

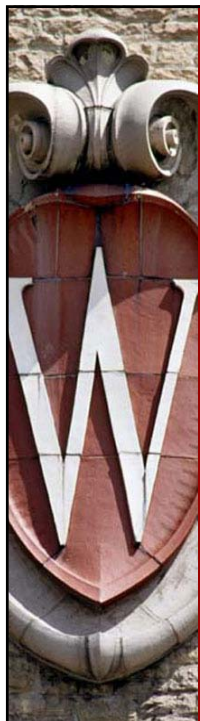
Recognizing Commitment to Community: UW-Madison and Carnegie's Engagement Classification

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WISCAPE

apa.wisc.edu/communityengagement

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Acknowledgements

Core Team:
Mathilde Andrejko, Reaccreditation Project
Aaron Brower, VP for Teaching and Learning
Jocelyn Milner,
 Director of Academic Planning and Analysis
Don Schutt, Director of OHRD

Dozens of others who filled in the blanks!

Please see the application for a full list.
(Did I miss anyone?)

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Outline (41 slides)

- the nature of the Carnegie classifications since the redesign, focusing on the Community Engagement Classification (14 slides)
- highlight the process and content of UW-Madison's application (12 slides)
- how the application relates to the priorities established in the university's 2009 Reaccreditation Project (4 slides)
- how these ideas relate to delivery of our academic programs (6 slides)

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Carnegie Foundation for the Advancement of Teaching

- Established by Andrew C in 1905, chartered by congress in 1906
- Independent policy and research center; separated from the Carnegie Corp in 1979
- Teachers Insurance and Annuity Association (TIAA)
- 1910 Flexner Report on medical education
- Carnegie unit for credit currency/transfer
- Educational Testing Service
- Ernest Boyer's *Scholarship Reconsidered: Priorities of the Professoriate*, 1990

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Carnegie Classification of Institutions of Higher Education™, est. 1970

Empirically based

- “the leading framework for describing institutional diversity in U.S. higher education”
- supports higher ed research
- 1973, 1976, 1987, 1994 (Research I),
- 2000 (Research Extensive),
- 2005 (Research University, very high research activity - RU:VH)

<http://www.carnegiefoundation.org/classifications/>



Carnegie Classification - 2005

[expand all](#)

[Also see: Institution Lookup | Custom Listings](#)

All-Inclusive Classifications

- ▶ Undergraduate Instructional Program [define](#)
- ▶ Graduate Instructional Program [define](#)
- ▶ Enrollment Profile [define](#)
- ▶ Undergraduate Profile [define](#)
- ▶ Size and Setting [define](#)
- ▶ Basic Classification [define](#)

Elective Classifications

- ▶ Community Engagement [define](#)



All-Inclusive Classifications

University of Wisconsin-Madison Madison, Wisconsin

Level: 4-year or above

Control: Public

Enrollment (Fall 2004): 40,455

Classification	Category	<input type="checkbox"/>
Undergraduate Instructional Program:	A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence	<input type="checkbox"/>
Graduate Instructional Program:	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	<input type="checkbox"/>
Enrollment Profile:	MU: Majority undergraduate	<input type="checkbox"/>
Undergraduate Profile:	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	<input type="checkbox"/>
Size and Setting:	L4/NR: Large four-year, primarily nonresidential	<input type="checkbox"/>
Basic:	RU/VH: Research Universities (very high research activity)	<input type="checkbox"/>

To find similar institutions, check the dimensions of interest and click the 'find similar' button

[FIND SIMILAR](#)

For greater flexibility, use Custom Listings



Elective Carnegie Classification: Community Engagement

- Voluntary, i.e. institutions apply for it
- Pilot with 14 institutions in 2004
- First open round in 2005-06; UW-Madison did not seek the classification
- (we were arguing with Carnegie about Size & Setting)
- Classification re-opened with an invitation to all institutions in January 2008

What is Carnegie aiming to accomplish?
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Elective Carnegie Classification: Community Engagement

What is Carnegie aiming to accomplish?

Amy Driscoll. 2008. Carnegie's Community Engagement Classification: Intentions and Insights. *Change*, 40(1):38-41.

James J. Zuiches and NCSU Task Force. 2008. Attaining Carnegie's Community Engagement Classification. *Change*, 40(1):42-45.

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Driscoll, 2008

Carnegie Goals for Community Engagement

1. Respect diversity of institutions and their approaches to community engagement.
2. Engage institutions in a process of inquiry, reflection, and self-assessment.
3. Honor institutions' achievements while promoting the ongoing development of their programs.

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Driscoll, 2008

Carnegie Definition of Community Engagement

Broadly defined to respect institutional differences:

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

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Driscoll, 2008

Carnegie Definition of Community Engagement

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

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To engage colleges and universities in a substantive process of inquiry, reflection, and self assessment around community engagement

Document Reporting Form

Foundational Indicators

- Institutional Identity and Culture
- Institutional Commitment

Categories of Engagement

- Curricular Engagement
- Outreach and Partnerships

Driscoll, 2008

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Driscoll, 2008

Developing the Documentation Reporting Form:

Consulted with national leaders, reviewed the literature on community engagement.

Reviewed the current practices in documenting engagement of the Campus Compact, NASULGC.

Developed a pilot study with fourteen institutions that were selected as being significantly engaged with their communities.

Modified the document reporting form based on the experience of the 2006 application period (reduced flexibility).

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In 2006, of the 145 institutions that expressed interest:

- 107 were accepted
- 89 submitted full documentation
- 76 were recognized for classification
 - 5 - curricular engagement
 - 9 - outreach and partnerships
 - 62 - both curricular engagement and outreach and partnerships

Driscoll, 2008

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Driscoll, 2008

Strengths of institutions that were engaged with their communities

Shown a compelling alignment of

- Mission
- Marketing
- Leadership
- Traditions
- Recognitions
- Budgetary Support
- Infrastructure
- Faculty Development
- Strategic Plans

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Driscoll, 2008

Questions most likely to pose a challenge for institutions

1. Assessing the community's need for and the perceptions of the institutions engagement.
2. Developing substantive roles for the community in creating the institution's plans for that engagement.
3. The lack of significant support for faculty who are engaged in community engagement.

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- Jan 2008 Carnegie issues invitation to Community Engagement. Bascom Hall discussions – Should we apply? Who?
- Feb 2008 Core team established
- March 1, 2008 Signaled intent to participate to Carnegie. Core team does a little preparatory work.
- April 1, 2008 Carnegie releases “documentation framework”. Core team gets busy meeting, collecting information, writing.
- June 2008 First draft completed. Colleague comment period June 4-20; revision period late June 20 to mid-July.
- July - Final draft available for review and colleague comment
August 2008 in late July. Revisions, copy-editing, and formatting followed.
- Aug 29, 2008 Documents submitted.
- Dec 2008 Expect notification from Carnegie Foundation of outcome of application

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Jan 2008 Carnegie issues invitation to Community Engagement.
Bascom Hall discussions – **Should we apply? Who?**

WHY APPLY?

“Walk-the-Talk” Reasons

Wisconsin Idea is our institutional identity, mission

Revitalization of the Wisconsin Idea is a strategic priority

Efforts like Wisconsin Idea Project, Morgridge Center should make the application “easy” to complete

“Keeping Up” Reasons

High recognition

Agenda-setting role of Carnegie

Reaccreditation

Carnegie application aligns with HLC Criterion 5

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Jan 2008 Carnegie issues invitation to Community Engagement.
Bascom Hall discussions – Should we apply? **Who?**

WHO?

Recognized content experts widely distributed across campus; key experts occupied with the Wisconsin Idea Project

Division of Continuing Studies was in leadership transition

.... we assembled core team:

- JLM is liaison to Carnegie Classification**
- JLM, MA, DS involved with reaccreditation; JLM and MA on core team responsible for the criteria document**
- AB provost’s office contact for service learning activities**

application by December 2008

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Criterion 5: Engagement and Service

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

5a The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

5b The organization has the capacity and the commitment to engage with its identified constituencies and communities.

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

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

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To engage colleges and universities in a substantive process of inquiry, reflection, and self assessment around community engagement

Driscoll, 2008

Document Reporting Form

Foundational Indicators

- Institutional Identity and Culture
- Institutional Commitment

Categories of Engagement

- Curricular Engagement
- Outreach and Partnerships

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About Document Reporting Form

- pre-formatted pdf file with “fill in the box” format, and set character limits
- designed to populate a data-base that would be useful for research purposes
- MS-Excel file provided for the “partnership grid”

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Institutional Identity and Culture

Mission

Celebration/awards

Mechanisms to assess community perception

Emphasis in marketing materials?

Promoted by leadership?

Institutional Commitment

Campus wide coordinating infrastructure?

Funding?

Tracking systems? (use data?)

Impact on faculty, students, community, institution?

Strategic plans?

Professional development?

Institutionalized? Yes, continue. No, try again in 2010.

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Supplemental Documentation

Policies to encourage recruiting of CE-focused faculty?

Policies for promotion and tenure?

Leadership role for students?

CE noted on student transcripts?

CE-specific faculty governance committee?

Categories of CE – Curricular Engagement

Service learning?

Institutional, dept-level learning outcomes? Assessment?

Integrated into the curriculum – student research, leadership, internships, study abroad, first-yr exp, in the major, capstone experiences, general education?

Examples of faculty scholarship in the curriculum?

Categories of CE - Outreach and Partnerships

15 partnerships? How are they assessed?

Continuing education, community contact?

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II. B. 3. Describe representative partnerships (both institutional and departmental, no more than 15) that were in place during the most recent academic year.

1. Campus Community Partnerships
2. Evidence-Based Health Policy Project
3. Wisconsin Initiative on Climate Change Impacts
4. Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE)
5. Office of Corporate Relations
6. Green Affordable Housing in Indian Country
7. Wisconsin Film Festival
8. Parenting Education Project
9. Cooperative Children's Book Center
10. Building A Wisconsin Information Commons
11. Farm and Industry Short Course
12. Wisconsin Institutes for Discovery
13. Department of Engineering Professional Development (EPD)
14. SMPH Wisconsin Partnership Program
15. Middle and High Schools of Hope

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“Outreach is conducted in all areas of the University’s mission - teaching, research and service - for the direct benefit of external audiences.

Outreach *teaching* extends the campus instructional capacity through credit and noncredit continuing education and cooperative extension activities including, courses, seminars, workshops, exhibits, publications, and telephone contacts.

Outreach *research* extends the University’s research capacity to academic and nonacademic audiences through applied research, technical assistance, demonstration projects, and the evaluation of on-going programs.

Outreach *service* is designed to extend specific expertise to serve society at large. It may include participation on advisory boards, technology transfer, or policy analysis and consulting.”

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Impressions

- Form was long, tedious, repetitive
- Space/character limits were frustrating (provide at least five examples of faculty scholarship associated with CE and the curriculum, 300 words)
- Historical perspective irrelevant – here and now
- No way to “tell our story”
- Strong agenda at odds with respect for institutional distinctiveness (voluntary....)
- How the information would be used in research by Carnegie was never explained; we declined to permit the use of our responses for research, although we offered to reconsider based on a better understanding of their plan

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More Impressions

- UW-Madison has a long history of community engagement --- outreach, public service, research, teaching
- Overwhelming amount of activity
- a wow!! learning experience every day
- Wisconsin Idea, Wisconsin Idea Project, Morgridge Center for Public Service, DCS, extension and outreach provided a framework for the response
- An incredible challenge to do justice to all that goes on at UW-Madison
- This is a time of transition .. two of many contributors:
 - reaccreditation project's "Great University" focus and impact on planning for the future
 - re-chartered Council of Outreach Deans

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2009 Reaccreditation Project

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

"What will it mean to be a great public university in a changing world?"

"How will the University of Wisconsin–Madison uniquely embody this greatness?"

Special Emphasis Study Themes

- Institutional integrity: being a responsible and sustainable public institution.
- Building a welcoming, respectful and empowered UW-Madison community
- Preparing global citizens and leaders of the future
- Integrating the processes of discovery and learning
- Creating an impact and shaping the global agenda
- Rethinking the public research university

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Special Emphasis Self Study Some Emergent Themes

- academic excellence
- good people – grad student support, faculty salaries, diversity, climate, ethics, values
- infrastructure: make it easier to advance initiatives, to get things done, find the sweet spot on the centralized/distributed continuum; budget and finance
- WI Idea is a necessary component of academic excellence
- academic excellence and the best service to the state is realized in a strong global orientation

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Council of Outreach Deans (COD)

Rechartered, September 2008

Leadership/Members: VP for LLL/DCS, representation from across campus

Mission:

- To help make UW-Madison a public university that directly and immediately serves the needs of our citizenry, society, and world
- To develop a coherent campus vision in support of the Wisconsin Idea; advise and provide strategic leadership; communicate to internal and external audiences

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Council of Outreach Deans (COD)

Rechartered, September 2008

Roles and Responsibilities:

- In general: advisory to campus leaders, catalyst for proactive change, communication role, awareness role, expert role, leadership role
- Continuing Education (credit, non-credit)
- Degree access (non-traditional students, non-traditional programs)
- Outreach and Engagement (WI Idea Project, faculty rewards, identifying needs and measuring outcomes)

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Outline

- the nature of the Carnegie classifications since the redesign, focusing on the Community Engagement Classification
- highlight the process and content of UW-Madison's application
- how the application relates to the priorities established in the university's 2009 Reaccreditation Project

.....Pause for questions.....

- how these ideas relate to delivery of our academic programs (6 more slides)

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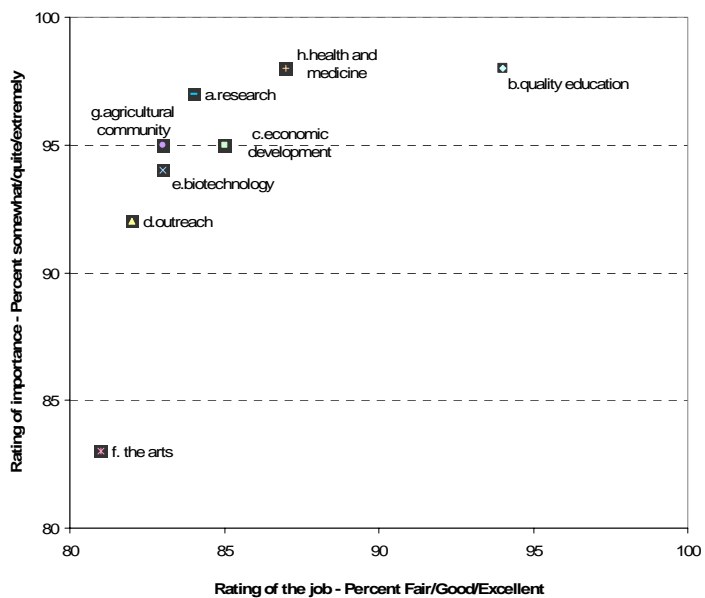
Partnerships for Public Purposes: Engaging Higher Education in Societal Challenges of the 21st Century

April 2008, National Center for Public Policy and Higher Education

To ensure the continued well-being of the nation, universities have two fundamental responsibilities:

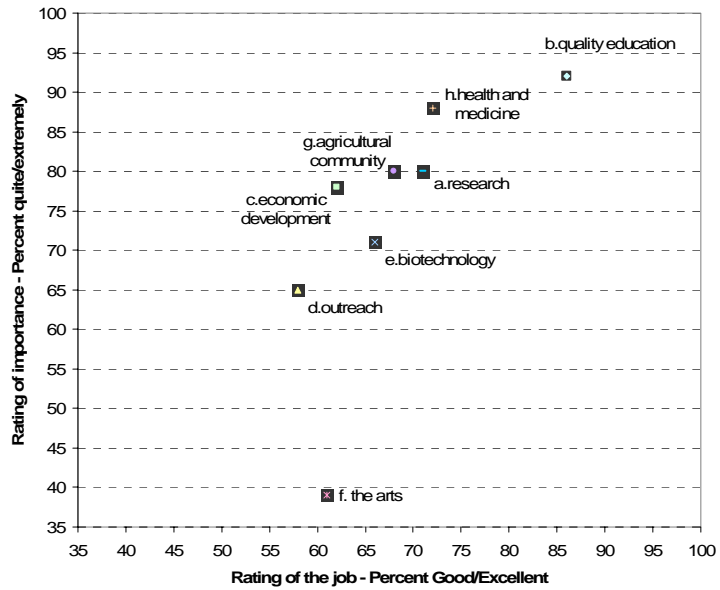
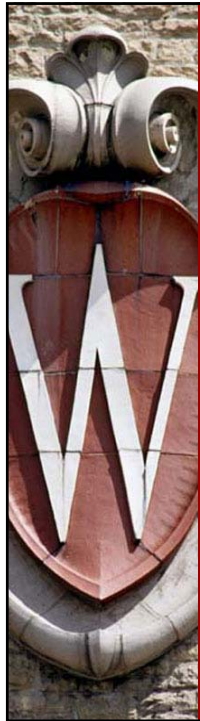
- To provide graduates and the nation at large with the skills needed to be effective in a global, increasingly competitive economy (...);
- To close the achievement gap between those students in this country who are advantaged - educationally, culturally, and economically - and those who are not.

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Badger Poll, Spring 2008

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Badger Poll, Spring 2008

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Annually, more than 9,000 students earn a degree from UW-Madison.

2005-06* Degree Production

Metric	Bachelors	Masters	PhD
Number of Degrees	6,383	1,789	648
Percent of degrees awarded in Wisconsin**	20%	21%	67%
Rank in Wisconsin**	1 of 43	1 of 37	1 of 9
National Rank***	15 of 1,891	50 of 1,520	12 of 615

*Most recent year that comparison information is available.

**Includes all institutions in Wisconsin that award degrees at the given level.

***Includes 4-year public and private not-for-profit institutions in the U.S.

Source: IPEDS Completions.

~ 370,000 living alumni.

Credit and noncredit continuing education programs serve 160,000 learners annually.

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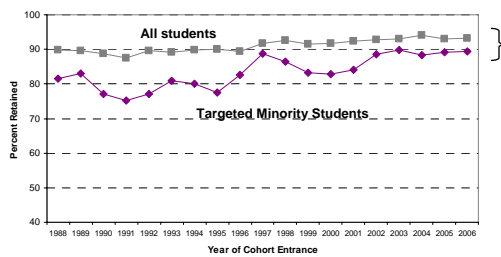
Degrees are earned in academic degree-major programs

- BSN@Home
- BS-Nursing “Western Campus”
- Doctor of Audiology (jointly with UWSP)
- PhD Art History, Option: Architectural History, collaboration with UWM School of Architecture
- MS-ELPA, Cooperative program with UW-Whitewater and UW-Oshkosh
- MS-Library and Info Studies, SLIS-PALS program
- Master of Social Work, program site at UW-Eau Claire (planned)
- MS-Biotechnology, collaborations with biotech
- Master of Engineering
- Evening MBA

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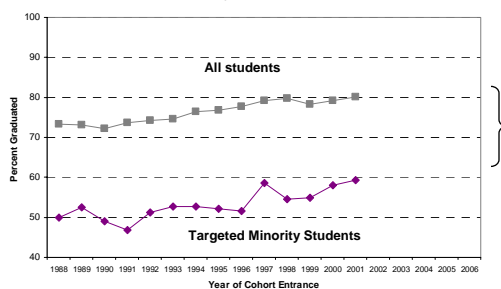
First Year Retention to the Second Year



Retention and graduation rates are increasing.

The gap in retention rates for targeted students compared to all students has been about 4 points over the past 5 years.

Graduation by Six Years



The gap in graduation rates for targeted students compared to all students is about 20 points.

Minority groups are combined because numbers are small.

Details: http://apa.wisc.edu/degrees_grad_ret.html

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Questions?

This presentation and information about the Carnegie application:

www.apa.wisc.edu/communityengagement

Reaccreditation:

www.greatu.wisc.edu

Retention and Graduation Rates:

www.apa.wisc.edu/degrees.html

Contact me:

jlmlner@wisc.edu

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