

Chapter Five

Criterion #5: Engagement and Service

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

UW-W's Select Mission explicitly states the role that it is to play as a citizen of the region. It will "serve as a regional cultural and economic resource center through its service initiatives," and "provide continuing education and outreach programs as integrated institutional activities."

This chapter examines the many ways in which the institution fulfills this portion of its mission. It describes the breadth and depth of programming and services provided to a variety of constituencies throughout the region. It examines the many ways in which faculty, staff, and students share their time and expertise with public and private schools, area businesses, civic organizations, and private citizens. It delineates the multiple ways in which the institution forms partnerships and connects with important stakeholders to make sure that its programming and services are far-reaching and achieving their intended purpose. Finally, it explores how the institution's reciprocal relationship with the community benefits both parties.

Core Component 5a:

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

Overview

With approximately 10,500 students, more than 1,050 faculty and staff, and an array of academic programs in the arts, business, education, and human services, UW-W is well-positioned to provide a variety of services and programs for constituencies throughout the region. The evidence in this section delineates the many ways in which it engages with the region, particularly in its efforts to serve as a cultural and economic center, and demonstrates that UW-W strategically uses its services and resources to serve its diverse student population and the surrounding region.

The evidence in this section supports these three statements:

Evidence 5a-1: The institution fulfills its publicly declared commitments to service and regional engagement in multiple ways.

Evidence 5a-2: The University serves diverse audiences through a variety of outreach and service initiatives.

Evidence 5a-3: Consistent with its mission, the institution serves as a regional center for cultural and economic activity.

Evidence 5a-1: The institution fulfills its publicly declared commitments to service and regional engagement in multiple ways.

The institution's commitment to serve is pervasive. The Core Values, including "commitment to serve," are incorporated into orientation and training programs for faculty, staff, and students. Engagement and service are also embedded in the individual missions of the colleges, numerous academic departments, and many non-instructional units across the campus.

As part of the self-study process during the 2004-05 academic year, a campus-wide Engagement Inventory (inventory of engagement and service initiatives) identified 259 separate projects, initiatives, or programs that characterize UW-W's engagement with its region. Not included were service by individual students or student organizations to various community-based agencies and faculty membership on agency advisory boards.

The [Engagement Inventory](#) lists nine categories of engagement and service, all of which either directly or indirectly link UW-W to its surrounding community and region (Fig. 5.1):

- Resource co-utilization: instances where the University is responsive to community or regional needs by sharing resources.
- Student volunteerism: organized student efforts resulting in project work or charitable donations.
- University outreach: University employees meet the needs of the community through service or programming.
- University extension, continuing education and camps: personal and professional development opportunities made available to the region.
- Faculty and staff development: evidence that faculty and staff are developing skills to enhance capacity to engage and serve.
- Economic development and cultural enrichment: evidence that the University works to contribute to the region's economy and culture.
- Student/community contact: experiential education at a school, business, or agency.
- Academic service-learning: education grounded in an experience.
- Reciprocity: evidence that engagement occurs with reciprocal participation between the campus and the community.

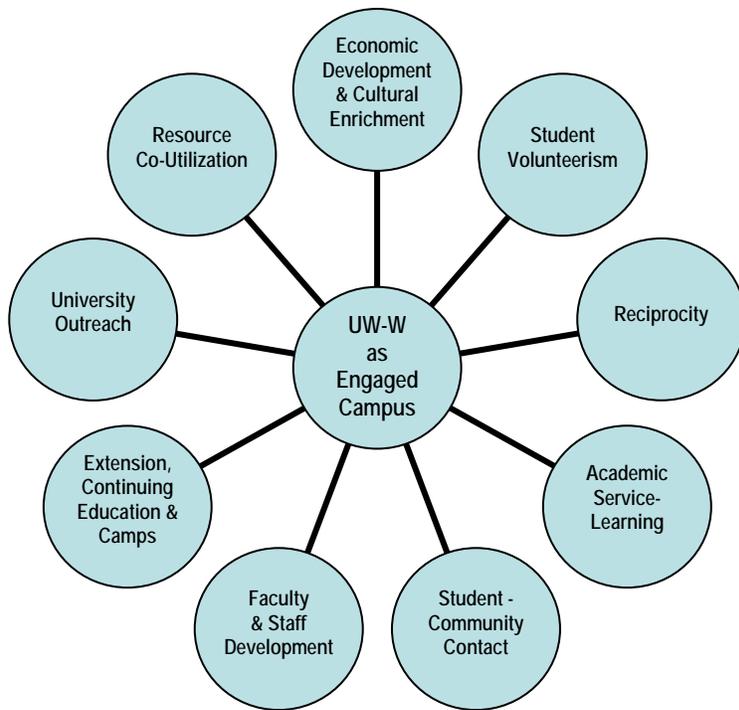


Figure 5.1: *UW-W Modes of Regional Engagement*

Evidence 5a-2: The University serves diverse audiences through a variety of outreach and service initiatives.

UW-W is uniquely suited to serve its region’s diverse populations. Drawing on areas of special expertise, the campus offers programs and services to audiences representing varied abilities, ages, and racial and ethnic backgrounds in ways that help foster greater appreciation for diversity throughout the region.

Abilities/Disabilities

UW-W’s special mission to serve students with disabilities extends to its programming offered throughout the region. The Center for Students with Disabilities (CSD) and the highly accessible UW-W campus host summer camps that attract 80-100 K-12 students with disabilities each year. The [Youth Leadership Forum](#) and the [Transition Summer Camp](#) target high school students with disabilities, developing in them advocacy, career development, and planning skills. The [Authentic Voices Camp](#) develops communication and expression skills for individuals aged 12-21 who use augmentative communication devices.

The UW-W three-time national champion wheelchair basketball team hosts summer basketball camps for 8-18 year olds that attract approximately 75 attendees from across the nation each summer. The team also travels across the upper Midwest delivering 50 disability awareness workshops at K-12 schools and universities each year. Known as [Cornerstones for Success](#), these sessions reach 12,000-15,000 individuals annually.

Further, each year the Health, Physical Education, Recreation & Coaching department's adaptive recreation staff collaborates with other organizations to offer adaptive recreation opportunities for individuals throughout southeastern Wisconsin. For instance, collaboration with Independence First and Marquette Medical has allowed the University to support adaptive skiing each winter. An adaptive sailing program is also available. Collectively, these programs attract 50-70 participants annually.

Racial & Ethnic

The University sponsors approximately 20 initiatives yearly for members of underrepresented racial and ethnic groups.

Academic Support Services, through its [Pre-College Programs](#), oversees three such programs:

- The Upward Bound Program provides academic, career, and cultural support services for approximately 80 high school students each year from low-income families in which neither parent has obtained a baccalaureate degree. The program focuses on schools in Milwaukee, Racine, Kenosha, Palmyra/Eagle, and Whitewater.
- The Educational Talent Search Program provides academic, career, and cultural support for students in grades 5-12, high school graduates, and dropouts with the opportunity to enter a post-secondary institution. Currently involving approximately 600 students from Beloit, Milwaukee, Whitewater, and Delavan, the Talent Search program has students work with tutors/mentors after school, and attend Saturday workshops and summer academic residential camps. Students are also provided the opportunity to visit UW System campuses.
- The Pre-College academic summer residential camps attract approximately 400 students annually from grades 6-12 to five weeks of academic, career, cultural, and recreational activities. The camps offered include Latino Institute, Native American Institute, Southeast Asian Institute, Reading for Success in Math & Science Institute, ACT Preparation Camp, GEAR UP Camp, Business & Commerce Camp, Science & Technology Camp, and the Arts & Humanities Camp.

Now in its sixth year, [Project SWEETT](#) (Southeastern Wisconsin Excellence in Education through Teacher Training) provides support to schools by training bilingual community members as teaching aides. It promotes “grow your own” efforts by recruiting high-achieving high school students into the program.

The SWEETT Consortium serves the increasing need to license bilingual and English as a Second Language (ESL) teachers in southeastern Wisconsin to improve educational opportunities for all students, teachers, schools, and communities. The consortium includes the public schools of Delavan-Darien, Janesville, Madison, Waukesha, and Whitewater, as well as Madison Area Technical College, UW-Rock County, UW-Waukesha County, and UW-W.

Project SWEETT provides tuition scholarships to selected qualified applicants who are committed to completing the professional education program leading to licensure in bilingual education or teaching ESL. Participants must be committed to becoming a bilingual or ESL teacher and must demonstrate proficiency in English and either Spanish, Hmong, Cambodian, Thai, Laotian, or another language spoken by language minority students in their local school districts.

A UW-W faculty member also coordinates the [Southeastern Wisconsin Workplace Communication Project](#). This is a workplace ESL resource and outreach program involving a partnership of businesses and adult educators located in rural southeastern Wisconsin. This region has experienced a dramatic increase of new speakers of English in the manufacturing workforce.

Life Span

The Engagement Inventory identified 66 initiatives that specifically target youth. Figure 5.2 lists camps, conferences, and performances offered annually that are directed to K-12 audiences. Approximately 90% of the attendees are from southeastern Wisconsin.

| Academic Year Camps and Conferences | Annual Attendance |
|--|-------------------|
| Festivals Creative Writing Festival, Bass Fest, Horn Festival, High School Choir Festivals, Sounds and Visions | 1,500 |
| Conferences Fall Scholastic Journalism Conference, Arts Immersion Day, Young Scholars, National Black Student Union | 1,750 |
| Contests Wisconsin State Solo/Ensemble Contest, State Marching Band Contest, Mid-States Wrestling Tournament | 6,600 |
| Camps Baseball, Softball | 1,200 |
| Academic Year Performances | |
| Irvin L. Young Auditorium Horizons Matinee Series | 22,000 |
| Theatre Department Matinee Series | 500 |
| Summer Camps and Conferences | |
| Athletic Camps Football, Soccer, Tennis, Basketball, Gymnastics, Cheerleading, Track and Field, Cross Country, Lacrosse, Pom Pons, Wrestling, Swimming, Volleyball, Wheelchair Basketball | 4,500 |
| Performing Arts Camps Band, Jazz, Piano, Choir and Strings, Percussion, Flute, Theatre | 1,500 |
| Academic Camps Upward Bound, Forensics, Scholastic Journalism Workshop, World Affairs Seminar, Gear-Up, Pre-College Institutes, My Future, My Life, Youth Leadership, Transition, Entrepreneur | 1,200 |
| Total | 40,750 |

Figure 5.2: *Camps, Conferences and Outreach Opportunities for Youth*

Other offerings serving youth in the region are more outreach-oriented. One example that engages students and faculty with youth is the Theatre/Dance Children’s Tour. The student company tours with a children’s theatre production for 10 days throughout southeastern Wisconsin. During the week, the tour performs two or three times per day at area elementary schools. More than 21,000 elementary school children from around southeastern Wisconsin have attended the Theatre/Dance Children’s Tour events during the last three years.

Of the five initiatives identified on the Inventory that are targeted at the elderly, the most long-standing and far-reaching is the [Nursing Home Visitation Program](#). Beginning its 30th year, the program connects students with the elderly, building intergenerational relationships and enhancing student learning. Students who volunteer are partnered with a senior citizen residing in one of eight participating senior care facilities located in southern Wisconsin.

Approximately 350 students per year volunteer their time visiting with their senior partner one afternoon a week for an entire semester. The faculty member who first initiated the program is now retired but continues to volunteer his time, along with one student who serves as the head coordinator; nine students serve as the group leaders. The University funds transportation for student volunteers to the senior care facilities. It is estimated that students have made more than 49,000 visits to elderly in the region since 1996, and 146,000 visits since the program began.

Evidence 5a-3: Consistent with its mission, the institution serves as a regional center for cultural and economic activity.

As shown above, the University serves the region in a variety of ways. Faculty and staff share expertise and resources. Organized service and volunteer initiatives are varied and extensive. Moreover, a number of UW-W's special programs were highlighted on previous pages. The institution's commitment of resources, expertise, and talent combine to "serve as a regional cultural and economic resource center" in substantive and noteworthy ways.

Cultural Center

UW-W brings a host of exciting opportunities to area communities through artistic, athletic, educational, and cultural events held in a number of fine facilities on campus.

The [Irvin L. Young Auditorium](#) is particularly noteworthy as the premier fine arts center in southeastern Wisconsin; the 1,350-seat auditorium provides access to a variety of national and international touring performances each year. In 2003-04, the Irving L. Auditorium sponsored or hosted events attended by more than 105,000 attendees and united campus and community constituents in this region of the state.

The Department of Music offers approximately 100 public concerts and recitals annually, most in the Light Recital Hall. All are open to the campus, local community, and region. Master classes and residencies by internationally-renowned composers, performers, and educators are frequently presented on campus. All events are open to the general public. Approximately 10,000 people attend these concerts each year.

The Barnett and Hicklin Theatres host student theatre productions, as well as faculty and student dance recitals and performances annually. Led by faculty and staff in the Theatre/Dance Department, these productions and performances attract more than 9,000 students and adults from the region. Members of local communities sometimes serve as performers in theatre productions.

Works of international, national, local, and campus artists are displayed in the [Crossman Gallery](#) and [University Center Gallery](#). Approximately 10,000 individuals from the campus, community, and region visit these exhibits each year. In fall 2005,

nearly 5,000 visitors toured the photography exhibit, “Sacred Legacy: Edward S. Curtis and The North American Indian.”

[Intercollegiate Athletics](#) has 613 student-athletes competing on 20 varsity teams in the Wisconsin Intercollegiate Athletic Conference. In 2004-05, UW-W finished 23rd in the National Association of Collegiate Directors of Athletics Directors’ Cup Standings, ranking in the top 5% of all Division III institutions. UW-W has a long history of intercollegiate success: 100 conference titles, six national team titles (including three in the last three years), and 19 individual national champions. The University boasts 358 student individual conference champions and five who have been named national players of the year in their respective sports. The success of UW-W athletics helps attract approximately 53,000 fans annually to home events and annually prompts many to follow teams to away games, meets, and matches.

Finally, more than 80 speeches and presentations, free and open to the public, are supported by campus organizations each year. The Contemporary Issues Lecture Series, Black History Month, Native American Awareness Month, Latino Heritage Month, Asian Celebrations, and the World Affairs Seminar sponsor discussions by international, national, and regional authors, activists, educators, and journalists of cultural, political, and historical issues. These presentations attract approximately 6,000 students, faculty and regional community members annually.

Collectively, during the 2004-05 academic year, 576 events sponsored on campus were open to the public. Of these events, 46% were held during a weekend, providing entertainment and enrichment for members of the campus, community and region.

Economic Center

In 2003, a [statewide study](#) concluded that UW-W generates an estimated \$680 million impact annually in its service area, particularly in Walworth and Jefferson counties. Through business partnerships, community service and educational outreach, UW-W has thousands of individual contacts within the region it serves, energizing the region economically through its operation.

More than simply serving as a hub of economic activity, the institution provides a number of services to improve the economic performance of the surrounding region. The [Business Outreach Services](#) (BOS) office acts as a gateway to the resources of the University for the business community. BOS oversees the Wisconsin Innovation Service Center, and the Small Business Development Center, as well as coordinating the services of other business assistance programs, including the MCS Consortium, the Global Business Resource Center, and the Irvin L. Young Entrepreneurship program (youth entrepreneurship education). BOS serves approximately 1,200 business clients annually, with the majority located in southeastern Wisconsin. BOS also plays a role in statewide and national research, economic development, and business education efforts.

More than 200 innovators and entrepreneurs from around the upper Midwest attend UW-W’s annual Ideas to Profits conferences, which promotes technology and product commercialization. Innovative manufacturers, technology companies, and start-up ventures interested in successfully developing and marketing new product ideas take

advantage of this rare opportunity to access a wide range of innovation commercialization experts at one regional conference.

The Economics Department, in collaboration with UW Extension, established the [Fiscal & Economic Research Center](#), which provides applied economic research expertise to communities in southeastern Wisconsin. In recent years, faculty have conducted applied research in a number of areas: economic impact analysis, environmental/natural resource management, community surveys, evaluation of IT clustering and economic development, and evaluation of the impact of tax policy and other government policies on economic activity.

Conclusion

Faculty, staff, and students engage with the region in ways both consistent with the University's mission and mindful of making use of UW-W's specially developed services and resources. The array of fine and performing arts programs, sponsored presentations, successful athletic teams, and meaningful services for businesses are among the reasons that regional constituents seek out the University.

The University is well suited to meet the diverse needs of the region. Its special mission to serve students with disabilities allows for effective programming to meet the needs of this population. The University's mission to serve multicultural students is shown through programs in Academic Support Services and Project SWEETT. The mission to serve nontraditional students has resulted in programs that target both young persons and the elderly.

However, the capacity of the institution to continue to serve these populations faces new constraints. Reduced federal funds for Academic Support Services will limit its ability to continue outreach programming for K-12 students from underrepresented racial and ethnic groups. Similarly, decreases in state funding have reduced the number of personnel available to plan and offer outreach programming through the Center for Students with Disabilities.

Core Component 5b:

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

Overview

Faculty and staff generously offer their time and expertise to support initiatives and assist in solving problems in the community, region, and in service to their disciplines. Through a variety of curricular and co-curricular programs, students share their skills and also generously serve the region, both by offering time to assist with community projects and through fund-raising initiatives. Internal constituencies throughout the University have formed collaborative partnerships with other external groups to further extend the institution's capacity to engage.

The evidence that follows substantiates four statements:

Evidence 5b-1: Faculty and staff readily share their expertise with regional stakeholders.

Evidence 5b-2: Faculty and staff readily share their expertise with their professional organizations.

Evidence 5b-3: Students, through curricular and co-curricular activities, engage with external stakeholders in ways that both value.

Evidence 5b-4: UW-W extends its capacity to engage in the region through the development of collaborative partnerships.

Evidence 5b-1: Faculty and staff readily share their expertise with regional stakeholders.

Each semester faculty and staff present a series of lectures at the Fairhaven Retirement Community in Whitewater. The 12 presentations focus on thought-provoking topics developed around a theme related to international, historical, political, social, and/or cultural issues. The theme for fall 2005 was World War II, and in spring 2006, the focus is China. The approximately 2,000 people attending these lectures annually are comprised of Whitewater residents, retired professionals, current and former students, members of local retirement communities, and residents of surrounding cities and towns.

Since the inception of the Lecture Series, nearly 200 different faculty and staff have volunteered to serve as presenters. The series received national recognition as the recipient of the Innovative Program of the Year award from the Council of Health & Human Service Ministries of the United Church of Christ.

UW-W's [Center for Communicative Disorders \(CCD\)](#) has offered affordable, state-of-the-art speech, language, and hearing services to university staff, students, their families, and to members of surrounding local communities since 1967. The CCD functions as a training site for graduate students to earn supervised clinical experience required to obtain certification and licensure in speech-language pathology and audiology.

Each semester, approximately 40 clients with a wide range of communicative disorders receive speech, language, and/or hearing assistance from graduate students, supervised by the staff and faculty who are certified speech-language pathologists and audiologists. These clients include UW-W students with physical and sensory disabilities, pre-schoolers with unintelligible speech and/or delayed language development, adults who have experienced a stroke or traumatic brain injury, children with autism, students with language-learning or reading disabilities, and clients who stutter or have voice problems. Additionally, the CCD offers an early literacy program to approximately 50 pre-school children who attend the University's Children's Center.

Similarly, since 1999, the [Winther Counseling Lab](#) has worked with area residents. Department of Counselor Education faculty/staff supervise its graduate student counselors-in-training. Appointments are free and confidential, and both individual and group counseling are available. During 2003-04, 117 clients received services from 36 practicum students. Most clients made repeat visits, seeking assistance in

addressing mental health concerns including depression, stress, relationship, and substance abuse issues.

Faculty, staff, and mentored students also share their expertise in instances where an emergent problem in the community or region merits attention. For example, a faculty member and graduate student in Occupational & Environmental Safety & Health worked with the Whitewater Unified School District to assess the risk of automobile and bus traffic on student safety at local elementary schools. Under the supervision of a faculty member, the graduate student conducted an analysis of traffic patterns and formulated a comprehensive improvement plan that was implemented by the Lincoln Elementary School administration.

Similarly, a Social Work faculty member assumed oversight of the Rock County Poverty Response Team. Originally created in response to President Clinton's Welfare Reform Act, the team is composed of volunteers who work in social service and government areas. Team members, including students who can earn field placement units, work directly with individuals to improve their social situation (e.g., homelessness, joblessness).

Finally, personnel from the Office of Research & Sponsored Programs (ORSP) share their expertise in assisting local counties in identifying sources and securing extramural funding to support civic initiatives. The ORSP and LEARN Center staff have helped area school districts collect and interpret survey data relevant to preventing bullying, as well as drug and alcohol abuse.

Evidence 5b-2: Faculty and staff readily share their expertise with their professional organizations.

In addition to sharing their expertise with the region in civic and educational outreach, faculty and staff are engaged in service through their involvement in discipline-related professional organizations. A "snapshot" review of faculty vitae from 12 A&R self-studies from the past two years reveals that faculty provide significant service to their disciplines through the following:

- Serving as referees/reviewers for journals in their fields and book manuscripts;
- Serving as journal editors, and adjudicating exhibits in the fine or performing arts;
- Serving as officers in state, regional, national, and international organizations;
- Serving on the board of directors of local, state, regional, national, and international nonprofit organizations;
- Organizing state, regional, national, and international conferences;
- Serving as paper reviewers for state, regional, national, and international conferences;
- Serving as external reviewers for promotion applications; and
- Serving on accreditation teams.

Evidence 5b-3: Students, through curricular and co-curricular activities, engage with external stakeholders in ways that both value.

Students' engagement and service in the region take many forms. Some are organized experiential opportunities affiliated with academic programs. Others are volunteer activities completed through work with professional student organizations or handled by co-curricular student organizations. Still others are accomplished by students

working individually to fulfill the College of Business & Economics' requirement of 20 verified hours of student service before graduation, or the College of Education's requirement that students complete 350 hours of service prior to admission to the college.

Academic Service and Engagement

Each of the four undergraduate colleges offers non-classroom learning opportunities, such as internships, field placements, practica, and student teaching. Approximately 500-700 students participate in paid and unpaid internships annually, and another 400-450 participate in student teaching experiences each year.

Academic departments in all four colleges offer courses in which student teams partner with non-profit and/or for-profit organizations to conduct research or complete professional projects. Other instances include student organizations affiliated with academic departments that offer their skills on a volunteer or low-cost basis to assist individuals and businesses in the region. For example, the American Marketing Association's Creative Marketing Unlimited offers low-cost marketing research services to small and new businesses. UW-W accounting students, in conjunction with the Beta Alpha Psi accounting fraternity, provide free preparation of tax returns for students and approximately 40 low-income families in the region each year.

Co-Curricular Service and Engagement

The Leadership Development Center (LDC) serves as a nexus for many student and co-curricular service opportunities. The LDC has established the Community Service Board, which brings together student leaders from various student service organizations, such as Habitat for Humanity, to coordinate planning and promote increased student involvement in service projects. The LDC also hosts the [Clearing House](#), a web-based listing of more than 300 volunteer service opportunities with 100 agencies located in the surrounding three-county region.

In 1996, student organization leaders brought together administrators from the LDC and representatives from the Whitewater Unified School District. This student-initiated effort resulted in the establishment of the Adopt-A-School program, which connects UW-W students with children in need. UW-W students serve as classroom tutors by volunteering their time for 12 weeks each semester. Since the program's inception, more than 1,000 students have volunteered more than 700,000 hours of tutoring service to area youth.

Similarly, the College of Education and the LDC have partnered to offer the [America Reads Program](#). Each year approximately 80 students participate in this national literacy program by tutoring area elementary school youth in reading. Since 1997, when the University first became involved with America Reads, more than 700 university students have served as tutors at 13 area schools, contributing more than 410,000 hours of service.

Intercollegiate Athletics promotes service to community by UW-W athletes. All student athletes participate in an annual food drive to benefit the Whitewater Food Pantry and in an annual campus clean-up project. Each year approximately 40 student athletes participate in "Reading with the Warhawks" by visiting local elementary

schools to read to young students. Moved by the devastation caused by the tsunami in Southeast Asia, the wrestling team student athletes and coaches raised more than \$80,000, and 13 UW-W coaches and athletes traveled to Sri Lanka in March and July 2005 to help rebuild schools and homes.

During 2004-05 students in recognized organizations, residence halls, and various co-curricular tutoring programs conducted 261 separate community service projects. Students involved in these projects worked with 127 separate agencies in the region, state, and nation. More than 5,190 students volunteered nearly 21,000 hours of their time during that academic year. Fundraising and philanthropic donations to charity by student organizations last year were in excess of \$39,000. The total of philanthropic donations over the past three years was more than \$133,000.

Evidence 5b-4: UW-W extends its capacity to engage in the region through the development of collaborative partnerships.

Departments, colleges, Continuing Education, and UW System agreements have established a collaborative partnership that fosters engagement with the surrounding community and region. For example, the College of Education has developed partnerships with more than 100 school districts throughout southeastern Wisconsin. These districts serve as pre-student teaching field experience locations for more than 1,000 students annually, as well as locations for clinical experiences, including student teaching and on-the-job practicum programs. In addition, during the previous five academic years, 172 teacher education majors were employed by school districts as paid, licensed teacher interns during their student teaching assignment. The college also initiated collaborative partnerships with regional family and community counseling agencies, Head Start centers, recreational and wellness facilities, and public libraries, which also serve as practicum, internship, and employment outlets.

[Dialogues with Democracy](#) is one such collaborative partnership between the History Department, the Cooperative Educational Service Agency (CESA) #2, and the Wisconsin Historical Society. The program is a three-year venture supported by an \$855,000 grant from the U.S. Department of Education. The program is designed to improve the quality of history instruction at K-12 schools in Wisconsin. This initiative includes input from K-12 teachers, UW-W faculty and UW-W history majors.

Continuing Education Services (CES) partners with the Whitewater area Talented and Gifted Network to offer the Saturday for [Young Scholars Program](#) (YSP). Now in its 17th year, the YSP gives talented youth from throughout southeastern Wisconsin and northern Illinois an opportunity to explore areas of interest that are not part of the regular school curriculum, or to explore curricular areas in greater depth. Past offerings include astronomy, anatomy, chemistry, carnivorous plants, dance, drama, and ecology. UW-W facilities provide an impressive atmosphere for young learners.

The [Creative Writing Festival](#) is a shared venture between CES and several upper-Midwest high schools, showcasing the students' creative writing. It also provides a forum in which students can receive feedback from a professor or a professional in the field, and hear from professional poets and writers who serve as moderators. A relatively diverse body of approximately 700 students attends annually. Participants

have included students from an Illinois Islamic school, as well as low-income African-American and Hispanic students from Chicago.

As part of the UW System, UW-W also has [collaborative agreements](#) with the Wisconsin Technical College System (WTCS) and UW Colleges (two year programs). UW-W accepts transfer credits from WTCS campuses, and works collaboratively with UW Colleges to engage students in baccalaureate degree programs. Both sets of agreements make UW-W's academic programs more accessible to students around the state. A collaborative venture between UW-W and UW Colleges to expand accessibility of online baccalaureate degrees to non-traditional students is outlined in Chapter Six.

In an effort to spur and support innovative thinking among traditional companies, JohnsonDiversey is working with UW-W's Business Outreach Services to create a "rewards for ideas" program, IdeaLink. Worldwide innovation networks are considered to be one of the new keys to competitiveness. The "audience" for the first round of IdeaLink was the faculty, staff, and students of UW-W, but future rounds will involve participants in the many new entrepreneur and inventor groups cropping up across the state.

Finally, in collaboration with the nonpartisan, nonprofit Wisconsin World Affairs Council, UW-W annually co-sponsors the [World Affairs Seminar](#) (WAS). In the past 30 years, WAS has brought together more than 22,000 high school-age student leaders from around the world each summer for a week-long exploration of perplexing global issues and problems. The daily schedule includes lectures, films, small group discussion sessions, and opportunities to participate in social and recreational activities across the campus. Participants also learn about customs, traditions, opinions, and aspirations of others.

Conclusion

The commitment of faculty, students, and staff to serve constituencies throughout the region is noteworthy. Faculty share their expertise in public forums, and devote time to leading civic initiatives and arranging for University services to be available to the region. Students, through curricular and co-curricular commitments, share their developing skills and offer a remarkable number of volunteer hours to local agencies, school districts, and citizens in need throughout southeastern Wisconsin. Many internal constituencies within the University further extend their reach by collaborating with external partners.

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Overview

UW-W is uniquely attuned to its regional constituencies' needs and is organizationally structured to respond quickly and effectively to those needs. Its primary centers for outreach programming, including Business Outreach Services, the Irvin L. Young Auditorium, Continuing Education Services, and Credit Outreach, are dispersed across the campus and linked to internal and external stakeholders in multiple ways.

Moreover, as a monitor of policies and trends, the institution is proactive in providing programming to meet the needs of the region.

The evidence that supports this core component substantiates two statements:

Evidence 5c-1: The institution's decentralized, stakeholder-centered approach to outreach positions it to deliver programs and services that are responsive to the needs of the region.

Evidence 5c-2: Outreach programming is responsive to changes in public policy and societal and economic trends.

Evidence 5c-1: The institution's decentralized, stakeholder-centered approach to outreach positions it to deliver programs and services that are responsive to the needs of the region.

As shown in the 2004-05 Engagement Inventory, UW-W has not centralized the role of engagement and service into one college, division, or department. Instead, these occur in every college, division, and many instructional and non-instructional units. Indeed, when considering the individual service and volunteer efforts of the thousands of students, faculty, and staff not captured in the Inventory, the multiple ways in which the University connects with the region are so diffuse that accurately quantifying their collective impact is not possible.

Units such as the Small Business Development Center (SBDC), the Irvin L. Young Auditorium, Continuing Education Services, and Credit Outreach provide the staffing and infrastructure to accommodate the development and maintenance of ongoing connections within the region. They create programming by maintaining close connections with constituents, through faculty and staff scanning to determine constituent needs, and evaluating the efficacy of programming. For example:

- The SBDC constituent needs are determined by SBDC staff through direct surveys of clients and periodic needs assessment surveys of businesses in five area counties. Programs are evaluated by participants.
- The Irvin L. Young Auditorium establishes its annual Horizons series through surveys and dialogues with school districts. Programs are evaluated by attendees.
- Continuing Education Services coordinates summer camps initiated by UW-W athletic coaches and faculty based on their connections with public and private schools throughout the region. Camp attendees complete evaluations relevant to their camp experiences and the feedback is shared with camp directors and used to improve services provided by Continuing Education, Residence Life and Dining Services.
- Credit Outreach coursework originates with direct requests from regional constituents and through faculty connections in the region. Credit Outreach coursework is evaluated by students. The feedback is shared with instructors and used to improve and expand future offerings.
- Summer session and Winterim students are surveyed to determine levels of expectations and satisfaction with programs and services. The information is shared with academic departments, and has been used to adjust programming in some units, including course offering times and hours of support services (e.g., Library, computer labs, etc.).

Further, many of the faculty, staff, and students who conduct individual service programs and volunteer projects collect participant feedback to incorporate in planning for future activities.

Evidence 5c-2: Outreach programming is responsive to changes in public policy and societal and economic trends.

The College of Education established a [Professional Development Program & Licensure Support Center](#), in collaboration with the Cooperative Educational Service Agency (CESA) #2. The Center was created in response to the Wisconsin Department of Public Instruction's (DPI) recent changes in license renewal procedures for educators employed by Wisconsin public and private schools and educational agencies. Approval of professional plans under the new procedures will require greater levels of mentorship by school districts, goal-driven professional planning by new educators, and greater involvement by post-secondary representatives.

The Center is one of 16 throughout the state approved by DPI. It offers programming and services designed to respond directly to these new procedures. The Center is serving more than 100 school districts as well as over 100,000 public and private educators licensed in southeastern Wisconsin. Programming includes:

- offering workshops and a post-baccalaureate certificate program to prepare district personnel to serve as mentors;
- providing a curriculum for new educators to guide them through the process of professional development planning; and
- linking UW-W faculty with new educators and personnel from local districts in ways to support the professional development planning and approval process.

The Center's efforts are guided by an Advisory Board made up of representatives from the University, CESA #2, and area public and private schools.

Outreach programming responds to economic and societal trends. Recognizing that Wisconsin ranks 47th in the rate of entrepreneurial start-up ventures and that the vast majority of new jobs are created by such companies, the SBDC offers programs to stimulate new venture start-up and growth. SBDC offers free [First Steps seminars](#) in various locations throughout Wisconsin, as well as a Business Plan Boot Camp. Approximately 150 clients are served each year through one-to-one counseling. Over 500 businesses participate annually in training programs.

Other services, including the [Global Business Resource Center](#) (GBRC), help businesses participate in the increasingly global economy. GBRC assists businesses throughout southeastern Wisconsin by developing international business networks and support teams. First established in 1998 under a Title VIB grant from the U.S. Department of Education, the GBRC has been funded four times, a rate unprecedented for this type of grant. To date, the GBRC has assisted over 40 businesses in developing a more global orientation. Moreover, the GBRC coordinates Wisconsin alliances with international business contingents from China, India, and Japan. It has created opportunities for approximately 70 students to experience first-hand global business environments through study-abroad and training programs. GBRC strives to enhance the interdisciplinary curriculum of undergraduate and graduate programs.

Conclusion

Ultimately, a university's ability to be responsive to the outreach needs of its region is directly related to the relationships the institution has with stakeholders within the

region. UW-W's decentralized approach to outreach allows it to plan and provide programs and services that meet area needs quickly and efficiently. Programming decisions are driven by faculty and staff initiatives with external constituencies, including dialogues, review of evaluation data, and awareness of changes in public policies and trends that impact programming decisions.

Core Component 5d: Internal and external constituencies value the services the organization provides.

Overview

Evidence presented to support the previous core component affirms the institution's commitment to monitoring the efficacy of its outreach and service efforts. Community and regional participation in partnerships and their willingness to make use of the facilities and resources the institution makes available indicate that external constituencies value the University.

The balance of this section presents evidence to support the following statements:

Evidence 5d-1: Reciprocal engagement between the University and the community promotes mutually beneficial influences and increased operating efficiencies.

Evidence 5d-2: The institution shares its facilities and resources with the community and region.

Evidence 5d-1: Reciprocal engagement between the University and the community promotes mutually beneficial influences and increased operating efficiencies.

Connections between the University and the Whitewater community are fostered in a variety of ways. Some are the result of trying to connect students with the services available in the community, while others are designed to avail the community of resources available through the campus. For example:

- Many local businesses help support the campus cable television station, campus radio station, and campus newspaper by purchasing advertising time or space. These media, in turn, give local businesses unique access to students.
- A local restaurant regularly displays and sells the work of UW-W art students. In turn, Irvin L. Young Auditorium Galleries carry and sell the work of artists from the community.
- As the campus moved to the [HawkCard](#) (debit card) system, the University coordinated efforts with area merchants so that students could use the cards off campus. This process is more convenient for students and helps local firms attract student business. During 2004-05, students made \$770,000 in purchases from the 22 Whitewater merchants participating in the program.

Joint Ventures

Several mutually beneficial partnerships and agreements have evolved from a close working relationship between the University and the community. The University provides approximately \$250,000 annually to the City of Whitewater for public safety services, with a significant portion dedicated to fire protection and emergency communication. The campus and city have also combined their separate 24-hour

emergency telecommunications and public safety dispatching services. Located within the city's Police Department, this unit is responsible for emergency telephone and radio communications originating from the campus community. It also provides continuous dispatching services for University police officers.

Additionally, the University Police Department and the City of Whitewater Police Department entered into mutual aid understandings to share personnel and equipment resources as they address public safety and order maintenance issues throughout the greater Whitewater community. The city Police Department and the University Police Department have committed to remaining responsive to the significant student constituency that both serve. In 2004, the University Police Department provided 1,400 hours of police officer services to the city, including criminal investigation, traffic enforcement, and educational programming. The City of Whitewater Police Department contributed 160 hours of training to University Police officers the same year.

Representatives from the University and community have joined to promote Whitewater First, a program aimed at new faculty and staff hires. This program provides information on the advantages of living in Whitewater, and encourages new faculty to consider Whitewater when looking for housing.

The University Health Center and Whitewater Family Practice (a local clinic) share resources (e.g., flu vaccine) as needs arise. The mutual goal is to maximize the use of available resources to serve those most in need.

The University and the Whitewater community created the [Critical Incident Stress Debriefing Team](#) (CISD) in 1997. CISD provides crisis response services for members of the campus, as well as the surrounding three-county area. The volunteer team consists of 30 members of the University and community who are specifically trained to help individuals cope with the aftermath of a traumatic event.

Community Involvement in University Affairs

External constituents are involved in many University decisions, activities, and co-curricular programs. For instance, community members routinely serve on search and screen committees for University positions, including the Chancellor, Athletic Director, and various athletic coaching positions, and as members of the Strategic Planning and Budget Committee.

Currently, 285 members of the community hold membership on one of the five intercollegiate athletic booster clubs. Community members volunteer their time to help run athletic events (e.g., scoreboard, chain gang, ticket takers, and timers). Some community members volunteer as coaches for women's track and cross country. All home athletic events are open to the public and are attended by community members. More than 120 community volunteers work backstage, usher, staff the gift shop, and help with the marketing of the Irvin L. Young Auditorium. During the 2004-05 season, 105,000 people attended events held in the auditorium, with the majority of attendees from the nearby community and region.

Community members also serve on the [UW-W Alcohol & Other Drug Abuse Prevention Coalition](#), and on the Greek Standards Review Board, which reviews

activities and services performed by campus fraternities and sororities. They also serve as members on various Office Performance Review teams, assisting with the evaluation of University non-instructional and co-curricular units.

Evidence 5d-2: The institution shares its facilities and resources with the community and region.

As indicated throughout this chapter, the University shares its expertise and opens its programming and services to the region. During 2004-05 alone, the campus sponsored 576 public athletic and cultural events and presentations.

The University makes its facilities and campus resources available to non-university groups in the community and the region. Meeting rooms and facilities are available for community use. Select examples include:

- The [University's Children's Center](#) offers high quality, reasonably priced child care to community families. During the past three years, child care was provided to 167 student families, 121 faculty/staff families, and 71 community families. Currently, 14 community families have children at the Center.
- Community members can avail themselves of the career planning and advising services available through the University's [Career Services Center](#).
- Textbooks cycled out of the University's textbook rental system are donated to area high schools and literacy programs.
- [Community members](#) are permitted to use the print and online resources available in the University Library. Currently, there are 525 actively registered community borrowers.
- Area schools and community theatre groups can use the Theatre/Dance Department's extensive collection of costumes for nominal fees.
- The University's collection of [outdoor equipment](#) (e.g., biking, camping, canoeing) is available to community members at modest cost through the Whitewater Tourism Board.
- [University Fitness Center](#) memberships are available to community members (Whitewater Volunteer Fire Department members are not charged a fee).

The University readily shares its use of athletic facilities. For more than 30 years, Perkins Stadium has served as home field for the Whitewater High School football team. The J-Hawks Aquatic Club (youth swimming club) uses the University pool, and Whitewater area youth sports clubs and recreation programs use other institutional facilities for soccer, basketball, volleyball and gymnastics. The University also hosts high school regional and sectional competitions for tennis and track.

Conclusion

The institution's relationship with the Whitewater community is strong and interdependent. Reciprocal agreements help reduce redundancy in services, foster cooperation, and enhance operating efficiencies for both parties. Citizens from Whitewater and the surrounding communities help connect the institution to the region by actively serving on University committees and volunteering at and supporting various athletic and cultural events. Local constituencies affirm the value of the institution through their ongoing use of its services and facilities.

Service and Engagement at UW-Whitewater: Conclusions Relative to the Four Cross-Cutting Themes

UW-W as a Future-Oriented Organization

Strength: The institution, consistent with its Select Mission, effectively serves as a regional cultural and economic center.

UW-W shares its expertise, facilities, and resources in ways that make it a hub for cultural and economic activity in the region.

Irvin L. Young Auditorium, as a premier fine arts center in southeastern Wisconsin, attracts more than 100,000 regional residents to national and international touring performances each year. More than 100 public concerts and recitals, theatre performances and dance recitals, and art exhibits hosted by the College of Arts & Communication are open to the public each year, attracting nearly 30,000 attendees. Successful intercollegiate programs attract approximately 53,000 fans annually. Various departments and programs also sponsor approximately 80 speeches, lectures, and presentations each year. During the 2004-05 academic year, 576 events hosted by the campus were open to the public.

More than simply generating nearly \$680 million in economic impact on the region, the University also actively programs and promotes economic development. The Wisconsin Innovation Services Center, the Small Business Development Center, the Management Computer Systems Consortium, the Irvin L. Young Entrepreneurship Program, and the Global Business Resource Center serve approximately 1,200 business clients annually. The recently opened Fiscal & Economic Research Center, funded collaboratively with UW-Extension, offers economic research expertise and services to businesses throughout southeastern Wisconsin.

UW-W as a Learning-Focused Organization

Challenge: The institution would enhance student learning by moving more fully from a “culture of service” toward a “culture of engagement.”

As individuals and as part of campus organizations, students engage in extensive levels of volunteer activity throughout the region. Each year, thousands of students volunteer tens of thousands of hours and raise tens of thousands of dollars for philanthropic causes around southeastern Wisconsin.

The self-study process revealed that relatively few academic programs organize learning around service components. Service efforts of students could be made more valuable with an understanding of how they contribute to learning and development. Developing a campus-wide definition of “service-learning” and cultivating faculty awareness about service-learning as a pedagogical tool, would increase the likelihood that “student service” could transform into “student engagement,” and prompt student service efforts to play a more meaningful role in students’ academic development. In that regard, initiatives such as the College of Education’s Jamaica Service Learning Program can serve as a model, a poignant reminder that the best forms of institutional engagement are those that hold value for the recipient and the provider.

UW-W as a Connected Organization

Strength: Consistent with its Core Value “Commitment to Serve,” the institution has developed a culture of service to the region.

The depth and breadth of service initiatives identified indicate that the institution’s Core Value “Commitment to Serve,” is held dear by students, faculty, staff and administrators. This commitment plays out daily in countless ways by many members of the University community.

Student engagement in the region, in particular, is extensive. These efforts are directed at high need areas, such as local charity organizations and area school districts, through a system of student and Greek organizations coordinated by the Leadership Development Center. Perhaps most significantly, student organizations feel empowered to initiate service projects. The University’s administration values and cultivates a campus environment in which individuals feel empowered to engage and serve the community.

UW-W as a Distinctive Organization

Strength: Outreach programming is responsive, based on what it learns from those it serves.

UW-W has adopted an organizational structure and processes that foster responsiveness to diverse outreach needs. Units whose mission is to engage with external constituencies are dispersed across the campus, providing an infrastructure for planning, coordinating, and delivering outreach programs and services. The Irvin L. Young Auditorium, various programs in Business Outreach Services, Continuing Education Services, and Credit Outreach are all areas connected with the needs of external constituencies through advisory boards, systematic needs analyses, or feedback about programming provided by participants. Faculty and staff, delivering programs and services for BOS and teaching credit outreach courses in education, are important conduits for institutional engagement.

Strength: The institution uses its resources and expertise to serve diverse populations in the region and promote awareness about diversity.

The Pre-College Programs Office, located in Academic Support Services, oversees the Upward Bound Program, the Educational Talent Search Program, and a series of Pre-College academic residential camps that connect with more than 1,000 elementary through high school students from underrepresented racial and ethnic groups each year. The Center for Students with Disabilities, using the campus’s highly accessible facilities, hosts camps for approximately 100 K-12 students with various physical disabilities each summer. Other programs, such as Project SWEETT and the Cornerstone for Success program, go off-campus to create greater awareness about bilingual and multicultural environments and physical disabilities, respectively.