



**The Carnegie Community
Engagement Reclassification
Application**

~

*The University of Wisconsin-Madison
April 2014*

**The Carnegie Elective Reclassification Application
for Community Engagement**

University of Wisconsin-Madison

April 2014

SUBMISSION VERSION

~

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.

Foreword

Beginning in 1970, The Carnegie Foundation for the Advancement of Education began the monumental effort of developing a taxonomy of American institutions of higher learning that would have general currency. More recently, in 2005 it developed its first (and to date only) “elective” category, the classification of Community Engaged Campus, a classification that must be awarded through an application process. The UW-Madison applied for and received that status in 2008. In keeping with Carnegie procedures, in order to maintain that classification beyond the end of 2014, our campus needed to submit an application by April 15, 2014 to avoid being automatically de-classified as a Community Engaged Campus.

Given our history of outreach, community engagement, life-long learning opportunities, and in general promoting the Wisconsin Idea (*see Appendix A*), pursuing reclassification was an easy decision. Provost Paul De Luca appointed an ad hoc committee in June 2013 to gather, catalogue and document our interactions with the broader community and complete the on-line application (*see charge letter, Appendix B*). A smaller writing committee worked on the 51 application questions throughout the fall and winter with help from not only committee members but also scores of others whose work is focused on the Wisconsin Idea.

This document was constructed from the information submitted as part of an electronic application process. As of this writing, the decision of the Carnegie Foundation on our application for reclassification as a Community Engaged Campus is still forthcoming. It is expected January 2015. In the meantime, the application in the form of this self-study report may prove useful to others who have an interest in documenting the University of Wisconsin Madison’s efforts in improving our community, state, nation and world as we improve the quality of our scholarship through community engagement.

Table of Contents

Foreword.....2

I. Foundational Indicators

I.A.1.a) Letter from the provost/chancellor.....6

I.A.1.d) Grid of documents from the provost/chancellor that promote community engagement.....9

I.B. Institutional Identity and Culture.....13

I.B.1.a) Institutionwide definition of community engagement.....13

I.B.1.b) Community engagement in the institution’s mission/vision statement.....15

I.B.2 Change in institutional mission since 2008.....18

I.B.3 Changes in executive leadership since 2008.....20

I.C. Institutional Commitment.....21

I.C.1 Changes in community engagement coordinating infrastructure since 2008.....22

I.C.2.a) Changes in internal funding for community engagement since 2008.....23

I.C.2.b) Changes in external funding for community engagement since 2008.....24

I.C.2.c) Changes in fundraising for community engagement since 2008.....25

I.C.2.d) Financial investment in community engagement and development.....26

I.C.3.a) How do we document and track community engagement as an institution?.....28

I.C.3.b) How do we assess the impact of community engagement?.....29

I.C.3.c) Current findings from assessment of community engagement impact and change from 2008.....30

I.C.3.d) Major finding from current assessment: example of impact on students.....32

I.C.3.e) Major finding from current assessment: example of impact on faculty.....32

I.C.3.f) Major finding from current assessment: example of impact on community34

I.C.3.g) Major finding from current assessment: example of impact on institution.....35

I.C.4 What has changed in professional development to encourage community engagement?.....36

I.C.5 Recruitment policies that encourage hiring faculty with community engagement expertise.....38

I.C.6 Changes since 2008 in promotion/tenure guidelines to encourage community engagement.....39

I.C.7 Institution-wide definition of scholarly work that recognizes community engagement.....41

I.C.8 Institution-wide policies on promotion that encourage community engagement.....42

I.C.9.a) Faculty handbook passage that recognizes community engagement as a form of teaching/learning.....44

I.C.9.b) Is community engagement rewarded as one form of scholarship?.....45

I.C.9.c) Is community engagement rewarded as one form of service?.....46

I.C.10 College, school or dept. policies encouraging faculty community engagement involvement.....46

I.C.11 Training for search committees on evaluating community engagement expertise and experience.....48

I.C.12 Pending changes in tenure guidelines related to community engagement.....49

I.C.13 Student roles in community engagement: leadership, decision making, awards49

I.C.14 Checkbox: community engagement noted on student transcripts.....51

I.C.15 Coordination of community engagement and diversity/inclusion programs.....51

I.C.16 Is community engagement connected to efforts to improve student retention and success?.....53

II. Categories of Community Engagement

II.A.1.a) Changes in any of our definitions of service learning since 2008.....54

II.A.1.b) Service learning course approval and any changes since 2008.....55

II.A.2.a & II.A.2.b) Tables showing faculty involvement in service learning courses and student enrollment)56

II.A.3 How data from previous question on service learning is gathered.....57

II.A.4 Changes in institutional assessment of learning outcomes related to community engagement.....58

II.A.5 How community engagement is integrated into study abroad, co-op, student leadership courses.....59

II.A.6 How community engagement is integrated into the first year experience, capstone, general education courses, graduate courses, etc.....63

II.A.7 Faculty work turning community based courses into research.....67

II.A.8 Summary narrative of changes in curricular engagement since 2008.....68

II.B.1 Changes in outreach/non-credit efforts since 2008, with three examples.....69

II.B.2 Changes in resources devoted to community outreach (athletics, etc.).....71

II.B.3 Partnership grid (15 partnership examples).....72

II.B.4 Reflection on partnership grid; what has changed?.....73

II.B.5 Recent actions to sustain, improve and assess partnerships.....74

II.B.6 Recent results from assessment of partnerships.....76

II.B.7 Five examples of faculty scholarly work from community partnerships.....77

II.B.8 Summary narrative of changes in partnerships/outreach since 2008.....79

III. Wrap-up

III.1 What else we have to say about community engagement at UW-Madison.....80

III.2 Comments on application process for
Carnegie.....81

Appendix A.....83

Appendix B.....85

Acknowledgements.....87

I. Foundational Indicators

I.A.1.a) Letter from the provost/chancellor

January 2014

Dear Carnegie Community Engagement Reclassification Committee:

The commitment of the University of Wisconsin–Madison to serve the “*community*” -- local, state, national or international – is and remains a consistently vital component of our institutional commitment. As a faculty member and now provost with many years of service to the University of Wisconsin-Madison, I can attest to the fact that the Wisconsin Idea: “*The boundaries of the campus are the boundaries of the state,*” has been a fundamental tenant of campus culture. As a direct and abiding result, my leadership priorities and personal scholarship are infused with the philosophy that the role of a world-class university must be to serve the broad needs of society, not narrow, academic self-interest.

As such this letter is my response to the Carnegie Foundation’s query about community engagement at the University of Wisconsin-Madison. I am pleased to share some information about how this engagement relates to the UW-Madison’s strategic plan, and how it has become institutionalized to insure its sustainability.

I became provost in 2009 as we emerged with fresh guidance from our recent institutional reaccreditation study. This self-study included the statement regarding community engagement: “The powerful Wisconsin Idea continues to shape and illuminate vision and mission at the University of Wisconsin-Madison and proves adaptable to changing times.” Based on this summation and other feedback from the Higher Learning Commission, we embarked on a five-year campus strategic plan, entitled “For Wisconsin and the World.” For Carnegie’s Community Engagement classification, the most important thrust within that strategic framework is clearly to “Reinvigorate the Wisconsin Idea and renew our commitment to our public mission.” We have been and continue to do just that.

We designated 2011 as The Year of the Wisconsin Idea. Literally hundreds of community-based projects were initiated across campus and tracked by the Wisconsin Idea Project website (<http://www.wisconsinidea.wisc.edu/>) during this period. For example, as part of the *Slow Food Project* in the South Madison neighborhood, our students educated the community on sustainability and health to reduce health disparities, improve food access, and support Madison area farmers. The UW-Madison worked with Native Americans in Red Cliff, Wisconsin, on storm and ground water projects through our students in Engineers Without Borders. Internationally, our Wisconsin China Initiative led to the creation of a campus technology-transfer and academic leadership office in Shanghai in 2012. As we enter the fifth year of our current strategic plan, it is clear that

reinvigorating the Wisconsin Idea has been one of the most successful endeavors in our strategic framework, as this application for re-classification will attest.

Concerning my own role in the UW-Madison's quest to fulfill its mission through community engagement, I am pleased to have been part of a great many successful initiatives to broaden and strengthen the impact of the UW-Madison. The growth of the Morgridge Center for Public Service is a particularly noteworthy development. Among the goals of this Center is to match student volunteers with community needs, assess the impact of community engagement on our students' learning and growth, fund projects that give the UW-Madison a chance to serve reciprocally with local nonprofits, and in general serve as our ambassador for increased community-based learning opportunities for our students, faculty and staff. Participation in this program has increased exponentially.

I am also particularly proud of the explosive growth of the undergraduate academic program that awards a Certificate in Global Health. Created in 2010 by the newly formed Global Health Institute, the certificate is a credential that students who are committed to improving the world through better sanitation, nutrition and medical care can earn by taking related courses and completing required fieldwork. Over 200 students have now completed the certificate, and another 300 are currently enrolled, making it one of our most sought-after undergraduate experiences.

I am very gratified that community-based research has grown in stature during my tenure. That growth is evident in the School of Medicine and Public Health – one of the very few integrated schools of medicine and public health in North America – through its Global Health research grants and in the College of Agricultural and Life Sciences through its successful fundraising for new research facilities for Meat Science and Dairy Science. It is perhaps most obvious in the School of Human Ecology, where faculty have embraced community-based scholarship while creating innovative programs for Community and Nonprofit Leadership to meet the growing interest in community engagement shown by both the school's faculty and its students.

Finally, to address the issue of institutionalization of community engagement, I need only point out the personnel and structural changes in my own office that are in response to our strategic plan "For Wisconsin and the World." All these appointments of key personnel who report to the provost reflect institutional commitment to community engagement:

- Professor Jeff Russell: Dean of the Division of Continuing Studies and Vice Provost for Life Long Learning. Dean Russell has been instrumental in the development of new lifelong learning initiatives, including four MOOCs we are offering through Coursera for the first time in the fall/spring 2013/14. Literally, tens of thousands of learners have engaged these courses from around the world.

- Professor Christopher Olsen: Interim Vice Provost for Teaching and Learning. Professor Olsen, from the School of Veterinary Medicine, was instrumental in the creation of the Global Health Certificate noted above. He is also prominent in the Educational Innovation effort on campus that creates new distance degree programs for working professionals and state-of-the-art courses and policies that encourage students from across the state, nation and world to attend the UW-Madison summer sessions.
- Bruce Maas: Chief Information Officer and Vice Provost for Information Technology. Support of distance learning, to include both credit and non-credit courses, is a major part of his commitment to deliver outreach and public service. He is also a central figure in the development of a new statewide digital network.
- Professor Nancy Mathews: Director of the Morgridge Center for Public Service. As mentioned Morgridge serves as the epicenter for promotion of service learning, community engaged scholarship and the professional development of our faculty and staff who pursue community service.
- Professor Craig Benson: Director of Sustainability Research and Education and Co-Director of the new cross campus initiative, the Office of Sustainability. Professor Benson leads the coordinated effort to make our campus a model for values and activities that demonstrate our commitment to stewardship of resources, respect for place and the health and well-being of the broader community, now and for the future.
- Professors David Krakauer and Brad Schwartz: Director of the Wisconsin Institute for Discovery (WID) and Morgridge Institute for Research (MIR), respectively. Dr. Krakauer succeeds former chancellor John Wiley as the director of the public WID and Dr. Schwartz heads up the private non-profit MIR in this unique university/private research incubator. In addition to these twin research institutes, the Town Center of the stunning Discovery building, named by R&D Magazine as the 2012 “Lab of the Year,” serves as the focus for the statewide annual Wisconsin Science Festival that served over 18,000 learners of all ages in 2012. The Wisconsin Science Festival is but one of scores of science events carried out in the Town Center each year.
- Professor Jonathan Patz: Director of the new Global Health initiative which integrates across campus efforts in all aspects of global health including environment, prevention, health education, social mitigation and other factors that influence the population health.

Each of these positions manifests the UW-Madison’s commitment to the Wisconsin Idea of service, community-based research and scholarship, or to use Carnegie’s term, community engagement. They provide emphatic evidence that our strategic plan, “For Wisconsin and the World,” has successfully restructured the UW-Madison.

My final point regarding the institutionalization of community engagement is our recent appointment of Rebecca M. Blank as the University of Wisconsin's 29th chancellor. She fulfilled an intensive quest that focused heavily on commitment to the Wisconsin Idea of public service. When she applied, Chancellor Blank wrote that "Wisconsin has a global reputation and presence, but it's very serious about not just being an academic institution. It reaches out to the community around it, both in the state of Wisconsin and in service to the nation. I find this institutional mixture of research, teaching and service, which characterizes Wisconsin as a public university, incredibly attractive."

I am confident the UW-Madison will continue to pursue The Wisconsin Idea proudly and effectively under Chancellor Blank's leadership.

Sincerely,

Paul M. DeLuca, Jr.
Provost and Vice Chancellor for Academic Affairs

I.A.1.d) Grid of documents from the provost/chancellor that promote community engagement

Annual addresses/speeches

Speech to Faculty Senate by Chancellor Blank
October 7, 2013

"I've been on the job for about 11 weeks now. Each day I learn more about the rich history and culture of this institution, and the many cool things that occur on this campus, in both education and in research. One of the things I find most attractive about this University is its commitment to outreach bringing the ideas and talents of this campus to benefit the state, the nation, and the world. I love the fact this place even has its own name for this -- the Wisconsin Idea. Like many of you, I was drawn to this campus by that creed.

. . . We need to ensure the UW continues to advance the frontiers of research knowledge, with top faculty who have the resources they need to do their work. As you probably know, it's an increasingly competitive world for attracting and retaining top researchers. Money helps --- to provide salaries and research support and laboratory space. But even more important is an environment of collaboration and exploration. One of Wisconsin's long-term strengths is its ability to pull together scholars from across disciplines to work on key areas that require multiple disciplinary focuses. Increasingly, the most interesting work is at the intersection of disciplines. Places like the Waisman Center or the Wisconsin Institutes for Discovery, or the Nelson Institute for Environmental Studies are at the forefront of scientific discovery. I want to make sure that we act strategically to put together clusters of scholars in the research areas that are on the frontiers of science. This, more than anything else, will make sure we attract and keep the best faculty.

. . . Just last month, it was announced that for the third year in a row, UW-Madison was ranked 19th among world universities in the annual Academic Ranking of World Universities by Shanghai's Jiao Tong University. We are one of only six American public universities to place in the top 20 and placed highest in the Big Ten.

That is the level of excellence you have achieved and I am pledged to uphold. Yes, there are some big challenges at UW, but there are also enormous opportunities and I'm excited to work with you on both the challenges and the opportunities.

So thank you for all that you do in your work with students to make this a first-rate teaching institution. And thank you for the creative and exciting ideas that you pursue in your research.”

<http://www.secfac.wisc.edu/senate/audio/20131007.mp3>

<http://apir.wisc.edu/carnegiecommunityengagement.htm>

Published editorials

The Daily Cardinal-editorial by David Ruiz, UW-Madison student
April 29, 2012

Katherine Cramer Walsh is an associate professor of political science at UW-Madison. Since 2007 she has gathered information about how the state perceives the university. Walsh's research, published in her paper “The Distance from Public Institutions of Higher Education,” has exposed a rift between Wisconsinites and the university and the university's failure to live up to the high expectations of the Wisconsin Idea. By taking an innovative approach to the problems Walsh has highlighted, Wisconsin could join the forefront of the national conversation on how to restructure higher education.

When Walsh asked Wisconsinites what the university did not do well, responses were very diverse. Admissions policies, tuition costs, the party-school label and a perceived liberal bias were all mentioned. But when asked what UW-Madison should be doing, many people responded vaguely with little idea of how a state university should be interacting with the state at large.

Considering Wisconsin has declared 2011-12 the Year of the Wisconsin Idea—which is “the principle that the university should improve people's lives beyond the classroom”—the fact that most citizens could not suggest how the university should or could serve them shows a failure on UW-Madison's part. Citizens feel distant from UW-Madison because of a failure to listen and respond to taxpaying communities.

. . . In Walsh's report the UW- Extension system was praised, so I think the first step is expanding UW-Extension's scope and visibility. Extension programs should be tailored to their communities' wants and needs, but the extensions should also explicitly connect to Madison. Encouraging

professors not only to guest-lecture at extension campuses but also sit and listen to why people were drawn to that extension in the first place will help link extensions with UW-Madison, and will serve to keep researchers in touch with in-state communities.

. . . Long-term changes also need to be enacted. UW must continue Walsh’s research, which will serve two purposes: increasing the data pool and putting people in contact with UW-Madison representatives. Secondly, UW-Madison should establish a statewide program that can quickly highlight needs and enlist academics to address the issues—an academic SWAT team, basically. Whether people want to be more knowledgeable of linear algebra or second-language acquisition, there should be a system where people can enlist help directly from the university. Not only will this vastly better the public opinion of UW-Madison, but will also help foster an attitude of service at UW.

By realigning itself with the Wisconsin Idea, UW-Madison could become an example of how public universities deserve their massive budgets. The recent and justified political fixations on debt and government spending will not end until the public sphere has changed. With student debt passing the \$1 trillion mark, more Americans consider higher education a risky investment. If UW-Madison can benefit communities across the state it will be able to garner wide appreciation that crosses political and community boundaries.

http://host.madison.com/daily-cardinal/opinion/refocus-on-wisconsin-idea-to-boost-uw-image-within-state/article_4aec262a-926c-11e1-9398-0019bb2963f4.html#ixzz2pwQz1IGm

Campus publications

Announcement of Year of the Wisconsin Idea
August 8, 2011

The Wisconsin Idea — UW–Madison’s longstanding commitment to providing service to the families, businesses and communities of Wisconsin and beyond — will be celebrated for the next 12 months as the university observes the Year of the Wisconsin Idea.

Although the concept reaches back well into the 19th century, the Wisconsin Idea took its name from a 1912 book hailing the progressive era reforms enacted by the 1911 session of the state legislature, many of which were developed by or in consultation with UW professors.

“While many colleges can boast of their public service, UW–Madison stands out because of its long history of making service to the people an essential reason for its existence. The Wisconsin Idea motivates faculty and staff and inspires students and alumni to carry the benefits of their teaching, learning and research past the boundaries of campus to serve their state, nation and world,” says Interim Chancellor David Ward.

Other

Commencement speech by former Interim Chancellor David Ward
December 2011

“Good morning and welcome to the University of Wisconsin-Madison’s 2011 Winter Commencement Ceremony. On this special day when so much energy, determination and heart are finally rewarded with the crowning achievement of your college careers, it is my great pleasure to acknowledge you, our future graduates. Congratulations, every one of you!

. . . Your Wisconsin Experience is part of one of this university’s longest and most deeply-held traditions: The Wisconsin Idea. The Wisconsin Idea is the unique and guiding principle, born on this campus a century ago, that challenges us all to take the knowledge fostered here, and make its benefits felt far beyond the boundaries of UW-Madison. The Wisconsin Idea reinforces our commitment to service to the state, the nation, and the world. This academic year, we are celebrating the Year of the Wisconsin Idea, marking 100 years since this philosophy was given its name.

And so, as I prepared for this address, aiming to learn more about your varied academic, artistic, and even athletic accomplishments, I wanted to find examples framed by your contributions to The Wisconsin Idea. Here is some of what I found:

- You have extended The Wisconsin Idea globally from Kenya to Haiti through Engineers without Borders, working collaboratively with communities, listening, learning, and finding sustainable engineering solutions for local problems.
- Students graduating today assisted villagers in Uganda with water sanitation projects, and coordinated compassionate efforts to address health issues for women.
- In Rwanda, students aimed to create an infrastructure to provide more health care access for community members, including a disproportionately high number of persons infected with HIV/AIDS.

Closer to home, you have lived the Wisconsin Idea in many more ways:

- Nursing students created and delivered health information programs to teach fourth and fifth graders a lifetime of healthy habits.
- Students in the School of Library and Information Studies have fostered a community partnership with Wisconsin’s tribal librarians, archivists, and museum curators to better preserve and pass on their culture to the next generation.
- Students, serving as BioCore Outreach Ambassadors are improving science education in the remotest, rural parts of our state.

These examples illustrate a central truth about the Wisconsin Idea. It holds that the university’s role is not merely to dispense wisdom from on high for the benefit of the masses, but it is to learn as much from our partners in the world in the process of collaboration, as they learn from us. And perhaps most important, it is not just sharing knowledge – it is rolling up our sleeves and using it to make someone’s life better.”

I.B. Institutional Identity and Culture

Required Documentation. Please complete all three (3) questions in this section.

I.B.1.a) Institutionwide definition of community engagement

Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?

No Yes

Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition (word limit: 500):

The institution-wide commitment to public service and community engagement of the University of Wisconsin-Madison is expressed as The Wisconsin Idea. This internationally-recognized principle insists that education should influence and improve the lives of individuals outside and beyond university classrooms. As a century-old concept, embodied in the phrase “the boundaries of the University are the boundaries of the state,” it holds that much of what takes place on the campus should enhance the public good. The history of the Wisconsin Idea is indeed the history of the university itself. <http://www.ls.wisc.edu/documents/wi-idea-history-intro-summary-essay.pdf>.

The Wisconsin Idea is widely recognized as the embodiment of an institutional commitment to outreach and community engagement. Operational definitions, evident at the unit level, guide and inform these activities. Definitions from three such units follow. They illustrate consistent application of the principles of the Wisconsin Idea.

The Morgridge Center for Public Service

Principles and Concepts of Service Learning and Community-Based Research:

<http://www.morgridge.wisc.edu/faculty/documents/manual.pdf>

Service Learning

“Service-learning is a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and 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.”

Robert Bringle & Julie Hatcher, “A Service-Learning Curriculum for Faculty”, The Michigan Journal of Community Service-Learning, Fall 1995, pages 112-122

In essence, service-learning is a form of experiential education which utilizes “service to the community” as its operational method. As a means of both teaching and learning, it emphasizes hands-on experiences to address real-world issues as a catalyst for educational growth.

The School of Medicine and Public Health

Community Service Web site:

<http://www.med.wisc.edu/education/md/community-service/outreach-and-engagement/149>

Community and Civic Engagement

Engagement is defined as collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. (Carnegie Foundation, 2007).

Community Service

Volunteering with a community agency, department or non-profit, in order to contribute to the common good.

Community/Campus Partnerships

Developing and nurturing partnerships between communities and higher educational institutions as a strategy for social change. Partnerships balance power, resources and decision making, and are designed to benefit both partners.

The College of Letters and Science

Office of Service Learning and Community-Based Research Web site:

<http://www.ls.wisc.edu/oslcbr-definition.html>

The College of Letters and Science, our largest unit, with nearly 21,000 students, 800 faculty and more than 130 academic programs, developed these definitions in 2006 through its Office of Service Learning and Community-Based Research:

Service Learning

A class of courses using a pedagogical model that integrates classroom learning with community engagement. The classroom/community partnership provides structured opportunities to apply academic theories, principles, and constructs to solve real world problems, and enhances students’ analytical, creative, and problem solving skills.

Community Based Research

A collaborative and participatory approach to research in which community organizations partner with academic researchers to produce knowledge that solves real world problems.

I.B.1.b) Community engagement in the institution's mission/vision statement

How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

Mission and Values

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:

1. 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.
2. 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.
3. Achieve leadership in each discipline, strengthen interdisciplinary studies, and pioneer new fields of learning.
4. Serve society through coordinated statewide outreach programs that meet continuing educational needs in accordance with the university's designated land-grant status.
5. 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.

6. 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.
7. Maintain a level of excellence and standards in all programs that will give them statewide, national and international significance.
8. 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, UW System Board of Regents]

Strategic Plan

For Wisconsin and the World:

Focusing a Great University on its Core Mission, Public Purpose and Global Reach

<http://www.chancellor.wisc.edu/strategicplan/fourth-year-progress-report/>

This report highlights examples of progress achieved during the fourth year of the University of Wisconsin–Madison’s five-year strategic framework, which guides our work in five priority areas first articulated in 2009. Together, these activities advance the university’s overarching vision:

“The University of Wisconsin–Madison will be a model public university in the 21st century, serving as a resource to the public, and working to enhance the quality of life in the state, the nation, and the world.”

The commitment to public service is embedded as one of five priorities areas in the five-year strategic plan:

Reinvigorate the Wisconsin Idea and renew our commitment to our public mission.

The fourth year progress report document cites a dozen examples of public service and engagement by UW faculty, staff and students.

One of the ways the university supports public engagement is through the *Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment*. This competitive grant program, open to University of Wisconsin–Madison faculty, staff and students, is designed to foster public engagement and advance the Wisconsin Idea.

Proposals are encouraged for new outreach and public engagement activities that partner with community and off-campus organizations to extend and apply our research, education and clinical knowledge to help solve problems or take advantage of opportunities.

The grant program is administered through the office of the Provost, further emphasizing the importance placed on encouraging public service and engagement.

Accreditation / reaffirmation document

For Wisconsin and the World:

A Great Public University Self-Study for Reaccreditation

http://greatu.wisc.edu/documents/FINAL_web_2.pdf

The University of Wisconsin–Madison is a remarkable place: a world-class public research university filled with talent, knowledge, energy and excitement — all of which can be leveraged into a positive impact on the lives of others throughout Wisconsin and the world. The Wisconsin Idea is as alive now as it has ever been.

Two core values, framed within the context of the institution’s mission, are shaped by the history of the institution and continue to influence the culture and activities of UW–Madison. They include the service mission, known as the Wisconsin Idea, and the history of defending academic freedom. These cornerstone values are deeply felt within the culture of the university.

Wisconsin Idea

The institution’s mission statement directs the institution to “serve society through coordinated statewide outreach programs that meet continuing educational needs in accordance with the university’s designated land-grant status.”

The institution’s commitment to public service is internationally recognized as the Wisconsin Idea, first attributed to University of Wisconsin President Van Hise in 1904, as the principle that education should influence and improve the lives of individuals beyond those in university classrooms.

It is an idea that has taken further definition by the phrase “the boundaries of the University are the boundaries of the state.” This phrase captures the sense that much of what takes place on the campus, including the research that takes place here, should somehow lead toward enhancing the public good. (p. 17)

As a great public university, we have special obligation to connect a major portion of our work to the needs of the state, the nation and the globe. That is our stated mission. (p. 246)

Other

The university’s commitment to public service, often expressed as The Wisconsin Idea, permeates mission, vision and value statements for units all across the UW-Madison campus. Some examples include:

Public Service Statement

<http://www.wisc.edu/public-service/>

The university has a Web page which outlines and summarizes the scope of public service activity on campus, including this statement:

For more than a century, the university has been guided by the [Wisconsin Idea](#), a tradition first stated by UW President Charles Van Hise in 1904. Van Hise declared that he would “never be content until the beneficent influence of the university reaches every family in the state.” Today that belief permeates the university’s work, fostering close working relationships within the state, throughout the country and around the world.

The Wisconsin Experience

<http://www.students.wisc.edu/home/the-wisconsin-experience/>

In an open letter to the UW-Madison student body, Dean of Students Lori Berquam makes the connection between the Wisconsin Idea and the student experience:

“I believe that our success is grounded in the Wisconsin Idea, the concept that the university exists to serve the state, nation and world. The Wisconsin Idea is committed to the idea that the research, resources and knowledge of the university should extend to the borders of the state and beyond. I believe it goes beyond that; that we all take what we learn and apply it in ways that have a significant and positive impact on the world and humankind. We make our actions matter by intentionally seeking out meaningful activities, and through careful self-reflection, making meaning of what we do.”

The Wisconsin Idea also shapes our campus learning environment where student life is linked to learning. It’s an idea called the Wisconsin Experience. Students, as well as faculty, have numerous opportunities to engage in experiences that link them to the “real world” beyond the borders of campus. Our undergraduates engage in research, study abroad, are exposed to international and diverse cultures, participate in community service and volunteerism and, as a consequence, are provided ample opportunities to take on leadership roles.

Division of Continuing Studies

<http://continuingstudies.wisc.edu/about-us/>

The Division of Continuing Studies supports the mission of the University of Wisconsin-Madison and the spirit of the Wisconsin Idea by providing access to educational resources to nontraditional students, lifelong learners, and the community. The mission of Continuing Studies is to advocate for and to engage lifelong learners through high-quality and innovative programs and services.

I.B.2 Change in institutional mission since 2008

Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification (word limit: 500):

The 2008-2009 re-accreditation process and subsequent recommendations by the North Central Association of Colleges and Schools resulted in renewed institutional emphasis on community engagement. The UW-Madison has now completed four years of a five-year strategic plan following the re-accreditation self-study. One of its five pillars is to

“Reinvigorate The Wisconsin Idea and renew our commitment to our public mission.”

This imperative directly addresses the priority placed on community engagement. The *Fourth Year Progress Report, Campus Strategic Framework, 2012-2013*, describes in detail some of the achievements in the area of community engagement:

<http://www.chancellor.wisc.edu/strategicplan/fourth-year-progress-report/>

In addition, a Web site, launched in 2012, aggregates university-wide public service efforts:

<http://www.wisc.edu/public-service>

Other significant changes at the institutional level include:

1. The Year of The Wisconsin Idea

<http://wisconsinidea.wisc.edu/yowi>

The UW–Madison’s longstanding commitment to providing service to the families, businesses and communities of Wisconsin, and beyond, was celebrated during 2011-2012, with a variety of events and activities illuminating and reflecting upon The Wisconsin Idea.

2. The Wisconsin Idea in Action

<http://searchwisconsinidea.wisc.edu>

This searchable database includes a selection of the many ways in which the University faculty, staff and students partner with businesses, organizations and communities across the state.

3. The UW Speakers Bureau

<http://speakers.wisc.edu/>

This resource brings UW faculty and staff to communities throughout Wisconsin at the invitation of professional, community, and civic organizations, at no cost to them.

4. Office of Industrial Partnerships

<http://grad.wisc.edu/projectagreementsip/oip/>

Established in 2011, this office assists UW faculty and staff in building stronger, more effective partnerships with industry by providing institutional negotiation and review of agreements. In general, it serves as a contact point for UW researchers and industry partners.

5. Center for Nonprofits

<http://centerfornonprofits.wisc.edu>

The Center provides students, scholars and community practitioners with a platform on which to collaborate on issues of critical importance to civil society and the nonprofit sector. It explores new methods of working and learning together while advancing research discoveries.

6. MOOCs

<http://edinnovation.wisc.edu/moocs>

In February, 2013, the University launched the first of four massive open online courses (MOOCs), aimed at large-scale participation and open access via the web. MOOCs are an avenue for outreach and public service on a global scale, through which we gain enhanced knowledge that may be transferable to on-campus teaching and learning.

7. Institute for Clinical and Translational Research (ICTR)

<https://ictr.wisc.edu/Overview>

The Institute for Clinical and Translational Research (ICTR) is funded by 13 federal and local groups, initially with a grant from the National Institutes of Health. Its mission is to support interdisciplinary research among investigators and scholars/trainees at the UW and Marshfield Clinics, in communities around the state, and through Clinical and Transitional Science Awards in other states.

8. Town Center at Wisconsin Institutes for Discovery

<http://discovery.wisc.edu/town-center/>

The Town Center serves as a venue for programs with a scientific component that emphasize interdisciplinary collaboration or that focus on the interface between the university and the public or private sector.

Finally, the Office of University Relations was established in 2009; its impact is described more fully in I.B.3.

I.B.3 Changes in executive leadership since 2008

Specify changes in executive leadership since classification and the implications of those changes for community engagement (word limit: 500):

Since 2008, the changes in the administrative leadership at the UW-Madison have been significant. They include changes at the chancellor and provost level, as well as new academic deans and directors of key units charged with facilitating community partnerships and engagement. All these

changes place the UW-Madison in a better position to engage in a more deliberate and meaningful way with local, state, national and international communities.

Chancellor Biddy Martin — in office during the 2008 certification — departed in 2011. Her interim replacement was Chancellor David Ward; the new Chancellor, Rebecca Blank, began her tenure in July, 2013. The positive impact on community engagement was felt immediately; the topics of both outreach and the responsibility of the UW-Madison to the state appeared frequently and prominently in Chancellor Blank’s public remarks. Examples are included in I.A.3.

Provost Pat Farrell departed in 2008 and was replaced by Interim Provost Julie Underwood, who finalized the institutional framework following reaccreditation. Provost Paul DeLuca assumed the office in 2009, and will retire later this year. Expectations for community engagement are highly positive, given the strong support and conviction of Chancellor Blank.

Within the Office of the Provost, nine of thirteen academic deans and directors are new to their roles since 2011. The campus-wide increase in community and industry partnerships during the past two years is directly connected to this new leadership and the acknowledgement by those individuals that community partnerships and engagement are important to the success of the University.

The Vice Provost of Lifelong Learning and Dean of the Division of Continuing Studies, Jeff Russell, assumed these positions in 2011. His is an essential programmatic area that is responsible for work with external partners, including adult continuing education and professional and workforce development planning.

In addition, the Division of Diversity, Equity and Educational Achievement (DDEEA) was created in 2008 as part of the Office of the Vice Provost for Diversity and Climate and the Chief Diversity Officer. Since the creation of DDEEA, off-campus collaborations have flourished. Locally, community-based groups such as Centro Hispano, 100 Black Men of Madison, the YWCA, and Boys and Girls Clubs of Dane County have strengthened ties with the University. On the national level, figures such as the New York Knicks, the Hip-Hop Sisters Network and Russell Simmons have built relationships with DDEEA, leading to a higher profile and more scholarships for UW-Madison students.

Another source of administrative leadership, the Office of University Relations, was established in 2009. Its express mission is to build and nurture relationships with local and statewide communities, businesses and industry, and to foster partnerships throughout the state and the world. Under the leadership of its Vice Chancellor, Vince Sweeney, this office has streamlined and centralized key outreach efforts, and has brought about the establishment of a new priority area for the University, that of strategic partnerships. <http://universityrelations.wisc.edu/>.

I.C. Institutional Commitment

Required Documentation. Please complete all sixteen (16) questions in this section.

I.C.1 Changes in community engagement coordinating infrastructure since 2008

Infrastructure

As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and where it reported to.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. Provide any relevant links that support the narrative. (Word limit: 500):

Infrastructure to support and advance community engagement at the UW-Madison may be regarded as both centralized and decentralized. Many committees, partnerships and advisory boards form infrastructure at the unit level.

At the campus level, the Council of Outreach Deans serves as a forum to promote community engagement. It is a formal link to UW-Extension, which focuses on county, regional and statewide engagement.

The three centralized, cross-campus initiatives described in 2008 have evolved:

1. Wisconsin Idea Project — Reaccreditation and renewed commitment by administrative leadership affirmed the institution’s dedication through the Wisconsin Idea Project, which engendered the 2012 “Year of the Wisconsin Idea” [<http://wisconsinidea.wisc.edu/>].
2. Morgridge Center for Public Service [<http://www.morgridge.wisc.edu/>] — The campus coordinating body for engagement through community service focuses on opportunities for students. It also serves as a faculty/staff resource to promote civic engagement, strengthen teaching and learning, and build collaborative partnerships. The Morgridge Center created the Community–University Exchange in 2010 to provide faculty and staff resources for development of community engagement activities. [<http://cue.morgridge.wisc.edu/about/>] These included service learning and community-based research with redefined service-learning course standards, and a matching grant program.

In addition, the position of Assistant Director of Community-Based Learning was created in 2009 to support university activity in community engagement. This office works with community partners, faculty, staff and students across all disciplines to develop community-based learning, research courses and projects.

3. Office of Corporate Relations / Office of Community Relations — These offices were merged in 2009 as the Office of University Relations [<http://universityrelations.wisc.edu/>]. This office was

established to provide internal and external audiences with comprehensive communications about the UW-Madison; build relationships with local and statewide communities, business and industry; and foster partnerships throughout the state and the world. Examples of programs that illustrate these efforts are:

The Statewide Outreach Incentive Grant Program, which offers competitive funding to UW-Madison faculty, staff and students to foster public engagement and advance the Wisconsin Idea. [<http://universityrelations.wisc.edu/statewide-outreach-incentive-grant-program/>]

The Wisconsin Idea in Action, a searchable database, re-introduced in 2012, that allows businesses, organizations and communities across the state to identify and connect with individual UW faculty and staff whose expertise aligns with their needs. [<http://searchwisconsinidea.wisc.edu/>]

These community engagement networks were not mentioned in 2008 or have been launched since 2008:

1. The Community Partnerships and Outreach (CPO) Staff Network (<http://www.med.wisc.edu/education/md/community-service/community-partnerships-and-outreach-staff-network/925>) is a self-organizing network of UW-Madison staff who facilitate projects, programs and relationships with community partners so that they are sustained, mutually beneficial, equitable and respectful of the knowledge, values, priorities, resources and needs of all partners.
2. The Office of Community Service Programs in the UW-Madison School of Medicine and Public Health, [<http://www.med.wisc.edu/education/md/community-service/outreach-and-engagement/149>]. This office has been supporting students since 2002. It works to increase and improve medical student services and civic engagement opportunities.
3. Finally, the UW-Madison opened a Shanghai Innovation Office in June 2012 [<http://international.wisc.edu/partnerships-and-intiatives/uw-madison-shanghai-innovation-office/>]. It is the first self-sustaining overseas presence for the University. The SIO facilitates faculty-led projects abroad, and coordinates student internship opportunities, faculty research collaborations, and business partnerships.

I.C.2.a) Changes in internal funding for community engagement since 2008

Funding

As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. (Word limit: 500):

According to the UW-Madison Budget Office, based on 2012-13 expenditures, 5.9% of the total budget was expended on Public Service (\$167 million of \$2,847 million). When restricted to state

funds and tuition/fees, excluding special purpose state funds for utilities and debt service, Public Service was 6.4% of total expenditures (54 million of \$843 million).

Compared to similar data in our 2008 application, the portion of the total budget coded as Public Service is down slightly (from 6.3%), while the amount expended on Public Service has increased by \$32 million. When expenditures are restricted to those from state funds and tuition/fees, Public Service has increased to 6.6% (from 6.4%). Given the decrease in state support, however, the amount expended from state funds and tuition and fees decreased to \$46 million (from \$54 million).

As in 2008, the notable caveat is that expenditures we code as public service substantially under report the resources we dedicate to community engagement. Any administrative overhead for a project, even one that is 100% a collaboration with the community, is coded as administration; likewise, if the project has a research component, any research-related expenditures are coded as research (and not public service), even when the research fits the definition of community engaged scholarship.

As discussed in I.C.1, since 2008 UW-Madison has created several new budgetary units that have a community engagement mission. They include the Office for Sustainability, the Global Health Alliance, and the Town Center operation within the Wisconsin Institutes for Discovery.

I.C.2.b) Changes in external funding for community engagement since 2008

As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification. (Word limit: 500):

UW-Madison ranks second nationally among public universities in research funding. External funding for community engagement comes from various research grants from sources such as the National Science Foundation, National Institutes of Health, the National Institutes of Health, the US Department of Education and the US Department of Energy. The UW-Madison Research and Sponsored Programs Office estimates that in FY2013 (July 1 2012 – June 30 2013) over \$47 million in externally funded research grant expenditures and gifts was coded as public service expense (4.9% of the \$ 961 million research budget). Because of changes in grant tracking software, it is not possible to find a comparable figure for 2008.

A particularly noteworthy source of external research funding for community engagement is the NIH Clinical Translational Science Award which funds our Institute for Clinical Translational Research, a partnership with Marshfield Clinics of Marshfield, WI with nearly \$10 million per year. <https://ictr.wisc.edu/files/uwICTRFactSheet5232013.pdf>

Another large source of external funding for community engagement continues to be the funds from the Inter-Institutional Agreement (IIA) with the University of Wisconsin Extension. The source of these funds is a combination of federal, state and program revenue allocated from the University of Wisconsin System specifically for outreach education (credit and noncredit). The 2012-2013 IIA transferred \$40.9 million and supported 363 FTE positions (a total of 450 different faculty and staff supported full- or part-time) to address outreach education and community needs. That amount compares to \$50.1 million in 2006-07. The decrease in funding for outreach education over that period reflects across the board budget cuts in the system, elimination of funds for less productive programs, and a greater focus in the UW System on for-credit education.

Other notable sources of external funding for community engagement include approximately \$14 million per year in awards from the School of Medicine and Public Health's Wisconsin Public Partnership (WPP) program to local, state and international programs that promote community engaged medicine and improved public health. Several individual programs have proven to have sustained impacts. One is the Lifecourse Initiative for Healthy Families (LIHF), a program that is investigating and addressing the high incidence of African American infant mortality in Milwaukee and Southeast Wisconsin (<http://www.med.wisc.edu/wisconsin-partnership-program/lifecourse-initiative-for-healthy-families/502>). Another is the reform of the medical school curriculum to emphasize public health, especially in rural areas; and the TRIUMPH (Training In Urban Medicine and Public Health (<http://www.med.wisc.edu/education/md/triumph/main/681>); and WARM (Wisconsin Academic for Rural Medicine, <http://www.med.wisc.edu/education/md/wisconsin-academy-for-rural-medicine-warm/main/187>) tuition assistance programs designed to increase the number of physicians practicing in inner city and rural areas of Wisconsin. As a result of the overall commitment of UW-Madison's School of Medicine and Public Health to the "Wisconsin Idea for the 21st century—to share and apply advances in knowledge for the common good in collaboration with the state...and communities and partners around the world," it received the 2013 Spencer Foreman Award for Outstanding Community Service from the Association of American Medical Colleges.

<http://www.med.wisc.edu/quarterly/uwsmph-earns-spencer-foreman-award-for-community-service/42171>

I.C.2.c) Changes in fundraising for community engagement since 2008

As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification. (Word limit: 500):

Fundraising activities and initiatives at the UW-Madison are managed through the UW Foundation, the official fundraising and gift receiving organization for the University.

<http://www.supportuw.org/>

The UWF raises funds following the priorities and goals of schools, colleges and centers across the University. Significant changes affecting the Foundation since 2008 include transitions among three Chancellors as well as a new president of the Foundation, whose predecessor occupied the position for over 22 years.

One constant throughout the changes in University and development leadership has been the role of the Morgridge Center for Public Service. The Morgridge Center can be found prominently displayed on the front page of the UW-Madison's website. Its programming and reach extend across the campus, within the Madison community, throughout the state and abroad. It is a major focal point of the UW-Foundation's efforts to fund community engagement.

In 2009, the Morgridge Center for Public Service, under new leadership of Center Director Nancy Mathews, partnered with philanthropists Tashia and John Morgridge to inaugurate the Morgridge Match Grant Program.

<http://www.morgridge.wisc.edu/faculty/matchingfunds/index.html>

This matching challenge is designed to build the Center's endowment, while also supporting faculty and staff in engaged scholarship over a five-year span. To date, the grant has contributed more than \$1.3 million to 38 faculty-led engaged scholarship initiatives, and has supported faculty in nearly all schools and colleges. The projects that have resulted from this match varied in focus. They include initiatives that are local (40 percent), elsewhere in Wisconsin (36 percent); and international (23 percent). The matching aspect of the Morgridge funds has enhanced the interest of UW-Madison administrators in sustained, strong external partnerships that are an essential requirement for successful Morgridge grant applications.

In addition, in 2011 funds were raised to establish the Wisconsin Idea Scholarship.

<http://www.wisconsinideascholarship.wisc.edu/>

This is a prominent service-based scholarship created to attract service leaders graduating from high school to the UW-Madison who are among the nation's most innovative, while at the same time it introduces thousands of prospective students to the Wisconsin Idea.

Beyond these efforts, the main change in the fundraising strategy at the Foundation has been to foster closer alignment to the fundraising needs of the deans of UW-Madison schools and colleges. At this time it is uncertain whether that realignment will affect the amount and the nature of funds raised by the Foundation to support community engagement.

I.C.2.d) Financial investment in community engagement and development

In what ways does the institution invest its financial resources externally in the community for purposes of community engagement and community development?

Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available. (Word limit: 500):

This is a difficult question to answer: What constitutes *external investment* vs. internal investment *intended to produce external benefits*? For example, our Baldwin Wisconsin Idea Endowment grants support community engagement projects, but stipulate that funds (roughly \$5 million since 2008) must go to a UW-Madison department or unit, rather than to the external partner that is required by the grant.

<http://provost.wisc.edu/baldwin.htm>

In a strict sense, none of the Baldwin money is invested externally, but in reality, the Baldwin funds all directly support community engagement and further community development, in keeping with the goals of this endowment.

The following response relies on three interpretations of “external investment.” The first is translational research, an important enterprise at a major research university like ours. The next is economic impact on the community. The third is external investment in human capital. None of these provides a tidy or unequivocal calculation of external, relative to internal, investment.

Translational research: Through the Institute for Clinical and Translational Research,

<https://ictr.wisc.edu/>

the UW-Madison invests resources externally via the Community-Academic Partnership Core and the Collaborative Center for Health. Three areas are targeted by these resources: first, support for personnel advancing community-academic partnerships; next, Type 2 Translational Research awards (a portion to the community partner only); and finally, honoraria to community members who serve on the External Community Review Committee. Between 2009 and 2012, external resource allocation was approximately \$2.4 million.

Economic impact: In a very real way, the economic impact of the UW-Madison is an external investment that enhances the community. A 2011 independent report calculated a \$12.4 billion annual economic impact from the UW-Madison, with \$4 billion of that coming from direct spending by visitors, students, employees, and the University through contracts with vendors.

http://www.news.wisc.edu/news/docs/UW-Madison_Economic_Impact_Study.pdf

Since 2011, the Wisconsin Institutes for Discovery, a public-private research entity, has become an additional major economic engine for the University and the state that further augments our economic impact.

Investment in human capital: In countless ways, the UW-Madison invests in development of people outside the University. To focus on a few, the Odyssey Program provides free access to college for low-income adults in Greater Madison.

www.odyssey.wisc.edu

Odyssey students take a two-semester course in the humanities, building skills in reading, literary analysis, and writing. Odyssey offers free tuition, books, and childcare. After completing the two semesters, Odyssey students who wish to continue receive academic advising and financial support toward their degrees. The entire annual \$270,000 budget goes to support low-income adults who would otherwise not have access to the University. Another example of external investment to develop human capital is Camp Badger, which introduces middle-school residential campers to the world of technology and engineering.

<http://campbadger.engr.wisc.edu/>

Expenses for low-income campers are provided through corporate donations; intense recruiting of disadvantaged and minority middle-schoolers is at the heart of the program's mission. Since 2008, the program has provided a gateway to technical careers for several hundred Wisconsin youth.

I.C.3.a) How do we document and track community engagement as an institution?

Documentation and Assessment

Provide narratives addressing the following:

How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500):

As a general practice, individual units, schools, and colleges within the University of Wisconsin – Madison gather and manage data on behalf of their affiliations. UW-Madison is actively exploring new tools for improved coordination of learning outcomes assessment in general. These efforts are expected to enhance ongoing and systematic reporting and sharing of learning outcomes, including community engaged learning across units, schools and colleges. That being said, there are currently mechanisms in place to gather data at an institutional level. One of these mechanisms is the Wisconsin Idea in Action Database.

The Wisconsin Idea in Action Database is a campus-wide effort to gather and track examples of community engagement throughout the state of Wisconsin and around the globe. Individual faculty and staff members at UW-Madison are responsible for populating the database on an annual basis. Projects advance health and medicine, educate young and old, build Wisconsin's economy, and

enhance quality of life. The information is accessible through an online database that users can search by keyword, subject area, Wisconsin county, or UW-Madison school or college. In May 2008 the database had 687 examples of the Wisconsin Idea and in October 2013 there were 1,539 entries documented. <http://www.wisconsinidea.wisc.edu>

The Office of Academic Planning and Institutional Research (APIR) gathers much of the remaining campus-wide data related to community engagement. APIR, as the institutional research office for UW-Madison, provides analytics and informational resources focusing on trends, peer comparisons, and combinations of data across disparate sources. A particularly important tool for tracking community engagement at the campus-wide level is the National Survey of Student Engagement (NSSE). APIR is the institutional repository for UW-Madison data from the NSSE survey. The University of Wisconsin-System Administration Office of Policy Analysis and Research uses findings from the NSSE survey to prepare its institutional section of the Wisconsin System-wide accountability report titled “Achieving Excellence” until 2011, and titled “Knowledge Powers Wisconsin’s Future” since 2012, sent annually to legislators, the Board of Regents, and other university stakeholders.

http://www.uwsa.edu/opar/accountability/Act32_13/Act32_msn_rpt_2013.pdf

On a more unit-specific level, there are examples of departments tracking and documenting engagement with the community. For instance, the Division of Continuing Studies (DCS) completes a Critical Analysis report in which it outlines goals, strengths, and a broad vision related to outreach and engagement. The report from 2011 notes that DCS served more than 30,000 students in 650 face-to-face and online programs.

The Wisconsin Involvement Network (WIN) in the Center for Leadership and Involvement (CfLI) tracks student participation in service-related student organizations and events. All students have access to this Campus Labs software, giving them the opportunity to track their community engagement throughout their college experience.

I.C.3.b) How do we assess the impact of community engagement?

Describe the mechanisms used for systematic campus-wide assessment and measurement of the impact of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500):

The largest unit for assessment and measurement on the UW-Madison campus is the Office of Academic Planning and Institutional Research (APIR). Its website states that APIR provides “. . . analytics and information resources related to the academic people (students, faculty, staff), programs (degrees, majors, certificates), structures (schools/colleges, departments, centers and institutes), and curriculum of the UW-Madison.” APIR, which is part of the Provost’s Office,

provides analytics for decision making and for policy development and review, and it is the source of official data for internal and external audiences.

<https://apir.wisc.edu/about.htm>

While APIR is not solely responsible for assessment of community engagement, it does provide a number of reports that point to the impact of our campus activities on the community:

- The Legislated Accountability Report
http://www.uwsa.edu/opar/accountability/Act32_13/Act32_msn_rpt_2013.pdf
- The Undergraduate Preparation for Societal Contributions and Future Plans for Work and Education report
http://apir.wisc.edu/accountability/PlacementBriefing_1.6.2014.docx
- The Data Digest
http://apir.wisc.edu/datadigest/201213Digest/digest_13_web.pdf
- The National Survey of Student Engagement
http://apir.wisc.edu/studentsurveys/NSSE_2011_Final_report.pdf
- The Wisconsin Experience Report
http://apir.wisc.edu/wisconsinexperience/2013_Wisconsin_Experience_Report.pdf

In spring and summer 2013, the APIR performed a pilot assessment of the AAC&U VALUE Rubrics. Data from this assessment are not yet available; the intent is to assess essential learning outcomes, including civic engagement.

<http://apir.wisc.edu/valuerubricproject.htm>

Individual schools and colleges measure and assess the impact of engagement within their specific units (see 1.C.3.c.).

I.C.3.c) Current findings from assessment of community engagement impact and change from 2008

What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification? (Word limit: 500):

The UW-Madison tracks a variety of statistics that measure community engagement, a reflection of the tradition of community involvement inculcated by The Wisconsin Idea. Here is a sampling:

The annual Legislated Accountability Report reveals that the UW-Madison ranked second nationally among feeder schools for City Year corps in 2011.

http://apir.wisc.edu/accountability/2013_Accountability_Act32_UWMSN_Summary_Final.pdf

This report also states that in 2011, 25 percent of freshmen at the University reported participation in service associated with learning. In 2011-12 there were 212 service-learning, community-based

research, and co-curricular volunteer partnerships with community organizations that were reported. Five hundred fifty-four organizations hosted UW-Madison co-op or internship students in the community.

The same Legislated Accountability Report confirms that our graduates reported learning gains since enrolling in the University on every question designed to measure essential learning outcomes, including the outcome related to civic engagement. Forty-six percent plan to work in Wisconsin after graduation, thereby providing a direct impact on the state.

While we cannot say that community engagement is a new phenomenon on our campus, we note with pride that in 2013 more UW-Madison graduates applied to serve and were accepted into the Peace Corps than at any other college or university in the country. Ninety UW-Madison alumni were selected to serve. In 2008, the UW-Madison ranked second in the list of colleges and universities that produced Peace Corps volunteers.

<http://www.news.wisc.edu/22537>.

This trend of engaged alumni has continued since 2008.

The Wisconsin Partnership Program directed by the School of Medicine and Public Health has done extensive assessment and measurement work on initiatives to improve health in the state of Wisconsin through evaluation of program-wide outcomes, and monitoring of individual grantee progress. Included in the linked document are one-page outcome reports for 29 grant projects sponsored by the Wisconsin Partnership Program.

http://www.med.wisc.edu/files/smph/docs/community_public_health/partnership/wpp-2012-outcome-report.pdf

In fall, 2013, an evaluation team of three graduate students began conducting research to assess the impact of the Community University Exchange (CUE) at the UW-Madison. CUE is a new community-based program that facilitates learning, sponsored by The Morgridge Center for Public Service at the University. Their initial study shows that graduate students who participated in CUE acquired peer support networks and expanded their opportunities to partner with community organizations. They also experienced increased opportunities and resource capacity to implement community-based learning courses while preparing for future faculty positions. Faculty that have participated in CUE report increased opportunities to share their research, broader networks on campus and off, and increased support from graduate assistants. Community partners reported that because of CUE they felt an ongoing connection to the University through the Morgridge Center. Their understanding of the organizational dynamics of the University increased, while research duplication and fatigue were avoided. Finally, the impacts on the institution showed that CUE has provided an infrastructure for graduate student support of community-based research that previously existed only in decentralized pockets on campus. All of this is new since 2008, since CUE was founded in 2010.

<http://cue.morgridge.wisc.edu/>

I.C.3.d) Major finding from current assessment: example of impact on students

Impact on students

Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

According to the 2011 NSSE report, 41 percent of first-year students and 73 percent of seniors have participated in community service or volunteer work while attending the University. An additional 47 percent of freshmen and 10 percent of seniors plan to do so before graduation. This is significant because in 2008 just 33 percent of freshman and 66 percent of seniors participated in community or volunteer work while at the UW-Madison. These figures demonstrate a 7-8 percent increase in student participation across the board with relation to community engagement while at the University. (Preparation for the 2014 NSSE report is currently underway).

http://apir.wisc.edu/Surveys/NSSE_2011_Final_report.pdf

The ways in which students participate in volunteer activities vary widely. Programs such as Badger Volunteers and the Wisconsin Idea Undergraduate Fellowship have grown since 2008; they offer fresh pathways for students to access engagement opportunities. The Wisconsin Involvement Network (WIN), begun in 2008, offers students an easy way to search for service-related student organizations on campus.

Moreover, 10 percent of UW-Madison students are involved in Greek Life at the UW-Madison. Each year the Greek community contributes both dollars and hours of service in the thousands to local and national philanthropies. “Community service and philanthropy have long been an integral part of the Greek Community on the UW-Madison campus. The Panhellenic sororities on campus work extremely hard each year to plan numerous philanthropic events to benefit their respective non-profit organizations. Over \$40,000 was raised for these non-profits in 2011. On top of having their own philanthropic events, every single chapter on campus is highly involved in supporting each other, the community, and other national service efforts. In 2011, Panhellenic women completed well over 20,000 hours of service.”

<http://greeklife.wisc.edu/corevalues.htm>

Finally, new academic pursuits, including a major in Community and Nonprofit Leadership (in the School of Human Ecology), the Global Health Certificate, and the Environmental Studies undergraduate major, have contributed to the increase in student engagement as well.

I.C.3.e) Major finding from current assessment: example of impact on faculty

Impact on faculty

Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

At UW-Madison, the Faculty Policies and Procedures document (http://www.secfac.wisc.edu/governance/fpp/table_of_contents.htm)

stipulates that tenure cases be reviewed by one of four divisional committees (Arts and Humanities, Biological Sciences, Social Sciences and Physical Sciences, depending on the field of scholarship of the assistant professor being considered). During the spring of 2010, the Biological Sciences Divisional Tenure Committee adopted a new tenure case option that allows faculty to demonstrate their scholarly excellence using an integrated approach wherein teaching, research and outreach or service together produce a scholarly body of work. The updated tenure guidelines state, “Tenure can be granted based on the overall impact of a faculty member’s work on a field where three areas of achievement (research; teaching; and either a) academic leadership and/or program development or b) service and/or outreach) may be so closely integrated that it is not possible to clearly separate one area of excellence from another with significant accomplishment.”

<http://www.secfac.wisc.edu/divcomm/biological/TenureGuidelinesHighlightChanges.pdf>

The integrated case option provides a pathway for faculty who focus on community engaged research or participatory action research to demonstrate their scholarship using the impact of that work as a key criterion, rather than strictly through more traditional measures of research such as scholarly publications and federal grants. Impact may be demonstrated through changes in medical practices or processes, community impact and/or policy changes.

As a result of the adoption of the integrated case and the initiation of a campus-wide conversation about engaged research and scholarship, a network of engaged scholars was formed. Establishing a community of practitioners has been instrumental in making the shift toward recognizing engaged scholarship in the tenure process. While departmental and disciplinary cultures mostly govern the adoption of engaged approaches to scholarship, this campus conversation and policy change lend legitimacy to the use of engaged practices as a means of producing new knowledge in a scholarly way.

In 2009, the Morgridge Center for Public Service established a five-year, \$5 million challenge program to stimulate engaged scholarship on campus. Each year since 2009, the Center has provided 50% matching funds to support community engaged research and new community-based learning (service-learning) courses. Since the inception of the program, Morgridge Match has supported 38 scholars on campus with a total of \$2.8 million in matching funds. The culmination of the Morgridge Match efforts to advance community-based learning and research on campus was the first semi-annual Engaged Scholarship Summit on March 20, 2013.

<http://www.morgridge.wisc.edu/studentgroups/engagedscholarshipsummit.html>

I.C.3.f) Major finding from current assessment: example of impact on community

Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

Because the UW-Madison is a large, robust institution, with an economic impact of over \$12 billion a year, it is difficult to single out a particular impact on the community. From many possibilities, we choose to describe the impact of the Institute for Biology Education (IBE). The Institute exists to provide a community gateway to the biological sciences on campus. What makes the IBE extraordinary is its commitment to expose students to service-learning and community engagement. “Biology literacy means whole-person, whole-life learning in biology — beyond the boundaries of any classroom or campus. It requires innovative programs, resources, and collaborations that help sharpen the tools for scientific inquiry while connecting them with real-world situations. This not only improves the practice of science, it also contributes to a more informed and active citizenry and a flourishing planet.” <http://biology.wisc.edu/AboutUs.htm>

One of the Institute’s most successful initiatives is the Adult Role Models in Science program (ARMS), which is currently active in 40 Madison-area locations that comprise both schools and community centers. Through constant assessment, the ARMS program has evolved from a simple model, one that provided biology information and expertise, into a sophisticated model that transforms science education for children. It accomplishes this by helping adults — teachers, undergraduates, researchers and parents — become competent scientific role models and see themselves in that light. <http://biology.wisc.edu/FamiliesPublic-OpportunitiesforAdults-AdultRoleModelinScience.htm>

An adult role model in science isn’t merely someone who can present scientific information to children in an interesting way. The ARMS program strives to build the capacity of local schools and after-school programs to provide adult role models who can engage children in the Madison area in the wonders of science. Each program element is developed at the grassroots level, and combines the expertise of a variety of stakeholders from the University and the community. The program is an evolving collaboration; its mission is always to reach children who might not otherwise have a science role model in their lives.

The ARMS program provides training, coordination and matchmaking for researchers and for graduate and undergraduate students who are interested in community engagement. It provides opportunities for meaningful, long-term science programming for youth in the Madison community and creates opportunities for UW personnel to direct science activities that meet community needs. Priority is given to reaching underserved children and schools. In 2012-13 over 3,000 students and families participated in on-going or occasional science programming through an ARMS project.

http://biology.wisc.edu/documents/IBESelfStudy_Final.pdf

I.C.3.g) Major finding from current assessment: example of impact on institution

Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

This response focuses on the impact of the Wisconsin Alumni Research Foundation (WARF). WARF is a private, nonprofit patent and licensing organization for the UW–Madison. Its mission is to support and encourage the University’s research by protecting its discoveries and licensing them to commercial partners for beneficial use throughout the world. On behalf of the University, WARF manages a \$2 billion endowment, built from decades of licensing and investment revenues. It makes unrestricted gifts to the Graduate School in response to annual requests from the University and thereby meets current needs to improve staffing, faculty grants, student fellowships, equipment, facilities and partnerships for research. Recently, these gifts have exceeded \$45 million annually. By returning proceeds from its patents and licensing to the University, WARF fuels the continuing cycle of investment, research and innovation and constitutes a major “impact on the institution.” WARF’s total gifts, which have become known as the UW–Madison’s "margin of excellence" funding, exceed \$1 billion.

<http://www.warf.org/home/about-us/about-us.cmsx>

The Wisconsin Idea is deeply rooted in the mission and philosophy of WARF. Since 2008, WARF has made a significant and unique contribution to both the community and the UW-Madison through creation of the Wisconsin Institutes for Discovery. While the WID houses twin research institutes, its entire soaring main floor area is known as the Town Center. Conceived in the spirit of the Wisconsin Idea, the Town Center connects the campus with the community and invites people from all walks of life — school groups, seniors, visitors from abroad — to explore and discover the research and innovation that take place at the University. It is home to events and activities, demonstrations and lectures, performances, field trips and more, including the Wisconsin Science Festival that brings over 10,000 people to campus each year.

<http://apir.wisc.edu/carnegiecommunityengagement.htm>

The design of the Town Center is as innovative as the scientific community it serves; visitors may engage in hands-on learning as they explore the discovery niches, teaching labs and interactive displays.

WARF manages the Town Center for the benefit of numerous stakeholders. These include the UW–Madison campus, WARF and its affiliates, the building’s twin research institutes — the private Morgridge Institute for Research and the public Wisconsin Institute for Discovery — and

the broader community. Activities in the Town Center align with WARF's mission to promote and encourage scientific investigation and research at the UW-Madison.

WARF leverages the Town Center to broaden its technology transfer activities by including presentations, workshops and symposia that connect the UW–Madison researchers and the business community. The Town Center also is home to the Entrepreneurs' Resource Clinic, supported in part by WARF, which assists aspiring entrepreneurs from the campus as well as the community at large in forming new companies.

<http://www.warf.org/home/about-us/town-center-at-discovery/the-town-center.cmsx>

I.C.4 What has changed in professional development to encourage community engagement?

As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement. For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results? (Word limit: 500)

The four professional development resources cited in our 2008 application continue to fulfill their intended purpose:

- Fully Prepared to Engage, Office of Human Resource Development
<https://www.ohrd.wisc.edu/fullypreparedtoengage/Default.aspx>
- Wisconsin Idea Bus Tour
<http://provost.wisc.edu/wis.htm>
- Morgridge Center for Public Service
<http://www.morgridge.wisc.edu/faculty/index.html>
- Wednesday Nite @ the Lab for hands-on outreach experience
<http://www.uwalumni.com/wednitelab>

Since 2008, the UW-Madison has experienced a significant increase in the number and rigor of professional development opportunities that support community engagement. The examples that follow support the university's emphasis on its public mission and strive to properly equip faculty, staff and students to engage productively with communities.

Community-University Exchange

<http://www.morgridge.wisc.edu/programs/cue.html>

Housed in the Morgridge Center for Public Service, the Community-University Exchange (CUE) has as its mission to connect academic resources with community knowledge in order to support

sustainable solutions and social action. CUE offers professional development for UW faculty, staff and students to achieve this goal through:

- Courses that teach faculty and graduate students how to improve their instructional practices through community-based learning and how to build trust relationships with the community;
- Facilitating community partnerships for faculty that are teaching a community-based learning course;
- Developing curriculum for community-based learning courses.

Office of Service Learning and Community-Based Research

<http://www.ls.wisc.edu/oslcbr.html>

Founded in 2005, the Office of Service Learning and Community Based Research in the UW College of Letters and Science helps faculty members and instructors create and teach service learning and community-based research courses. Annually, more than half of the 70 service learning courses taught at the University originate in the College of Letters and Science.

Topics of professional development, consultation and instruction include:

- Serving marginalized communities
- Project design and best practices
- Establishing course goals
- Rubric design and assessment methods

Robert Wood Johnson Health and Society Scholars

<http://rwjscholars.pophealth.wisc.edu/>

This mentoring program for post-docs and new faculty focuses on advancing public health interdisciplinary initiatives and engaged scholarship.

Science Alliance

<http://science.wisc.edu/alliance.htm>

Founded in 2003, the Science Alliance is an association of researchers, staff, and volunteers who organize public science outreach programs and events at the University through collaborations among campus groups, K-12 educators, and community venues throughout Wisconsin. The Science Alliance holds weekly meetings to share best practices and information, and to hear speakers on a variety of topics that add to the science outreach initiatives on campus.

Community Partnerships and Outreach Staff Network

http://www.med.wisc.edu/files/smph/docs/education/community_service/CPO_Poster.pdf

Community Partnerships and Outreach (CPO) professionals facilitate projects, programs, services and relationships with community partners that are sustained, mutually beneficial, equitable and respectful of the knowledge, values, priorities, resources and needs of all partners.

Campus Compact

UW-Madison benefits greatly from membership in the national Campus Compact and Wisconsin Campus Compact organizations. These connections provide fresh perspectives and inspiration for improving our community partnerships.

I.C.5 Recruitment policies that encourage hiring faculty with community engagement expertise

Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

No Yes

Describe (word limit: 500):

The Women in Science and Engineering Leadership Institute (WISELI) recently developed a handbook for search committees that is widely used on campus.

<http://wiseli.engr.wisc.edu/hiring.php>

A similar guide previously developed by our Office of Human Resources is no longer published.

The purpose of the WISELI publication, “*Searching for Excellence and Diversity: A Guide for Search Committees*,” is to help committees prevent discrimination in the search process, viewed both as a legal concept and as a practical matter. Among other counsel, it provides sample interview questions. On the topic of “public service” the guide suggests these lines of inquiry:

Community/Service:

- Please describe some strategies you have used to enhance the professional advancement or academic success of individuals from groups that are underrepresented in your institution.
- What experiences or interests do you have in campus-wide activities and service?
- What experience or interests do you have in outreach or service activities beyond your campus?
- In what ways do you cultivate and maintain professional networks? How does this contribute to or support your teaching, research or service?
- How would you like to see yourself continue to develop as a faculty member at the UW-Madison?

While the search handbook was not created specifically to address or encourage community engagement, it has been successful in its goal to make the search process aware of service and is effective in increasing faculty diversity in every respect.

In addition, once hired, all new tenure-track faculty attend orientation sessions specifically to inform them of details in the tenure process. These sessions, which are conducted by the Office of the Secretary of the Faculty, include pointed references to the Wisconsin Idea and how to document a tenure case that relies heavily on community engagement.

<http://www.secfac.wisc.edu/newfac/tenure/materials-a&h.htm>

<http://www.secfac.wisc.edu/newfac/tenure/materials-bsci.htm>

<http://www.secfac.wisc.edu/newfac/tenure/materials-psci.htm>

<http://www.secfac.wisc.edu/newfac/tenure/materials-soc.htm>

I.C.6 Changes since 2008 in promotion/tenure guidelines to encourage community engagement

In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? (Word limit: 500)

Tenure rules are set forth in *Faculty Policies and Procedures*, a document with legal standing that serves as a faculty handbook: http://www.secfac.wisc.edu/governance/FPP/Table_of_Contents.htm

The tenure process at the UW-Madison in every case begins with a departmental review, followed by evaluation by one of the four divisional executive committees: Biological Sciences, Physical Sciences, Social Sciences, Art and Humanities.

Chapter 7.14.C of the *Faculty Policies and Procedures* states:

“Each divisional executive committee shall establish written criteria and standards it will employ in recommending the granting of tenure. These criteria and standards shall assure that 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.”

The criteria of all four divisional committees include language to assess faculty with a record of community engaged scholarship (even though that term may not necessarily be specifically cited). These criteria may readily be accessed:

Physical Sciences

<http://www.secfac.wisc.edu/divcomm/physical/TenureGuidelines.pdf>

Arts and Humanities

<http://www.secfac.wisc.edu/divcomm/artshumanities/TenureGuidelines.pdf>

Social Sciences

<http://www.secfac.wisc.edu/divcomm/social/TenureGuidelines.pdf>

Biological Sciences

<http://www.secfac.wisc.edu/divcomm/biological/TenureGuidelines.pdf>

There has been no change in the University's system of utilizing these four sets of criteria and standards for recommending the granting of tenure. However, since 2008, two of the divisional committees have made significant changes in their criteria to reflect increased emphasis on community engagement. Please note these amendments:

Biological Sciences

<http://www.secfac.wisc.edu/divcomm/biological/TenureGuidelines.pdf>

In 2012, the following language was added to this division's tenure criteria:

- "Regardless of the areas of scholarly activity on which a candidate's case is based, there must be evidence that all academic activity required of the candidate (from among teaching, research, and outreach including extension, community engaged scholarship and service) has been performed at a satisfactory level."
- "Successful outreach will involve innovative practices, program developments, impacts and applications that have made continuing and substantial contributions at the local, regional, national or international level. It may also lead to transformative practices derived from clinical programs or community engagement for the benefit of society."

Arts and Humanities

<http://www.secfac.wisc.edu/divcomm/artshumanities/TenureGuidelines.pdf>

The following language was added to this division's tenure criteria in February 2012:

"The divisional committee recognizes engaged scholarship as a legitimate form of scholarly activity. In preparing cases that involve engaged scholarship, departments should define the nature of the work, include evidence of the work and its impact and importance in the candidate's field (and any other fields that it engages), and explain how it meets the criteria for excellence in research."

The other two divisional committees (Social Sciences and Physical Sciences) have, according to the office of the Secretary of the Faculty, made no changes in tenure criteria related to community engagement.

I.C.7 Institution-wide definition of scholarly work that recognizes community engagement

*Is there an institution-wide **definition** of faculty scholarly work that uses community-engaged approaches and methods?*

No Yes

Please describe and identify the policy (or other) document(s) where this appears and provide the definition. (Word limit: 500)

The *Faculty Policies and Procedures*, the source that codifies expectations of faculty, mentions public service only briefly in its description of general duties:

“The university faculty are responsible for teaching, research or other scholarly activity appropriate to the discipline, and public service.”

http://www.secfac.wisc.edu/governance/fpp/Chapter_8.htm#802

The Morgridge Center for Public Service provides the following definition of community-based research (CBR), a term that is meant to encompass community-engaged scholarship:

1. CBR is a collaborative enterprise between academic researchers (professors and graduate students, sometimes with assistance from undergraduates) and community members.
2. CBR validates multiple sources of knowledge and promotes the use of multiple methods of discovery and dissemination of the knowledge produced.
3. CBR has a goal of social action and social change.

<http://morgridge.wisc.edu/programs/servicelearning/Faculty-Definition.html>

In addition, long before the UW-Madison applied for Carnegie’s Community-Engaged Campus status, the University administrators established a treatise specifically designed to help faculty document their outreach scholarship, entitled *Commitment to the Wisconsin Idea: A Guide to Documenting and Evaluating Excellence in Outreach Scholarship*:

<http://www.secfac.wisc.edu/divcomm/outreach/Coveretal.pdf>

While not a part of our *Faculty Policies and Procedures* that establishes the legal definition of the roles and responsibilities of faculty, the *Guide* is prominently featured on the website of the

Secretary of the Faculty, and it is cited by three of the four divisional committees that evaluate all tenure recommendations. It first defines the Wisconsin Idea and encourages all UW-Madison faculty and staff to make a commitment to the surrounding community in the broadest sense. Note the reciprocal nature of the relationship defined by the Wisconsin Idea:

“[The] UW-Madison’s community of scholars, steadfastly committed to the Wisconsin Idea, actively addresses the needs and aspirations of the people of Wisconsin, the nation and the world. Information also flows back to the University from these constituents, further influencing our teaching, research and service.

The value of the interaction of the theoretical knowledge and actual practice is translated into and embodied by the myriad of outreach activities of the University community...”

“Evaluation of outreach scholarship should be conducted with regard to the agreed-upon responsibilities of the faculty member given the mission of the department and the excellence with which those responsibilities are carried out, not with regard to the source of funding for the faculty member’s salary.”

The Guide, *Commitment to the Wisconsin Idea*, includes extensive documentation of successful tenure dossiers from faculty with exceptional accomplishments in community- engaged scholarship. One example is that of a professor who developed a national distance education program in technical Japanese. Another is from the dossier of a professor who conducted hundreds of three-day seminars around Wisconsin and neighboring states on hazardous waste management. A third is the case of a faculty member who obtained tenure on the strength of research-based materials for use by county agents to reduce the incidence of child abuse.

I.C.8 Institution-wide policies on promotion that encourages community engagement

*Are there **institutional level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?*

No Yes

If needed, use this space to describe the context for policies rewarding community engaged scholarly work (word limit: 500):

As explained in 1.C.6, the UW-Madison has four sets of criteria for promotion to tenure, one for each divisional committee. The criteria that relate to community-engaged approaches and methods follow:

1) Arts and Humanities. This division uses the following language to define “public service”:

“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. “

This division explicitly states in its tenure criteria that it “recognizes engaged scholarship as a legitimate scholarly activity.”

<http://www.secfac.wisc.edu/divcomm/artshumanities/TenureGuidelinesHighlightChanges.pdf>

- 2) The Biological Sciences division includes this definition of public service in its promotion criteria:

“A key component for excellence in outreach is the dissemination of information derived from scholarly inquiry for the benefit of society. Successful outreach will involve innovative practices, program developments, impacts and applications that have made continuing and substantial contributions at the local, regional, national or international level. It may also lead to transformative practices derived from clinical programs or community engagement for the benefit of society.”

This division’s tenure criteria make clear that “excellence in outreach may serve as a basis for tenure for those with formal appointments in an extension program or with a significant proportion of their appointment focused on outreach activities.”

<http://www.secfac.wisc.edu/divcomm/biological/TenureGuidelinesHighlightChanges.pdf>

- 3) The Social Sciences division defines “public service” in this manner:

“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. 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. “

This division’s criteria also state, “The Executive Committee recognizes that public service is a major, and for many a primary, duty for faculty with extension/outreach responsibilities.”

<http://www.secfac.wisc.edu/divcomm/social/TenureGuidelinesHighlightChanges.pdf>

- 4) The Physical Sciences division’s criteria lack a definition akin to community-engaged scholarship. However, its tenure criteria make clear that “for candidates with major outreach/extension appointments, the principal criterion for promotion is that the candidate

has developed and implemented programs of recognized national impact, demonstrating creativity, and sustained excellence.”

<http://www.secfac.wisc.edu/divcomm/physical/TenureGuidelines.pdf>

In contrast to the system for reviewing tenure cases, promotion to full professor and the mandated post-tenure review every five years are left to the individual schools and colleges at the UW-Madison. The school/college post-tenure review mainly describes the review process, rather than list specific criteria. An exception is the College of Engineering’s promotion-to-full-professor document that describes service/outreach criteria.

<http://apir.wisc.edu/carnegiecommunityengagement.htm>

I.C.9.a) Faculty handbook passage that recognizes community engagement as a form of teaching/learning

*Is community engagement rewarded as one form of **teaching and learning**?*

No Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: 500):

The *Commitment to the Wisconsin Idea* document (see I.C.7) describes “outreach teaching and learning” and the manner in which to document them for tenure purposes. Today, the language sounds dated, but the concepts have helped many faculty attain tenure:

“Outreach teaching extends the campus instructional capacity through credit and noncredit continuing education courses, seminars, workshops, exhibits and performances to off-campus or non-traditional audiences. Outreach teaching includes innovative use of emerging instructional technologies and creates access for people at a distance to the resources of the University.”

<http://www.secfac.wisc.edu/divcomm/outreach/WisconsinIdea.pdf>

Among the schools and colleges at the University, three are noteworthy for their purposeful endorsement of community-engaged teaching:

1. The School of Human Ecology

<http://www.sohe.wisc.edu/our-commitment-to-engagement.htm>

2. The College of Agricultural and Life Sciences

<http://www.cals.wisc.edu/about-cals/outreach/>

3. The College of Letters and Science

<http://www.ls.wisc.edu/service-wisidea.html>

However, there is no direct or specific relationship between these school and college level endorsements on one hand, and the promotion and tenure criteria of the four divisions on the other. It is important to note that recommendations made by the divisional committees are offered to the dean of each school and college in an advisory manner only; the final decision is reserved to the dean of each.

I.C.9.b) Is community engagement rewarded as one form of scholarship?

*Is community engagement rewarded as one form of **scholarship**?*

No Yes

*Please describe and provide text from faculty handbook (or similar policy document)
(word limit: 500):*

In the context of promotions and tenure, “scholarly productivity” is used more often than the terms “scholarship” or “community-engaged scholarship” at the UW-Madison. The word “scholarship” does not appear at all in section 7.06 “Review of Probationary Faculty,” while “teaching,” “service” and “research” appear multiple times.

http://www.secfac.wisc.edu/governance/FPP/Chapter_7.htm#706

However, the document entitled *Commitment to the Wisconsin Idea* (see I.C.7) describes “outreach scholarship” in these terms:

“Tenure-track faculty whose primary responsibility is outreach scholarship are generally expected to engage in scholarly endeavors that result in innovations, advancement in knowledge, contributions to the discipline, or professional society. Efforts to improve the outreach function can themselves be a form of scholarly activity, which generate research and can result in publication. In addition, outreach that is truly innovative can advance a discipline or profession and attract external support.”

<http://www.secfac.wisc.edu/divcomm/outreach/WisconsinIdea.asp>

Among divisional tenure criteria, those of the Arts and Humanities specifically state that community engagement is to be considered as scholarship in tenure decisions:

“The [Arts and Humanities] divisional committee recognizes engaged scholarship as a legitimate form of scholarly activity. In preparing cases that involve engaged scholarship, departments should define the nature of the work, include evidence of the work and its impact and importance in the

candidate’s field (and any other fields that it engages), and explain how it meets the criteria for excellence in research.”

<http://www.secfac.wisc.edu/divcomm/artshumanities/TenureGuidelinesHighlightChanges.pdf>

I.C.9.c) Is community engagement awarded as one form of service?

Is community engagement rewarded as one form of service?

No Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: 500):

The *Commitment to the Wisconsin Idea* document (see I.C.7) highlights the importance of service, in keeping with the Wisconsin Idea:

“UW-Madison’s community of scholars, steadfastly committed to the Wisconsin Idea, actively addresses the needs and aspirations of the people of Wisconsin, the nation and the world. Information also flows back to the University from these constituents, further influencing our teaching, research and service. The value of the interaction of theoretical knowledge and actual practice is translated into and embodied by the myriad of outreach activities of the University community.”

The document further explicates “outreach service”:

“Outreach service is designed to extend specific expertise to serve society at large rather than service to the University or service to a profession. Outreach service may include participation on advisory boards, technology transfer, or policy analysis and consulting based on academic programs or the advancement of a department or unit mission.”

<http://www.secfac.wisc.edu/divcomm/outreach/WisconsinIdea.asp>

Each of the four divisional committees’ tenure criteria specify “service” in different ways, as discussed in I.C.10.

I.C.10 College, school or dept. policies encouraging faculty community engagement involvement

*Are there **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?*

No Yes

Which colleges/school and/or departments? List Colleges or Departments:

At UW-Madison, departments, schools and departments do not have policies for tenure; those policies are created by faculty divisional committees.

What percent of total colleges/school and/or departments at the institution is represented by the list above?:

0%

Please provide three examples of colleges/school and/or department level policies, taken directly from policy documents, in the space below (word limit: 500):

This (I.C.10) is a compound question. UW-Madison’s tenure criteria DO reward community-engaged faculty accomplishments (see below). However, as explained in I.C.6 and further below, these criteria belong to faculty divisional committees, not to particular departments, schools, or colleges. Thus, we must answer both “No” and “Yes.”

As discussed in I.C.6, at UW-Madison, promotion from assistant professor to associate professor (with tenure) begins with a recommendation from one of 121 tenure-granting departments. It is then passed on by the dean of one of the schools and colleges to one of four divisional committees that ultimately acts on the promotion recommendation with an advisory recommendation. The ultimate decision for the granting of tenure rests with the dean of each school or college. Different faculty within a single department may align with different divisional committees based on the nature of their scholarship. As a result, it is not possible to divide departments or schools/ colleges into those that do and do not recognize community engagement in promotion decisions. As shown below, the tenure criteria of all four committees recognize community engagement in some form.

ARTS & HUMANITIES

“The divisional committee recognizes engaged scholarship as a legitimate form of scholarly activity. In preparing cases that involve engaged scholarship, departments should define the nature of the work, include evidence of the work and its impact and importance in the candidate’s field (and any other fields that it engages), and explain how it meets the criteria for excellence in research. . . 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 public.”

BIOLOGICAL SCIENCES

“Excellence in outreach may serve as a basis for tenure for those with formal appointments in an extension program or with a significant proportion of their appointment focused on outreach activities. The case for excellence in outreach must be based on clear evidence that the candidate,

in his or her area of expertise, has engaged in independent scholarly endeavors that demonstrate conclusively: (1) leadership, organizational and communicative skills that are truly outstanding; (2) productivity and innovation that are meritorious and (3) program impact that is highly effective.”

PHYSICAL SCIENCES

“For candidates with major outreach/extension appointments, the principal criterion for promotion is that the candidate has developed and implemented programs of recognized national impact, demonstrating creativity, and sustained excellence. ..Evidence must be presented that the candidate is capable of using new and existing information in program development. Interpretation of research results and their implementation into the outreach program are important to consider. ..

SOCIAL SCIENCES

“...public service is a major, and for many a primary, duty for faculty with extension/outreach responsibilities...Evidence should be presented showing that a candidate with extension/outreach responsibilities has been able to identify program needs... deliver programs to the public, and evaluate those programs...”

I.C.11 Training for search committees on evaluating community engagement expertise and experience

Is there professional development for faculty and administrators who review candidates' dossiers (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods?

No Yes

Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional development (word limit: 500):

Each divisional committee has adopted a process to prepare new faculty members to serve on the divisional committees. The most intensive professional development has been undertaken by the Social Studies committee. Such training was recently conducted for the faculty on the Social Science Divisional Committee (one of four faculty governance committees that make tenure decisions, cf. I.C.6). The chair of that committee reports the following:

“In August of 2013, in advance of the school year, the Social Studies Divisional Executive Committee held an orientation meeting for faculty who were new to serving on the committee. (The Social Sciences Divisional Committee tenures the largest number of candidates per year per division. In the 2012-2013 year, the committee tenured a staggering 39 cases, including the new chancellor of the university. As such, it is an exceedingly important committee on campus.) The orientation meeting was intended to show the newly elected members what a tenure case looks like, to model for them how

it ought to be reviewed, and to share some of the on-going moral dilemmas that face members serving on this committee. While these were the explicit goals of the orientation, an implicit aim was to set a cultural norm for the tone of discourse that would carry throughout the year --one which specifically honors all kinds of research, especially those that have been historically marginalized or community-engaged. While the orientation session wasn't formally evaluated, all of us who have served on the committee in past years mentioned how helpful such a session would have been."

(Quote from e-mail sent 11/6/2013 by Professor Simone Schweber, Chair of the Social Sciences Divisional Committee)

I.C.12 Pending changes in tenure guidelines related to community engagement

*If current policies do not specifically reward community engagement, is there **work in progress** to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?*

No Yes

Describe the process and its current status (word limit: 500):

Our promotion and tenure guidelines, as currently stated, do reward faculty scholarly work that uses community-engaged approaches and methods.

The tenure guidelines of the four divisional committees are discussed and updated in September, at the convening of the first committee meeting each year. It is noteworthy that the Biological Sciences divisional committee revised its criteria in 2010 to accommodate "integrated" tenure cases in which excellence in research, teaching, and outreach/service synergistically generate a scholarly body of work. Since 2010, 12 tenure cases have been evaluated using the integrated case option.

I.C.13 Student roles in community engagement: leadership, decision making, awards

Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links. (Word limit: 500):

Student leadership that involves community engagement begins with student government. The Associated Students of Madison (ASM), the official governing body, represents the concerns of

over 40,000 students. The ASM is a hybrid government composed of a highly active grassroots volunteer element that advocates for student issues and a parliamentary structure that facilitates the administrative aspect of the organization.

The Center for Leadership and Involvement (CfLI) provides a crucial pathway for student engagement on campus and beyond. A major means by which students engage the community is through participation in one of CfLI's Registered Student Organizations (RSOs). Of the 873 RSOs at UW-Madison, 322 report having a service component. Each year a "Bucky Award" is given to the RSO that displays outstanding commitment to community engagement.

<https://win.wisc.edu/organizations?SearchValue=Service&SearchType=Category&CurrentPage=1&SelectedCategoryId=2469>

The CfLI also awards the University's Leadership Certificate. This Certificate constitutes a formal acknowledgement of student contributions and achievements on campus and in the community. Among other requirements, applicants must complete 20 hours of civic engagement and reflect on how their experience in the community affected their approach to leadership. In 2008, 14 students received a Leadership Certificate. By 2012-13, the number had risen to 55. A red and gold honor cord is given to students to wear at graduation in recognition of their efforts.

http://cfli.wisc.edu/leadership_certificate.htm

The Morgridge Center for Public Service provides additional opportunities for student-led involvement in community engagement. At the Center, students not only participate in programs but student staff also support and encourage the community engagement of thousands of their fellow Badgers annually. In 2008, the Morgridge center had only nine undergraduate interns and one graduate student; today it has 17 undergraduates and nine graduate fellows. The Morgridge Center recognizes student leadership in the community by giving annual awards to two outstanding undergraduates and one graduate student.

<http://www.morgridge.wisc.edu/programs/awards/index.html>

Begun in 2008, the Center's Badger Volunteers Program consists of ninety teams, each organized by a student leader, that serve community partners on a weekly basis for a full semester. Badger Volunteers is supported by a leadership committee of twelve students who direct the program's mission and decide how Badger Volunteers can engage with community needs.

<http://www.morgridge.wisc.edu/programs/bv/bvleadersprospective.html>

Also created since 2008 are the Community and Nonprofit Leadership undergraduate major in the School of Human Ecology and the Civil Society and Community Research graduate program. These degrees prepare graduates for careers in community and nonprofit business settings, and enable them to create, support, and pilot innovative community-based efforts to empower and serve youths, adults, and families. Students are offered opportunities to become participant-scholars in

change processes, learn human ecological theory, and experience participatory and application-focused research methods.

The Meyerhoff Undergraduate Excellence Awards for Leadership, Service and Scholarship recognize students who have made outstanding contributions to the community while maintaining academic excellence. Each year 26 awards of \$1,000 are given. In addition, there are 85 scholarship funds that support students who engage with their communities here.

I.C.14 Checkbox: community engagement noted on student transcripts

Is community engagement noted on student transcripts?

No Yes

If yes, is this a change from your prior classification?

No Yes

Courses that meet criteria for service learning are given a course attribute at the section level in our PeopleSoft student information system. That attribute is not visible on student transcripts, but is visible to students when they search in the Course Guide. Currently, the service learning attribute code is not used in the degree audit system, but it could be if desired. This is consistent with the use of course attributes at the UW-Madison; other attributes associated with courses, many of which help students locate courses that meet general education requirements, are also searchable in the Course Guide but not specifically noted on the transcript.

For several years, the Center for Student Leadership and Involvement has been working on a Leadership and Involvement record. It is not considered an official transcript, however, since it is maintained by the student him or herself.

<http://cfli.wisc.edu/index.htm>

I.C.15 Coordination of community engagement and diversity/inclusion programs

Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

No Yes

Please provide examples (word limit: 500):

The Division of Diversity, Equity and Educational Achievement is working toward the university's strategic diversity interests:

- 1) Increasing access for all qualified students, especially for underrepresented minorities and women in the STEM areas;
- 2) Eliminating the achievement gap between majority and underrepresented students;

- 3) Recruiting and retaining a more diverse faculty and staff;
- 4) Preparing all our students, staff and faculty to thrive personally and professionally in a world that is diverse, global and interconnected; and
- 5) Enhancing the campus climate for inclusion.

The following are examples how community engagement is connected with diversity and inclusion work at UW-Madison.

- **Latino Youth Summit:** A twin emphasis on cultural development and academic achievement helped to engage Latino middle-school students in planning for higher education.
<https://eop.education.wisc.edu/eop/precollege/lys>
- **PEOPLE Program:** Students who successfully complete the pre-college program, meet UW-Madison admission requirements, and complete the eight-week Bridge-to-College Program are eligible for a tuition scholarship for up to five years.
<http://www.peopleprogram.wisc.edu/overview.html>
- **Family Voices:** Starting in fall 2010, the Family Voices (FV) began a partnership with the Boys and Girls Club of Dane County (BGCDC), offering a Saturday morning mentor-tutor-enrichment program for students in grades K-8. <http://cue.morgridge.wisc.edu/family-voices/#sthash.pQwnr5fl.dpuf>
- **Engaging to Close the Gap:** This project will accomplish two objectives [1] Develop, enhance and assess community-based efforts in tutoring and mentoring students of color; [2] Develop parent advocacy groups to increase the capacity of families to successfully navigate schools. The collaboration includes the Community University Exchange (CUE), three Madison community organizations, and MMSD's Family Engagement and Diversity Offices.
<http://cue.morgridge.wisc.edu/engaging-to-close-the-gap-community-school-district-university/#sthash.4EHUqw4P.dpuf>
- **Chancellor's and Powers-Knapp Scholars:** The Chancellor's Scholarship Program and the Powers-Knapp Scholarship Program support 472 academically talented underrepresented ethnic minority and culturally disadvantaged undergraduates. In 2012-13 the Chancellors and Powers-Knapp Scholars formed a special partnership with Big Brothers, Big Sisters of Dane County and recruited 25 mentors for local youth.
<http://www.provost.wisc.edu/csp.htm>
- **UW Native American Center for Health Professionals.** This partnership strives to, among other things, recruit Native Americans into the health care field.

<http://www.med.wisc.edu/native-american-center-for-health-professions/main/40452>

I.C.16 Is community engagement connected to efforts to improve student retention and success?

Is community engagement connected to efforts aimed at student retention and success?

No Yes

Please provide examples (word limit: 500):

Community engagement and student retention/success are linked at UW-Madison, as they are elsewhere. There is abundant evidence in the higher education literature that students engaged with their education through service learning and other high impact practices persist and succeed in their programs.

We see community engagement by students to be success in itself, however, not something that we promote solely to improve retention or other measures of student success. Retention and graduation rates at UW-Madison are very strong (94% are retained to the second year, and 84% graduate in six years: http://apir.wisc.edu/degrees_grad_ret.html); it is unlikely that even an extreme focus on community engagement would markedly improve these figures.

Community engagement is part of the reason UW–Madison graduates become extraordinary citizens, community members and national and global leaders. We have produced more Peace Corps and Teach for America volunteers than almost any other university in the country. We are among the top producers of faculty members who teach at research-intensive institutions around the world. Something about the UW–Madison experience prepares our students to become outstanding leaders who are engaged locally, nationally and globally.

That “something” is the Wisconsin Experience (<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 unique 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, and who are engaged citizens of the world.

The Wisconsin Experience comprises the following inquiry-based high-impact practices:

- Substantial research experiences that generate knowledge and analytical skills
- Global and cultural competencies and engagement
- Leadership and activism opportunities
- Application of knowledge in the “real world”

The nature of these opportunities and how we offer them makes UW-Madison unique in higher education. The resulting experience is characterized by intentional integration of in-and out-of-class learning, by creative and entrepreneurial engagement in real world problems, and through active student leadership.

Civic engagement, service-learning, and community-based research are all practices that contribute to the Wisconsin Experience. Other practices include living in a learning community, doing undergraduate research, studying abroad, utilizing advising services, participating in a student organization, participating in athletics and recreational sports, and taking advantage of university health services.

What connects student retention and success to community engagement is this effort to increase students' awareness of and access to community engagement opportunities. This is why we introduce students to the Morgridge Center for Public Service on campus tours, at new student orientation, and during "Welcome Week" each year when students return to campus.

II. Categories of Community Engagement

II.A.1.a) Changes in any in our definition of service learning since 2008

As evidence provided for your earlier classification, you described an institution-wide definition of service learning used on campus.

For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions. (Word limit: 500):

Since 2008 the definition of service learning at UW-Madison has changed to include more stringent criteria, and to make it more in line with national usage.

Here is the new definition:

A credit-bearing educational experience that integrates meaningful community engagement with guided reflection to enhance students' understanding of course content as well as their sense of civic responsibility while strengthening communities.

Here are the criteria:

- Service learning activity must be integrated with course content and support its academic focus
- Each student must engage in a minimum of 25 hours of direct service or project-based community engagement in the course.
- Students must be involved in engagement of value to the community, as designed in collaboration with the community itself.
- Course proposal must show evidence of contact and agreement from community partner.

- The course must offer structured opportunities for guided reflection such as writing assignments, discussions, presentations, or journals.
- The course syllabus must include clear explanations of learning outcomes and their assessment.
- Stated learning outcomes must address both the academic and community engagement portions of the course.
- Content-specific learning objectives must align with the Wisconsin Experience Essential Learning Outcomes, particularly with Essential Learning Outcome #3, “Personal and Social Responsibility”:
 - 1) Civic knowledge and engagement; local and global (awareness and understanding of community/social issues)
 - 2) Intercultural knowledge and competence (respect for people and diversity in all its forms)
 - 3) Ethical reasoning and action (greater self-leadership: understanding critical issues and different perspectives; developing empathy, critical thinking, and personal development)
 - 4) Foundations and skills for lifelong learning; anchored through active involvement with diverse communities and real-world challenges.

The Morgridge Center for Public Service at UW-Madison also has a list of best practices for service-learning courses and list of related essential learning outcomes.

http://www.morgridge.wisc.edu/faculty/matchingfunds/documents/UAPC-ApprovedGuidelinesFINAL6-27-11_004.pdf

II.A.1.b) Service learning course approval and any changes since 2008

If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes. (Word limit: 500):

Service learning sections of existing courses may be designated in the Course Guide by following the steps outlined below. Proposals for new courses that focus primarily on service learning, and that will be taught on a regular basis, go through the existing approval processes described by the divisional committee guidelines before consideration for the service learning designation:

<http://apir.wisc.edu/courses.htm>

Designation as a service learning course is strongly recommended to alert students of the out-of-class, off-campus time commitment, and to formally identify service learning courses for risk management considerations. ***This process is new since our last application.***

The approval process is as follows:

1. The faculty (or an instructor) proposes to their department that an existing course receive a service-learning designation and submits material to the curricular representative to enter in ISIS, using standard procedures.
2. For the designation, the faculty or departmental curricular representative completes the Service Learning Course Designation Form for the proposed course. The completed .pdf application form is sent as an attachment to the Morgridge Center's Assistant Director for Community-Based Learning.
3. The request is reviewed by the Morgridge Center's Faculty Review Committee, using the criteria specified in the Definitions, Criteria and Recommended Practices for Service-Learning (see pages 1 and 2 in the Service Learning Course Designation Form).
4. The Morgridge Center notifies the Registrar's Office and the faculty applicant of approval within a month. If approved, the searchable attribute is added to the course for display in the Course Guide. Notes about the service learning requirement appear in both the Course Guide and the Class Search. If the course is not approved for service learning, the Morgridge Center so notifies the faculty member, who may choose to revise the proposal, or request that the Registrar's Office add notes as appropriate, but the Registrar's Office may not designate the proposal as an official service-learning course.
5. Formal designation as a service-learning course section does not require approval from Divisional Committees as part of the formal course approval process. This process retains flexibility to refrain from teaching a course section using service learning in the event that either the faculty member or community partner is unable to participate during a given semester.
6. It is assumed that once approved, no further approvals are necessary unless the faculty member changes the course design significantly with respect to service learning. The faculty will ultimately decide when to request new approval for their courses if they are modified.
7. All courses must be approved initially using the existing course approval process as specified through the Office of the Secretary of the Faculty

<http://www.secfac.wisc.edu/divcomm/courses/courseproposals.htm>

II.A.2.a & II.A.2.b) Tables showing faculty involvement in service learning courses and student enrollment

Fill in the tables below using: data from the most recent academic year (2012-2013) and data based on undergraduate FTE

Please see II.A.8 and II.A.I.b. Since our last application, a formal review process for service learning courses has been instituted. Not all courses classified as service learning in 2008 have

been reviewed, some because they will not meet the more stringent criteria. Service learning course development is accelerating again in recent semesters.

<i>Number of service learning courses</i>	<i>Change in number of courses since last application</i>	<i>Percentage of total courses</i>	<i>Percent change in courses since last application</i>
57	-45	1% (57/4984)	-44%
<i>Number of departments represented by service learning courses</i>	<i>Change in number of departments since last application</i>	<i>Percentage of total departments</i>	<i>Percent change in departments since last application.</i>
25	-7	14% (25/179)	-22%
<i>Number of faculty who taught service learning courses</i>	<i>Change in number of faculty since the last application</i>	<i>Percentage of total faculty</i>	<i>Percent change in number of faculty since last application</i>
25	+3	1% (25/2173)	+11%
<i>Number of students participating in service learning courses</i>	<i>Change in number of students since last application</i>	<i>Percentage of total students</i>	<i>Percent change since last application.</i>
2,227	+315	7% (2,227/29,000)	+12%

II.A.3 How data from previous question on service learning is gathered

Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links. (Word limit: 500):

The number of designated service-learning courses is compiled by the Academic Planning and Institutional Research unit in the Office of the Provost and by the Morgridge Center for Public Service. These data are gathered each semester and used to indicate which courses are officially designated as service-learning courses on the student registration Course Guide. This information is

available online when students register for courses so they have the means to undertake specific searches for service-learning classes. The number of students enrolled in each course is available through the Office of Academic Planning and Institutional Research (APIR). APIR uses this information to get a clear understanding of how many students are participating in service-learning courses related to other high-impact practices. See II.A.1.b.

<http://www.morgridge.wisc.edu/programs/servicelearning/List.html>

<http://apir.wisc.edu/>

II.A.4 Changes in institutional assessment of learning outcomes related to community engagement

As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links. (Word limit: 500):

The institutional learning outcomes in place at the time of the last application remain in existence. The Wisconsin Experience framework continues to provide a means to gauge the ways that students' educational experiences at the UW-Madison (including credit- and noncredit community-related experiences) contribute to their ability to become extraordinary citizens following graduation.

<http://www.learning.wisc.edu/>

The Wisconsin Experience framework is used in conjunction with the LEAP (Liberal Education and America's Promise) Essential Learning Outcomes. "UW-Madison participates in the Association of American Colleges and Universities' national project, Liberal Education and America's Promise. Wisconsin — and the University of Wisconsin System specifically — was the pilot state for this project, which now has institutions all across the nation participating."

<http://www.ls.wisc.edu/LEAP/>

The Wisconsin Experience and the LEAP ELO's both describe personal and social responsibility as major goals for students. More specifically, students should exhibit civic knowledge and engagement both locally and globally, intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning.

<http://www.learning.wisc.edu/welo2010.pdf>

These outcomes are included in the new service-learning course designation process.

Our Academic Planning and Institutional Research Office administered the National Survey of Student Engagement (NSSE) in both 2008 and 2011. Small gains in seniors were noted in measures such as Enriching Educational Experiences (45.3% in 2008 vs. 47.0% in 2011) and Active and Collaborative Learning (47.4% in 2008 vs. 48.3% in 2011).

II.A.5 How community is integrated into study abroad, co-op, student leadership courses

For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

<i>Curricular Activity</i>	<i>Is Community Engagement integrated with this activity?</i>	<i>What has changed since the last classification?</i>	<i>Web Link (if available)</i>
Student Research	Yes	<p>All CBR-related developments described below have occurred since 2008.</p> <ol style="list-style-type: none"> 1. More than 40 years after its founding, the Institute for Poverty Research has been re-energized to build on past accomplishments and forge new approaches in the fight against poverty and social inequality in the United States, in Wisconsin, and throughout the world. Timothy Smeeding, an alumnus of the University of Wisconsin (Ph.D. in economics, 1975) and student of former IRP director Robert Haveman, assumed the directorship of IRP on August 1, 2008. The IPR supports CBR through its Graduate Research Fellows Program. 2. The School of Medicine and Public Health has created numerous awards since 2008 to encourage students to perform CBR in their chosen fields. For example: <ul style="list-style-type: none"> • The Abdel-Morrey Orthopedic Surgery Award. This award, created by Matthew Abdel, MD, and Mark Morrey, MD, Class of 2007, is given to a fourth-year student pursuing a career in orthopedic surgery, to recognize academic competence, a 	<ol style="list-style-type: none"> 1. http://www.irp.wisc.edu/initiatives/trainedu/igrfp.htm 2. http://apir.wisc.edu/carnegiecommunityengagement.htm 3. http://provost.wisc.edu/projects12.htm 4. http://morgridge.wisc.edu/programs/wif/wifpastprojects.html

		<p>strong work ethic, leadership qualities, and who has participated in orthopedic research and volunteered for humanitarian efforts and/or other philanthropic activities.</p> <ul style="list-style-type: none"> • The Compassion In Action International Community Health Award, provided by the Paster Family Foundation, recognizes a medical student who, in the course of his or her medical education has developed, implemented, or improved the health care of a disadvantaged or underserved community in the U.S. <p>3. The Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment grant program allows students, including undergraduates, to apply for funds to conduct CBR. An example is the 2012 award to the student committee leaders of the 2013 Engineering Expo.</p> <p>4. The Wisconsin Idea Undergraduate Fellowship program provides resources to students to conduct CBR with community partners. While the awards began over a decade ago, projects funded since 2008 tend to be more technical, farther from campus (many are international), and larger in scope.</p>	
<p>Student Leadership Courses</p>	<p>Yes</p>	<p>1. The Center for Leadership and Involvement (CFLI) administers the Leadership Certificate, which requires at least 25 hours of community service. Although the certificate has been offered since 2002, since 2008 participation has increased 30 percent.</p> <p>2. There are several for-credit courses unrelated to the CFLI, yet pertinent to this application, that are offered across campus. A search using the keyword “leadership” yields 130 courses. Of particular interest are the sections titled “Conducting Research on Under-</p>	<p>1. https://cfl.wisc.edu/leadership_certificate.htm</p> <p>2. http://public.my.wisc.edu/portal/f/u12411s4/normal/render.uP</p> <p>3. http://courses.engr.wisc.edu/epd/epd265.html</p>

		<p>represented Groups” and “Homelessness, Schools, and Communities,” in the course on Educational Leadership, Policy and Administration 400. Other leadership courses that relate to service include Inter-HE 460: Leadership Management for Nonprofit Organizations; INTER-HE 560: Community Leadership; and Psychology 399 CRC Local: A Madison Service Learning Experience</p> <p>3. Another course of particular interest is Engineering Professional Development 265 which, in the interest of promoting effective collaboration and design skills, challenges teams of engineering students each semester to provide a solution for a specific need of a community nonprofit organization. The course was updated in 2005, and in recent years, has attracted increasing numbers of students interested in project-based learning.</p>	
Internships/Co-ops	Yes	<p>At UW-Madison, internship/co-op programs, and career services in general, are decentralized. Several schools and colleges provide coordination for students who are interested in learning off-campus. The links shown here lead to four organizations that match students with nonprofit organizations that offer internship/co-op opportunities. The internship program in the Center for Nonprofits began in 2011; the proceeds of the spring 2012 intra-squad football game were donated to the new center.</p>	<p>http://ghi.wisc.edu/interdisciplinary-field-courses/</p> <p>http://www.ssc.wisc.edu/clsj/cjcpreqs.html</p> <p>http://socwork.wisc.edu/bsw-faq</p> <p>http://centerfornonprofits.wisc.edu/students/internships.html</p>
Study Abroad	yes	<p>While not as decentralized as our internship/co-op function, study abroad by UW-Madison students is administered at</p>	<p>http://www.news.wisc.edu/22285</p>

		<p>the campus level by International Academic Programs, as well as by school/college level programs in Engineering, Business and Agricultural and Life Sciences. In 2011 the University ranked sixth among U.S. universities in participation in studies abroad. One noteworthy program is Buddhism and Service Learning in Cambodia, which has been conducted for several summers and will continue in 2014. Likewise in Summer 2014, UW-Madison students will be able to participate in a community service project in Ecuador coordinated by the Global Health Initiative. The International Academic Programs office lists service-oriented programs in Uganda, Argentina, Nepal, and Vietnam, among others.</p>	<p>http://www.studyabroad.wisc.edu/programs/program.asp?program_id=420</p> <p>https://www.studyabroad.wisc.edu/Programs/program.asp?program_id=362</p>
<p>Other. (Please specify in the "What has changed..." text box to the right.)</p>		<p>Current UW-Madison students have many more opportunities to engage with communities around the world than did those a decade ago. Many are through the Global Health Institute, which was created since our last classification.</p> <p>The story is not all positive, however. A highly successful program operated by the Office of Service Learning and Community Based Research in Texas border communities is no longer offered. The Crossing Borders program won a national curriculum award in 2006, but has been discontinued because of political instability in the area and related safety concerns.</p> <p>A second disappointment is that an international Leadershape© program through the College of Engineering is no longer offered. In 2008, it introduced UW-Madison undergraduates to students from the University of Cape Town for a two-week program that included a week-</p>	<p>http://ghi.wisc.edu/</p> <p>http://www.uwalumni.com/media/documents/pdf/travel/matamoros.pdf</p> <p>https://www.engr.wisc.edu/news/archive/2008/Jan29.html</p>

		long service learning component. In spite of the positive impact on students from both universities and on impoverished areas near Cape Town, the program was not funded beyond the one-year pilot.	
--	--	---	--

II.A.6 How community engagement is integrated into the first year experience, capstone, general education courses, graduate courses, etc.

For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

<i>Curriculum</i>	<i>Is Community Engagement integrated into this area?</i>	<i>What has changed since the last classification?</i>	<i>Web Link (if available)</i>
Core Course	No	No change. We assume “core course” means an orientation course that all students are required to take. We have no such courses, now or in the past.	N/A
General Education	Yes	<p>General education requirements at the University have not changed since 2008. However, a growing number of courses that satisfy general education requirements (e.g. communication skills, quantitative reasoning, ethnic studies, science, social sciences and humanities) have a service learning component (see II.A.1.b). During the 2012-2013 academic year, these included:</p> <p>Communication: Landscape Arch 551</p> <p>Quantitative Reasoning: Bot/Zool/FWE/ Env Study 651</p> <p>Ethnic studies: Afro Am 151 Chicla/Soc Work 657</p> <p>Social studies: AFROAMER 151 Intro-Contemp Afro-</p>	

		<p>Am Soc CHICLA 657 Understanding Latino Fam & Comm ENVIR ST 402 Soc Perspectives-Envir Studies HDFS 663 Developmental & Fam Assessment INTER-HE 350 Community Iss & Serv Learnng POLI SCI 425 Citiznshp, Democracy&Difference PSYCH 412 Field Exper in Psychology RP & SE 300 Individls with Disabilities RP & SE 330 Behav Anal:Person-Disabilty SOC WORK 578 Homelessness: Service Learning SOC WORK 657 Understanding Latino Fam & Comm SOC WORK 662 Topics-Contemp Soc Welfare SOC WORK 672 Topics-Contemp Soc Welfare</p> <p>Humanities: CURRIC/THEA 362 Drama in Education</p> <p>Biology: ENVIR ST 600 Envir Studies Major Capstone HORT 120 Survey of Horticulture LAND ARC 666 Restoration Ecology</p>	
<p>First Year Experience Courses</p>	<p>Yes</p>	<p>In 2008 there were 29 First Year Interest Groups (FIGs) with 539 students enrolled. In 2012 the numbers had grown to 64 FIGS with 1147 students enrolled. Each FIG consists of two or more courses on a related theme for which students register as a package. Each year, one or more FIGS typically include a service learning course. An example is the “Love and Attachment in Buddhist Art and Literature” course that will take</p>	<p>http://www.figs.wisc.edu/ http://www.newstudent.wisc.edu/CP125/ http://www.figs.wisc.edu/documents/Annual_Report_FIGs_2012.pdf</p>

		students to Cambodia in summer, 2014, where they will engage in service learning in a Buddhist monastery.	
Capstone (Senior Level Project)	Yes	<p>“Capstone” refers to two very different entities at the UW-Madison. On one hand, it may define a senior-level course in a discipline that requires students to consolidate what they have learned in previous courses. On the other hand, it may refer to a post-graduate credential that students can earn in a discipline in which they take a series of courses that extends and solidifies what they studied in that discipline as an undergraduate.</p> <p>Community engagement is integrated into the first type of capstone course in some cases. However, the only institutional involvement is to approve capstone courses as designated service learning courses. One example is the field experience required of undergraduates in the Bachelors of Social Work program. During two semesters, they must complete over 500 hours of field work with an area partner (e.g. a community center, mental health agency or social services agency). Another example is the two-semester design course for Bachelors of Mechanical Engineering (ME 351-ME352). Since 2008, most design projects for the course produce modifications in the form of assistive devices for clients with physical disabilities. Further, the new Environmental Studies major has a capstone requirement that is often fulfilled with a service learning course (see below).</p>	<p>http://continuingstudies.wisc.edu/capstone/</p> <p>http://socwork.wisc.edu/fielddunits-bsw</p> <p>http://courses.engr.wisc.edu/me/me351.html</p>
In the Majors	Yes	Among the several hundred undergraduate majors at the UW-Madison are a handful that require a community-based course component.	http://www.sohe.wisc.edu/applying-to-community-and-nonprofit-leadership-

		<p>One is the Bachelor’s of Social Work (see above). Another is the new Community and Nonprofit Leadership major in the School of Human Ecology. A third is the new Environmental Studies major that requires a community-based capstone course. A fourth is the Global Health Certificate that requires field experience. Lastly, the T2TR certificate for professional students (law, veterinary medicine, medicine, nursing or pharmacy) focuses on “engagement among community members, organizations, clinicians and researchers as partners in the research process and draws on a distinct set of skills.” A two-credit community-engaged translational research project is required.</p>	<p>major.htm</p> <p>http://pubs.wisc.edu/ug/ls/envstudies.htm#capstone</p> <p>http://ghi.wisc.edu/undergraduate-certificate/</p> <p>https://ictr.wisc.edu/T2TRCertificate</p>
Graduate Studies	Yes	<p>The Graduate School does not have a policy on community engagement. However, both the Civil Society and Community Research master’s degree and the Community University Exchange program are new to campus since 2008.</p> <p>Topics of study that can be pursued by graduate students in the Interdisciplinary Studies department include community leadership, community organizing, program evaluation, voluntary associations, youth civic development, adult learning, community development, social change, and related topics. Students apply their research to support community planning, organizational learning, and program development.</p>	<p>http://cue.morgridge.wisc.edu/</p> <p>https://www.sohe.wisc.edu/is/is-graduate-overview-of-degrees.htm</p>
Other. (Please specify in the "What has changed..." text box to the right.)		<p>Independent Study (Wisconsin Idea Undergraduate Fellowships)</p> <p>This grant program for undergraduate students is long-standing on campus, though it has grown since 2008. Additional funding to support social entrepreneurship and the Year of</p>	<p>http://morgridge.wisc.edu/programs/wif/</p>

		Innovation through WIF has enabled two to four additional projects to be funded each year, beginning in 2012-13.	
--	--	--	--

II.A.7 Faculty work turning community based courses into research

How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc.. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500):

Five examples follow that deeply involve community-engaged teaching and learning. They are typical of community engaged scholarship by UW-Madison faculty.

1. **Beth Tryon** from the School of Education and **Randy Stoecker** from the College of Agricultural and Life Sciences edited *Unheard Voices: Community Organizations and Service Learning* (Temple University Press, 2009), which “explores the impact of service learning on a community, and considers the unequal relationship between the community and the academy.” Interviews with community organization staff challenge assumptions about the effectiveness of service learning. Chapters offer strong critiques of service learning practices, from the lack of adequate training and supervision to problems of communication and issues of diversity. Their conclusion offers ways to improve service learning so that future endeavors can better meet the needs of both the communities and the students who work in them.

http://www.temple.edu/tempresstitles/2023_reg.html

2. **Jay Martin** from the College of Engineering uses formative assessment methods to improve learning in thermal science courses. As the principal investigator for the NSF-sponsored Midwest Alliance, Prof. Martin is engaged in improving systems that provide additional access to education and careers for people with disabilities in science, technology, engineering and mathematics. As the director of UW-CREAtE, Professor Martin is actively engaged in engineering research, design and product development of assistive technology. He applies mechanical engineering solutions to provide increased independence for people with disabilities. For example, his students are currently working on advanced powered-wheelchair systems. They have developed new configurations and hybrid power systems for these essential units.

<http://uwcreate.engr.wisc.edu/research.php>

- 3. Dolly Ledin**, from the Institute for Biology Education, has developed a service learning course for undergraduate and graduate students in the sciences to teach them to be better at teaching science and more informed and effective in their service learning. Students in her program, *Engage Children in Science*, find out how to effectively stimulate children in science in ways that can be transformational. Students study the process of gaining knowledge, the needs and learning styles of children, how to engage young people in the *process* of science, and how to evaluate informal learning experiences outside the classroom.

<http://biology.wisc.edu/EngageChildren.htm>

- 4. Katherine Loving**, from the University Health Service, convened thirteen faculty and staff from academic and administrative units for a day-long workshop called “The Civic Seminar for College Student and Community Wellbeing: Civic Engagement at the UW-Madison.” The seminar provided an occasion for members of the campus community to coalesce around the role of the University in preparing students to be active citizens. Participants explored effective curricular and co-curricular opportunities, civic engagement outcomes and associated values, and they addressed a series of questions to guide collective efforts toward preparing students for civic engagement.

<http://www.uhs.wisc.edu/news/?p=245>

- 5. Nancy Mathews**, director of the Morgridge Center for Public Service, is leading a project entitled “Essential Learning Outcomes for Service Learning Courses: Pilot Program in Environmental Study Capstone Courses.” It is being supported by UW Educational Innovations, based on their commitment to advance teaching and learning innovations at the UW-Madison.

<http://edinnovation.wisc.edu/>

II.A.8 Summary narrative of changes in curricular engagement since 2008

Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: 500):

Since adoption of the new definition and approval process for service learning, numbers surrounding this high-impact practice would appear to tell a tale of diminished participation and engagement among students, faculty, and departments. The true story, however, is much different: it is a story which the University of Wisconsin can cite with pride.

Officially sanctioned service learning and community-based research taking place here in the surrounding community are now of much higher quality. The amount of time organizations receive back from students is more than worth the time they spend training them. Community groups and organizations have an open pathway to the University through the Morgridge Center's CUE program. This gives them the autonomy to access university resources that meet their actual needs. The community now has a voice in the equation. The University is currently working to re-establish, and ultimately to increase, the number of service learning courses, in order to ensure that the new higher-quality standard is preserved; there has been, in fact, a 14 percent increase in the number of classes from the Spring 2013 semester to Fall, and six new courses were instituted in Summer 2013.

Moving forward, the University is now in the process of adopting a community-based learning action plan. Morgridge Center staff held a series of meetings with community partners, faculty and academic staff in 2013 to involve more participants in community-based learning. Assessment plans are underway that use the AAC&U's Leap VALUE rubrics for student learning outcomes. Faculty are being solicited to affiliate with Morgridge Center programs, including the Community-University Exchange.

<http://cue.morgridge.wisc.edu/category/cue-affiliates/>

Using the information gathered from these meetings, the Morgridge Center will devote spring of 2014 to a campaign to secure resources that will effectively support high-quality CBL and CBR across campus.

B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter 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 Changes in outreach/non-credit efforts since 2008, with three examples

*What changes to outreach programs (extension programs, training programs, non-credit courses, evaluation support, etc.) have taken place since your last classification?
Describe three examples of representative outreach programs (word limit: 500):*

Given UW-Madison's status as a land-grant university, outreach education is a major mission. Its funding comes largely through the Inter-Institutional Agreement from the University of Wisconsin System Extension. Those funds (over \$40 million annually) pass through the Division of Continuing Studies (DCS) to programs in every school and college. Three examples are DCS's noncredit certificate programs, extension programming through the College of Agricultural and

Life Sciences; and an initiative to offer Massively Open Online Courses Division of Continuing Studies

DCS offered almost 1,100 non-credit courses in fiscal year 2013 with enrollments of approximately 18,000.

DCS's faculty and staff develop noncredit courses that respond to changing societal needs and market demand. As such, new courses are constantly being developed and delivered, as other courses in the departments' program portfolios are retired. For example, in 2012-2013 alone, almost 90 new courses were developed in the humanities and professional development areas. Since 2008 there has been a significant increase in the number of online courses offered, for example in creative writing.

Another change is the increase in certificate programs offered to our learners. The Division of Continuing Studies currently offers 15 noncredit certificates, including:

- Certified Public Manager Program
- Project Management Certificate
- Servant Leadership Certificate
- Infant, Early Childhood, and Family Mental Health Certificate (in partnership with the Dept. of Psychiatry)
- Substance Abuse Certificate
- Motivational Interviewing Certificate
- Professional Life Coaching Certificate
- Geriatric Mental Health Care Management Certificate
- Mental Health and the Older Adult Certificate
- Grief Support Certificate Program
- Intoxicated Drive Program: Approved Training Certificate
- Fetal Alcohol Certificate
- Professional Certificate in Online Education
- K12 Certificate in Online Teaching
- Business Spanish 1 Certificate

College of Agricultural and Life Sciences Outreach.

CALS, the third largest college at UW-Madison, has more than 240 faculty who carry out its research, education and outreach missions, placing them in positions to work closely with Wisconsin citizens, businesses and organizations. CALS operates 12 research stations located in every region of the state, comprising more than 6,500 acres of land devoted to on-field research. Among the outreach programs supported by CALS, one of the most far reaching is its support of the Master Gardner program, anchored by CALS' demonstration gardens, both on and off campus (<http://wimastergardener.org/>). CALS has also created international community engagement

opportunities, for example a service learning opportunity in Nairobi (<http://ip.cals.wisc.edu/for-students/field-study-programs/health-training-and-community-outreach-in-kenya/>).

MOOCs – Massive Open, Online Courses

During 2012-2013 UW-Madison began planning to extend its life-long learning offerings by creating multiple MOOC (Massive, Open, Online Courses) options as part of our Educational Innovations initiative led by Interim Chancellor David Ward. Unlike the practices of some other universities, our marketing and choice of MOOC topics were driven by how MOOCs would energize scholarly collaboration with other academics and other citizens. Tens of thousands of learners will associate themselves with the UW-Madison community through the MOOCs, while UW-Madison professors will gain international opportunities for collaboration. (Four UW-Madison MOOCs were launched in Fall 2013. <http://www.news.wisc.edu/22171>)

II.B.2 Changes in resources devoted to community outreach (athletics, etc.)

What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources (word limit: 500):

While the UW-Madison has been engaged with the community since its inception, its strategic plan to emphasize re-energizing the Wisconsin Idea has increased our campus's outward focus across the board. These examples illustrate the growth of community engagement in recent years:

- Our Athletic Department, self-funded by Badger fans, has a long and successful tradition of motivating its students to volunteer their time and talents. In 2012-2013, student athletes donated 4,185 hours of service to the community, a 79 percent increase over the previous year. Obviously, the Athletic Department is a major influence on the community in other ways. The Department performed an economic impact study showing that in 2010 the department's activities funneled \$962,021,084 into the state's economy. http://grfx.cstv.com/photos/schools/wis/genrel/auto_pdf/UWAth-Econ-Impact-Report-2011.pdf
- From National Survey of Student Engagement (NSSE) data, it is possible to track changes from 2008 to 2011 in three categories: (i) internships, practicums, etc; (ii) employment off-campus; and (iii) community service/volunteer participation. We saw little change in internship participation (61 percent in 2008 vs, 59 percent in 2011), a modest increase in the number of students in community service or other volunteer work (69 percent in 2008 and 73 percent in 2011); and a decrease in students working off-campus (41 percent in 2008 vs. 35 percent in 2011). http://apir.wisc.edu/performance_students_surveys.html

- The UW-Madison library system has recently made its services more available to the public, once more in keeping with The Wisconsin Idea. In 2008 it initiated “live chat” technology to make its reference librarians more accessible. Their statistics show that in the 2012 calendar year, the volume of chat requests had grown to about 13,000 from 7,300 in 2008. They estimate that 7 percent of those chat requests came from off-campus. The UW-Madison librarians also respond to e-mails from on- and off-campus. The email data show a growth from 1150 email queries in 2009 to 1400 in 2012; 41 percent of them came from off-campus.
- The UW-Madison’s Division of Continuing Studies is in the process of offering four MOOCs (Massive Open Online Courses) to anyone anywhere wishing to enroll. While much is uncertain about how MOOCs will fit into our educational mission, this effort represents a significant expenditure to expand the reach of the University to learners of all kinds. The first MOOC (“Video Games and Learning”) was launched on October 3, 2013. Already, 80,000 learners from around the world have signed up for one or more of the four MOOCs.
<http://www.news.wisc.edu/22171>
- The Morgridge Center has expanded its role in promoting service learning opportunities for UW-Madison students by creating the Badger Volunteer program. It was launched in 2008 with 40 students and four community partners. This program has grown dramatically, and today includes approximately 600 students who volunteer each semester at one of 66 community partners. To make sure that volunteer opportunities are available for a wide range of students, the Badger Volunteer Transportation program provides free cab rides to students who need to get to and from their non-profit community partners.
<http://www.morgridge.wisc.edu/programs/vtp/EligibleSites.html>

II.B.3 Partnership grid (15 partnership examples)

Partnerships

Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Please follow these steps:

SEE ACOMPANYING PARTNERSHIP GRID:

<http://apir.wisc.edu/carnegiecommunityengagement.htm>

(15 partnership examples)

1. [Wisconsin Leads in Middle School math and Science](#)
2. [Fishing in the Neighborhood Clubs](#)
3. [Badger Volunteers](#)
4. [Wisconsin Innocence Project](#)

5. [Wisconsin Science Festival](#)
6. [Tribal Libraries, Archives and Museum Projects](#)
7. [Field to Foodbank](#)
8. [Jail Library Group](#)
9. [International Crane Foundation](#)
10. [English for Health](#)
11. [Go Big Read](#)
12. [Slow Food UW Supporting South Madison](#)
13. [Engineers without Borders](#)
14. [Global Health Institute](#)
15. [Wisconsin Partnership Program](#)

II.B.4 Reflection on partnership grid; what has changed?

In comparing the “partnership grid” from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity. (Word limit: 500)

Several themes are evident when we compare the 2008 grid of UW-Madison partnerships with the current year’s submission:

Student engagement

The 2015 examples show a notable increase in the number of university/community partnerships that involve students directly to execute projects, and even in some cases to drive or lead initiatives. Earlier examples had more partner projects that were led by the staff/faculty/department groups. This trend reflects the strongly held public service values of the UW-Madison student body. These values also indicate that the emphasis on the public mission of the university since the 2008 reaccreditation is permeating campus culture through both curricular and co-curricular activity. One of the visions of the future that came out of the 2008 reaccreditation was that of “engaged students serving the public.” The results of that vision are seen in these partnership examples.

Sustainability

While only one of the 2008 partnerships is cited again on the 2015 grid (the Wisconsin Partnership Program), nearly all of the 2008 partnerships continue to exist, and to yield positive outcomes. The 2015 grid shows that almost half of the partnership initiatives launched in 2008-2009 or before have been sustained over seven years or more, which demonstrates ongoing commitment and the ability of the programs and institutions to support the partnerships.

Project Topics

Education, children, public health, engineering, science and environmental projects continue to dominate content arenas for partnerships. The new grid includes more projects with a multicultural focus; supporting, preserving and celebrating cultures are integrated into project outcomes. The

variety of campus partners, as well as the project designs and outcomes, show an interdisciplinary dimension in almost every case. Further, the global reach of several of the partnerships is noteworthy. This internationalization reflects another institutional vision that resulted from the 2008 reaccreditation, that is, “preparing global citizens and leaders of the future.”

Partners

The variety of community partners appears to be wider in the 2015 grid, due to the active involvement of more civic organizations in partnership projects. Projects on the 2008 grid are predominantly partnerships with educational institutions, industry and state agencies.

Funding

The Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment program remains a very important and accessible source of funding for faculty and staff to design and launch community partnership projects. Just as in 2008, several of the partnerships we list here have benefitted from those funds. There are a number of programs this year that have also become integrated into operational budgets, a positive sign of sustained commitment.

Cross-Campus Breadth

While institutional leadership and the focused efforts of units dedicated to engagement, such as the Morgridge Center for Public Service and the Division of Continuing Studies, are clearly critical to our community engagement efforts, the current grid shows that the Wisconsin Idea is important across campus, and not merely in certain schools, colleges, departments or centers.

II.B.5 Recent actions to sustain, improve and assess partnerships

What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners? (Word limit: 500):

The most recent report on progress toward the UW-Madison’s strategic goal of reinvigorating the Wisconsin Idea lists 22 major achievements that put campus resources to work on behalf of community partners.

<http://www.chancellor.wisc.edu/strategicplan/fourth-year-progress-report/wisconsin-idea.html>

Three examples follow:

Perhaps the most significant is the Community Partnerships and Outreach Staff Network (CPO), first convened in 2008. While the coordination of CPO comes from the University Health Service (Katherine Loving), this group comprises all staff practitioners of community-university

partnerships: adult outreach education, pre-college programs, and sustainable agriculture and energy, as well as community health and neighborhood development efforts. The CPO is a true community of practice. It furthers the interests of members and community partners by advocating for university structures and policies that are conducive to high-quality engagement. This ensures a practitioner/community voice in institutional planning and decision making, and increases the UW-Madison's capacity to be truly responsive to communities. The CPO's monthly meetings often feature workshops on best practices in assessment, such as logic models and measurement evaluation. The CPO is among our strongest and most effective voices for improving assessment in community engagement.

http://www.med.wisc.edu/files/smph/docs/education/community_service/CPO_Poster.pdf

In June, 2013, the CPO collaborated with the Strategic Partnerships unit of the campus University Relations Office to reinstate the UW-Madison's Community-University Partnerships Awards.

<http://www.morgridge.wisc.edu/aboutus/CommunityUniversityPartnershipsAward.html>

A second example of improved collaboration and reciprocity with community partners comes from the Department of Engineering Professional Development (EPD) that provides both credit and non-credit educational opportunities for practicing engineers. EPD has been working closely with the Wisconsin Department of Transportation to improve the knowledge and skills of their engineering workforce. In addition, EPD has embarked on an applied research project with a coalition of educators, professional organizations and rail transportation employers to develop a competency model for rail transportation engineering and operations professionals. Through this project the EPD will collaborate to define exemplary engineering and managerial practice in the North American rail industry. Finally, the EPD has become a national leader in the development of an online Master of Engineering in Professional Practice degree.

<http://www.news.wisc.edu/19828>

Our third example is the Community University Exchange (CUE), which focuses on harnessing community expertise and connecting it with faculty and students at the UW-Madison who have synergistic goals. CUE relies on the "science shop" model that serves as a mediating/brokering structure between campus and community.

<http://morgridge.wisc.edu/programs/cue.html>

CUE has helped UW-Madison educators become more equitable partners by building genuine relationships over time that integrate student and faculty development with community-identified priorities. In many ways, CUE is the faculty/graduate student counterpart to the CPO described above.

II.B.6 Recent results from assessment of partnerships

How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared

There are several active forums for community-based scholarship and community partnerships. One is the Community Partnership Organization (just noted, II.B.5), a grassroots organization of UW-Madison staff who are active in community partnerships:

http://www.med.wisc.edu/files/smph/docs/education/community_service/CPO_Poster.pdf

A second is the Wisconsin Campus Compact, which organizes local, state and regional meetings around the theme of campus-community collaborations:

<http://www.wicampuscompact.org/>

Another, the Morgridge Community-University Exchange, interacts with faculty, community partners, and graduate students to facilitate off-campus collaborations:

<http://cue.morgridge.wisc.edu/>

Yet another is the national Campus Community Partners for Health (CCPH), in which the UW-Madison has an organizational membership.

<http://depts.washington.edu/ccph/>

Finally, the Delta Program in Research, Teaching and Learning frequently features courses on Best Practices in Community-based Learning.

http://www.delta.wisc.edu/Courses%20and%20Programs/fall_2012_offerings.html

Here are four results that we have gleaned from assessment data:

1) Affinity Study of UW-Madison alumni. From a commissioned study by the Simpson Scarborough public relations firm, which yielded 602 responses from alumni, we learned that 76 percent of those whose children are approaching college age hope that their children will attend the UW-Madison. We also learned that favorable brand attributes include school spirit, progressive education, and a challenging curriculum with a beautiful campus. Negatives included cold weather, large size and “party-school” reputation.

<http://apir.wisc.edu/carnegiecommunityengagement.htm>

2) A study on the effect of service learning courses on students. In 2009, Professor Kathy Cramer undertook this study, supported by the Morgridge Center for Public Service. E-mail surveys to 33 service learning course instructors asked them to forward the survey to their students. The student respondents indicated that they were highly engaged and reported a great deal of satisfaction with their service learning. At the end of their course, significantly more students agreed that “the system prevents people of color from getting their fair share of the good things in life, such as

better jobs and more money." Significantly fewer agreed that "most people of color are no longer discriminated against in the United States."

<http://apir.wisc.edu/carnegiecommunityengagement.htm>

3) Adult Role Models in Science (ARMS). Among the most collaborative and robust community partnerships is the ARMS program initiated by the Institute for Biology Education. Over the years, evaluations of the program have shown that its success hinges on strengthening the science skills and knowledge of those who host after-school science programs at local schools and community centers. Having ARMS simply supply science expertise and materials does not adequately produce changes in student outcomes. The program has spread locally to six community centers and several schools.

4) Global Health Certificate. This undergraduate credential, introduced in 2011, has shown that demand among undergraduates for a curriculum that focuses on helping people attain better health is virtually unlimited. The program has over 200 graduates, with over 300 more currently enrolled. An exit survey completed by more than 100 graduates who earned the certificate suggests that more than half of the recipients are pursuing or plan to pursue either graduate study or employment in global health within five years.

II.B.7 Five examples of faculty scholarly work from community partnerships

How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500):

The UW-Madison has abundant examples of jointly created scholarship through cooperation between faculty/staff and community partners. Typically, such scholarship is supported by grants from the Baldwin Idea Endowment, the Morgridge Matching Grants program, funds from University of Wisconsin Extension, and internal research grants. Many additional examples may be found in the interactive Wisconsin Idea data base:

<http://searchwisconsinidea.wisc.edu/>

1. Citizen Scientists (CALs)

<http://news.cals.wisc.edu/2012/09/24/citizen-scientists-in-wisconsin-are-tracking-tracking-wolves-monitoring-streams-banding-birds-and-more/>

Faculty and staff in the College of Agricultural and Life Sciences have been collaborating with local citizens to obtain valuable data on wildlife behavior. Our faculty and staff train volunteers to spot and track the movements of wolves, bats, and birds. Through this

collaboration, Wisconsin has a better understanding of trends in wildlife populations, our faculty and staff have data to analyze and publish, and our citizens have a more comprehensive and scientific understanding of their natural resources.

2. Education and Outreach Partnerships

<http://eop.education.wisc.edu>

This keystone partnership program from our School of Education has several components, including these two that represent engaged and collaborative scholarship.

- “Wisconsin Leads — Advancing Science and Math Education in Middle Schools” builds on needs articulated by teachers, interdisciplinary input from our faculty and staff, innovative delivery methods for these subjects, and rigorous evaluation of new methods.
- RECESS (Rural Educators Collaborating to Enhance Student Success) focuses on teachers and administrators in rural districts to identify issues to study and address. EOP staff facilitate a process in which practitioners systematically examine their own educational practices, using action research.

3. Center for Investigating Healthy Minds

<http://www.investigatinghealthyminds.org/>

UW-Madison’s Dr. Richard J. Davidson directs collaborations that focus on altruism, kindness and mental healing. Applications of these collaborations include The Kindness Curriculum (developed with partners in the Madison Metropolitan School District for kindergarten through 4th grade); The Mindfulness Curriculum for 5th graders; and the Veteran’s Wellness program that works with recent veterans to find complementary alternative programs on health and well-being.

<http://brainimaging.waisman.wisc.edu/VetStudy/>

4. Global Health Institute

<http://ghi.wisc.edu/>

Partnerships in seven countries have enriched the work of our faculty in medicine, public health, nursing, and pharmacology. The GHI will host the 10th annual Global Health Symposium in 2014: “One Health: Making the Connections” as a further step in sharing collaboratively created resources, scholarship and practices.

5. Division of Continuing Studies

<http://continuingstudies.wisc.edu/>

Examples abound to illustrate how partnership drives our life-long learning initiatives. One example is Professor Chelcy Bowles' development of an online resource that enables community music practitioners to establish a network. Another is collaboration between Barbara Nehls-Lowe and staff from the State AIDS/HIV Program to produce a statewide planning document (Wisconsin HIV/AIDS Strategy) and a series of focus papers (Adverse Childhood Experiences; Affordable Care Act: Implications for Persons Living with HIV Infection; Linkage to Care; and Wisconsin HIV Care Continuum). A third example is Professor Jim Campbell's coordination of a campus- and system-wide communication system to report child abuse, sexual assault, and sexual harassment in response to the Governor's Executive Order #54.

II.B.8 Summary narrative of changes in partnerships/outreach since 2008

Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: 500):

In many respects, the evolution of community engagement at the UW-Madison took place before 2008. Our status as a land-grant university, the establishment of the Morgridge Center for Public Service, and the creation of the large endowments behind the Wisconsin Partnership Programs and the Baldwin Wisconsin Idea grants— these all preceded our first Carnegie application, in some cases by many decades.

Yet much is new and exciting. The provost's letter thoroughly documents the structural and administrative changes that reflect the growing importance of scholarship that is not only driven by the priorities of diverse Wisconsin communities, but also informed by them. The emphasis on The Wisconsin Idea in our most recent five-year plan fuels fresh commitments to beneficial collaborations that seek to mutually improve both the university and the many communities we serve.

Now, as we look to the future, we cannot help but be somewhat sobered (or perhaps chastened) by worrying political trends that have recently appeared on the horizon. Even as we were in the midst of celebrating *The Year of the Wisconsin Idea*, Professor Kathy Cramer undertook to find out how those in the state viewed the UW-Madison. Her project, The Wisconsin Public Opinion Project, revealed that the typical Wisconsin citizen reports knowing little of what happens on our campus, and generally believes that our faculty and staff are elitist and out of touch with the rest of the state.

<http://users.polisci.wisc.edu/kwalsh/wiscpubopstudy.html>)

Politically, the relations between the campus and state government (located just a mile apart in Madison) have grown strained, suggesting that it isn't only the average citizen who holds negative views of our University. Perhaps that friction is only a local example of the increasingly strident

national debate on whether higher education is, broadly speaking, a “public good” or a “private good.” In any case, since 2008 we have significantly more examples of collaboratively and productively engaging community partnerships, and enjoy increased clarity about the methods that accomplish this effectively and in a sustained way.

Fortunately, we can also point to many encouraging signs for the future, not the least being the growing determination of our students to lead a life that makes a difference in the world. Other encouraging signs are the revitalization of our Division of Continuing Studies, the curricular changes in the School of Medicine and Public Health that encourage widespread health and community service, the new Forward Madison collaboration between our School of Education and the local school district (<http://www.news.wisc.edu/22688>), and the growth in research grants from national agencies that require community impact.

This reclassification application has put the past, present and future of community engagement at the UW-Madison in much sharper focus for us. It has led to valuable discussions among the 23 members of the ad hoc committee that steered its preparation, and among other campus leaders we consulted in the process. We are well prepared to engage with communities locally, nationally and globally more often, more effectively and more deliberately as we look into the next decade.

III. Wrap-Up

III.1 What else we have to say about community engagement at UW-Madison

(Optional) Please use this space to describe any additional changes since your last classification not captured in previous questions. (Word limit: 500):

Two of our responses require further clarification because of the structure of the electronic submission form.

First, I.C.10 in effect asks two questions but allows only one yes/no answer. “[1] Are there **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) [2] that specifically reward faculty scholarly work that uses community-engaged approaches and methods?” We have to answer the first part “no,” because tenure criteria are established by divisional committees, not by colleges/schools/departments. The second part we answer “yes,” because (as we document) the divisional committee tenure criteria DO reward community engaged approaches and methods.

Second, in II.A.2.a and II.A.2.b we report data on changes in service learning to which we wish to append this reminder: Since our last application, a formal review process and new criteria for service learning courses have been instituted. Therefore, service courses counted in 2008 and those counted for this application have very different characteristics. The new rigor (and not waning interest) has created a temporary decrease in the number of formal service learning courses.

We note the following more general observations on the application:

Academic staff and CE.

When the Carnegie application was discussed in meetings, the question often arose: “Why is Carnegie interested in faculty promotion but not that of academic staff?” Of our 8000 academic staff, approximately 400 have outreach, extension or continuing education appointments. Everyone here agrees that tenure criteria are critical to the growth and sustenance of community engagement, but efforts by academic staff in instruction, administration, program development and direct contact with community partners are just as essential to community engagement in ways that may not be evident in our application.

Public health and CE.

Our campus has been transformed by a growing need to improve public health and an international trend toward sustainable practices, especially in agriculture and public works. At Madison, that trend has been demonstrated through major commitments in the creation of the Global Health Institute and the Office of Sustainability. The renaming and repurposing of our medical school resulted in the School of Medicine and Public Health winning the national Spencer Foreman Award for Outstanding Community Service in 2013. These developments strongly parallel a recent change in student aspirations. Our application references these powerful trends, but may understate them.

Centralization vs. decentralization of community engagement.

Many reclassification questions included the phrase “at the institutional level.” As in 2008, our answers frequently began with “At our decentralized university . . . ” We wish to emphasize that the UW-Madison is INDEED decentralized in nearly every aspect that matters. That point may be seen by comparing our provost’s office organizational chart with that of any other university of comparable size and complexity. Our central administration is lean; our schools and colleges accept the responsibility (or enjoy the freedom, depending on one’s point of view) to drive changes in pedagogy, technology, student outcomes, etc. Community engagement will continue to be a distributed function at the UW-Madison.

III.2 Comments on application process for Carnegie

(Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection. (Word limit: 500):

The online application process seems to be a good idea that was generally well implemented. We note the following, however.

- In II.A.1.a (and b), the first two lines of the table allowed entry of plus, minus and per cent signs; the third and fourth did not.
- As completion of the on-line application proceeded, it was never clear that at the end of the process there would be no chance for revision or review of what had been entered. One would anticipate that there would have been, based on experience with, say, on-line recommendations for graduate school, which generate a .pdf file for review before the application is submitted.
- As a result, the “final” application had to be reconstructed from 51 individual files that had been entered into the application framework. All told, in the process of completing the application over several months, we generated separate files with each question; each

question with the response outlined; each question with a draft response; each question with a revised response; each question with a copy edited response; and each response as entered in the online application.

Request for Permission to use Application for Research

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the New England Resource Center for Higher Education, and for other higher education researchers as well.

Only applications from campuses that are successful in the classification process will be made available for research purposes. No application information related to campuses that are unsuccessful in the application process will be released.

Please respond to A or B below:

- A. *I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.*

No Yes

- B. *I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.*

No Yes

Appendix A

*“Trying to plan for the future
without a sense of the past is like
trying to plant
cut flowers”
--Daniel Boorstin, historian
and
Librarian of
Congress*

The Wisconsin Idea: The Vision that Made Wisconsin Famous

Introduction

To the practitioners who comprise UW-Madison’s Community Partnerships and Outreach (CPO) Staff Network, the Wisconsin Idea is at the heart of their day-to-day work with communities in Wisconsin and beyond. But the original meaning of the Wisconsin Idea has faded over time, replaced by a generic public service mandate. [\(1\) “The Boundaries of the University are the Boundaries of the State”](#)

*The “Year of the Wisconsin Idea “offers us an opportunity to reflect on how the Wisconsin Idea guides our practice. We chose to explore the history of the emergence of the Wisconsin Idea in an attempt to renew and clarify our vision for **why** and **how** we engage with the public to address pressing issues.*

It turns out that the history of the University’s engagement with the State offers much more relevant guidance than we would have imagined. The values that drove the founders of the WI Idea—truth, self- governance, egalitarianism, integrity, trust and social capital—are the same values that represent effective, democratic partnerships today. It’s evident in our practice, and now it’s evident in our history as well, thanks to the work of Gwen Drury, Ph.D. student in Educational Policy and Leadership Analysis at UW-Madison. The rich history she details here brings us closer to our best practices—equitable, reciprocal engagement in which knowledge is co-created by the University and communities working together on issues that matter to all of us.

--Katherine Loving

*Civic Engagement Coordinator, University Health Services
Convener, Community Partnerships and Outreach (CPO) Staff Network
University of Wisconsin-Madison
July 22, 2011*

Summary

The Wisconsin Idea began as the principle that knowledge and education should be used to ensure that the people of the State could retain and exercise power in their government and economy. This vision, shared by the State and the University, led to Wisconsin's rise to fame in the early 1900s. The Wisconsin Idea emerged from a set of influential personal relationships based on trust and shared values. Charles Van Hise and Bob La Follette met at UW as undergraduates and were deeply influenced by President John Bascom's belief that the University's service to the State was a moral obligation. Frederick Jackson Turner, also influenced by Bascom as an undergraduate, later became the teacher of Charles McCarthy, who wrote the 1912 book *The Wisconsin Idea* that gave the vision a name.

As these founders of the Wisconsin Idea went on to gain positional power in the State and University, they recognized and were motivated by the immediate threats to the democracy and economy at the time—the diminishment of resources inside the State and the consolidation of wealth outside of it. At that key moment in history, they remained committed to the vision, and employed the necessary resources to realize it.

Early examples of the University working with citizens to address public issues included providing technical assistance to the dairy industry to increase production and ensure fairness in commerce, University experts working with the Legislative Reference Library to share knowledge with State government, and creating University Extension to share practical knowledge and education around the state.

The transfer of knowledge and information was valuable as a tool that citizens could use to make their own decisions and govern themselves most effectively. But information alone was not enough; the Wisconsin Idea was built on the notion that broad and deep social connections make democracy stronger. Other social movements and universities approached their service mission as “noblesse oblige,” while at Wisconsin, the guiding vision was expressly egalitarian and democratic.

The history of the emergence of the Wisconsin Idea offers a set of values—self-governance, integrity, egalitarianism, truth and interpersonal trust—that can guide the University's contemporary approach to engaging with public issues

Appendix B

July 12, 2013

TO: Ad Hoc Committee for renewal of UW-Madison's Carnegie Engaged Campus Classification
FROM: Provost Paul M. DeLuca, Jr.
RE: Charge to the Ad Hoc Carnegie Advisory Team

In 2008 UW-Madison achieved classification as a Carnegie Community Engaged campus. To maintain that distinction, we must submit new documentation to the Carnegie Foundation that shows strengthened interactive relationships with the communities that UW-Madison serves. Successful reclassification is vital not only as a visible renewal of our commitment to the Wisconsin Idea, but also to enhance our reputation as a forward-thinking institute of higher education, with a clear vision of our land grant mission. I am asking for your help in this effort by serving, for one semester, on an advisory team to ensure an inclusive review of engagement programs or projects for the renewal effort.

The renewal process will be led by Don Woolston in the Division of Continuing Studies, with the help of a team of engagement – oriented faculty and staff from all schools and colleges, and other relevant campus units. The renewal process entails responding to the Carnegie request by documenting the broad range of engagement initiatives and community partnerships that comprise UW-Madison's extensive outreach enterprise. The review will include consideration of a wide range of engaged activities that represent the rapidly changing landscape of distance education, engaged scholarship, and community engagement. Jeff Russell, Dean of Continuing Studies and Nancy Mathews, director of the Morgridge Center, will ensure that the initiative is well supported and provide oversight.

Specifically, I ask for your assistance with the process through the following:

- Study the Carnegie definition of community engagement, and for the purposes of this reclassification effort, work within the parameters of their definition as it relates to the mission and activities of UW-Madison.
- Analyze the new application requirements (http://classifications.carnegiefoundation.org/downloads/community_eng/reclassification_framework.pdf) and develop consensus on how in general to respond to questions that accurately reflect campus policy and practice with regards to community engagement.
- Gather examples of engaged work from your campus unit and related units, as appropriate.
- Assist with writing sections related to your contributions.

The draft application will be reviewed by the Council of Outreach Deans February 15, while the final application must be submitted by April 15, 2014. Thank you for agreeing to assist with this project. Don Woolston will be in touch soon to provide an orientation to the work.

Sincerely,

A handwritten signature in cursive script, appearing to read "Paul M. DeLuca, Jr.", written in black ink.

Paul M. DeLuca, Jr.
Provost and Vice Chancellor for Academic Affairs

Attachment: Carnegie Re-Classification Advisory Committee

Acknowledgements

These members of the UW-Madison outreach community contributed information for this application to the Carnegie Foundation:

Laura Ingram	Lindsey Stoddard-Cameron
Kathy Petersen	Jeff Linderoth
Eden Inoway-Ronnie	William Heiss
Jocelyn Milner	Nancy McClements
Sheila Stoeckel	Michele Besant
Margaret Nellis	Omar Poler
Anna Wigtil	Mark Sweet
Lindsey Smith	Robert Andresen
Keri Robbins	Gwen Drury
Jed Colquhoun	
Sarah McDaniel	
Narra Cox	
Chris Olsen	
Tess Arenas	
Mo Bischoff	
Nancy Wiegand	
Bill Graf	
Dolly Ledin	
Jennifer McFarland	
Wayne Pferdehirt	
Paul Ross	
Jim Davis	
Phil O’Leary	
Jane Harris Cramer	
Simone Schweber	
Tim Norris	
Jim Bolton	
Darlene Wood	
Elizabeth Petty	
Ken Mount	
Clare Huhn	
Don Schutt	
Mathilde Andrejko	
Harry Webne-Behrman	
Mary Rouse	
Richard Klemme	
Eileen Smith	
Alaura Seidl	
Steph Harrill	
Libby Bestul	
Donna Freitag	
Beth Giles	

Thanks to these members of the provost-appointed Ad Hoc Committee for Renewal of UW-Madison's Carnegie Engaged Campus Classification. They were instrumental in both planning the document development process and completing the application:

Julie Klein	Division of Continuing Studies
Brian Mattmiller	College of Engineering
Carl Vieth	Engineering Professional Development
Katherine Loving	University Health Service
Erik Kneuve	Dean of Students
Sarah Schutt	Wisconsin Alumni Association
Heidi Zorb	College of Ag and Life Sciences
John Shutske	College of Ag and Life Sciences
Elaine Klein	College of Letters and Sciences
Nik Hawkins	School of Veterinary Medicine
Everett Mitchell	University Relations
Scott Minter	School of Law
Jack Jorgensen	School of Education
Kevin Niemi	Institute for Biology Education
Argyle Wade	Dean of Students
Darin Harris	Office of Quality Improvement
Megan Miller	Morgridge Center
Beth Tryon	Morgridge Center
Alicia Hazen	College of Engineering
Laura Heisler	Wisconsin Institute for Discovery
Marianne Bird Bear	International Programs
Katherine Cramer Walsh	College of Letters and Science
Steve Pomplun	Nelson Institute
Sarah Esmond	Inst. For Clinical and Translational Research

Special thanks to Lika Balenovich for creating this document from the electronically submitted responses; to George Allez for his expert copy editing; to Nancy Mathews, Morgridge Center Director, for co-chairing the committee and guiding the entire application process; and to project sponsors Jeff Russell and Katy Duren of the Division of Continuing Studies for their leadership.

Finally, profound thanks to Sarah Schutt (Wisconsin Alumni Association) and Megan Miller (Morgridge Center), my co-writers and constant compass for the eight-month application process. They made the adventure enjoyable. Any application shortcomings or omissions are, however, solely my responsibility.

Don Woolston
Division of Continuing Studies
Carnegie Reclassification Application Project Lead
May, 2014