

**CRITERION FIVE: ENGAGEMENT AND SERVICE**  
**AS CALLED FOR BY ITS MISSION, THE ORGANIZATION**  
**IDENTIFIES ITS CONSTITUENCIES AND SERVES THEM IN**  
**WAYS BOTH VALUE**

Of the five criteria, this one best represents the new direction that UW-L has pursued. In responding to international, national, and regional needs, UW-L has reconfigured its role as a comprehensive university, resulting in greater participation in the fabric of life outside the academy. UW-L is marketing its intellectual capital to new audiences and expanding its influence through assuming a leadership role in such diverse initiatives as planning for regional economic development or providing seminars for women with leadership potential in mid-management positions. Further, the university continues to identify international constituencies to which it can provide traditional academic programming, e.g., the recent agreement to offer the UW-L Masters of Software Engineering to students enrolled at South Central University for Nationalities in Wuhan, China.

Although these initiatives are increasing in number and assuming more prominence, they are in alignment with the strategic plan and mission statement. The primary purpose of the university identified in the mission is providing “education leading to baccalaureate and selected graduate degrees supplemented by appropriate research and public service activities.” These activities include supporting “studies related to the environment, culture, heritage, institutions, and economy of La Crosse and the surrounding Upper Mississippi Valley region.” Economic development is broadly defined as the creation of a culture that encourages public and private organizations to

thrive. Development includes investing resources, growing professionally, and attracting people to work and live in the greater La Crosse area. As a result, over the past few years UW-L has assumed a leadership role in branding the region as the “7 Rivers Region.” A goal of this branding is to facilitate regional cooperation by governments and institutions, thereby enhancing the opportunities for development.

Other service activities identified in the mission statement include the university’s role as an “academic and cultural center, providing service and professional expertise, and meeting the broader educational needs of the region.” Since 1996, for example, UW-L has exceeded these expectations with an active art gallery, a lecture and concert series, and a thriving theater department, which receives unprecedented community support (see Introduction). Another example is the professional expertise offered through on-campus entities such as the Small Business Development Center (SBDC). Staff from the SBDC interact with businesses and organizations in the seven-county region and facilitate access to UW-L faculty and staff.

Building on goals in the mission statement, UW-L’s strategic plan “Building our Academic Community of Learning and Inquiry—A Vision for the Future” also values the contributions that university members make to the institution, the community, and the state. One of the seven key focus areas within the strategic plan is “Community.” The expectations of this focus are to develop “a community-friendly campus and a campus-friendly community that are interconnected; these communities collaborate to share resources and expertise, achieve mutual goals by building relationships with stakeholders, and embrace diversity and creativity in people, ideas, and opportunities.” In meeting these goals, the university has collaborated with the greater La Crosse area community to

develop partnerships that share resources and expertise, improve university public relations, and explore the development of a university involvement center as a clearinghouse for community service.

Several specific responses to regional priorities have emerged in the area of health-related programs. While not specifically stated in the strategic planning document, the UW-L Chancellor has publicly stated that the institution “remains committed to developing the finest array of health-related programs in the Upper Midwest. Building on existing excellence in teaching and fully utilizing the research facilities of the Health Science Center will allow the University of Wisconsin-La Crosse health sciences and health programs to enrich the student learning experience. By harnessing the teaching and research capabilities of faculty and capitalizing on unique and longstanding alliances with two nationally recognized medical centers, the University of Wisconsin-La Crosse will continue to expand its role in preparing first-rate health care professionals to serve the state and beyond.”

Another focus area in the strategic plan is “Globalization,” in which the concept of engagement and service is further reinforced with UW-L’s goals to develop students, staff, and faculty as global citizens. Cited in the Introduction, UW-L seeks to develop more international opportunities for students, staff, and faculty. Recent discussion on campus explored international service learning opportunities for students (For further information, refer to the International Task Force Report in the Resource Room).

On an individual faculty level, service is encouraged through the faculty tenure, promotion, and merit policies. For tenure and promotion, faculty are mandated by UW System policy as well as university and departmental policy to engage in service

activities. Published university guidelines state that “promotion from assistant to associate professor depends upon . . . a pattern of scholarship and service that lays a coherent basis for continued growth.” For faculty seeking the rank of full professor, promotion “depends upon demonstrating . . . a leadership role in service within the university community.”

Independent of the promotion process, faculty submit reports for annual performance reviews that also require a record of service, both professional and university. These reviews are strong motivators for engagement in service activities, as the results of the annual reviews are “used in making recommendations for salary adjustments, retention, tenure, promotion, tenured faculty review and development, and other considerations as needed.” Each academic department has developed its specific policies on service within its by-laws. While departments differ on the amount of service required of faculty, all departments require some degree of campus and outside service in their review process (For a sampling of departmental requirements for service, refer to department by-laws in the Resource Room).

***Core Component 5A: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.***

### **Assessing External Needs**

As part of its mission, UW-L is committed to serving the larger community. Because community needs are not always apparent, the institution relies on several formal mechanisms to assess needs. The following examples illustrate this process:

- The Office of Continuing Education and Extension uses surveys and focus groups to determine continuing education trends and the needs of individuals and area organizations.
- The College of Business Administration-Business Advisory Group (members of local businesses that advise the CBA) uses written surveys, as a standard procedure, for the SBDC counseling and educational activities.
- The Department of Workforce Development (DWD)-Governor's Select Committee on Healthcare Workforce Shortage assesses health care workforce needs across the state and develops strategies to increase the number of graduates in the various academic programs that prepare health care workers (An Associate Dean from the College of Science and Allied Health serves on the committee).
- The 7 Rivers Region-Healthcare Workforce Development Group assesses the health care work force needs in the region and develops strategies to recruit more individuals into health care careers and better retain those employed as health care providers (Staff from the College of Science and Allied Health participate in this group).

Underpinning these formal mechanisms to assess needs, individual units also use informal means such as direct contact between UW-L faculty and staff and external entities to determine a program's or unit's ability to meet the needs of its constituencies. These informal means are ongoing with formal reviews occurring through university's processes such as the Academic Program Review. The academic program reviews (which occur every seven years or by accreditation schedules) ask departments to reflect

on information from employers and alumni when discussing the degree of program success.

### **Local and Regional Programs**

The university has developed numerous programs to serve the local and regional community once needs have been determined. Examples of these programs include the “Women in Leadership Program,” which began in spring 2001. This program demonstrates one aspect of UW-L effort to prepare the community for the economic development of the region. In partnership with local businesses and organizations, the university has developed a series of six interactive sessions to equip women in mid-management with the essential leadership skills. Session topics range from networking to improving communication skills and have attracted a large audience from the surrounding region (See Resource Room).

Another popular program that responds to area needs is “Learning in Retirement,” a learning community established to meet the wide range of interests held by the growing number of retired individuals in the area. The program is a non-profit local affiliate of Elderhostel, whose philosophy recognizes the importance of tapping the wealth of knowledge of the community’s senior citizens while providing them opportunities for continued educational growth. (Figure. )

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In contrast, the 7 Rivers Region National Youth Sports Program (NYSP) serves a younger age group. This five-week summer program provides comprehensive sports, education, and career counseling opportunities primarily for youth from low-income families. The program is sponsored by the U.S. Department of Health and Human

Services with support from the U.S. Department of Agriculture and the National Collegiate Athletic Association (NCAA). Each year the 7 Rivers Region NYSP receives a \$64,000 federal grant and matches it with local funding. More than 200 youths ages 10 to 16 are served each year and are recruited from the greater 7 Rivers Region (60-mile radius). Besides receiving academic instruction in a variety of subjects and receiving sports training designed to improve their fitness and health habits, they also receive a medical screening, daily transportation, and nutritious meals. Close mentoring by college-student counselors is a double benefit of this program. College students hone their youth counseling skills, and the youth receive positive reinforcement and role modeling that are so crucial to this age group. (Figure. )

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In 2004, a Healthcare Management Certificate Program was developed to serve a demand from the rural hospital cooperative. The curriculum was based on a successful program first offered by Gundersen Lutheran Medical Center physicians and health care professionals who possessed no formal management training. This pilot program was offered at three remote locations through the Telehealth Network available through the La Crosse Medical Health Science Consortium at the Health Sciences Center. The program will be offered again in 2005-06.

Business and manufacturing services are provided by the Small Business Development Center (SBDC). While most of the requests for services are from business owners in Western Wisconsin, entrepreneurial initiatives of faculty and students are also supported. Early stage product development is emerging from research discoveries. Finally, the Office of Continuing Education and Extension works on an ongoing basis

with faculty, staff, and departments to extend the instructional, research, and public service resources of UW-L to individuals and organizations. (Figure. )

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***Core Component 5B: The organization has the capacity and the commitment to engage with its identified constituencies and communities.***

### **Applied Research**

A wealth of engagement and service activities crosses all units on campus. External constituencies receive services that originate from the knowledge and skill of university experts who are familiar with the latest innovations and research. While the examples of faculty applied research are many, two from separate disciplines are discussed below. From the humanities, the UW-L Oral History Program has provided its services to several local and regional agencies, who use findings from oral histories when considering new policies, e.g.

- An oral history of Vernon County inland fishery for trout stream management
- An oral history of the Coon Creek Watershed for trout stream management
- An oral history of the Pools 7, 8 and 9 in the Mississippi River for a proposed lock and dam expansion
- An oral history of the Powell/Hood Park neighborhood for a neighborhood comprehensive plan
- An oral history of the Lower North Side neighborhood for a neighborhood comprehensive plan
- An oral history of the Washburn neighborhood for a neighborhood comprehensive plan

Another example of faculty expertise being applied to a larger audience is found in the UW-L Laboratory for Advanced Computation, which has been active in applying high-performance computation and visualization technology to problems in scientific and biomedical visualization since the mid-1990s. This work has resulted in the development of several software systems applicable to both educational and clinical setting and resulted in active collaborations with the Stanford University Medical Media and Information Technologies (SUMMIT) Group at the Stanford Medical School, the NASA Ames Research Center Bioinformatics Laboratory, the National Biocomputation Laboratory at Stanford University, Commonwealth Scientific and Industrial Research Organization (CSIRO) in Canberra Australia, the University of Michigan and the University of Chicago. A variety of sources have funded this work including the UW-System, the National Science Foundation, National Aeronautics and Space Administration (NASA) and the National Institutes of Health.

One of the first software systems developed at UW-L was the Digital Cadaver environment. This system provides students of human anatomy at the undergraduate and professional level with intuitive tools for working with the Visible Human Project data produced by the National Library of Medicine. This system provides students with a “personal digital cadaver” that retains the essential cognitive features of the historic “dissect & sketch” paradigm. Students engage in a cycle of observation, decision, and action that builds a robust 3D understanding of anatomy. Since 1999, UW-L has collaborated with the SUMMIT group at the Stanford Medical School on a Next Generation Internet project funded through the National Library of Medicine (NIH). This has resulted in the development of several software systems (that by leveraging the

performance capabilities of networks such as Internet2) enable new applications of information technology in medical education. These software systems span the range from immersive virtual environments to nomadic wireless applications. The Immersive Segmentation environment combines high-performance computer servers with low-cost client workstations to create a visually immersive environment for exploring anatomical data sets. The Nomadic Anatomy application allows the user to harness the power of remote data set servers to provide on demand access to anatomical data sets from a wireless handheld computer.

University faculty and staff benefit when given opportunities to work on real world projects, as these projects increase faculty and staff knowledge and experience. Further, faculty can integrate these experiences into the classroom thus providing students with a richer learning experience. In addition there are external, service projects in which students can participate. The projects provide real-life, hands-on learning experiences that offer a form of learning outside the traditional classroom.

### **School of Education Outreach**

In 2005, the UW-L Teacher Education Governing Council developed an initiative that fosters engagement between faculty, staff, and students at UW-L with external constituencies. Council members, which include administrative staff of the La Crosse and Onalaska public schools, provide input related to the needs of area school districts to those developing and modifying teacher preparation curricula. One of the curricular initiatives that evolved from this university-community collaboration is the concept of Professional Development Schools (PDS) as part of the university's teacher preparation program. Three PDS sites located in the elementary, middle, and high schools were

piloted in Spring 2005; the number of sites will be expanded to five in 2006. This model offers benefits for UW-L students (more relevant clinical experiences for the apprentice teachers), the partnering school districts (UW-L students contribute teaching person power, thereby supporting the regular classroom teachers as well as providing educational service projects for the schools), and the K-12 students that attend these schools (more individualized attention because the apprentice teachers are in the building and working with them).

### **Mississippi Valley Archaeology Center (MVAC)**

Another program committed to engagement and service to the community is the Mississippi Valley Archaeology Center (MVAC). The mission of MVAC is to provide education about the science of archaeology and the ancient cultures of the upper Mississippi River Valley to the general public, teachers, undergraduate students, and pre-collegiate students; to conduct research and exploration of archaeological sites and artifacts of ancient cultures that flourished within the upper Mississippi Valley; and to provide a regional center to promote an understanding of the prior inhabitants of this region. MVAC has been successful in securing external funding, which has aided it in offering a wide array of programs and services to the community and surrounding region.

(Figure. )

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### **La Crosse Medical Health Science Consortium**

Participation in the La Crosse Medical Health Science Consortium is further evidence of UW-L's commitment to serving external constituencies. The Consortium, which was discussed and recognized as one of UW-L's strengths in the 1996 Self-Study,

is comprised of two regional medical systems and three institutions of higher education. Although the consortium was created in response to projected health care workforce shortages, it also facilitates improvements in regional health and healthcare and supports applied research in health and medically related disciplines. A key project developed under the auspices of the consortium is the construction of the \$27.1 million Health Science Center, which houses health professions education programs of UW-L and Western Wisconsin Technical College (WWTC) and medical research of UW-L and Gundersen Lutheran Medical Center. Consortium staff also spearheaded a tele-health network whose hub is in the Health Science Center. This multi-site network supports education programming for individuals working in health care. Finally, a Health Care Workforce Steering Committee, comprised of consortium members, has been created to identify and implement solutions to prevent workforce shortages in the region.

### **Athletic and Health Programming**

Several service projects that have considerable staff resources and funding to serve the larger community include general athletic events and programs and two health-related programs. The La Crosse Exercise and Health Program (LEHP) offers two community-oriented exercise programs supported by a large community membership. The first, the Adult Fitness Program, is designed to serve apparently healthy adults who seek to improve their overall health and fitness with the goal of meeting the special needs of each member (from the beginning exerciser to the advanced athlete). The second, the Cardiac Rehabilitation Program, is designed for individuals who have known heart disease, have had a cardiac event such as a heart attack or bypass surgery, or are at high risk for developing coronary disease. The program works closely with each participant's

personal physician with the goal of providing each member with an individualized program of exercise and risk factor modification. Both programs provide practical, clinical experience to graduate students enrolled in the Clinical Exercise Physiology program. (Figure. )

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### **Involvement Center**

Another widely-supported campus service project is the Involvement Center. The most well-known event sponsored by the Center is the fall Involvement Fest, which annually draws more than 1,000 students, faculty, staff, and community members. Beginning in spring 2004, the Center has co-sponsored the Annual Community Volunteer Breakfast with Coulee Region Volunteer Coordinators. For the spring 2005 breakfast, more than 225 members of the community and various volunteer organizations came together to recognize, honor, and thank area volunteers. Campus events sponsored by the Center in the 2004-05 academic year included raising \$1,000 for the Tsunami Relief efforts, sponsoring an additional campus blood drive that collected 109% of its goal, collecting more than 800 pounds of canned goods for the Salvation Army as part of the campus homecoming celebration, and collaborating with the Salvation Army during the holiday season with a giving tree that benefited 55 area children.

### **Externally Funded Activities**

Service activities have also been supported with external funding. For example, UW-L received the M3C Grant that allows the campus to work with ten low-income, first-generation college students for one year. Participants in the grant engage in service activities, attend special programs, meet individually with the staff for support, will

receive summer employment in 2006 with NYSP, and will receive a stipend for their year of service. Participants will also benefit from the support, experiences, and connections to the campus and the La Crosse community.

External funding has supported a two-year commitment that began in 2004 for an AmeriCorps VISTA Volunteer. In the first year, the VISTA Volunteer met with deans, department chairs, faculty, staff, and students to discuss what the institution was doing in the area of service learning. In collaboration with the campus committee (the American Democracy/Campus Compact) the volunteer also helped draft a definition of service learning that will be reviewed by the campus community, hosted a teleconference on the first-year student, and held a one-day workshop on service learning and how it works with specific disciplines.

### **Other Outreach/Service Projects**

The vast majority of service and engagement projects (80% or more), however, are those that involve a few select university staff; these projects require many in-kind service hours and provide little or no significant financial support to those involved (For a more complete listing, refer to the Appendix). Listed below are a few examples.

- *The Volunteer Income Tax Assistance Program.* Students receive tax training and academic credit for involvement in the Volunteer Income Tax Assistance Program.
- *Tourism Visitor Survey.* The survey is commissioned by the La Crosse Area Convention and Visitor's Bureau and is conducted by the Recreation Management faculty and graduate students.

- *Economic Development.* The College of Business Administration leads a cosponsored project called the “7 Rivers Region Economic Indicators.” Faculty research monitors regional trends that are reported semi-annually in a breakfast forum hosted on campus.
- *Wetland Delineation Programs.* These programs are offered in partnership with the Wisconsin Department of Administration Coastal Management Program, the U.S. Geological Survey, U.S. Department of Agriculture-Natural Resources Conservation Service, Wisconsin Department of Natural Resources, U.S. Army Corps of Engineers, and the Southwestern Wisconsin Regional Planning Commission.

Additional ongoing projects include the numerous cultural events offered on campus through committees such as the Lecture and Concert Series. Also, many of the faculty serve on national boards or as officers of professional societies at the national and regional levels. For example, one faculty member is the 2005 President-elect of the American College of Sports Medicine and another faculty member has served in the past as the President of the American Association of Cardiovascular and Pulmonary Rehabilitation.

### **Student Programming**

**Internships.** Internship programs warrant a separate category for service and engagement. Several academic programs require an internship, preceptorship, or extended clinical fieldwork experience as part of the curriculum. Those programs include Clinical Exercise Physiology, Recreation Management, Therapeutic Recreation, Exercise and Sport Science-Fitness Concentration, Athletic Training, Physician Assistant,

Nurse Anesthesia, Clinical Microbiology, Physical Therapy, Clinical Laboratory Science, Nuclear Medicine Technology, Occupational Therapy, Radiation Therapy, Sports Management, Sports Administration, School Psychology, and all teacher preparation programs.

UW-L also has the largest centralized internship program in the UW System, which allows those students in academic programs not requiring a fieldwork experience to obtain real-world experience in their area of study. Approximately 600 students participate in the program annually. Both students and employers benefit from the experience. Students benefit through career exploration, pertinent work experience, and in some instances receive academic credit and/or financial assistance. Employer benefits include identifying potential new employees in an on-the-job setting, meeting short-term and special project personnel needs, supporting the university community, increasing the employer's visibility on campus, and reducing recruitment and training costs through the retention of interns.

**Tutoring.** More traditional areas of university service include two tutoring programs that target prospective students in the La Crosse region. Both programs are directed by the Office of Multicultural Student Services (OMSS). The first, the Pre-College Academic Year Tutoring and Enrichment Program (a Pre-Upward Bound program), benefits local Native American, African American, and Hmong youth ranging from elementary to high school. In addition to serving local youth populations, OMSS also has precollege tutoring programs for Native American students in Tomah, Wisconsin, and Hispanic students in Norwalk and Ontario, Wisconsin.

The second program, the Pre-College Summer Reading Program, works on development of skills and the language arts for elementary and middle school youth, particularly Hmong and African American populations in La Crosse and Hispanic students in Norwalk. The program was initiated in response to a need recognized by those working in the pre-college tutoring program and reinforced by public school personnel and parents of bilingual Hispanic and Hmong students. The program is now supported by a Fund for the Improvement of Post-Secondary Education (FIPSE) grant.

**External Service Projects.** The university also sponsors a number of co-curricular activities that engage students with external communities. An increasingly popular national trend is students seeking an alternative spring break experience. Reflecting this national trend, UW-L sponsored two alternative spring break programs in 2005. The first was a collaboration with Habitat for Humanity, which sponsored a program in Charleston, South Carolina. The second was under the direction of UW-L's Student Activities and Centers to Negril, Jamaica. This program offered students an opportunity for short-term cultural immersion without a language barrier. During this trip students participated in a number of projects that assisted with hurricane relief. Projects were completed at a local elementary school, a pediatric ward of a hospital, a non-profit palm reserve, a local technical college, and an adult literacy project. In addition to these unique experiences, students are engaged in serving the community through class-sponsored events such as working with the American Red Cross or Blood Center drives.

## **Community Service and Outreach**

The university also plays an instrumental role in serving the community through participation in task forces or advisory groups formed in response to social, political, health, or safety issues. Two examples of these responses to community needs are the Mayor's Task Force formed in May 2004 and the Sexual Assault Task Force. The Mayor's Task Force was created in response to the drowning of a UW-L student in the Mississippi River. The community and the university were concerned about an alcohol culture that seems to exist in the state and community. UW-L representatives met with individuals from Viterbo University, WWTC, the medical centers, alcohol service agencies, the tavern league, and community and state leaders to discuss alcohol issues within the community. The task force concluded its work in spring 2005 and provided 19 recommendations that were forwarded to the Mayor and the La Crosse Common Council. In March 2005, the Common Council established an oversight committee to assist in the implementation of the recommendations. The university is represented on the oversight committee (For more information, refer to the Appendices). The Sexual Assault Task Force was designed to improve communication between the city and the university, to address reporting protocol, and to facilitate cooperation, victim advocacy, and referral.

## **University Facilities**

In working with external constituencies, the university makes its facilities available for use by a variety of external groups. Several examples include:

- Athletics. UW-L annually hosts the Wisconsin Interscholastic Athletics Association (WIAA) State Track meet. Two area high schools use the Veteran's Memorial Stadium and Haring Field for home football games and track meets.

- Martin Luther King Jr. Teach-In. UW-L annually hosts this event for middle school students from area schools.
- Inter-tribal Native American Pow-Wow. UW-L annually hosts the powwow with drums and dancers from the Midwest. The powwow features Native American vendors and craftsmen from across the country.
- Great River Folk Festival. UW-L annually hosts the folk festival with two days of music, dance, and crafts. Festival artisans are juried for the event with artists who specialize in pottery, basketry, weaving, fiber, quilts, jewelry, wood crafts, and metal.
- Political candidates. During the 2004-05 academic year, UW-L hosted a number of national political candidates and their supporters, including John Edwards, Ralph Nader, Leonardo De Caprio, Sharon Stone and Caroline Kennedy.
- Conferences. UW-L has hosted numerous regional, state, national, and international conferences, such as the Council on Undergraduate Research, North American Mycological Association, the North American Benthological Association, and the International Death, Grief, and Bereavement Conference (See Resource Room for a complete listing.)
- Computer laboratories and distance education facilities. These rooms are available for rent for training purposes. Classroom trainers can be contracted as needed for professional development seminars.
- Media services and GIS research and mapping. Both of these activities are available on a contract basis.

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

### **Community Requests**

Although many of the institution's programs are self-generated, others have come into existence in response to a specific community request. Examples are listed below.

- The La Crosse Area Planning Committee in 2004 requested metropolitan demographic forecasts for the purpose of transportation planning. By 2005, a study had been completed by three faculty members under the coordination of the Small Business Development Center.
- The Learning Communities, offered under the umbrella of the Masters of Education and Professional Development, were developed after the Holmen School District asked UW-L to create a cohort-type program that would meet on weekends and allow teachers to pursue their master's degree (A similar program was already established in Minnesota). In response, UW-L partnered with Learning Quest, a consulting organization in charge of the Minnesota programs, to begin the MEPD-Learning Community program in the La Crosse area. The program has grown with ? graduates and serves all of Wisconsin. (Figure. )

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- The La Crosse Area Boys and Girls Club requested that UW-L develop a collaborative project where UW-L students enrolled in the early phases of teacher education serve as academic tutors for area elementary, middle, and high school students who attend the Boys and Girls Club. The project has been in operation

for almost 20 years with past grant funding from various sources including the U.S. Department of Education.

- The Master of Software Engineering (MSE) couples business needs to a capstone course that requires development of software for implementation and/or commercialization. A community organization or business request for software development is matched whenever possible with a student's interest and expertise. The capstone projects result in software products that would otherwise be unaffordable for the organization or business.

### **Requested Class Projects**

Other applications occur when faculty and staff are approached by various community organizations to conduct specific class projects. Several examples are listed below.

- Recreation Management students perform customer satisfaction and visitor surveys for area recreation and tourism businesses with the aid of Recreation Management faculty. Reports of survey findings are used by area businesses to enhance marketing efforts and improve the quality of the service they offer.
- Marketing students develop full promotional plans for small businesses and non-profit organizations. An average of six companies are served each semester with written plans and other advertising material including display ad copy, graphics, and logo recommendations.
- College of Business Administration students learn research methods through case studies. Each study group designs a research project with a business or

organization. Upon completion of the research project, the group prepares a written report and makes an oral presentation to the business or organization.

### **Global and Community Interests**

In other displays of shared goals, the College of Business Administration was awarded an International Business and Education grant for \$174,500 from the Department of Education. The grant supports a two-year program (July 2005-June 2007) to increase the global business awareness for the 7 Rivers Region, thus integrating campus and community. Also, the On Campus Interview Program and Career Events sponsored by the UW-L Office of Career Services allow employers to increase their visibility to students and recruit future employees.

### **Partnerships with Education Institutions**

In addition to joint community efforts, the university engages with other education institutions in the region to develop collaborative programs and secure external funding. Examples include the dual-degree engineering programs with UW-Madison, Milwaukee, Platteville, and the University of Minnesota-Twin Cities that allow students to complete three years at UW-L and two years at an engineering program. Upon completion, the student will earn undergraduate degrees in physics and engineering. Using physics as a model, the departments of chemistry, mathematics, and computer science have developed similar dual degree programs. UW-L also has a variety of teacher education partnerships with 700 students working annually in clinicals and student teaching. Through these interactions UW-L reaches more than 10,000 K-12 pupils in classrooms throughout the region. One collaboration between UW-L and the La Crosse School District resulted in the joint appointment of a grant writer. The position,

which was funded by UW-L and the La Crosse School District, began in spring 2000. Since that time, more than \$7.5 million has been awarded from a variety of state and federal agencies and private foundations (For a more detailed listing, see the Resource Room)

A different type of partnership between institutions of higher education has arisen in the area of transfer policies. Under a mandate from the Board of Regents to facilitate the transfer of students from its two-year UW System colleges and from the Wisconsin Technical College System (WTCS) to four-year institutions, UW-L has numerous articulation agreements with various programs in the WTCS (For more specifics regarding Board of Regents transfer policies, see the Resource Room). The university has additional articulation programs with Lake Superior College in Duluth, College of St. Catherine in Minneapolis, Northeast Iowa Community College with several campuses in Iowa, and Lac Courte Oreilles Ojibwa Community College in Hayward, Wisconsin. The Business Program-to-Program agreement provides another opportunity for Western Wisconsin Technical School (WWTC) students that plan to transfer to UW-L. In this agreement, WWTC students enrolled in accounting, business administration-personnel, finance, and general marketing who plan to transfer to the business program at UW-L may transfer up to an additional 9 credits in non-general education, business core coursework. These credits are in addition to the 30 credits of general education courses that may be transferred.

For students enrolled at UW-L, other opportunities include a collaborative Doctor of Physical Therapy (with UW-Milwaukee) and a collaborative on-line Masters in Business Administration program (with UW-Eau Claire, Oshkosh, and Parkside). The

MBA program, in particular, seeks to accommodate non-traditional learners by offering an evening program for students that require special scheduling.

### **Additional Services**

Licensed professionals in the community who require continuing education credits represent another sector served by the university. The Office of Continuing Education and Extension provides credit courses and non-credit programs to meet the needs of licensed professionals, in particular teachers, social workers, psychologists, and counselors. For example, in 2004-05, Continuing Education and the Small Business Development Center offered 24 certificate offerings (343 enrollments) and 58 conferences and workshops (1,413 enrollments) for professional audiences where continuing education units were provided. Credit courses are also offered by Continuing Education and Extension for teachers to meet PI-34 requirements as mandated by the Wisconsin State Department of Public Instruction. A final example of additional services is the university's Counseling and Testing Center that offers testing services for exams such as the GMAT, GRE, LSAT, MCAT and ACT for students and community members interested in undergraduate and post-baccalaureate education.

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

### **ASSESSMENT OF SERVICES**

The university uses a wide array of evaluation methods to assess services it provides to external and internal constituencies. Program services with larger staffing and funding sources tend to use more elaborate and sophisticated assessments processes. Examples include participant satisfaction surveys, formal staff debriefing sessions with

formal written reports, post-event audience surveys, and planning committees that formally review the results of assessments and provide written corrective actions. Impact evaluations are also completed, i.e., following up with participants after the learning experience to determine if the participants are applying what they have learned in their professional environment.

Written evaluations track Small Business Development Center (SBDC) performance. Clients are surveyed by mail within 6 months of service and again within 18 months to determine the level of satisfaction and business outcomes. The SBDC consistently receives excellent evaluations. Training participants complete evaluations after all training programs. Based on a participant survey in 2004, the SBDC's Entrepreneurial Training Program (30 classroom hours) was ranked the highest of the 14 centers in Wisconsin.

The majority of service projects on campus, however, include less formal methods of assessment. Examples include focus groups with key participants, impromptu conversations with participants, debriefing sessions and/or conversations with service staff, and periodic meetings about how to improve services. Written reports seldom document these communications but changes are often made with the more salient issues that are revealed in the discussions.

Another means to assess UW-L's record in serving the larger community is through tracking attendance at university events. Over the past ten years, the university has been very successful in attracting large audiences to programs ranging from athletic

to cultural performances. Attendance for events during the 2003-04 academic year are listed below.

- Wisconsin High School Track Meet 5,000+
- Art Gallery visitors 8,000
- Music performances 17,322
- Theater performances 5,560
- Theater summer stage 2,589
- Marching band spectators 12,000
- General admission tickets for  
miscellaneous events 1,508

In addition to public events, conferences are held at UW-L to benefit a variety of groups, especially youth groups. In 2004-05, more than 2,000 youth attended the Wisconsin Theater Festival, 845 participated in the New Music Festival, and more than 2,500 attended the Brethren National Youth Conference. The Office of Continuing Education and Extension also offers several youth programs throughout the summer, attracting over 1,000 youth to campus. (Figure. )

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### **Conclusion**

UW-L increasingly views engagement and service as an integral part of its mission. However, as the number of activities serving external constituencies grows the amount of General Program Revenue dollars supporting service activities is decreasing. Instead, there is a growing reliance on ticket sales and other funding sources to continue these activities. Further, as the emphasis on scholarly productivity in the promotion and

tenure processes has increased, the perception of some faculty is they should spend less time engaged in service activities and more time engaged in scholarship. Eventually this trend could affect service contributions to external constituencies. Also, while the community continues to participate in university-led seminars and workshops, the trend is for organizations and businesses to seek individualized training for their particular organization.

Despite these trends, the number of individual services provided by the university is significant (refer to spreadsheet in the Appendix) and UW-L will continue to offer many services to meet the needs of the community.

### **Recommendations**

In addition to summarizing existing examples of engagement and service, an on-line survey was created to gauge faculty and staff perceptions. The following recommendations are based on the findings of the survey (30 responded) and committee suggestions.

- Institute a campus-wide process for review of service and engagement activities and subsequent university support.
- Encourage university-level and academic departments to place a higher priority (with funding implications) on service activities.
- Recognize the contributions of faculty and staff that participate in service activities and assume leadership roles in noteworthy service projects.
- Reconsider the balance between scholarship and service expectations for faculty in the promotion and tenure process.
- Review service expectations for staff.

- Provide release or reassigned time for key staff coordinator roles who have major responsibility for significant service projects. (Figure. )

#### INSERT CHART

Two broad conclusions underline these specific recommendations. First, there is a need for better alignment between departmental expectations and reward systems for service and engagement and the university-wide expectations as articulated in the mission statement and strategic plan. Second, a common refrain in this self-study is the lack of General Program Revenue funding to support university initiatives--the support of service and engagement activities is no exception. If UW-L plans to continue to effectively serve all its constituencies, a stable source of funding is imperative. For UW-L to sustain its impressive record of engagement and service these recommendations should be given careful consideration.