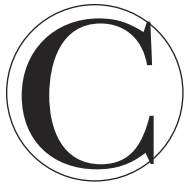




CRITERION 5

Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.



CONVERSATIONS CONCERNING THE ROLE of engagement, service, and university-community collaborative partnerships have been both numerous and extensive at UWM. These conversations are highly relevant given the position of UWM as an urban, metropolitan university, and the University's mission.

The primary question addressed through this chapter is whether UWM can consider itself an engaged university. Following from this central concern, questions arise regarding the quantity and quality of engagement activities, their impact on the greater Milwaukee community and the state, on the professional lives of faculty and staff, and on students' educational experiences. The Self-Study team also analyzed the extent to which UWM structures, policies, and processes either a) facilitate, reward, support, and recognize engagement and service, or b) impede, ignore, or fail to support these activities.

The purpose of this chapter is to describe the role of engagement and service in the life of UWM. This chapter first outlines the campus Self-Study process related to engagement and service, and then presents the outcomes and conclusions resulting from the Self-Study. The evidence reflects:

- 1 The presence of organizing values and structures related to engagement and service, including mission, strategic planning, administrative structures, and resource allocation mechanism
- 2 A rich and diverse group of examples of thriving engagement and service activities, programs, and partnerships involving UWM faculty, students, staff, and institutional components
- 3 The high valuation of UWM by its community partners

In addition, several suggestions are offered for further institutionalizing and enhancing the roles of engagement and service at the University.

Self-Study Process

The Self-Study team first devoted attention to defining the concepts of "engagement and service" and then sought to operationalize them. An important resource in this early analysis was the set of seven guiding characteristics of an engaged university (Kellogg Commission on the Future of State and Land-Grant Universities). This resource helped to define some of the topical areas or campus qualities which the Self-Study process might address. Those features chosen for review are responsiveness, respect for partners, accessibility, coordination, and resource partnerships.

In addition, the team examined the sources of evidence for engagement and service commitment outlined in the Holland Matrix. These discussions led to the decision to examine the presence and role of engagement and service in:

- UWM's mission
- Promotion, tenure, merit, and hiring at UWM
- Organizational structures to support engagement and service
- Student, faculty, and staff involvement in engagement and service activities
- Community involvement in engagement partnerships
- The treatment of engagement and service in campus publications

Evidence concerning the core components of engagement and service criterion as defined through NCA Self-Study guidelines is everywhere at UWM. Engagement and service at UWM occur at all levels of the campus: individual faculty, students, and staff members; programs, departments, centers, schools and colleges; and the University as an institution. This Self-Study document does not pretend to be a complete documentation of all the many and varied types of engagement and service activities involving UWM faculty, staff, and students. The Self-Study provides a number of examples, but is not an exhaustive catalog.

Ideally, the Self-Study team could make reference to an existing document, or an office, or series of easily accessible databases that provide such a catalog, but engagement and service as a topic of institutional analysis is a relative novelty at UWM. This is not to suggest that engagement and service are novel activities at UWM, only that their scrutiny and evaluation are relatively new enterprises. In fact, the University has a long history of participating in engagement and service activities. The Milwaukee Idea represents a set of contemporary and important campus commitments to engagement and service at UWM, but many such activities predated and/or occur outside the formal systems of the Milwaukee Idea, as well. There is little doubt that UWM can consider itself a vibrantly engaged university that responsively serves its constituencies in valued ways. The challenge lies in demonstrating this, and in analyzing possible means of improving it at UWM.

Evidence to support the Self-Study has been gathered through varied means, including, environmental scanning efforts (e.g., mission statements and strategic planning documents, promotion criteria documents, bulletin and course descriptions for students, news and website announcements, promotional materials); reports from the

campus Black and Gold Commission and school-level Black and Gold teams; survey responses from Deans, Program Chairs, Administrators, and Center leaders; graduate school records of grants and contracts; and materials related to the Milwaukee Idea—UWM’s most highly visible, coordinated, and clearly documented engagement enterprise in recent years.

Organizing Values and Structures

The overall conclusion of this Self-Study is that, as called for by its mission, UWM identifies its constituencies and serves them in ways both value. Hence, the Self-Study report specifies the ways in which engagement and service are specified in mission and planning, as well as the many ways in which UWM’s community partnerships provide important, significant, and valued services to both UWM and its partners.

Critically related to this point is a review of highlighted sections in the UW System mission statement:

The mission of this system is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

Relevant to UWM as a UW System “doctoral cluster” institution and to UWM as an urban campus are the following highlighted mission components.

The Doctoral cluster institutions shall:

(d) Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.

CRITERION 5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

(e) Encourage others in the University of Wisconsin System and in other state and national agencies to seek the benefit of the unique educational and research resources of the doctoral institutions.

(f) Serve the needs of women, minority, disadvantaged, disabled and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.

(g) Support activities designed to promote the economic development of the state.

According to highlights selected from its own select mission as a major urban doctoral university and to meet the diverse needs of the state's largest metropolitan area, UWM pursues the following goals:

(e) To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.

(f) To establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national and international levels.

(g) To promote public service and research efforts directed toward meeting the social, economic and cultural needs of the State of Wisconsin and its metropolitan areas.

(h) To encourage others from institutions in the University of Wisconsin System and from other educational institutions and agencies to seek benefit from the University's research and educational resources such as libraries, special collections, archives, museums, research facilities and academic programs.

(i) To provide educational leadership in meeting future social, cultural and technological challenges.

Finally engagement, as epitomized in the Milwaukee Idea, is a cornerstone of UWM's strategic plan, *Investing in UWM's Future*. The preamble states that

UWM has developed numerous academic programs and undertaken literally hundreds of cooperative activities within metropolitan Milwaukee that span the breadth of the issues and concerns of the city and its surroundings. The time is right to focus, amplify, and coordinate these diverse efforts through new programmatic efforts in research, student learning,

and outreach-based community partnerships. The means to do this centers on the Milwaukee Idea and its “First Ideas.” Collectively, they recognize that both UWM and Milwaukee now operate in a knowledge-based global context that is dependent on intellectual and creative capital. UWM faculty, staff, and students are in a unique position to offer the city a strong partner for future development.

A later section of the Investment Plan sets a specific engagement goal for the University: “Within six years, UWM will be recognized as a national model for engaged universities in its contribution to sustainable cities and robust regional and state economies.”

The mission statements of several schools and colleges make reference to engagement and service goals. In some cases, this is specifically stated, as in the case of the College of Engineering and Applied Science: “Using the intellect and special knowledge of faculty members and students to solve problems of the community through partnerships...” In other cases, there is a more general reference to serving or collaborating with professions, communities, businesses, or schools. The wording of these mission statements reflects a stance that the community is to be served by the campus. However, these statements do not reflect the more contemporary perspective of engagement as collaborative partnerships where universities work within and as part of communities to identify problems/needs and develop solutions together. Based on the many collaborative efforts responding to community needs described in following sections, this seems to be an issue of semantics only. Nonetheless, it might be worthwhile to embark on discussions that will result in restating missions to be more reflective of this collaborative, engaged approach in the relationship between university and community partners.

The progression from mission to plans to action is very evident in the Dean, Administrator, Chair, Center, and Program Director Self-Study surveys, which list an impressive array of programs, centers, and activities that identify and respond to community needs with research, education, service, and outreach programs. In many cases, the Deans or programs commit budget and human resources to these endeavors, and reflect them in their strategic planning. The level of involvement and investment varies, but all of UWM’s schools and colleges are making concerted efforts to be engaged with and/or serve the community. Many of the outstanding examples are described elsewhere in this chapter. As stated by the Dean of the School of Architecture and Urban Planning, the schools and colleges of UWM “create a culture that celebrates engagement.”

The Profile of Engagement and Service at UWM

In the accreditation survey that informed the Self-Study, respondents were asked to report the number of board memberships filled by faculty members in their department or school and the number of community presentations or workshops faculty members gave over the three-year period of the study: 432 board memberships were reported for the three-year period, and faculty members, on average, participated in two community presentations or workshops per year.

One of the questions asked respondents to provide the number of organizations or agencies that they worked with on engagement activities, with a result of 574 organizational or agency partners for the University as a whole. That number includes duplicates (a number of departments work with Milwaukee Public Schools, for example). Respondents were also asked to provide narrative responses on

engagement activities. An analysis of the narrative responses identified 179 distinct university-community partnerships. While not a definitive list of UWM's engagement partners, it is the most comprehensive data source to date on the breadth of engagement at UWM. A qualitative analysis of survey responses was performed by coding key themes.

Among the 179 partnerships, the most common themes relate to education (including lifelong learning, preparation for undergraduate or graduate programs, and professional development or continuing education); diversity; community service; improving individuals' social well-being; citizenship and social responsibility; and building capacity in local organizations. (See Figure 39.)

Figure 39. Engagement Survey Response Themes

Theme	Number (Percentage)
Education	164 (92%)
Service to Community/Society	156 (87%)
Diversity issues ¹	109 (61%)
Improving individuals' social well-being	107 (60%)
Citizenship / social responsibility	97 (54%)
Building capacity in local organizations	73 (41%)
Global-local societies of the 21st century	59 (33%)
Technology and media innovations in the community	59 (33%)
Health services	54 (30%)
Economic development	43 (24%)
Participation in democracy, public affairs, or governmental issues	39 (22%)

¹ For the purposes of the Self-Study, the term *diversity* is used in its broadest sense—reflecting race, ethnicity, national origin, age, gender, sexual orientation, linguistic origins, ability/disability, etc.

Most partnerships (87%) address more than one theme; 35 (20%) are interdisciplinary in nature; and nearly half (49%) make UWM facilities available to individuals and groups participating in UWM-sponsored programs. While inherently subjective, the trends that emerged in this analysis are illustrative of the broad patterns of UWM's engagement with and service to the greater Milwaukee community.

Assessment of Need

Many of the schools and colleges, programs, centers, and administrative units at UWM administer or benefit from periodic surveys, focus groups, or needs assessments of alumni, professional groups, and/or community members/leaders. In response to the Self-Study survey question about these activities directed to centers, 15 percent involved alumni, 35 percent involved professional groups, and 46 percent involved community members/leaders. Program directors responded “yes” with respect to the following groups: 11 percent involved professional groups, and 16 percent involved community members and leaders.

Many (but not all) of the schools, colleges, departments, programs, administrative units, and centers on campus have some form of advisory council to help guide their work and practices. According to the program directors survey, 10 percent have research collaborations or activities that involve advisory committees that include external constituents; 44 percent of centers report involving them; 57 percent of department chairs report having community members involved with these advisory groups; and all of the 8 Administrator surveys described this type of role.

In addition, 15 percent of program directors and 49 percent of curricularly oriented centers reported conducting surveys, focus groups, or needs assessments with students in order to inform planning, curriculum, scholarship, and engagement.

The following examples illustrate how scans of external constituencies inform UWM’s engagement activities:

- The University’s Board of Visitors meets regularly with the Chancellor, providing feedback on UWM programs and initiatives and allowing the Chancellor to gauge community interests and concerns.
- All of the Milwaukee Idea initiatives underwent a thorough scanning process from their inception, involving community representatives as members of the teams that helped to develop each initiative. Ongoing assessment of need from the perspective of the community results from community participation in the Advisory Councils for each initiative.¹
- Many initiatives in the School of Continuing Education have advisory bodies, such as The Employment and Training Institute’s workforce development activities are informed by the job vacancies survey conducted annually by the Institute— involving participation of more than 2,000 Milwaukee metropolitan employers. The Small Business Development Center conducts an online survey of needs and interests for all visitors to their web site. In 2000, they conducted a series of focus groups to identify needs, challenges, and available

¹ See *A Time for Boldness*, p. 91-92, p. 101

resources within the Hispanic business community. Hispanic entrepreneurs were again surveyed in collaboration with the Hispanic Chamber of Commerce, to develop means of improving Milwaukee's low retention rate for minority businesses. The Center for Economic Development has an advisory committee composed of 12 individuals from local government, labor groups, community-based organizations, foundations, and education. The Center also surveys community and non-profit leaders concerning development needs of their respective organizations, in order to provide insights into strategies for nurturing and developing high-capacity Community Based Organizations and Community Development Corporations in Milwaukee. The MIED Program was launched, in large part, to provide capacity-building supports highlighted through this survey. The study is expected to be updated in 2004-2005 to gauge the progress since 1999.

- The College of Nursing conducts client satisfaction surveys related to its delivery of health services at the Community Nursing Centers. Partner agencies of these centers also conduct surveys that assist in the areas of quality improvement.
- The Deloitte and Touche Center for Multistate Taxation actively engages its advisory board, which includes leading tax practitioners from major corporations, Big-Four accounting firms, and leading law firms.
- The Center for Addiction and Behavioral Health Research Executive Board involves representatives of its consortium partner groups (Aurora Health Care, Rogers Memorial Hospital, Marquette University), and its community-based intervention research and training projects involve partners and advisors from community-based agencies; a Community Advisory Board is also involved in the Center's Healthy Choices Initiative, as one of the Milwaukee Idea Initiatives.

Campus leaders are regularly involved in the community, meeting with leaders of many constituencies about their interests, needs, and opportunities for collaboration. These include the Chancellor, Provost, Vice Chancellor for Partnerships and Innovation, Vice Chancellor for University Relations and Communications, Chancellor's Deputy for the Milwaukee Idea, members of the Academic Deans Council, and campus faculty, researchers, and staff.

Attending to Diversity

Internal and external scanning of constituents' needs has resulted in a wide array of engagement activities that is representative of the diversity of the Milwaukee-area metropolitan community. Resting on a

foundation of respect for community partners, these initiatives enact the diversity goals laid out in UWM's mission documents and in its strategic plans (i.e., the Investment Plan, the Milwaukee Commitment, the Black and Gold Commission, etc.).

- The theme of “Diversity and Multiculturalism” was established as one of five cross-cutting themes informing the work of all of the early Milwaukee Idea Affinity Groups.²
- UWM is a lead university in adopting and promoting the Global Sullivan Principles of Social Responsibility in conducting university business. UWM's Sullivan-Spaights Professorship was established in honor of the Rev. Leon H. Sullivan, who promulgated the principles throughout the world. In 2001 the UWM Faculty Senate endorsed the Principles.
- The Institute on Multicultural Relations conducts surveys on the quality of life of Milwaukee's African American elderly population; Milwaukee's black professionals; and the electoral participation of Milwaukee's African American population. It has also conducted focus group sessions, environmental scan, and a SWOT analysis for a Latino community-based organization; town hall meetings on racial and ethnic disparities in health care and interpersonal violence; and conducted /interviews with middle school personnel, students and parents on parental involvement and student success; and needs assessment of Milwaukee's urban Indian population.
- UWM's student groups and community-based organizations have worked with the IRS to offer free tax services to the Southeast Asian and African American taxpayers of the Milwaukee area. Southeast Asian Student Academic Services (SASAS) is charged with recruiting new Southeast Asian students, retaining enrolled students, and coordinating campus events to draw the Southeast Asian community to UWM. These activities occur in coordination with the campus Department of Recruitment and Outreach, and public school systems that enroll concentrations of Southeast Asian students (Milwaukee, Madison, Oshkosh, Appleton, Kaukauna, Green Bay, Manitowoc, Sheboygan). Outcome evidence related to these efforts is the continued growth in enrollment of Southeast Asian students at UWM, which has increased by more than 38 percent since the fall of 1999.
- The School of Continuing Education has had success in developing offerings geared toward a diverse workforce. Some examples of university-community partnerships include the Refugee Teacher Training Project and the Community Action Scholars Program, which provides education and training in organizational design and leadership to members of grassroots organizations and neighborhood residents.

² See page 217 in *A Time for Boldness*.

- The Latino Nonprofit Leadership Program is an innovative leadership training program targeting individuals in southeastern Wisconsin who have an affiliation with nonprofits that primarily serve Latino constituents. The Roberto Hernández Center and Cardinal Stritch University's Leadership Center co-sponsor the 11-month program, which receives generous support from The Hispanics in Philanthropy Funders' Collaborative for Strong Latino Communities, a national/local partnership building human capital and organizational capacity of Latino-led nonprofits. The program will be offered each year for the next three years; the first cohort began this January 2005.

Sixty-one percent of the responses to the accreditation survey demonstrated a focus on diversity. The University's challenge is to build on its success with external partners in creating an internal environment that fully supports all students, faculty, and staff, as called for in Phase II of the Milwaukee Commitment and in the forthcoming report of the Task Force on Race and Ethnicity.

Community Partners

Engagement and service activities at UWM are guided by alignment with mission, supported by financial, physical, and human resources, and grounded in the expressed needs of our community partners. The result is hundreds of partnerships that draw on the University's knowledge base.

The following outline of UWM's engagement and service is divided into four parts:

- 1 The Milwaukee Idea
- 2 Examples of engagement activities in schools, colleges, and administrative units that are drawn from the Self-Study surveys
- 3 The role of continuing education in outreach and professional licensure

The Milwaukee Idea

In 1998 UWM embarked upon the Milwaukee Idea, an initiative to foster greater partnership with the local and regional community. This initiative was based upon UWM's unique position in the UW System (the designated urban research university), a strong tradition in the state fostering university involvement in the welfare of community and state (the Wisconsin Idea's ethos that "the boundaries of the university are the boundaries of the state), and a consistent pattern of UWM

connections to the greater Milwaukee community organized around research, instruction, and community outreach.

The Milwaukee Idea was organized to create lasting impact, both within and outside the university. To achieve this ambitious objective, the following guiding principles were adopted:

- Base partnerships on truly reciprocal relationships where equally situated partners each make contributions and each yield benefits from collaborative enterprises.
- Build lasting partnerships in which the University and the community come to the table as equals; all partners participate in project planning, implementation and assessment.
- Embrace partners from multiple disciplines and professional background, enriching the expertise that can be applied to complex urban issues and challenges.
- Promote diversity and multicultural appreciation as a key attribute to be sought in initiatives, from recruiting diverse initiative partners to tackling challenging multicultural issues.
- Seek bold ideas on which to build partnerships rather than incremental changes.
- Assess the work of Milwaukee Idea initiatives to carefully identify outcomes and justify investments that have been made to support the partnerships and their work.

The achievements of individual Milwaukee Idea initiatives are listed both on the website (www.milwaukeeidea.org) and in the annual *Milwaukee Idea Report to the Community*. Looking across the breadth of initiatives and their implementation experiences, the following more general achievements can be noted.

Curricular programs

Milwaukee Idea initiatives have fostered important innovations in the curricular programs at both the undergraduate and graduate levels, including creation of an alternative general education pathway, Cultures and Communities, that focuses on multicultural understanding; new graduate certificates in Aging and Nonprofit Management; and a new undergraduate, interdisciplinary major, the Bachelor of Arts in Global Studies.

Student learning

Community-based experiential learning, coupled to courses in multiple disciplines, has been expanded and supported through the Milwaukee Idea's Institute for Service Learning.

Pathbreaking research

Milwaukee Idea initiatives are engaged in significant new research programs that will receive national recognition, including the protection of freshwater systems from terrorist attack (Freshwater Initiative), expanding knowledge about the health impact of eating fish caught in local waters (Partnerships for Environmental Health), and testing treatment for drug and alcohol abuse (Healthy Choices).

External support

The initiatives of the Milwaukee Idea have generated, since their launch, over \$70 million in extramural dollars to support research and collaboration, clinical practice, and educational advancement. Local philanthropic dollars have supported an endowed professorship in applied gerontology (Age and Community), creation of a nonprofit management academic center (Helen Bader Institute for Nonprofit Management), and the Peace Corps Fellows Program (Consortium for Economic Opportunity). Federal government grants have been garnered to support the:

- 1 Milwaukee Partnership Academy (Partnerships for Education) including the National Science Foundation, Carnegie Corporation of New York, U.S. Department of Education and Gates Foundation
- 2 Protection of freshwater from bio-terrorism (U.S. Department of Defense) (Freshwater Initiative); and expansion of international studies and education (U.S. Department of Education) (Global Passport)

Expanding global connections

Through the Global Passport initiative UWM is creating and expanding connections throughout the world, both increasing study abroad by UWM students and attracting more international students to attend our university.

Investment of state support

The Milwaukee Idea was the umbrella theme used by UWM to request a substantial increase in state GPR dollars to support UWM in the 2003-05 biennia. The legislature awarded UWM a \$14 million base budget increase as the result of this request on the basis that the investment would strengthen the economic and social fabric of southeastern Wisconsin and the State. Although budget cutbacks reduce the overall fiscal impact of this effort, the power of The Milwaukee Idea to generate support from the UW System and the state legislature was demonstrated.

Sustainable partnerships created

The Milwaukee Idea has demonstrated that meaningful and sustainable community-university partnerships can be created. Illustrative of the power of partnerships are two initiatives—Age and Community and Nonprofit Management Education—that have

articulated by-laws that formally outline a joint university-community governing arrangement.

Tackling issues critical to Milwaukee's future

Milwaukee and its surrounding region face several challenges that will determine the future vitality of the city, region, and state. Two major and related challenges relate to educational achievement and economic redevelopment. Milwaukee Idea initiatives are critically involved in these areas, including efforts to enhance performance of students in Milwaukee Public Schools (Partnerships for Education), create innovative technology and transfer it to local industries (Milwaukee Industrial Innovation Center), and stimulating entrepreneurship and economic development (Consortium for Economic Opportunity).

Health care

Efforts to improve health care and healthy behaviors in Milwaukee are supported by the Healthy Choices initiative (alcohol and drug use problems and treatment), Urban Health Partnerships, and Women's Health Research.

Environmental protection

The Partnerships for Environmental Health and the Freshwater Initiative focus on improving Milwaukee's environment.

The built environment

Community Design Solutions links the architecture and urban planning capacity of UWM faculty, staff and students to community building projects in Milwaukee, from rebuilding the Park East Freeway corridor to revitalizing urban neighborhoods.

Expanding community support for UWM

Without question, the Milwaukee Idea, as a commitment to the community, and through its component initiatives, has substantially raised the institutions visibility in the community. For UWM this means being regularly invited to community policy making initiatives, greater coverage in the local press, strengthening of alumni ties, and contributing to UWM being a first destination campus for new students. Knowledgefest operates as a key strategy to publicize UWM's research expertise and accomplishments to the community.

Engagement brings national recognition

The Milwaukee Idea has brought national attention to UWM. The U.S. Department of Housing and Urban Development commissioned a case study report on how UWM is institutionalizing university-community collaboration.

Milwaukee Idea collaborations have also had other important effects, including the following:

- A deeper understanding of the value and meaningful practice of interdisciplinary work. All of the initiatives embrace multi-disciplinary approaches and several have created long-term connections between disciplines that are effective in attaining objectives.
- The Milwaukee Idea has been a catalyst for new ideas, a venue for both university and community people to suggest innovative ideas and programs that can benefit both UWM and greater Milwaukee. UWM's work in the areas of Age and Community and Nonprofit Management Education was substantially bolstered, expanded, and ultimately supported by input and energy from the community.
- The research and knowledge generated by Milwaukee Idea initiatives is valued and used by policy makers to inform positive change in the community. The Milwaukee Idea strengthens our communities' recognition of the important scholarly work undertaken at UWM.
- Creating governing mechanisms for interdisciplinary initiatives and connecting these initiatives to the regular governing processes and to academic schools, colleges and departments is a challenge. Our innovative mechanisms to create these linkages—notably the Deans Council and Trustee Council—have had mixed results to date and are worthy of further attention.
- Students now have many more opportunities for service learning and experiential learning as part of their overall coursework at UWM.

The Milwaukee Idea's commitment to community partnerships is intended to:

- 1 Strengthen the research and teaching missions of the institution
- 2 Substantially increase the application of knowledge and expertise in the academy to solving local and regional problems and improving life quality

The work of the Milwaukee Idea places UWM in the forefront of urban and metropolitan universities nationwide that have followed the call of the Kellogg Commission on the Future of State and Land-Grant Universities to reaffirm the “partnership between the American people and public higher education.”

Engagement across the University

As detailed in the Self-Study surveys of administrators, Deans, department chairs, and center/program directors, engagement at UWM encompasses more than the Milwaukee Idea.

The breadth of UWM's engagement and service is outlined in the following examples:

- The Center for Addiction and Behavioral Health Research (CABHR), founded in 1991, is housed in the School of Social Welfare. This center is a collaborative partnership of UWM, Marquette University, Aurora Health Care, and Rogers Memorial Hospital. CABHR researchers conduct community-based studies on substance abuse and behavioral health issues. The center disseminates research outcomes to improve practice among community practitioners. CABHR supports a clinical trials unit at Aurora (to provide and study new treatment approaches to substance problems) and a service-research unit at Rogers Memorial. CABHR projects include or have included partnerships with the Milwaukee Women's Center (currently, the Heart to Heart project for women at risk of HIV exposure related to substance problems; in the past, Violence Against Women prevention, POWER project to address addiction), Task Force on Family Violence DAIP intervention evaluation, Center for Aids Intervention Research, Wisconsin Department of Transportation drunk driving reduction, and many others. The Center supports a number of "Technology Exchange" forums, designed to bring research results to community practice and to bring concerns of community practitioners into the research endeavor. CABHR also administers the Healthy Choices Initiative of the Milwaukee Idea.
- The Center for Urban Community Development in the School of Continuing Education works with more than 40 community, government, private, and religious agencies in joint partnerships. The center creates classes, programs or projects tailored to particular schools, community-based organizations, nonprofit groups or agencies, foundations or other institutions of higher learning. Examples include "Action Research on Milwaukee" (credit course) through Milwaukee Public Schools; multicultural parenting with the YWCA Family Resource Center; evaluation capacity building with social service agencies; "PowerEquity for the Underrepresented: Bringing the People to the Table"; and the African Diaspora Project for high school students. All courses, classes, programs and projects are offered at no fee to participants and some include stipends, Continuing Education Units, Certification with DPI hours, and college credits.

- The Helen Bader Institute for Nonprofit Management provides agency leaders with essential nonprofit management education, based on a common vision for education, research, and technical assistance programs developed collaboratively between UWM and community members. Some recent projects include an inventory of Latino organizations (in partnership with the Center for Urban Initiatives and Research and the Roberto Hernandez Center) and the Consultants of Color project, which aims to enhance the utilization of consultants of color by nonprofit organizations in the Greater Milwaukee area. The Institute supports ENTECH (Empowering Nonprofits in Technology), which provides technology consulting and direct service to nonprofit organizations in southeast Wisconsin. Since ENTECH's inception in 1999, it has worked with hundreds of 501c(3) organizations to increase their management effectiveness through the use of technology. The Institute helped develop the multidisciplinary Graduate Certificate in Nonprofit Management program, which is jointly offered by the College of Letters and Science and the School of Business Administration and is the first graduate-level program to be offered by any college or university in the state that has been specifically designed for the leaders and managers of nonprofit organizations.
- UWM's Center for Economic Development (UWMCED) applies university-based research and technical expertise to improve the quality of life in the region. Drawing on the talents and expertise of faculty, students, and staff, the UWMCED supports economic development efforts in predominantly minority neighborhoods, building the capacity of community-based organizations to participate effectively in local economic development efforts, conducting action-oriented research on economic development policies and issues affecting neighborhoods and regions, and informing public debate on economic development issues and policies. The Center also serves as the research and technical assistance arm of the UWM Consortium for Economic Opportunity (a Milwaukee Idea Initiative).
- The School of Architecture and Urban Planning presents several examples of engagement that demonstrate responsiveness to community and educational goals, pooling faculty expertise, attracting external funding, providing key experiences for students, and serving the community. The School's Dean, Robert Greenstreet, has recently been appointed to a significant position in city planning for Milwaukee. Other engagement activities include the Community Design Solutions Milwaukee Idea, the Historic Preservation Institute, the Institute for Aging and the Environment, and the Frank Lloyd Wright Initiative. The

alumni group sponsors a mentoring program, lecture series, Habitat for Humanity group, and student chapters of The American Institute of Architects and the American Planning Association.

- The Milwaukee Partnership Academy is a collaboration of UWM's School of Education, the College of Letters and Science and the Peck School of the Arts, the Milwaukee Public Schools, the Milwaukee Board of School Directors, the Milwaukee Teacher Education Association, the Milwaukee Area Technical College, the Milwaukee Metropolitan Association of Commerce and the Private Industry Council of Greater Milwaukee. The Partnership has the goal of bringing every student in Milwaukee Public Schools to grade level or better in reading, writing, and mathematics.

In addition to the many examples of collaboration and outreach described in the Self-Study surveys (available at www.selfstudy.uwm.edu), a number of programs referred to their faculty, staff, and student outreach linkages that occur via discipline-specific organizations. For example, the Milwaukee Microbiology Society is administered by the biotechnology faculty in the Department of Biological Science (mailing list of 55 senior scientists, monthly meetings for scientists, associates, and students); Translation engages with the American Translators Association and launched the Midwest Association of Translators and Interpreters); Digital Arts and Culture is building a digital-cultural community with University, local, national, and international locations; Social Work faculty work with the regional and state chapters of the National Association of Social Workers to address issues of policy and service; Criminal Justice faculty work with the American Jail Association to address issues of policy, practice, and training among jail workers and administrators across the nation. In the survey responses provided, it is sometimes difficult to distinguish between faculty and staff engagement with professional organizations emphasizing scholarship and those emphasizing service and outreach to community and other relevant constituents.

The Role of Continuing Education

UWM has a strong School of Continuing Education (SCE) with a long tradition of outreach and continuing education service. SCE offers 1,500 noncredit, select credit, and certificate programs covering a wide range of issues, topics, training, and professional development areas. Annually, over 35,000 participants take advantage of the extraordinary variety of high quality learning opportunities that include seminars, classes, courses, special events, and educational tours and trips. The School regularly reviews, revises, and realigns its programming and outreach efforts, measuring these efforts against our mission, the UWM priorities embodied in the Milwaukee Idea and the Investment Plan, as well as the statewide priorities established by the University

of Wisconsin-Extension. These reviews take place in multiple venues: individual departments, the School's faculty Executive and Academic Planning and Budget Committees, and the School's senior management team. Individual programming is evaluated, in part, in terms of value to the targeted audiences. For example, changes in the engineering industry have led to redevelopment and elimination of courses; a new noncredit certification in project management has been funded to meet widespread needs in business, health care, and industry. The School is consistently aware of the needs of its adult learners who place a premium on convenience, quality curricula, and responsive student services, and they are the School's target audience. Their need to constantly update their knowledge and skills is fueling a dramatic growth in post-secondary baccalaureate certificate and specialized master's degree programs; the School's familiarity with this group of adult learners positions it well to contribute significantly to the development and design of new credit programs and certificates to meet their needs. Participants consistently rate the quality of the opportunities as exceptionally high; in a recent survey, 96 percent ranked their experience at the UWM School of Continuing Education as good, very good, or excellent.

SCE's Social and Human Services department offers a wide variety of classes that satisfy the continuing education requirements for social work in Wisconsin, including the categories of certified social worker, advanced practice social worker, and clinical social worker. The Trauma and Corporate Counseling unit delivers programs used for re-licensing for professional counselors, marriage and family therapists, school psychologists, guidance counselors, school social workers, and school nurses. SCE's Business department offers project management courses that help prepare individuals to be a certified Project Management Professional. The Human Resources area is one of only 15 university-based departments offering coursework leading to certification as a Certified Management Accountant. SCE's Early Childhood unit pioneered accreditation for child care administrators with the Wisconsin Professional Credential for Child Care Administrators.

The School of Continuing Education's Employment and Training Institute works with local and state governments, community organizations, and national agencies to study interrelationships between education, training programs, labor market trends and welfare policies. Staff members collaborate with the City of Milwaukee, Milwaukee Area Technical College (MATC), Milwaukee Public Schools, and the Private Industry Council of Milwaukee County to provide in-depth analysis of the labor market and worker needs. Job opening surveys are used to identify education and skill needs of Milwaukee-area employers and to estimate spatial and skill mismatches by area. Policy studies focus on barriers to employment for unemployed and underutilized workers and access to worker benefits.

UWM's continuing education programs are housed both in the SCE and in other schools and colleges. The School of Education, for example, engages in more than 200 collaborative efforts to enhance the professional development of educators locally and across the state. Continuing education courses offered directly through the School of Education assist teachers in meeting state requirements for license renewal and include Early Reading Empowerment, Environmental Education, Math, and Science. The School is also engaged in the following K-12 collaborations:

- The **Teachers for a New Era** project, supported by a \$5 million Carnegie Corporation grant, involving conversations about meeting standards for teacher licensure.
- The **Mathematics and Science Basic Teacher Project** provides support to first-year Milwaukee Public School (MPS) elementary teachers in the areas of math and science.
- The **Mathematics Mentoring and Leadership and Integrated High School Mathematics Curriculum** projects provide high school math teachers with information about new content and ways to improve instructional skills, while gaining a fresh perspective about teaching mathematics.
- **Science Learning and Leadership** in the middle grades provides MPS teachers with skills to evaluate and pilot standards-based curricula and train to mentor beginning teachers in their schools.
- **Integrating Technology into the Elementary Curriculum** is a constructivist project to prepare teachers (grades 1-5) to integrate technology into the classroom.
- **Teacher Leaders for Investigations and Connected Mathematics** is developing a cadre of teachers as leaders in facilitating the professional development of other teachers as they implement newly adopted curricula.
- **Mathematics of Science Cohorts** is part of the MS degree program in Curriculum and Instruction, and provides a curriculum for MPS teachers pursuing a master's degree that meets their unique professional development needs.
- The **Nature of Elementary Science Teaching** helps MPS teachers become more familiar with science curricula.
- The **Milwaukee Telecommunications Project** provides science, mathematics, and social studies teachers with telecommunications knowledge and skills for professional and curriculum development, as well as classroom instruction.

- The **MPS-UWM Meaningful Assessment Project** has MPS school psychologists and UWM faculty members working together to develop, implement, document, and evaluate assessment procedures.
- The **Milwaukee Urban Systemic Initiative** is improving mathematics and science instruction and student achievement throughout all MPS grade levels.
- **Rethinking Reliability for Innovative Assessments of Mathematics and Science** addresses issues in the measurement of reliability in innovative assessments for science and mathematics education.
- The **MPS-UWM Principalship Program** provides selected teachers with a course of study that leads to becoming a successful principal or assistant principal.
- Innovative Model of Problem Solving Assessment and Collaborative Teams (**Project IMPACT**) is focusing on how special education needs are determined in MPS.
- **Recommended Practices in Early Intervention and Early Childhood Special Education** synthesizes knowledge to develop a set of recommended practices to help professionals and families improve the quality of services for young children with disabilities.
- **Culturally Appropriate Teacher Education for Teachers of Students who are Deaf or Hard of Hearing** prepares teachers in K-12 and early childhood education programs with expertise in meeting the needs of affected Wisconsin students.
- The **Electa Quinney Center for the Education of the American Indian** serves as a clearinghouse for research and resource information for educators, researchers, and students involved in the education of American Indians—with a focus on the Wisconsin area and its tribal nations.
- The **Center for Mathematics and Science Education Research** coordinates research, teacher education, curriculum development and implementation, and dissemination efforts in mathematics and science education, as well as fostering rich partnerships with educational institutions and organizations throughout the Milwaukee metropolitan area.

Capacity and Commitment

UWM has created units with the express mission of communicating with, discovering, developing, and stimulating university-community partnerships. These include the Vice Chancellor for Partnerships and Innovations, and the Chancellor's Deputy for The Milwaukee Idea. The University's Board of Visitors, the Chancellor's Cabinet, the Milwaukee Partnership Academy, the Neighborhood Association and community impressions group all connect UWM to the larger community. The campus hosts, co-partners with, or staff important events that provide opportunities to learn from the community: Community Brainstorming (Vice Chancellor for Partnerships and Innovation), Community Council (Vice Chancellor for Partnerships and Innovation), Chancellor's Corporate Council, and the Fourth Street Forums (The Milwaukee Idea Office).

In addition,

- UWM is a leading institution of higher education in the state of Wisconsin supporting the national Campus Compact, an organization of university presidents supporting civic engagement. UWM also played a leading role in the creation of the Wisconsin Campus Compact.
- Programming on UWM's National Public Radio affiliate, WUWM, spotlights activities at UWM that have community relevance. The station also promotes community attendance at UWM events.
- The Milwaukee Idea is one of UWM's best-recognized initiatives for enabling effective university-community connections. The Action Teams for developing the first initiatives of the Milwaukee Idea were collaborations of faculty, staff, and students of the University working in partnerships with community leaders as team members. While community engagement certainly predates the Milwaukee Idea, most of these activities were the actions of individuals or single programs, not a coordinated effort of the University. The benefits of coordination are evident in the Milwaukee Idea's tracking mechanisms. Each initiative is required to submit an annual report. The Annual Report Guidelines track resources (hires, budget, support for and from community partners); outcomes (assessed against each initiative's predefined measures); extramural support; collaborative activity with advisory councils and other partners; and achievements and challenges.

CRITERION 5b

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Systems of Recognition for Engagement and Service

The criteria for promotion or tenure in each of the faculty divisions include some statement about service in the criteria:

- “In considering recommendations for promotion to or appointment at tenure rank, the Executive Committee of the Division of Arts and Humanities takes into account the following areas:
 - ❶ Past and anticipated intellectual and creative accomplishments and contributions
 - ❷ Teaching ability, interest, and performance
 - ❸ Service to the candidates department, university, community, and profession.”
- The Executive Committee for the Division of Natural Sciences considers the qualifications of a candidate for promotion to or tenure as full professor with reference to the following:
 - ❶ Research achievements
 - ❷ Educational achievements
 - ❸ “Service to the candidate’s department, college, university, profession, and professionally related service to the community. The Subcommittee regards evidence of service as a contributing area which enhances the value of the individual to the University, but in itself does not warrant promotion to full professor.”

The Divisional criteria for promotion or appointment to tenure as an Associate Professor indicate that a candidate’s qualifications will be considered with reference to:

- ❶ Teaching ability, interest, and performance
- ❷ Research ability and accomplishments

“In addition to teaching and research, service to the candidate’s department, college, university, profession, and professionally related service to the community will be considered. However, the Committee regards evidence of service as a contributing area which enhances the value of the individual to the University, but in itself does not warrant promotion to associate professor with tenure.” The criteria also note, “For a candidate from The School of Continuing Education, the Committee will place strong emphasis on evidence of successful outreach activities in addition to those referred to in teaching and research.”

- The Division of Professions Executive Committee’s Evaluative Criteria state that, “A candidate for promotion to associate professor and/or appointment to tenure must demonstrate

strengths in (a) research, scholarship, and contributions to the candidate's professional field, (b) teaching, and (c) service, and give evidence of continued commitment in each of the three areas." The criteria for full professor status includes the candidate providing "...evidence that during tenure as associate professor, there was (a) national and/or international recognition for significant research, scholarly and professional contributions in the candidate's professional field, (b) high quality of and significant contribution to teaching, and (c) significant service contributions."

- The Criteria and Guidelines for tenure appointments or for promotion to Professor in the Social Sciences Division include review of qualifications in terms of: "Past and probably future accomplishments in academic research and creative or scholarly productions; demonstrated teaching ability; service to the community, University, and the faculty member's profession."
- Service is also a component in the process of review for indefinite appointment among academic staff. The criteria for teaching academic staff includes one component called service, "...which might include service to the University, community and professional organizations." The service criteria for non-teaching academic staff are more campus-focused; review criteria address, "A demonstrated commitment to higher education and to the University of Wisconsin-Milwaukee," and the documentation file must "assess the candidate's current and probably future commitment to higher education and service to the University." The introductory statement, however, emphasizes the academic staff member's "contribution to realizing the objectives of the University of Wisconsin-Milwaukee," which include community engagement and service components.

There is a great deal of variability in how service is defined and valued within the process of portfolio review for faculty and staff. This is, in part, a reflection of the diverse ways in which it is defined and valued at the departmental level, and by the Dean of the recommending school or college. There seems to be some ambiguity around the relative value placed on service. For instance, it was stated that in the School of Architecture and Urban Planning survey, "Untenured faculty are advised to limit their engagement to areas that will directly support their teaching and research, rather than distracting them from those areas." This perspective is not unique to any one school; it demonstrates an implicit prioritization of the different facets of faculty (or academic staff) effort. On the other hand, there are sources that demonstrate recognition of the importance placed on integration of engagement and service into educational and scholarship endeavors. Based on the examples of research presented in the Deans' and Department Chairs' reports, many faculty members are actively and

successfully pursuing the scholarship of engagement, in which there is a strong interplay between their research and community engagement activities.

- The School of Education hired personnel for the Urban Teacher Education engagement initiative in the departments of Curriculum and Instruction and Exceptional Education and also hired an Associate Dean for Outreach. A key component of these faculty hires was to have people who could further the engagement or partnership with the public schools, which was written into the position description. Collaboration in teaching, research and service are critical elements in the School's culture, across the School and University, as well as with the School's public constituents. Given the School's focus on urban issues, faculty and staff are apprised through every aspect of the recruitment, interview and hiring process of this focus.
- The College of Nursing has a tradition of hiring faculty who can commit to an engagement philosophy. Faculty members who teach in graduate clinical programs are required to engage in on-going practice, as a means of maintaining "real-world" significance to student training—this has been facilitated by the development of new models of contracting with instructional staff (faculty practice contracts) and nursing facilities (expansion of Outreach Service Agreements). In addition, the College has developed a Research Associate position in the Institute for Urban Health Partnerships to provide leadership in expanding community outreach services in the Milwaukee area, as well as facilitating the development of new community-based research.
- In the School of Continuing Education, engagement and service (along with teaching and knowledge development) are among concepts integral to all decision making in the School. At the time recruitment is initiated, these factors (as a group) are considered in developing job descriptions, as well as being evident in the entire hiring decision.

In addition to hiring, tenure, and promotion criteria, the University recognizes engagement and service activities by calling attention to exemplary initiatives:

- Every year the UWM Alumni Association recognizes achievement in sustained community-university partnership efforts, creative approaches to partnership building and contributions to the vitality of the community with the Milwaukee Idea Award.
- Campus media such as the *UWM Report*, the web story of the day, and *UWM Today* spotlight engagement activities.

- The Office of University Communications and Media Relations works to place stories about UWM's community partnerships in local, state, and national news outlets.

Resources for Engagement

One piece of evidence concerning UWM resources that support effective programs of engagement and service comes from the Milwaukee Idea initiatives. The Milwaukee Idea served as a banner for UWM's 2003-05 biennia special budget request to the state legislature for a focused use of funds. The criteria for awarding funding to the first set of initiatives are presented in an appendix to *A Time for Boldness*. They include linkages within UWM that span disciplines and institutional structures (departments, schools, colleges); partnerships and engagement that are productive community involvement; infrastructures to support implementation of an idea (funding sources, administrative structure, realistic budgets, and plans to communicate achievements to significant audiences); and, impact on campus life, student learning opportunities, and University presence. The physical, financial, and human resources for each initiative are tied to the administrative structure of the lead Dean in the schools and colleges responsible for each initiative. Administrative oversight and review lies with the Deans Council appointed for each initiative from among the members of the Academic Deans Council at UWM. This structure addresses leadership, business operations, and responsibility for each initiative. In addition to these initiative-specific resources, the University created two cabinet level leadership positions to support engagement: the Vice Chancellor for Partnerships and Innovation and a Chancellor's Deputy for the Milwaukee Idea.

Planning for Engagement

As observed in "Criterion 2," a defining characteristic of the University's planning processes over the past decade has been an increasingly outward orientation.

The 1996 UWM Strategic Plan included a commitment to engagement and service in its basic framework. The key ongoing areas of emphasis included guaranteeing educational access and opportunity for a broad array of traditional and non-traditional students while increasing the diversity of the student population; promoting public service and research efforts directed toward meeting the social, economic, educational and cultural needs of metropolitan Milwaukee and the state of Wisconsin; ensuring a campus community that values human diversity, promotes free and open inquiry, and treats each person with respect, tolerance, dignity and civility.

The Investment Plan incorporated Milwaukee Idea initiatives, along with other campus programs that include engagement as a substantial component. The Milwaukee Idea and Deans responsible

for the various engagement programs have been active participants in resource planning for the University. The Milwaukee Idea “First Idea” leaders are participating in a Blueprint Committee to develop recommendations to ensure the sustainability and ongoing positive impact of The Milwaukee Idea initiatives into the 2005-2007 biennia and beyond.

Engagement-related planning in the Division of Student Affairs is based on the Investment Plan’s goals of expanding internships, fieldwork, co-op programs and other community based opportunities for student learning. The Division has identified this area as one needing strengthening and has formed an advisory council to help the Career Development Center identify and communicate internship and co-op opportunities on and off campus for students. Within Student Affairs, a number of internships and practicum positions will be supported through a proposed model of co-sponsorship with academic programs. Areas will include graduate internships in Student Life and preceptor and mentor support in the Norris Health Center for students in health areas. The Urban Initiatives Council has suggested that a Task Force be established to explore service learning and its relationship to the University’s mission and strategic plan. In addition, a number of units included the development or strengthening of internships and other practical experiences for students in their long-range plans.

Planning for engagement without involving the community as an equal partner guarantees failure. UWM has worked to ensure that genuine collaboration characterizes all aspects of its engagement activities.

Curricular Engagement

There are over 245 campus student organizations at UWM, which includes over 1,100 officers and 12,000 members. Student organizations connect students with the community through travel, cultural events, service, and other activities. These include the UWM Habitat for Humanity Chapter, UWM’s Greek organizations, Circle K, the American Indian Student Organization, the Muslim Student Association, the Hmong Student Association, the African Student Association, and the Global Student Alliance.

At the campus level, UWM supports co-curricular engagement through the Center for Volunteerism and Student Leadership. The Center’s mission is to foster an ethic of service and leadership within the UWM campus community by promoting and supporting volunteerism that addresses human and societal needs. The Center organizes and maintains a university-community volunteer referral service that engages students with Milwaukee area non-profit agencies. Ongoing programs include an America Reads Program that connects nearly 100 students to MPS schools as tutors and mentors, and provides UWM students who receive federal work study financial assistance an opportunity to earn work study credit in the community. The Center

also partners with the local Big Brothers/Big Sisters program and participates in a Peace Corps program that connects students with international service opportunities. The coordination of large-scale volunteer events is another focus of the Center's work, providing the community with hundreds of student volunteers and raise awareness about social issues (e.g., hunger, homelessness). For example, UWM is proud to claim the largest United Way Day of Caring participation in 2002 of all organizations and companies in the Milwaukee area. Nearly 300 registered students, faculty, and staff participated in the event.

A number of campus centers, programs, and activities involve students, faculty, and staff in community activities.

- The UWM Women's Resource Center is the primary planning sponsor of the citywide Take Back the Night rally and march that attracts hundreds of community residents to an annual event that raises awareness about violence against women.
- The UWM Division I athletic program is part of the Horizon League, which includes in its mission a commitment to community outreach by participating schools. UWM athletes are expected to participate in community service/engagement volunteerism as a requirement for campus athletes.
- For eight years the Urban Initiatives annual conference has provided opportunities for university-community dialogue, and for discussion of important issues facing the community. The theme of this year's conference is "Building a Future for Healthy Aging."
- In the Peck School of Fine Arts, the UWM Symphony and Chamber Orchestras are comprised of graduate and undergraduate music majors and students from other academic disciplines. The orchestras perform over a dozen concerts each season (e.g., four concert subscription series, chamber orchestra concert, children's programs, the Grand Viennese Ball to support the music scholarship fund, school performances through the Milwaukee area, and appearances at the WMEC State Music Convention in Madison, the Milwaukee Art Museum, Children's Hospital, and the Milwaukee County Zoo).
- In the College of Letters and Science, departments and certificate programs provide co-curricular activities that engage students with the community or professional groups. A few examples: the Microbiology Club sponsors speakers and tours to local biotechnology companies; student organizations in public relations and journalism connect students with industry speakers; and Comparative Study of Religions hosts a speaker/lecture series—its post-9/11 series relating to Islam drew large numbers from campus and the community.

Other campus-sponsored speeches, presentations, lectures, and performances allow students, staff, administrators, and faculty to interact with community members around important issues and current events. (For example, those hosted by the Office of Multicultural Affairs.)

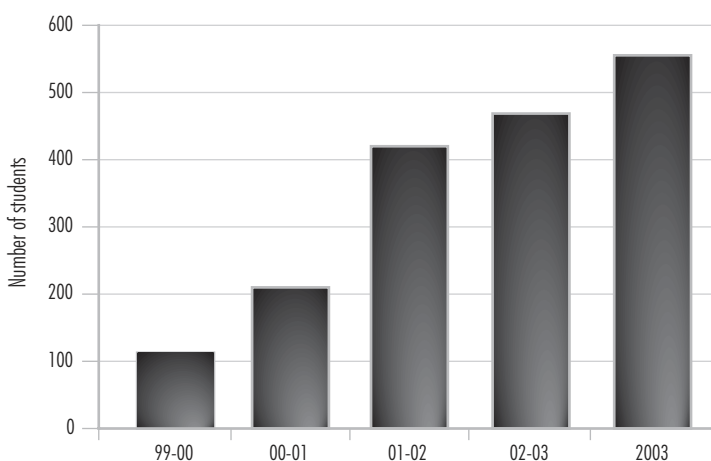
Experiential Learning

From internships and co-ops to full- and part-time jobs, UWM provides countless opportunities for students to complement their education in Milwaukee and surrounding areas. Virtually every facet of industry and service is represented—72 percent of UWM students report having an internship or field placement experience by the time they graduate. A large number of UWM’s professional training programs require internships, externships, field practice, student teaching, or other curricular training opportunities that connect students to the community. For example, social work, criminal justice, nursing, urban studies, and education each have coordinated student training placements in the community. In addition, students have opportunities to participate in a number of action research projects involving community connections in the learning process.

At the campus level, UWM has established a Service Learning Program. Some examples of Service Learning projects in the community include students in a Multicultural American History

course collecting oral histories from seniors in the community; students in a college writing course with a focus on hunger, homelessness, and illiteracy working in homeless shelters, food pantries, ESL and tutoring programs; students in occupational therapy, environmental science, communication disorders, public administration, social work, linguistics, sociology, and journalism engaging in community service learning projects. Students typically serve 12–15 hours in a one semester placement. The following figures demonstrate the growth rate for students and community agencies involved in service learning since the Institute for Service Learning was initiated in the fall of 1999. (See Figure 40.)

Figure 40. Number of Students in Service Learning Courses by Semester



Although these figures represent only a small proportion of UWM’s students, their steady growth from semester to semester indicates increasing adoption of this innovative approach to learning. One critical area for Service Learning is the Cultures and Communities initiative. Cultures and Communities is an alternative approach to general education that systematically employs service learning

opportunities for students. Cultures and Communities is developing an array of courses and projects that pairs UWM with community partners, and offers students a chance to gain critical exposure to the rich diversity of their urban environs. Examples of community partners include America's Black Holocaust Museum; Walnut Way Conservation Corporation; Riverside University High School; The Milwaukee Art Museum; Woodland Pattern Book Center; Milwaukee Public Museum. Some of the campus Service Learning courses are located in the following departments: Art; Communication; Communication Sciences and Disorders; Dance; Educational Policy and Community Studies; English; French, Italian, and Comparative Literature; Journalism and Mass Communication; Occupational Therapy; Public Administration; Social Work; Sociology; Spanish and Portuguese. The Institute for Service Learning reports that 91 percent of students felt that their experience was beneficial. A significant majority believed that service learning helped them become more aware of community needs, cultural diversity issues, and aided them in achieving their course learning outcomes—71 percent stated that they would continue to volunteer at their service sites.

Additional experiential learning opportunities are detailed below:

- The Women's Studies program provides interns to the National Association of Colored Women's Clubs, helping them to gather their histories, develop oral, written, and visual materials, and present the results at campus, community, and web-based venues. The program has also coordinated and cosponsored (with local churches, women's groups, and peace organizations) a reader's theatre production of "Most Dangerous Women," a musical documentary about women's peace activism.
- UWM's three Academic Community Nursing Centers are housed in, and operate in partnership with, community-based social service organizations in underserved, ethnically diverse and economically disadvantaged communities. In 1979, the UWM School of Nursing opened one of the nation's first academic nursing centers, providing a range of services to the greater Milwaukee community. These centers offer patients health care managed and delivered by nurses, and provide community-based learning opportunities for educating future health care professionals. The UWM Academic Community Nursing Centers increase access to affordable primary health care (and prevention) for the working poor, under-insured, and uninsured members of the community. The House of Peace Nursing Center was founded in 1990, in partnership with the House of Peace Community Center. This community nursing center emphasizes health promotion and disease prevention through health education and screening programs. Primary care is provided, along with preventive and support

services for families dealing with cancer. Another center has been located at the Silver Spring Neighborhood Center.

- All Global Studies students are required to complete an internship overseas, in order to gain language proficiency and to apply classroom content to “real world” circumstances.
- UWM’s School of Education has many community partnerships and includes one of the only certificates in community organizing offered in the nation. Students in the department of Educational Policy and Community Studies are provided with an understanding of urban education issues and the historical, political, economic, and socio-cultural context of communities, schools, and society. Students are supported in learning to work effectively in community development and education fields.
- The College of Engineering and Applied Science capstone senior design projects address real-life problems in the industry and involve interactions between students and personnel in the industrial community. The departments provide the necessary supply and expense funds for the projects. Student presentations are judged by peers and practicing professionals. The senior design course in Civil Engineering and Mechanics relies heavily on the participation of outside agencies and corporations to provide suitable team design projects and provide mentors for projects.
- Latin American and Caribbean Studies offers studio coursework in Guanajuato, Mexico. The program is also training students in “socially based” architecture in a small town in Costa Rica for residents who are refugees from economically depressed regions of Central American countries. (The orphanage prototype is in the courtyard of the School of Architecture and Urban Planning.) Students have spent UWinteriM or summer sessions conducting community-based research in Argentina, Guatemala, Costa Rica, and Cuba. Biological Sciences students are working in tropical stream and rainforest ecology in Costa Rica’s rainforest, conducting research at a field station in Tirimbina—a collaborative project with UWM, the Tirimbina Rainforest Center, Milwaukee’s Riveredge Nature Center, and the Milwaukee Public Museum. Another UWinteriM offering takes students to Argentina to explore the state of education there.

On balance, UWM faculty, students, and staff are highly engaged in identifying and responding to community needs with outreach programs. Despite this strong record, there has been little systematic attention devoted to documenting, evaluating, and reviewing these functions at a campus level. The Milwaukee Idea initiatives are an exception—documentation and assessment have been built into their administrative structures.

Educational Partnerships

A wide range and number of collaborative ventures exist between UWM and other education sectors of the region. Some of these include the Milwaukee Partnership Academy, TechStar (involving UWM, Marquette, Milwaukee School of Engineering, and Medical College of Wisconsin collaborations for technological innovation, patenting, and technology transfer), the UWM-UW Parkside Nursing Program, and the UWM College Connection to provide UWM degrees at 2-year campuses. UWM has 62 inter-institutional partnership agreements with universities throughout the world.

CRITERION 5c

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Transfer Policies and Practices

Transfer students are a significant portion of UWM's student body. UWM enrolls the greatest number and percentage of transfer students of any UW System institution. In the 2003-04 academic year 1,659 transfer students enrolled at UWM; of these students, 28 percent transferred from other four-year UW-System schools, 22 percent transferred from the two-year UW Colleges, 18 percent transferred from Wisconsin Technical Colleges (primarily from Milwaukee Area Technical College), with the remainder transferring in from outside of the UW System.

UWM's transfer student enrollments reflect several strategies to enhance access for students seeking to complete degrees at UWM. These include:

- Degree and general education requirements that recognize and credit work students do prior to transferring to UWM. As examples, students transferring with a UW System associate degree do not need to take additional credits to meet UWM's general education requirements. This will soon be the case for students transferring with an associate of arts or science degree from Milwaukee Area Technical College.
- Several degree programs and courses are offered in the evenings and online, enabling working students to complete degrees while working and raising families.
- UWM programs have in place 36 articulation agreements with programs offered in the Wisconsin Technical College System.
- The UWM College Connection enables students enrolled at two-year UW Colleges or three of the Wisconsin Technical Colleges to complete a UWM degree without ever needing to come to Milwaukee. Over 300 students state-wide are enrolled in the UWM College Connection. Since the program's beginning in 2000-2001, 87 students have earned UWM degrees.

- The Office of Adult and Returning Student Services (OARSS) provides a contact source of advising and consultation for transfer students. The office sponsors transfer student orientations and other events.

Students interested in transfer policies can access the following information online and/or through the undergraduate bulletin:

Students enrolled in the Wisconsin Technical College System who wish to continue their education at UWM may be eligible to transfer credits toward their bachelor's degree in the following ways:

- 1 Students enrolled in the college parallel program at Madison Area Technical College, Milwaukee Area Technical College, or Nicolet Area Technical College may be eligible to transfer up to 72 credits toward their baccalaureate degree.
- 2 Students enrolled at a Wisconsin Technical College System institution may be eligible to transfer up to 15 credits of general education course work. In addition, up to two courses in math and/or natural science may transfer.
- 3 Students who successfully complete an Associate of Applied Arts or Science Degree in the Wisconsin Technical College System may be eligible to transfer certain technical support and/or occupational credits when there is a direct relationship between the associate degree program and a program offered at UWM.

For more information about these transfer opportunities, students should consult with their Wisconsin Technical College advisors or the UWM Department of Enrollment Services.

In addition to the campus guidelines, a number of schools and colleges have their transfer policies listed online, and these are in accordance with the campus guidelines. The Office of the Registrar makes determinations concerning transfer equivalencies, with input from faculty members who review syllabi. Within the UW System, students can calculate their transfer credits using the online "Credit Transfer Wizard" system at www.uwsa.edu/tis. Students can take advantage of over 500 existing transfer agreements between the University of Wisconsin-System and the Wisconsin Technical College System campuses.

Partnership Integrity

UWM engages in contractual relationships with a diverse array of community partners, including other educational institutions such as Marquette University, governmental entities such as Milwaukee Public Schools, corporations such as Harley-Davidson, or charitable foundations such as the Helen Bader Foundation. Most contracts are reviewed by the Office of Legal Affairs, which determines that contract terms are consistent with university policy and applicable federal and state law. However, research-related contracts and purchasing contracts are first reviewed by the Office of Research Services and Administration (RSA) and the Purchasing Department, respectively. Legal Affairs, RSA, and Purchasing additionally work with their partners on campus to ensure that all contracts are consistent with the University's mission. Once Legal Affairs, RSA, and/or Purchasing have approved of a contract, it is reviewed and signed by the UWM administrator with signature authority for the particular contract. Typically, the Provost signs contracts related to academic matters (such as scholarship agreements), the Vice Chancellor for Administrative Affairs signs contracts related to administrative matters (such as certain types of affiliation agreements), the Dean of the Graduate School or the Director of Research Services and Administration signs contracts related to research (such as grant agreements), and the Director of Purchasing signs contracts related to purchasing (such as requisitions). The integrity of the contracting is preserved by the multilayered aspect of the contract review process.

A Valued Partner

Unsolicited letters of support are important indicators of UWM's performance in its community partnerships.

Comments from a few such letters are excerpted below³:

- “On behalf of the board and staff of Housing Resources, Inc., I would like to thank you for facilitating our strategic planning sessions. With your assistance we were able to revise our mission and vision and create clear goals that will strengthen our organization. Although we have a great board and staff, some guidance was needed to reflect on past achievements and forward progress. You made our task of strategic planning seem effortless.” *Housing Resources*
- “UW–Milwaukee was a superb host providing an excellent facility for the hearing and friendly environment to discuss the important public policy issue.” *State of Wisconsin Department of Health and Family Services*
- “Thank you for all your help and assistance in organizing the Grassroots Leadership meeting on November 7, 2001. With

CRITERION 5d

Internal and external constituencies value the services the organization provides.

³ A hard-copy binder of testimonials will be available in the resource room for the NCA site team.

your help and participation, the meeting was a success. As you know, this is the beginning. But with both our organizations and the support of the residents, we will prevail.” *Layton Blvd. West Neighbors*

- “I wanted to take this opportunity to thank you for your support and assistance regarding the data information you provided for the mobile medical unit and the other neighborhood economic development initiatives we discussed. Your help is very much appreciated. I will keep you updated on the progress of these initiatives, and again thank you for your support of our vision for making Milwaukee a better place for all who reside in this great city.” *Capital Christian Center*
- “Thanks for lending your time and talent to our recent 2003 Nonprofits and Technology Conference....In our conference evaluations, the participants particularly valued the information and resources provided by you and other presenters.” *Minnesota Council of Nonprofits*

Indicators of the usefulness of engagement activities involving UWM and the greater Milwaukee metropolitan area are the large (and ever increasing) number of partnerships, contracts, associations, affiliations, and collaborations. Another indicator is the long-term nature of many of the formal partnerships, many of which involve community partners investing their own valuable resources in these ongoing, multi-year endeavors. Community agencies and leaders continue to provide space, dollars, and other support resources every year to maintain these collaborative partnerships. For example, local foundations have invested over \$2 million to support the Nonprofit Management initiatives at UWM; community agencies dedicate resources every year to maintain the UWM Academic Community Nursing Centers on location; local government, foundations, and businesses invest in the Center for Workforce Development at UWM; in addition to other campuses, community agencies such as the Private Industry Council and the Metropolitan Association of Commerce contribute to maintaining the Milwaukee Partnership Academy; Marquette University, Aurora Healthcare, and Rogers Memorial Hospital pay annual dues to maintain membership in the Center for Addiction and Behavioral Health Research at UWM. In addition, these community partners and leaders regularly provide strong, positive letters of support to funding agencies related to existing and proposed collaborative endeavors.

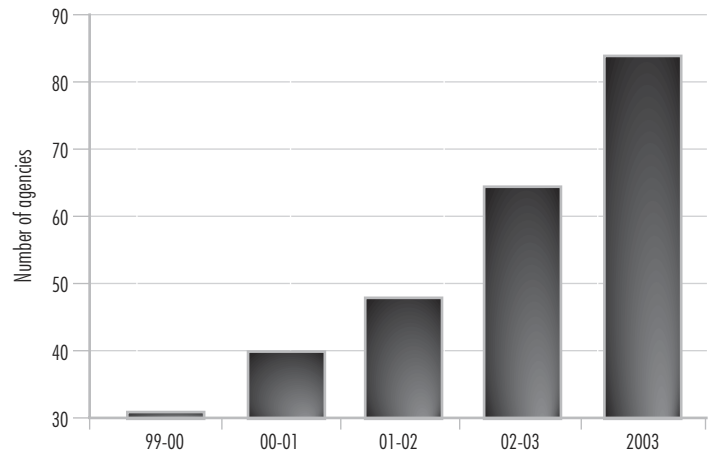
An additional indirect form of evidence as to the value to the community of UWM volunteer, service learning, and internship programs lies in the fact that many community programs and agencies have renewed their relationships over many semesters. The following graph relates to the number of agencies participating in the Institute for Service Learning.

More than 80 percent of the community agencies working with the Institute for Service Learning reported positive experiences with the program—100 percent of the agencies stated that their organizations and clients benefit from the work of service learners and 95 percent will continue to place service learning students in their organizations. (See Figure 41.)

Direct testimony comes from various sources. For example:

- Stephanie Stein, Director of the County Department on Aging, at a public meeting 10/28/03, praised the contribution of students in the College of Health Sciences who provided personal fitness training for elders in community senior centers.
- The Human Experience Theater has been recognized by the *Milwaukee Journal Sentinel* and has received many positive responses to their efforts in helping local organizations address issues of diversity and multiculturalism.
- The School of Continuing Education's Employment and Training Institute received the 2002 MANDI Trail Blazer Award for the "Exposing Urban Legends: The Real Assets of Milwaukee Central City Neighborhoods" research project.

Figure 41. Number of Service Learning Agencies by Semester



Community Use of UWM Facilities

UWM is a major cultural resource for Milwaukee. Every week, the University invites the community to campus to attend plays, concerts, Panther athletic events, films, lectures, and myriad other sponsored events. The UWM Libraries is open to the general public and provides services to the Milwaukee metropolitan area; community members may obtain special permits enabling them to borrow materials. Nearly half of the engagement initiatives reported in the accreditation survey (49%) make UWM facilities available and accessible to individuals and groups from the community.

Discussion

On April 18 and 19, 2004, 41 leaders and practitioners from engaged institutions across the country assembled at the Wingspread Conference Center in Racine, Wisconsin. The conference was sponsored by UWM and the University of Cincinnati with support from the Johnson Foundation. The conference report, *Calling the Question: Is Higher Education Ready to Commit to Community Engagement?*, makes the case that engagement is higher education's larger purpose:

Across the country, growing numbers of colleges and universities are strengthening their teaching, research and service missions through active partnerships with their communities. Communities benefit as well: engaged institutions offer access to expertise and resources that can help solve pressing problems in urban education, economic development and community health. They bring students out of the classroom for real-world experiences which prepare them not just for the workplace but for citizenship as well.

UWM's involvement in the conference is evidence that the University has met the Investment Plan's goal of serving as a national model for engaged universities. And by the standards of the Kellogg Commission's test of university engagement, UWM can certainly consider itself a highly engaged university:

Responsiveness

As outlined earlier in this chapter, there are a multitude of advisory groups and scanning efforts that enable UWM's faculty, staff, and students to listen to the ideas and concerns of members of the community.

Respect for partners

Compared to the past, UWM is more likely to seek true partnerships as opposed to treating expertise as a one-way flow emanating from the University to the community. The Self-Study team felt that while we are improving, there is still work to be done in this area.

Accessibility

UWM's many community programs are highlighted in local news media and on the UWM website. Membership in advisory councils provides a transmission route for information on UWM engagement to travel back to the community. In addition, the University's attention to diversity issues has resulted in programs that reflect the needs of the whole metropolitan community.

Coordination

While the Milwaukee Idea office is an example of a strong institutional commitment to coordinate engagement activities, coordination is less

apparent for other engagement activities and should be an area for focused discussions, particularly as more interdisciplinary teams are formed across campus.

Resource partnerships

Engagement initiatives account for a significant amount of UWM's recent increase in extramural funding, a development enhanced by but not restricted to, the Milwaukee Idea. State budget pressures will likely continue to be a limiting factor, increasing reliance on extramural funding to support engagement.

Although the overall assessment is positive, there are a number of areas for improvement, which are outlined below:

Mission

While UWM's mission statements address engagement and service, these documents could be updated to reflect more contemporary definitions of how faculty and staff are expected to participate in this process.

Clarifying engagement and service

It is not always clear how schools, colleges, departments, and programs assess the impact of engagement and service on teaching, research, and scholarship. The high degree of observed variability in hiring and promotion (and merit reward) investments in engagement/service activities across campus is viewed, by some, as problematic, and by others as a virtue resulting from campus diversity. No specific solution is recommended, but it seems important for the campus to engage in careful, systematic, and open discussions about the sources of the variability, the positive and negative consequences of the variability, and the feasibility or even desirability of standards being developed or enforced.

There is also some degree of confusion as to the rules, regulation, and policies related to having state employees involved in service activities. There is ambiguity surrounding the legitimacy of allowing service activities, whether or not sponsored by the campus, to take place during time on payroll. On the other hand, is it appropriate to maintain service as a job expectation when individuals cannot legally be paid to participate? Who in the University has responsibility for determining "legitimate" venues for sanctioned service—administration, Deans, Executive Committees, individuals? Answers to these questions may exist: if so, they need to be better communicated; if not, the requisite discussions may need to take place.

Accessibility and diversity

While the UWM web-based calendar of events is useful, it requires programs to submit their events to the central posting system and community members to routinely access the calendar. It may be feasible to assist these programs in developing and maintaining electronic mailing lists of community members for posting events

information less passively. There may also be means of producing announcements by radio, newspaper, and flyers that can be rendered less expensive through public service and high volume discounts made to the University, as well as notifications to other campuses in the Milwaukee area where interest may exist. More attention might be directed toward identifying budget components and low-cost or no-cost means of small programs advertising their offerings to the community. Small programs have small (or non-existent) budgets, which place distinct limitations on the number and scope of engagement/service activities that are possible. The budget concerns also make it difficult to advertise events in the community.

The campus could develop a topical list of engagement and service activities, so that an individual seeking information about what is going on in an area (e.g., aging, domestic violence, diversity training, etc.) can look up who is doing what, who might help, what not to duplicate, etc. This would parallel the campus “experts list,” but be specific to engagement activities and community-university partnerships.

The reports from Deans and Department Chairs demonstrate a commitment to diversity, but variability in the levels of activity to support specific areas: recruitment and retention of a diverse student body, faculty, and staff; diversity in the curriculum and/or specific courses; mentoring programs and/or student services. Some have high levels of engagement with diverse groups in the community, and some involve diverse groups on advisory boards or otherwise solicit their input. There are a large number and wide range of strategies described. Overall, the initiatives are specific to the schools and colleges, without clear evidence of articulation or coordination across schools and colleges—the efforts occur at the level of individual contacts and there is no systematic accounting or reporting of what is being done in which school or program.

Tracking mechanisms

Tracking the patterns of partnerships and collaborations would be helpful to individual faculty and departments who are involved in developing new engagement activities, because it would be helpful to know the history (and fate) of any preceding partnerships with a particular agency or program in the community. Because these arrangements are not centrally recorded, and because community partnerships are so dynamic, it is possible (and not uncommon) for more than one UWM entity to be simultaneously engaged with a particular partner. This may or may not be problematic, but it might be helpful for UWM participants to enter into these arrangements and agreements as informed partners. The community entities do not always distinguish between the various UWM departments or programs with whom they partner, and all end up “painted” with the same “UWM brush”—sometimes appropriately, sometimes not. However, it is also important that the tracking system not become a means of inappropriately regulating or restricting opportunities for engagement, but remain an instrument of communication across endeavors.

For example, linkages with campus-wide pre-college programs and projects (e.g., GEAR-UP, Talent Search) have not been explicitly recognized as assets in recruiting in diverse communities, and pre-college students have not been tracked to determine matriculation, graduation, or progress into graduate or other professional programs or employment. There is little systematic evaluation of the many varied approaches reported here, and little discussion of the impact of analysis on modifying the approaches adopted. A barrier to recording and reporting on engagement activities, suggested by one of the program directors, is that some certificate programs have loose administrative structures and/or annual changes in leadership/chairmanship. As a result, there is little or no record keeping or coordination in the long-range collection and reporting of information, other than information that might be collected through the host departments.

Assessment

There does not seem to be consistency in the process of evaluating the impact, effectiveness, or satisfaction with the many engagement and service endeavors that occur. When there are data collected, it is not clear how the information is used in modifying the partnerships or activities. The Self-Study process has not led to any specific recommendations for systematic recording and evaluation, in large part because of the potential that systems may lead to the imposition of undesirable limits on the range (or number) of engagement and service activities of UWM. It is important that the campus conduct an analysis of the pros and cons associated with the development of systems for tracking and evaluating the impact of engagement and service activities. There is also a question of the relative value in assigning (limited) resources to the bureaucracy needed for tracking and evaluating.

The campus may wish to promote “best practices” models for success in engagement to encourage a higher degree of intentionality in working with community partners. This approach would facilitate the adoption of consistent practices without hampering the innovations that arise in response to changing contexts. The Milwaukee Idea guiding principles and annual report guidelines could provide a template in this regard.

Looking Forward

From its inception, the Milwaukee Idea has been closely identified with former Chancellor Nancy Zimpher, an indefatigable advocate for community engagement. The Milwaukee Idea is now five years old, and UWM has a new Chancellor, Carlos E. Santiago. The obvious question, as one considers the future of engagement and service at

UWM, is ‘What is the role of the Milwaukee Idea, and engagement in general, in Chancellor Santiago’s administration?’

The Chancellor has made collaboration a key theme, highlighting the need for research partnerships across disciplines within the University, with other educational institutions, and with the for-profit and nonprofit sectors of society. This focus on research as a collaborative activity has more in common with the understanding of ‘university as catalyst’ that underlies recent thinking about university engagement than it does with the traditional view of research as an isolated activity that occurs solely within academe. In this expansive view, research powers economic development, a concern that clearly resonates with UWM’s engagement profile. The Chancellor’s other areas of engagement-related emphasis include economic development, health-care issues, K-12 partnerships, the vitality of Milwaukee’s public policy arena, and diversifying the student body—all of which have ties to existing UWM engagement activities.

The Milwaukee Idea initiatives and the wealth of individual engagement and service activities across schools, colleges, and administrative units are based on two premises:

- 1 Faculty and staff members have the expertise to contribute meaningfully to campus-community partnerships
- 2 The spontaneous nature of community interaction will lead to discovery, yielding new directions for research. The interplay of engagement and discovery has moved UWM closer to meeting one of its stated mission goals—“public service designed to educate people and improve the human condition.”