	Who	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Increasing Community Engagement: ASSISTANT DEAN MOELLER AND DEAN MILNER													
Goal 1. Initiate strategies that create and promote increased opportunities for students' community engagement that are academically grounded.	**CEC, Provost**												
Action 1. Educate campus on outreach opportunities, connections, support, funding.	Provost, CATL, Career Services/Advising, Colleges, Grants Office, Dean Milner (LM) and Assistant Dean Moeller (MM), CEC												
A. **4th year and beyond faculty who do CE events**—creating a mentoring situation and networking opportunities for people who do CE work already. Help these folks see themselves as leaders and mentors for younger faculty. Invitation only; solicit chairs for names of CE engaged faculty. Provost invite, Colleges determine guest list. **Focus group assessment**—focus group work with mid-career faculty doing CE to gather what has worked, what has not, what support they need, etc. Use qualitative data to make further decisions re: next steps.	Milner, Moeller			X									
B. **1st and 2nd (maybe 3rds) year faculty events**—one in a series (Provost-invite with colleges selecting guest list); making connections internally. Invitation-only, networking event for people.	Milner, Moeller, Provost				X								
C. **Networking event with all faculty and interested faculty**—provide mentoring mechanism, connection, discussion facilitation.	Milner, Moeller, Provost								X				

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D. Internal support and education mechanisms a. **CATL Workshops** (Service-Learning, Client-Service Projects, Working with External Partners, Connecting to Portal, Best Practices in Outreach relying on research from Carnegie, AAC&U Value Rubrics, ACE, and outreach-experienced faculty/staff on the UWL campus, Dealing with Conflicts and Difficulties with External Partnerships/Working in Structures that are not Educational-based but have Educational Opportunities, HIP training/discussion, Technology for Project Management, Contracting With External Partners, Assessment of Externally-Partnered Projects—VALUE Rubrics, etc.) b. **Career Services Connections (**Career Services workshops on working with community partners, internships as outreach and relationship-building potential, workshops on infusing career preparedness into curriculum, partnering with community organizations for classroom visits, etc.) c. **Reading groups** (HIPs, scholarship in outreach practices, interpersonal organizational training, leadership and PR, etc.) d. **College Connections** (colleges (together and separately) supporting outreach education, practice, networking, etc. through grants, events, etc.)	Provost, CATL, Career Services/Advising, Colleges, Grants Office, Dean Milner (LM) and Assistant Dean Moeller (MM), CEC											X	
E. Funding—Grants office target external grants for outreach, HIPs, and disseminate (eye towards public, but also consider private funding without strings attached); funding from colleges (e.g. grants, stipends, reassignment) re: integrating outreach into classroom, scholarship, bylaws; course reassignment/stipend for faculty outreach liaisons, etc	Provost, CATL, Career Services/Advising, Colleges, Grants Office, Dean Milner (LM) and Assistant Dean Moeller (MM), CEC											X	
Action 2. Codify Community Engagement Council (CEC) with a direct report to the Chancellor's Cabinet coordinated by Provost													
A. Reconfigure CEC—Restructure, reorganize, reorient for long-term CE/outreach work, responsive to strategic planning steps.	Provost, Moeller, Milner								X				

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Action 3. Professional development for faculty, staff, and administration on service-learning/community engagement	Milner, Moeller, Colleges, Provost, CEC												
A. **Community Engagement Institute** (models such as VCU, WSU, INSLP, MSU, ASU, SUNYC)—assistance for faculty wishing to begin/learn about community outreach.												X	
B. **AAC&U, ACE, AASCU workshops and training** (i.e. grants to send faculty active in community outreach, contracting with community partners, and project-based classroom activities/client-service projects to these conferences).												X	
C. **Speakers/Consultants/Trainers**—Professional development around outreach best practices/speakers from major organizations, consultants from schools with Carnegie designations.				X		X			X				
D. **Staff Development**—Leadershape, participation in speakers/consultants (i.e. comp time for attending presentations or X number of hours/month available for professional development), integration of staff into college connections and reading groups in Goal 1, etc.				X		X			X				
E. **Advisory Board**—community-based board for administration/Provost									X				

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Goal 2. Measure, assess and create accountability structure for community engagement across UWL	IR/ Solverson												
Action 1. Identify metrics for community engagement for UWL.													
A. Metrics from the state re: outreach a. Monetize the amount of hours interns do for the tri-state area													
B. Potential other metrics for future use/discussion of tracking "success": 1. Metrics from faculty members/staff who contract with local organizations/government agencies/non-profits (different from other forms of outreach we've already discussed) a. Kinds of projects b. Kinds of contracts c. Student involvement d. Institution involvement e. Number of projects f. Number of partners and potential partners in contact with faculty/staff 2. Number of Community Boards faculty/staff sit on 3. Community speakers that come to campus a. who, when, where, how many students 4. Number of faculty/Staff who speak in the community in their role as experts (i.e. Tim Dale on WPR; TJ Brooks on Economic Indicators; Mary Hamman on Healthcare Management; Lindsay Steiner on PW) 5. Number of alumni who engage with University—fundraising and friendraising 6. Number of events hosted for community partners & UWL outreach participants 7. Frequency of written communications to community 8. Commitments made vs commitments completed a. i.e. portal, where we intimate a commitment—how many are actually partnered 9. Frequency of communications not related to specific critical issues (more than triage communication) 10. Percentage of activities where community feedback is sought 11. % of activities where community feedback is employed in revision 12. Number of community members who engage with the CEC 13. Number of courses where community partners have contact 14. Number of courses where community partners have engagement 15. Number of active board members 16. Number of students volunteering: Ugetconnected	IR/Solverson, Moeller, Milner, CEC											X	

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Action 2. Create accounting mechanism for cataloging community engagement activities across campus. Differentiate university-based as compared to individual engagement	IR/Solverson, Moeller, Milner, CEC												
A. Instructional Staff: Digital Measures—add community engagement checkbox. Faculty/Staff Contract work with GOs/NGOs/Industry, Course-Embedded Research, Client-Service Projects, Self-Reporting via qualtrics, SBC metrics, Statistical Analysis Center metrics, etc.						X							
B. Non-instructional Staff: Outside Activity Report /expand DM to encompass all UWL employees. Same as above.						X							
C. Students: Track numbers through Eagle Opportunities/Handshake (interns), Ugetconnected (volunteers), Community Partnership Portal (course-embedded research), involvement with Faculty Contracts (Grants Office), see more above in potential metrics for future use.												X	
D. Survey faculty, staff, and students who have participated in outreach activities to garner qualitative data regarding experience, processes, and potential revision suggestions/formative feedback.												X	
Action 3. Establish systematic assessment of community perceptions of the institution's engagement with community													
A. Survey community organization members on their perception of UWL's engagement with the community													
Goal 3. Market mutually beneficial relationships between UWL and private/public organizations in the greater La Crosse community, state, region, and globally. In particular, focus on the importance of public/community engagement in advancing UWL's mission centered on the value of a Liberal Arts education.	Maren Walz												
Action 1. Develop campaign to create and promote mutually-beneficial relationships between internal and external constituencies	Maren, Jake, Sanja, Flo, Brad, Kjerstin, James, Mike, Marie, Laura, Foundation and Advancement												
A. **Branding—La Crosse Idea** (modeled on the Milwaukee Idea and the Wisconsin Idea) a. Marketing materials/promotional materials				X									
B. **Advancement/Foundation/UComm—**Event announcement, consulting on active alums and business/non-profit/NGO/GOs to include in our work, disseminating metrics to alums and area businesses/NGOs/GOs, etc. Focus on educational component and community commitment												X	

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C. **Area Media**—place metrics of area companies taking our internships, service projects, speakers, thanking our partners, etc. Record number of public information and outreach pieces. Focus on educational component and community commitment.												X	
D. **WI Media**—same as area media, except more broad in terms of coverage of connections.												X	
Action 2. Internal marketing campaign	Maren, Jake, Sanja, Flo, Brad, Kjerstin, James, Mike, Marie, Laura, Foundation and Advancement												
A. **Branding—La Crosse Idea** (modeled on the Milwaukee Idea and the Wisconsin Idea)				X									
B. **Webspace**—encompasses resources, contacts, HIPs connected to outreach, other organizations that participate, portal, legal documents, etc. (Maren, Jake, Sanja, Marie)					X								
C. **Community Engagement Institute/Office of Community Engagement**—support for newer faculty who want to do CE but don't know how or who to connect with, etc. Not oversight of other CE locations on campus, but a resource location for newer faculty or faculty looking to engage where they haven't previously; home of portal/responsibility of webspace, garnering connections when requested, being the face of outreach and portal.												X	
Goal 4. Secure funding to support continued community engagement	**VC Reichert and Dean Sandheinrich**												
Action 1. Increase Rada Margins of Excellence Experiential Learning Opportunities Endowment.	VC Greg Reichert and Dean Sandheinrich, Colleges/Deans, LM, MM												
A. **Foundation**—continue to identify potential donors and connect various colleges with donors												X	
B. **Colleges**—connect community outreach work to potential grants; connect faculty doing such work with potential donors. Show work of community engagement and outreach on webpages and promotional material. Discuss at functions; connect to potential opportunities to support engagement work. Ensure that experiential both makes sense to external populations and encompasses a wide-variety of work. Increase student and faculty awareness of fund.												X	