many courses with community-engagement components do not carry this footnote; therefore analyses on the basis of the footnote significantly underestimate service-learning. In 2007, 12% of graduating seniors took a service-learning course.

**II. A. 1. b) How many formal for-credit Service Learning courses were offered in the most recent academic year?**

102 of 5,567 unique courses offered in Fall 2007 and Spring 08

Note: this number is lower than in recent years. We don't know if there were fewer courses or if fewer eligible courses carried the standard footnote.

**What percentage of total courses?** 1.8%

**II. A. 1. c) How many departments are represented by those courses?** 32 [of 181 Timetable subjects]

**What percentage of total departments?** 18%

**II. A. 1. d) How many faculty taught Service Learning courses in the most recent academic year?** 22 [22 tenured/tenure-track faculty; 27 instructional academic staff; 5 additional instructors]

**What percentage of faculty?** 1% [22 of 2220]

**II. A. 1. e) How many students participated in Service Learning courses in the most recent academic year?** 1,912 [of 29,000 undergraduates.

Note: This analysis assumes all s-l students are undergraduates, which is largely valid, except that some grad students take s-l, especially in Landscape Architecture.]

**What percentage of students?** 6.6% [of undergraduates]

Note: 12% of graduating seniors have taken a s-l course while enrolled.

**II. A. 2. a) Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community? Learning outcomes are statements of what understandings, behaviors, values and attitudes are expected as a result of a learning experience such as engagement in community. Learning outcomes are the basis of assessment and can be stated at a course level, departmental or programmatic level, and at an institutional level. Provide specific learning outcome examples: (200 words)**

Yes  No

The Wisconsin Experience framework sets the institution's learning outcomes ([www.learning.wisc.edu](http://www.learning.wisc.edu)): "Grounded in the 100-year old Wisconsin Idea and our progressive history, our historical mission has evolved to create an expectation for all of us—faculty, staff, and students—to apply in- and out-of-classroom learning in ways that have significant and positive impacts on the world. What we do matters, and together we can solve any problem. It is this Wisconsin Experience that produces graduates who think beyond the conventional wisdom, who are creative problem-solvers who know how to integrate passion with empirical analysis, who know how to seek out, evaluate, and create new knowledge and technologies, who can adapt to new situations, and who are engaged citizens of the world."

UW-Madison has adopted the five "Essential Learning Outcomes" described in the Association of American Colleges and Universities' LEAP project (Liberal Education and America's Promise). One of the essential learning outcomes specifies expectations related to community engagement:

"Personal and Social Responsibility:

- (1) Civic knowledge and engagement—local and global;
- (2) Intercultural knowledge and competence;
- (3) Ethical reasoning and action;
- (4) Foundations and skills for lifelong learning.

Anchored through active involvement with diverse communities and real-world challenges."

**II. A. 2. b) Are there departmental or disciplinary learning outcomes for students' curricular engagement with community? Learning outcomes are statements of what understandings, behaviors, values and attitudes are expected as a result of a learning experience such as engagement in community. Learning outcomes are the basis of assessment and can be stated at a course level, departmental or programmatic level, and at an institutional level. Provide specific learning outcome examples: (200 words)**

Yes  No

Within the Essential Learning Outcomes framework (II.A.2.a.), three examples answer II.A.2.b., c., and d.

The MS in Biotechnology aims to educate working professionals in the technical, communication, and management skills needed for them to enter management and leadership positions in the growing biotechnology industry. The program seeks to strengthen partnerships between the University and the biotechnology industry of Wisconsin and serve as a vital economic development tool. [www.ms-biotech.wisc.edu/](http://www.ms-biotech.wisc.edu/)

The School of Social Work aims to develop "social work skills and knowledge to work effectively with a broad range of individual, family, community, organizational and societal concerns." Learning goals for curricular elements include: "Use and develop community resources for the benefit of clients and their communities," and "Apply knowledge of social problems and issues to...practice situations." [socwork.wisc.edu/index.php](http://socwork.wisc.edu/index.php), page 11 of [socwork.wisc.edu/field/Field\\_Handbook\\_08-09.pdf](http://socwork.wisc.edu/field/Field_Handbook_08-09.pdf).

The College of Engineering states numerous learning goals and objectives. For example, students are expected to exhibit strong skills in problem-solving, leadership, teamwork, and communication and to use these skills to contribute to their communities. Each engineering program has adopted discipline-specific outcomes that are compatible with those of their accreditor (ABET). [www.engr.wisc.edu/faculty/assessment/](http://www.engr.wisc.edu/faculty/assessment/)

**II. A. 2. c) Are those outcomes systematically assessed? Learning outcomes are statements of what understandings, behaviors, values and attitudes are expected as a result of a learning experience such as engagement in community. Learning outcomes are the basis of assessment and can be stated at a course level, departmental or programmatic level, and at an institutional level. Describe: (200 words)**

Yes  No

Continued from II.A.2.b.

The MS in Biotechnology program has robust assessment focused on student learning and the impact of the program and its partnerships on the biotechnology industry. Evaluation includes: student reflections on the value of courses to their professional growth; faculty evaluation of cross-cutting, team-based student projects; employer feedback; evaluation of alumni leadership impact; and an annual program review by an advisory board comprised of faculty and industry representatives.

In the School of Social Work, field education connects classroom learning with community practice. Student attainment of outcomes is assessed annually by faculty and placement coordinators. Students participate in a long-term outcome study that invites them to rate their level of knowledge and skills in light of program objectives at entry and exit from the program.

The College of Engineering conducts assessments using concept inventories, course evaluations, exit interviews, exit and alumni surveys, licensing exam results and advisory board visits. Also assessed is student performance in the senior-level design courses that require the application of theoretically and academically acquired knowledge to a real-world engineering problem. Civil and environmental engineering provides one example. [www.engr.wisc.edu/cee/mission.html](http://www.engr.wisc.edu/cee/mission.html), [www.engr.wisc.edu/news/headlines/2008/Jun04.html](http://www.engr.wisc.edu/news/headlines/2008/Jun04.html)

**II. A. 2. d) If yes, how is the assessment data used? Describe: (200 words)**

Continued from II.A.2.c.

The MS in Biotechnology assessment evidence from students, alumni, and employers is critical to the development and continued improvement of the program. Evidence of success includes findings that 92% of program graduates are working in Wisconsin and have advanced professionally as a result of the program. Five new companies have emerged from the program. The program is endorsed by the biotechnology community and has received public praise for its impact on the state economy.

School of Social Work faculty use the data obtained from the outcome studies to adjust course and program content and delivery, to shape the field course experience, and to inform community partners and other constituents about student progress and achievement. Assessment helps assure a quality experience for the 200 students, the numerous community agencies, and the families, groups, communities and organizations who all participate in the field placements.

The College of Engineering uses the considerable amount of assessment information collected to evaluate progress to objectives and goals. Viewed through the lens of faculty and staff experience and judgment, the evidence is used to make curricular changes that assure graduates will use their engineering skills to contribute productively to their communities through career and professional accomplishments.

**II. A. 3. a) Is community engagement integrated into the following curricular activities? Describe with examples: (300 words)**

- Student Research
- Student Leadership
- Internships/Co-ops
- Study Abroad

STUDENT RESEARCH. Wisconsin Idea Undergraduate Fellowships provide opportunities for UW-Madison students to share their expertise, serve the community and learn outside the classroom. These fellowships support innovative projects where undergraduate students, faculty/instructional staff and community organizations collaborate in service activities and/or research designed to meet a community need while enhancing student learning. Students earn three academic credits, of directed study, supervised research or senior thesis. [www.morgridge.wisc.edu/students/wif.html](http://www.morgridge.wisc.edu/students/wif.html) The campus-wide Undergraduate Symposium, an annual event initiated in 1998 to showcase undergraduate research, has been expanded in recent years to highlight service-learning and community-based research projects conducted by undergraduates. [www.learning.wisc.edu/ugsymposium/](http://www.learning.wisc.edu/ugsymposium/)

STUDENT LEADERSHIP. The CALS Leadership Seminar is a one-credit course that supports students seeking the CALS Leadership Certificate. One course goal is for students to identify and apply the behaviors and skills for effectively managing and leading organizations and communities. [www.cals.wisc.edu/students/leadership/CALS\\_Leadership\\_Seminar.php](http://www.cals.wisc.edu/students/leadership/CALS_Leadership_Seminar.php)

INTERNSHIPS/CO-OPS. Students in most schools and colleges can participate in for-credit internships, which provide an opportunity for students to make connections between academic work and its application to the field, industry, practice or community. The School of Human Ecology states that “through partnerships with local businesses and agencies, students gain marketable work experience while contributing to their community and the mission of the School of Human Ecology.” Internships involve varying amounts of community engagement.

STUDY ABROAD. The “UW-Madison Without Borders” proposal, an initiative of the Morgridge Center, will provide students with international and national opportunities to do community engagement work. In the School of Medicine and Public Health, the Certificate for Global Health is one venue through which students may access international educational experiences in global health, with a community-service focus, through a range of courses and field opportunities [www.pophealth.wisc.edu/gh/](http://www.pophealth.wisc.edu/gh/)

**II. A. 3. b) Has community engagement been integrated with curriculum on an institution-wide level? Describe with examples: (300 words)**

Yes  No

**If yes, indicate where the integration exists:**

- Graduate Studies
- Core Courses
- Capstone (Senior-level project)
- First Year Sequence
- General Education
- In the Majors

Note: UW-Madison has no core course requirements.

The Morgridge Center for Public Service acts as a catalyst to integrate community engagement into the curriculum. A number of other units and programs also play a role in developing this integration.

The Office of Service Learning and Community-Based Research increases the momentum for creating or revising such courses in the College of Letters and Science.

[www.ls.wisc.edu/handbook/ChapterFive/chV-10.htm](http://www.ls.wisc.edu/handbook/ChapterFive/chV-10.htm)

One Freshmen Interest Group, "Intercultural Dialogues: Foundations in Multicultural Coalition Building," includes service-learning projects that provide direct services, focus on awareness campaigns, or focus on environmental problems. [www.lssaa.wisc.edu/figs/](http://www.lssaa.wisc.edu/figs/)

The Humanities Exposed (HEX) program aims to change the culture of graduate education by providing support to humanists and humanities departments in their efforts to become citizens of the wider community. HEX connects graduate students with teachers, schools, after-school programs, museums and neighborhood centers. HEX projects identify community needs and form sustainable, ongoing relationships to address those needs. [www.humanities.wisc.edu/HEX/Home.html](http://www.humanities.wisc.edu/HEX/Home.html)

At least one service-learning course is required of all students in the BS-Human Development and Family Studies major.

Senior design courses in all undergraduate Engineering programs immerse students in a situation where they work in multidisciplinary teams to integrate prior course work and skills to address real-world problems. [www.news.wisc.edu/newsphotos/rubblePile.html](http://www.news.wisc.edu/newsphotos/rubblePile.html)

Many programs require students to practice their classroom learning in a professional setting that engages them with people and communities. Examples include Education, Audiology, Nursing, Medicine, Occupational Therapy, Physical Therapy, Pharmacy, Veterinary Medicine, Social Work, Library Studies, Law. Some courses that satisfy

Undergraduate General Education Requirements—communications, quantitative reasoning, ethnic studies, and breadth—include community-engagement pedagogy.

**II. A. 4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)? Scholarship examples are those that faculty produce in connection with their partnership development and participation or their outreach activities. The expectations are for a broader contextual interpretation of scholarship to include research studies of partnerships, documentation of community response to outreach programs, and other forms of assessment that have been disseminated by means of reports, policies, manuals, professional presentations and publications. Provide a minimum of five examples from different disciplines: (300 words)**

Yes  No

For the following five examples, the web links provide more detail about the scholarly framework and products:

Randy Stoecker, professor of Rural Sociology, works with Madison-area community organizations to assess their reactions to service learning and how the university and area colleges deliver service learning. The team has developed a document specifying community standards for service learning.  
[comm-org.wisc.edu/sl](http://comm-org.wisc.edu/sl)

Lori Bakken, professor of Medicine, studies clinical career development and clinical preparation of physicians for research. She has helped develop a certificate program and a graduate program in clinical investigations to train clinicians to translate basic research into clinical practice.  
[www.ictr.wisc.edu/](http://www.ictr.wisc.edu/)

Susan Zahner, professor of Nursing, leads the Linking Education and Practice for Excellence in Public Health Nursing Project, a statewide academic-practice collaborative project designed to improve competency in public-health nursing practice by educating public-health nurses, student nurses, and nursing faculty in the knowledge and skills required for providing population-based, culturally competent public-health nursing services. Findings of this US Dept of Health & Human Services-funded project are shared through a series of workshops and publications.  
[www.son.wisc.edu/leap/](http://www.son.wisc.edu/leap/)

Kathy Cramer Walsh, professor of Political Science, works on deliberative democracy, political communication, and civic engagement. Her research on Wisconsinites' policy concerns and opinions, based on listening investigations in 23 communities, is connected to her teaching through Poli Sci 401, "Citizenship, Democracy, and Difference," a service-learning course.  
[www.polisci.wisc.edu/users/Kwalsh/](http://www.polisci.wisc.edu/users/Kwalsh/)

Meredith Ross, clinical professor of Law, and her colleagues in the Remington Center, exemplify the Law School's "Law in Action" tradition that emphasizes scholarship arising out of engagement with the community and work with students. A searchable bibliography of the Law faculty's scholarship is available at [www.law.wisc.edu/research/](http://www.law.wisc.edu/research/), [law.wisc.edu/about/](http://law.wisc.edu/about/).

## II. B. Outreach and Partnerships

***Outreach and Partnerships describe two different but related approaches to community engagement.***

***The first- OUTREACH - focuses on the application and provision of institutional resources for community use with benefits to both campus and community.***

***The latter –PARTNERSHIPS - focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.***

### II. B. 1. Indicate which outreach programs are developed for community:

- Learning centers
- Tutoring
- Extension programs
- Nonprofit courses
- Evaluation support
- Training programs
- Professional development centers
- Other (specify)

#### **Describe with examples: (300 words)**

Outreach programs are developed in each category.

LEARNING CENTERS. The Adult and Student Services Center provides advice for nondegree students, career counseling, and outreach to employers. [www.dcs.wisc.edu/info/about-us.htm](http://www.dcs.wisc.edu/info/about-us.htm)  
UW Space Place is a public education center that provides hands-on activities and presentations. [www.spaceplace.wisc.edu](http://www.spaceplace.wisc.edu)

TUTORING. The Schools of Hope project involves dozens of UW-Madison students who annually tutor middle and high school students (III.B.3., Partnership Grid) [www.morgridge.wisc.edu/students/tutors.html](http://www.morgridge.wisc.edu/students/tutors.html)  
The PEOPLE program provides college-prep support to 1,000 3<sup>rd</sup> to 12<sup>th</sup> graders (Partnership Grid). [www.peopleprogram.wisc.edu/](http://www.peopleprogram.wisc.edu/)

EXTENSION PROGRAMS. Extension programs are a \$50 million enterprise primarily in the College of Agricultural and Life Sciences and the School of Human Ecology

NONCREDIT COURSES. In 2007, more than 2,000 noncredit continuing education programs and activities were provided to 139,000 learners. [www.dcs.wisc.edu/lisa/](http://www.dcs.wisc.edu/lisa/)

EVALUATION SUPPORT. The Survey Center serves the University of Wisconsin; other universities; federal, state, and local government; and nonprofits [www.uwsc.wisc.edu/index.php](http://www.uwsc.wisc.edu/index.php)  
The UW Center for Placement Testing provides placement test processing and test administration services to the UW System. [testing.wisc.edu/](http://testing.wisc.edu/)

TRAINING PROGRAMS. The Farm and Industry Short Course is a specialized 17-week program. [www.cals.wisc.edu/students/shortCourse/](http://www.cals.wisc.edu/students/shortCourse/)

PROFESSIONAL DEVELOPMENT CENTERS. Professional Development and Applied Studies offers educational programs in communications, public management, health and human issues, and a state HIV/AIDS Program. [www.dcs.wisc.edu/pda/](http://www.dcs.wisc.edu/pda/) Each of the schools and colleges has offers professional/continuing education: Engineering Professional Development; Executive Education (Business); Office of Education Outreach; School of Library and Information Studies Continuing Education; Continuing Legal Education; Continuing Professional Development in Medicine and Public Health; Continuing Education in Nursing; Extension Services in Pharmacy; Continuing Education in Veterinary Medicine.

OTHER. Youth Programs serve over 11,000 young people annually.  
[www.dcs.wisc.edu/outreach/youth.htm](http://www.dcs.wisc.edu/outreach/youth.htm)

**More on outreach programs for the community:**

Learning Centers

Adult and Student Services Center serves more than 10,000 adults each year with comprehensive assistance for community members, returning-adult degree students, admissions and advice for nondegree students, assessment of career goals, help with a career transition and outreach to employers. [www.dcs.wisc.edu/info/about-us.htm](http://www.dcs.wisc.edu/info/about-us.htm)

UW Space Place is a public-education center for science that provides hands-on activities and presentations and space for the public to do science. Space Place conducts more than 100 free, public programs annually, serving more than 10,000 visitors at its South Madison location. [www.spaceplace.wisc.edu/index.shtml](http://www.spaceplace.wisc.edu/index.shtml)

The Campus Community Partnerships office exists to learn from and share knowledge, expertise and resources with the University's neighbors in South Madison. Partnering with UW-Extension Dane County, Madison Area Technical College and Edgewood College, the Partnerships office encourages cooperative ventures to address needs identified by South Madison residents. [www.ccp.wisc.edu/](http://www.ccp.wisc.edu/)

Tutoring

The Schools of Hope project, coordinated by United Way Dane County, involves dozens of UW-Madison students annually in tutoring middle and high school students (see III. B. 3., Partnership Grid). [www.morgridge.wisc.edu/students/tutors.html](http://www.morgridge.wisc.edu/students/tutors.html)

PEOPLE, a precollege program, provides tutoring by UW-Madison students and staff, and college-prep support for nearly 1,000 third- to 12<sup>th</sup>-graders. [www.peopleprogram.wisc.edu/](http://www.peopleprogram.wisc.edu/)

Extension Programs

Extension programs at UW-Madison are a \$50 million enterprise involving hundreds of faculty and staff. The College of Agricultural and Life Sciences and the School of Human Ecology are the primary partners with UW-Extension in providing the research-based agricultural, natural resource, and human ecology education that provides the foundation for UW-Extension programs in agriculture and agriculture business; community, natural resources and economic development; 4-H youth development; and family living; Altogether, some 98 FTE

faculty and instructional staff positions in CALS and 11 FTE in the School of Human Ecology are dedicated to supporting programs and activities in partnership with UW-Extension. About 150 of the CALS faculty and academic staff hold partial or full Extension appointments, working closely with Extension staff in every Wisconsin county to deliver information to Wisconsin citizens, businesses and organizations. Additional resources that support the Extension enterprise include 13 Agriculture Research Stations located throughout the state.

In addition, faculty from a variety of colleges and schools serve on an ad hoc basis in providing the research base, knowledge and information to support public information and other programming produced by Wisconsin Public Radio and Television.

#### Noncredit Courses

In the 2007 fiscal year more than 2,000 noncredit continuing-education programs and activities were provided to 139,000 learners. For example, the Dept. of Liberal Studies & the Arts presents hundreds of lifelong learning and enrichment classes for the Madison-area public, plus conferences, festivals, public lectures, and more.

[www.dcs.wisc.edu/lsa/index.html](http://www.dcs.wisc.edu/lsa/index.html)

#### Evaluation Support

University of Wisconsin Survey Center (UWSC) serves the survey-research needs of the University of Wisconsin; faculty and staff at other universities; federal, state, and local governmental agencies; and nonprofit organizations. [www.uwsc.wisc.edu/index.php](http://www.uwsc.wisc.edu/index.php)

UW-Madison's Office of Testing and Evaluation Services houses the UW Center for Placement Testing, which provides placement-test development, scoring, processing, and test-administration services to all institutions in the UW System. [testing.wisc.edu/](http://testing.wisc.edu/)

#### Training Programs

The Farm and Industry Short Course is a 17-week nondegree program designed to serve those interested in learning about production agriculture who do not want to commit to a four-year college program. Courses cover soils, crops, poultry, dairy, meat animals and general livestock, horticulture, agricultural engineering, agricultural economics, human relations and communications. Founded in 1885, the UW Farm and Industry Short Course is the oldest program of its kind. More than 6,000 graduates have gone on to productive careers in agriculture. [www.cals.wisc.edu/students/shortCourse/](http://www.cals.wisc.edu/students/shortCourse/)

#### Professional Development Centers

Most major academic units of the University provide professional development and continuing education opportunities for practitioners in their academic area of expertise.

*Professional Development and Applied Studies (PDAS)* offers a variety of professional development and educational programs in communications, public management, health and human issues, health promotion, and a state HIV/AIDS Program. PDAS offers a Certified Public Manager Program and a Substance Abuse Certificate Program for public-service managers and human services professionals. PDAS engages the HIV/AIDS community through a 25-member Statewide Action Planning Group, works with state government

agencies to create executive-development programs and works with the Wisconsin Women's Health Foundation to train prenatal-care coordinators across Wisconsin. PDAS programs involving addiction treatment are supported by national associations that have come together to develop a national training program on the neuroscience of addiction and addiction recovery. [www.dcs.wisc.edu/pda/](http://www.dcs.wisc.edu/pda/)

*Executive Education (EE)* offers a variety of both customized and open-enrollment noncredit programs for the business community. It has recently developed new courses in the Six Sigma area and three in supply-chain management, is expanding its programming in the international arena, and is planning a new program in human-resources strategy and management. Among its major partners are ABN AMRO/LaSalle Bank, American Family Insurance, Banta Corporation, Briggs & Stratton, CMS Energy, ConAgra Foods, Covance, Fiserv, Fiskars, GE Healthcare, General Mills, Goodrich Tire & Rubber, Harley-Davidson, Kerry Inc., Lands' End, Miller Brewing and Siemens Medical Systems. In 2005 and 2006, EE's open-enrollment programs were ranked #1 by the Economist Intelligence Unit of London and its custom programs were ranked #5 in the world by the Financial Times for "value for the money." [exed.wisc.edu/](http://exed.wisc.edu/)

*The Small Business Development Center (SBDC)* targets entrepreneurs, small businesses, and those who aspire to start small businesses. It provides an array of services and educational programming including one-on-one counseling for prospective entrepreneurs, programming for business practice improvement, and creation of business plans. The SBDC is a partnership between the U.S. Small Business Administration, the statewide Small Business Development Center within UW-Extension, and the UW-Madison College of Business. [exed.wisc.edu/sbdc/](http://exed.wisc.edu/sbdc/)

*Dept. of Engineering Professional Development (EPD)* is one of the largest engineering continuing-education providers in the world. EPD's business practices and programming activities serve as models for similar organization nationally and internationally. EPD offerings include the Master of Engineering options in Professional Practice, Engine Systems, and Technical Japanese. It also provides a range of customized courses on site for the business community, an extensive series of noncredit programming for practicing engineers and engineering executives. Among the major corporations served are McNally Industries, Resilient Technologies, Harley-Davidson, GE Healthcare, Oshkosh Truck and Manitowoc Crane. Programming from EPD serves youth, undergraduate and graduate students and the community of engineering professionals. [epdweb.engr.wisc.edu/](http://epdweb.engr.wisc.edu/)

*Office of Education Outreach (OEO)* offers professional-development programs for practicing educators. The distance-enabled Master of Science in Professional Education, the graduate level master Administrator Capstone Certificate, and selected online courses offer credit/degree opportunities and a variety of noncredit programs on campus as well as in on-line formats. In addition, OEO offers a national Distance Teaching and Learning conference annually and a Distance Education Certificate program. The Office has strong working relationships with the Wisconsin Dept of Public Instruction, numerous school districts and Cooperative Education Service Agencies. [www.education.wisc.edu/outreach/splash.asp](http://www.education.wisc.edu/outreach/splash.asp)

*School of Library and Information Studies (SLIS)* provides a range of nonprofit professional-development programming to meet the needs of the library and archives communities. Among its many activities is a distance master's program for cohort groups of librarians. SLIS works closely with the Wisconsin Dept. of Public Instruction and has partnerships with the U.S.

Geological Survey's National Wildlife Health Center, the Wisconsin Library Association, library systems throughout the state, and the UW Center for the History of Print Culture in Modern America. [polyglot.lss.wisc.edu/slis/continueed/index.html](http://polyglot.lss.wisc.edu/slis/continueed/index.html)

*Continuing Legal Education (CLE)* provides continuing-education programs for the legal community including lawyers, judges, and legal and real-estate professionals statewide. Recently it has moved to providing more services and information to the professional community through its publications such as *Wisconsin Criminal and Civil Jury Instructions* and *Wisconsin Real Estate Law*. CLE has major partnerships with the Wisconsin Supreme Court, the Wisconsin Dept. of Transportation, and the Wisconsin Realtors Association. [www.law.wisc.edu/clew/](http://www.law.wisc.edu/clew/)

*Office of Continuing Professional Development in Medicine and Public Health (OCPD)*, is committed to producing and delivering educational activities that will foster and maintain a competent medical and public-health workforce, produce changes in behavior that lead to practice improvements, and improve the health of patients and populations. In December of 2006 OCPD received a six-year (the longest period allowed) "Accreditation with Commendation" from the Accreditation Council for Continuing Medical Education. [www.ocpd.wisc.edu/](http://www.ocpd.wisc.edu/)

*Continuing Education in Nursing (CEN)* is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation. CEN programming includes: clinical updates on topics such as wound management and diabetes, professional trends and issues programs on ethics and advocacy, and responding to emerging needs such as patient safety and stem-cell therapy. CEN offers a library of programs through its online portal and has instituted a review process to ensure course relevance, accuracy and ease of use. It continues its focus on meeting the needs of nurses practicing in rural communities, which is a major state priority. CEN has major partnerships with the health-care provider community across the state and with the Wisconsin Physicians Insurance Service Corporation and Epic Corporation. [www.son.wisc.edu/ce/index.html](http://www.son.wisc.edu/ce/index.html)

*Extension Services in Pharmacy (ESP)* meets the professional-development needs of the pharmacy communities at the state, national and international levels. ESP serves practicing pharmacists and employees of the pharmaceutical industry. ESP is at the forefront nationally in introducing and implementing continuing professional-development programming for pharmacists. The majority of the educational programs offered include cooperative sponsorship with a range of organizations including the federal government, pharmaceutical companies, and medical-education companies. [www.pharmacy.wisc.edu/esp/index.cfm](http://www.pharmacy.wisc.edu/esp/index.cfm)

*Continuing Education in Veterinary Medicine (CEVM)* supports professional development and continuing education for practicing veterinarians. [www.vetmedce.org/](http://www.vetmedce.org/)

Other - Youth Programs: Each year, more than 11,000 young people attend youth programs, which include dual enrollment for high school students, academic enrichment programs, college-readiness development, music programming, and athletics. Evaluations indicate that students in these programs strengthen academic abilities, learn about campus life, and meet new friends. [www.dcs.wisc.edu/outreach/youth.htm](http://www.dcs.wisc.edu/outreach/youth.htm)

Other - Wisconsin Clinical Campus and UW Hospitals and Clinics serve the health-care needs of Wisconsin through 97 locations state-wide. [www.med.wisc.edu/](http://www.med.wisc.edu/)

**II. B. 2. Which institutional resources are provided as outreach to the community?  
Describe with examples: (300 words)**

- Co-curricular student service
- Work/study student placements
- Cultural offerings
- Athletic offerings
- Library services
- Technology
- Faculty consultation

CO-CURRICULAR SERVICE. The Morgridge Center for Public Service maintains a volunteer opportunity database. [www.morgridge.wisc.edu/students/volunteer.html](http://www.morgridge.wisc.edu/students/volunteer.html) Approximately 250 of over 800 Student organizations have a service mission.

WORK/STUDY. In 2007-08 there were 369 work/study placements off-campus.

CULTURE. UW-Madison provides many cultural resources. Art exhibits are featured at the Chazen Museum of Art, the School of Human Ecology Design Gallery, the Union galleries, the Tandem Press Gallery. The Cinematheque showcases independent films year-round, as does the Wisconsin Film Festival every Spring. The Union Theater, the University Theater, and the Dance department regularly feature theater and dance performances. Concerts take place all over campus through the Music department. The UW marching band is very popular in the community. Specialized museums include the Geology Museum, the Physics Museum and the Zoology Museum. [www.arts.wisc.edu/](http://www.arts.wisc.edu/)

ATHLETICS. Sailing, horse-back riding and scuba diving are available at Wisconsin Hoofers. [hoofers.org/](http://hoofers.org/) Badger Sports Camps and Clinics offers sports camps in the summer. Several state-wide high-school athletic championships are held on the UW campus. [www.uwbadgers.com/camps/index\\_25.html](http://www.uwbadgers.com/camps/index_25.html)

LIBRARY SERVICES. University Libraries are open to the public. [www.library.wisc.edu/visitors/](http://www.library.wisc.edu/visitors/)

TECHNOLOGY. The Online Access Consortium, initiated in May 2008, enhances public access to expertise of faculty and staff through video and audio recordings available online. The Information Technology Academy is a pre-college program for talented students of color and economically disadvantaged students in Madison. [ita.wisc.edu/](http://ita.wisc.edu/)

FACULTY CONSULTATION. 440 Extension faculty and staff work with Extension agents in all 72 state counties. An Experts Database is available online. [experts.news.wisc.edu/](http://experts.news.wisc.edu/) La Follette School of Public Policy consults on public policy issues and the Center on Wisconsin Strategy on economic development. [www.lafollette.wisc.edu/](http://www.lafollette.wisc.edu/) , [www.cows.org/](http://www.cows.org/)

**For more detail about institutional resources provided for outreach (II.B.2.)**

Co-Curricular Student Service

The Morgridge Center for Public Service is an organizing hub and maintains a database of hundreds of one-time and ongoing volunteer opportunities.  
[www.morgridge.wisc.edu/students/volunteer.html](http://www.morgridge.wisc.edu/students/volunteer.html)

Approximately 250 of more than 800 registered student organizations have a service mission or service focus to their program. [soo.studentorg.wisc.edu/index.html](http://soo.studentorg.wisc.edu/index.html)

#### Work/Study Student Placements

In 2007-08, 369 of UW-Madison's 2,021 work-study students worked in nonprofit agencies off campus. Their total earnings were \$572,000.

#### Cultural Offerings

*Liberal Studies and the Arts (LSA)*, a department of the Division of Continuing Studies, plays an integral statewide role in providing nonprofit programming for the arts and humanities community through a comprehensive array of offerings in music, theatre and the visual arts. Among its offerings are the nationally recognized Writer's Institute in April and Write-by-the-Lake Writer's Workshop & Retreat in June. . LSA contributes to the visual arts through its statewide Wisconsin Regional Art Program and its annual School of the Arts at Rhinelander (in its 45th year), and contributes to performance art through its Wisconsin Wrights Play Festival and theatre production programming. Among its major partners are the City of Rhinelander, Partners in Arts Education, the Wisconsin Alliance for Arts Education, the Wisconsin Arts Board, the Wisconsin Dept. of Public Instruction, and the Madison Repertory Theatre. [www.dcs.wisc.edu/lisa/](http://www.dcs.wisc.edu/lisa/)

*The Osher Lifelong Learning Institute* serves as the umbrella organization for a number of senior-learning programs on the UW-Madison campus and is housed within the UW-Madison Division of Continuing Studies. The Senior Guest Auditing program allows Wisconsin residents age 60 or older to audit UW lecture courses free of charge. The Participatory Learning and Teaching Organization (PLATO) is a volunteer-led, self-facilitated entity that draws upon its own membership to provide instruction of interest to its members. The Wisconsin Alumni Lifelong Learning (WALL) offers a variety of personal enrichment programming targeted toward, but not restricted to, UW alumni; programs include Grandparents University, weekend Alumni Colleges, day trips to museum exhibits, tours to local businesses and industries, lecture series and online courses.  
[www.uwalumni.com/home/learning/learning.aspx](http://www.uwalumni.com/home/learning/learning.aspx)

The University houses several museums, galleries and gardens that are free and open to the public:

Chazen Museum of Art [chazen.wisc.edu/home.htm](http://chazen.wisc.edu/home.htm)

Geology Museum [www.geology.wisc.edu/~museum/](http://www.geology.wisc.edu/~museum/)

Physics Museum [www.physics.wisc.edu/museum/](http://www.physics.wisc.edu/museum/)

School of Human Ecology Design Gallery [www.designgallery.wisc.edu/index.html](http://www.designgallery.wisc.edu/index.html) Memorial Union galleries (Porter Butts Gallery, Class of 1925 Gallery, the Lakeshore on Langdon Gallery) [www.union.wisc.edu/](http://www.union.wisc.edu/)

Tandem Press Gallery [www.tandempress.wisc.edu/tandem/index.htm](http://www.tandempress.wisc.edu/tandem/index.htm)

Zoology Museum, [digicoll.library.wisc.edu/Zoology/](http://digicoll.library.wisc.edu/Zoology/)

D.C. Smith Greenhouse [www.hort.wisc.edu/Greenhouse/dcsmith.htm](http://www.hort.wisc.edu/Greenhouse/dcsmith.htm)

Allen Centennial Gardens [www.horticulture.wisc.edu/allencentennialgardens/Index.htm](http://www.horticulture.wisc.edu/allencentennialgardens/Index.htm)

The Wisconsin Film Festival, an annual festival sponsored by the Arts Institute, is open to the public. ([www.wifilmfest.org/](http://www.wifilmfest.org/) )

The “Arts on Campus” website is a gateway to hundreds of public lectures and live artistic performances offered through numerous venues including the Wisconsin Union, the School of Music, Dept. of Theatre and Drama, the Dance Program, and more. [www.arts.wisc.edu/](http://www.arts.wisc.edu/)

A publicly accessible University events calendar is available on line. [calendar.news.wisc.edu/](http://calendar.news.wisc.edu/)

### Athletic Offerings

Wisconsin Hoofers is an outdoor recreation organization open to any community member who joins the Wisconsin Union. Housed on the shore of Lake Mendota is a popular venue for access to water sports lessons and equipment. [hoofers.org/xoops/](http://hoofers.org/xoops/)

Badger Sports Camps and Clinics, operated by the Athletics Department, serve hundreds of community youth annually. [www.uwbadgers.com/camps/index\\_25.html](http://www.uwbadgers.com/camps/index_25.html)

Several statewide high-school athletic championships are held in the University’s athletic facilities.

### Libraries

University Libraries are open to the general public. Visitors are welcome to visit and use the campus libraries and their onsite resources. Library visitors may use library computers to access most online or electronic resources. Wisconsin residents can access selected electronic resources by using *Badgerlink* (which is sponsored by the Dept. of Public Instruction). [www.library.wisc.edu/visitors/](http://www.library.wisc.edu/visitors/)

### Technology

The UW-Madison Online Access Consortium (initiated in May 2008) is designed to enhance public access to the work and ideas of faculty and staff by making video and audio recordings available to the public via broadcast, video- or audio-on-demand, web-streaming, and web-downloading. Online Access is a collaboration of Continuing Studies, Information Technology, University Libraries, University Communications, the Wisconsin Alumni Association, and Wisconsin Public Television.

The Information Technology Academy (ITA), sponsored by the UW-Madison Division of Information Technology (DoIT), is a four-year precollege technology access and training program for talented students of color and economically disadvantaged students attending Madison public schools. [ita.wisc.edu/](http://ita.wisc.edu/)

### Faculty Consultation

UW-Madison’s faculty and staff—including the 440 individuals with Extension appointments who are concentrated in CALS and Human Ecology, and faculty and staff across campus—work with Extension agents in every county in Wisconsin to enhance the application of the latest research.

University Communications maintains an Experts Database, which offers journalists access to 1,771 faculty and staff who have agreed to talk with reporters on selected topics related to

their expertise. [experts.news.wisc.edu/](http://experts.news.wisc.edu/)

The Office of Corporate Relations, the University's "front door" for the business community, supports economic development by connecting business and the resources of the University. [www.ocr.wisc.edu](http://www.ocr.wisc.edu)

La Follette School of Public Policy faculty, staff and students work with officials at all levels of government and at nongovernmental organizations. They collaborate with policy makers to explore how to best address policy and administrative problems of local, national and international importance. [www.lafollette.wisc.edu/](http://www.lafollette.wisc.edu/)

Center on Wisconsin Strategy is a national policy center and field laboratory for high-road economic development — a competitive market economy of shared prosperity, environmental sustainability and capable democratic government. [www.cows.org/](http://www.cows.org/)

Faculty and staff in numerous centers and programs create opportunities for public consultation.

Wisconsin Public Television and Wisconsin Public Radio draw heavily on UW-Madison faculty for program hosts and program content.

**II. B. 3. Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Use the attached Excel file to provide descriptions of each partnership.**

**Provide:**

Partnership name  
Community partner  
Institutional partner  
Purpose  
Length of Partnership  
# of faculty  
# of students  
Grant funding  
Institutional Impact  
Community Impact

**SEE ACCOMPANYING PARTNERSHIP GRID:**

1. Campus Community Partnerships [www.ccp.wisc.edu](http://www.ccp.wisc.edu)
2. Evidence-Based Health Policy Project [www.pophealth.wisc.edu/UWPHI/publications/forums.htm](http://www.pophealth.wisc.edu/UWPHI/publications/forums.htm)
3. Wisconsin Initiative on Climate Change Impacts [www.wicci.wisc.edu/](http://www.wicci.wisc.edu/)
4. Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE) [www.peopleprogram.wisc.edu](http://www.peopleprogram.wisc.edu)
5. Office of Corporate Relations [www.ocr.wisc.edu](http://www.ocr.wisc.edu)
6. Green Affordable Housing in Indian Country [www.news.wisc.edu/13979](http://www.news.wisc.edu/13979)
7. Wisconsin Film Festival [www.wifilmfest.org/](http://www.wifilmfest.org/)
8. Parenting Education Project
9. Cooperative Children's Book Center [www.education.wisc.edu/ccbc/](http://www.education.wisc.edu/ccbc/)
10. Building A Wisconsin Information Commons [www.madisoncommons.org/](http://www.madisoncommons.org/)
11. Farm and Industry Short Course [www.cals.wisc.edu/students/shortCourse/](http://www.cals.wisc.edu/students/shortCourse/)
12. Wisconsin Institutes for Discovery [www.discovery.wisc.edu/](http://www.discovery.wisc.edu/)
13. Department of Engineering Professional Development (EPD) [epdweb.engr.wisc.edu/](http://epdweb.engr.wisc.edu/)
14. UW School of Medicine and Public Health (SMPH) Wisconsin Partnership Program [wphf.med.wisc.edu/](http://wphf.med.wisc.edu/)
15. Middle and High Schools of Hope [www.morgridge.wisc.edu](http://www.morgridge.wisc.edu)

**II. B. 4. a) Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships? Describe the strategies: (300 words)**

Yes  No

For partnerships to become and remain vibrant, both partners must promote the relationship; the long-term success of programs and partnerships is predicated on the value that each partner gives and receives. The institution, the departments and programs described in the partnership grid employ a range of strategies to promote mutuality and assure the success of partnerships.

Many of the programs in the partnership grid are designed around engagement and require an exchange of information. The University partner brings one set of skills, expertise and resources, the partner brings another. The two partners are informed and enriched by the other. For example, Campus Community Partnerships helps to infuse the university into the community by providing resources and programs in a local setting; and by engaging with our neighbors directly it brings community needs back into the university, providing an opportunity to focus on issues of most importance to the local population. Another example is the Office of Corporate Relations. Initiated as a "front door" for the business community to access the resources of the University, the business community has in turn helped the University understand what resources are most useful and contributed to the learning experiences of students by highlighting an interest in developing their entrepreneurship skills.

The University works to enhance partnerships by several mechanisms: funding faculty and staff projects through the Baldwin Wisconsin Idea Grants (I.B.2.c.), providing awards and celebrations that recognize the value of these partnerships (I.A.2.), supporting the development of service learning and community-based research (II.A.2, II.A.3.) and by advancing the Wisconsin Idea as a vision for the University community (I.B.4.). The Office of Community Relations and other units within the Office of the Chancellor exist to ensure strong University and community partnerships (I.B.6.).

**II. B. 4. b) Are there mechanisms to systematically provide feedback and assessment to community partners and to the institution? Describe the mechanisms: (300 words)**

Yes  No

Many of the partnerships listed in the partnership grid have planned for feedback and assessment within their program to assure progress towards program goals, support improvement of the program, and build a program that has continuing mutual value. For example, the Parenting Education Project is designed to include structured interventions and field experiments that are evaluated; these studies expand the understanding of strategies for good parenting. The University Research Park monitors the connection between the business community and the University researchers and evaluates the Research Park's effectiveness at contributing to economic development through a range of economic-impact metrics. The Park is home to more than 115 companies that employ more than 3,500 people and houses a broad range of startup companies, many of them focused on biotechnology. The Wisconsin Partnership Program has established a rigorous evaluation system; progress to the Program's goals, which are focused on advancing a healthy, Wisconsin are detailed in a mandated annual report. The oversight board includes community members alongside health professionals. The Program, which has funded 167 grants totaling \$61.7 million since inception, evaluates the progress and outcomes of funded grants using financial-status reports, progress reports, oral presentations, final reports and site visits. Information from surveys, roundtable and workgroup recommendations, and strategic planning sessions also contribute to program assessment.

Institutionally, there are systems in place that provide feedback and assessment. One is the widespread use of advisory boards that include members of the community (I.B.6.). The Wisconsin Idea Project and the evaluation of continuing education and extension programming are key feedback and improvement mechanisms (I.A.3.a.). The Office of Community Relations and other units within the Office of the Chancellor act as a conduit for information exchange between the University and community partners (I.B.6.).

**II. B. 5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)? Provide a minimum of five examples from varied disciplines: (300 words)**

Yes  No

Hundreds of faculty and staff are involved in scholarship that serves or engages the community.  
[www.wisconsinidea.wisc.edu/](http://www.wisconsinidea.wisc.edu/)

Dave Riley, professor of Human Development and Family Studies, worked with the Wisconsin Dept. of Workforce Development and child-care agencies to raise the quality of child care available to children of low-income, working adults. His teams designed and evaluated an intervention that significantly raised the quality of early childhood education in programs serving primarily low-income families. Findings were shared through eight articles in research and practitioner journals and two textbooks.

Center for Dairy Profitability faculty have developed the Agriculture Financial Advisor as part of their research, a computerized financial-management system which now serves dairy producers and others within the farm industry to summarize and analyze their business's annual performance.  
[cdp.wisc.edu/](http://cdp.wisc.edu/)

Anne Miner, professor of Business, has launched with others the Initiative for Studies in Technology Entrepreneurship, which examines worldwide efforts to create value through technology entrepreneurship. Outcomes to date include visiting speaker series, workshops, conferences, publications and curricular advances, contacts with more than 500 business and governmental leaders, and a new PhD minor in entrepreneurship. [www.bus.wisc.edu/institute](http://www.bus.wisc.edu/institute)

Sue Thering, a professor of Landscape Architecture, is coordinating a partnership with several Native American communities to create affordable, energy-efficient housing on tribal lands. The project led to a for-credit outreach program in summer 2007 that trained 20 participants in green community-design techniques and will culminate in the construction of two model homes in the St. Croix Ojibwa community. [news.cals.wisc.edu/newsDisplay.asp?id=1639](http://news.cals.wisc.edu/newsDisplay.asp?id=1639)

Faculty in the Wisconsin Initiative on Climate Change Impacts collaborate with state agencies to assess and anticipate climate-change impacts on Wisconsin natural resources and human activities, and develop and recommend adaptation strategies. [www.wicci.wisc.edu/](http://www.wicci.wisc.edu/)

### **III. Wrap-Up**

**Wrap up 1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s). Limit 400 words.**

For a number of questions, a more complete answer is provided online at [apa.wisc.edu/communityengagement/MoreDetail.html](http://apa.wisc.edu/communityengagement/MoreDetail.html):

- I.A.1. Mission and vision
- I.A.2. Awards and celebrations
- I.A.3.a. UW-Madison/UW-Extension relationship
- I.A.4. Marketing materials and publications
- I.B.2.a. Budget allocations
- I.B.4. Strategic planning
- I.B.6. Community “voice” and boards of visitors
- Supp 2. a. Tenure guidelines
- II.B.1. Outreach programs for the community
- II.B.2. Institutional resources provided as outreach to the community

In addition, a full document with the expanded answers and an acknowledgements section is posted and made publicly available at [apa.wisc.edu/communityengagement](http://apa.wisc.edu/communityengagement).

**Wrap up 2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution’s community engagement? If so, please provide the information in this space. Limit 400 words.**

Outreach, extension and continuing education efforts provide many examples of community engagement and establish a core of engagement activity. Additional illustrations of community engagement are found in research and teaching activities conducted across the University and from ways the University builds “town/gown” relationships. However, there is no attempt in this application to be comprehensive and some important aspects of engagement are not included because they do not conform to the application format. For example, the University’s strong engagement with the local, national and international community through economic development and public policy is under-represented in this document. Likewise technology transfer is not highlighted here: the Wisconsin Alumni Research Foundation (WARF), created as a separate organization in 1925 to make the discoveries of the University’s scientists available to the public, is a national leader in technology transfer and returns millions of dollars to the University every year for reinvestment in all disciplines.

Every disciplinary area is alive with activity that engages the public and this application provides only a sampling. Community engagement activities are reported to the public in press releases on a regular (at least weekly) basis. For example, on August 15, 2008, a news release described a partnership between engineering students and the Red Cliff Indian Reservation to develop three long-term projects to address flooding and storm water-handling infrastructure.  
<http://www.news.wisc.edu/15486>

The Wisconsin Idea as represented in this application is focused in the present, although the use of the term dates back to at least 1912 when Charles McCarthy described the philosophy in his 1912 book of the same title. Examples of public engagement date back to the earliest days of the

University. Some of the most well known include: the development in 1890 of a quick and accurate test to measure the butterfat in milk; methods to fortify food with components of Vitamin D in the 1920s, thereby eradicating rickets; the central role of UW faculty in establishing the Social Security system as a key feature of the New Deal in the 1930s. These and other acts of public service demonstrate the long history of the Wisconsin Idea, the principle that the boundaries of the university are the boundaries of the state and beyond. [www.wisconsinidea.wisc.edu/history.html](http://www.wisconsinidea.wisc.edu/history.html)

**Wrap up 3. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection. Limit 400 words.**

At this time we are choosing not to permit the use of our documentation for research purposes. We have made this documentation and some expanded answers publicly available on a UW-Madison website. We would be pleased to reconsider and make our information available for research if we had a better understanding of the nature of the research and the intended use of this information.

**May we use the information you have provided for research purposes beyond the determination of classification (for example, conference papers, journal articles, and research reports), with the understanding that your institution's identity will not be disclosed without permission? (Your answer will have no bearing on the classification decision.)**

Yes  No

## **Acknowledgements**

Provost Patrick Farrell appointed a core team to pilot UW-Madison's application: Aaron Brower, vice provost for Teaching and Learning (project co-sponsor); Jocelyn Milner, director of Academic Planning and Analysis, (project co-sponsor and lead writer); Mathilde Andrejko, university specialist, Reaccreditation Project (project co-coordinator); Don Schutt, director of Human Resource Development (project co-coordinator).

The core team sought input and advice from many constituencies across campus and those contributions made the completion of this application possible. The core team would especially like to acknowledge the contributions of Marvin Van Kekerix, dean of Continuing Studies and vice provost for Life-Long Learning, and the staff of the Division of Continuing Studies. The following individuals provided quantitative analysis in support of this application: Susan Fischer, director of Student Financial Aid; Clare Huhn, policy and planning analyst in Academic Planning and Analysis; Laura Ingraham, associate dean in Continuing Studies. Christina Finet, Division of Continuing Studies, Alex Hancock, Division of Continuing Studies, and Ryan Vanevenhoven, Academic Planning and Analysis, provided editorial support. Development of this application was supported in part through UW-Madison's 2009 Reaccreditation Project.

The following individuals provided advice, information, and detailed examples:

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Dawn Crim\*, special assistant, Office of the Chancellor  
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Robin Douthitt, dean of the School of Human Ecology  
Donna Friedsam, associate director for Health Policy  
Lewis Friedland, professor of Journalism  
Bill Graf\*, Wisconsin Idea Project  
Meg Hamel, director of the Wisconsin Film Festival  
Nik Hawkins\*, outreach specialist, WISCAPE  
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Robert Mathieu\*, professor of Astronomy and co-chair of the 2009 Reaccreditation Project Theme Team 1.  
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Phil O'Leary\*, professor and chair of Engineering Professional Development  
Darrell Petska, senior editor, Engineering Professional Development

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\*The core team extends thanks to these individuals for taking the time to meet formally with  
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Finally, we acknowledge our tremendous debt to the anonymous authors of numerous campus web pages referenced in this document whose text was used as a basis for many sections of this report.