

2016



Campus Compact

Wisconsin

14th Annual
Civic Engagement Institute

April 18, 2016

Medical College of Wisconsin
Milwaukee, Wisconsin

- 8:20 a.m. **Welcome and Continental Breakfast (Room: H1210/1230/1250)**
Dr. Gavin Luter, WiCC, and President Jamie Loftus
- 8:30 a.m. **Medical College of Wisconsin Staff Welcome (Room: H1210/1230/1250)**
Dr. Joseph E. Kerschner, Dean of the School of Medicine and Executive Vice President
Dr. Syed Ahmed, Senior Associate Dean for Community Engagement, Professor in the Department of Family and Community Medicine, and Director of the Healthier Wisconsin Partnership Program
Sharon Neu Young, Program Manager, Community Engagement
- 8:40 a.m. **Keynote Speaker and Interactive Workshop (Room: H1210/1230/1250)**



Revenue Generation in Higher Education Civic Engagement

For close to 15 years, Todd Barr worked in the community-campus sector with Science Shop initiatives that promoted the use of mixed method community-based research and community service-learning as vehicles for community development and inspired learning. In all cases, the research question or project idea came from a community group or organization, with the objective of connecting students and faculty with community partners to work together to find answers...and sometimes more questions. For nine and a half years, Todd was executive director of the Trent Community Research Centre – a non-profit organization in Peterborough, Ontario, Canada. Before that, Todd was assistant director of the Rural Communities Impacting Policy project in Nova Scotia, Canada. Todd is passionate about community engagement, small groups and belonging as core foundations for collective impact and scaling up social innovation. Todd is also passionate about building capacity so individuals gain the organizational, facilitation and coordination skills needed to develop planning, accountability, communications, fundraising and partnership-oriented frameworks that build community and enhance the services and profile of programs, organizations and projects. Todd believes that no matter what the context, it almost always begins with figuring out the right question then having a conversation.

- 10:15 a.m. **Break - Move to Break Out Session #1**
- 10:30 a.m. **WiCC Meeting of Presidents and Chancellors (Room: H4950)**

10:30 a.m. - BREAK OUT SESSION #1

SESSION A: Community-Engaged Projects to Improve Neighborhood Conditions (Room: H1210)

The Whoville Challenge: Challenging Our Students to Work for Inclusivity

*Ruth Cronje and Rachel Tillman, University of Wisconsin-Eau Claire, and
John Stedman, Eau Claire JONAH (Joining Our Neighbors – Advancing Hope)*

In our civic engagement classroom, we have foregrounded issues of justice in our partnership with a local city redevelopment project. This experience included course-embedded research to support a health impact assessment for the redevelopment, which enabled us to explore the justice dimensions of community-based research. Our students decided to make it their special role to find ways to solicit the preferences and opinions of low-income members of our community relating to our health infrastructure; thus, students explored the social, political, and economic structures that function to maintain inequitable power relationships – including epistemic power structures – in their course activities.

The Good Neighbor Designation / Good Tenant Program: Creating Off-Campus Property Standards through Collaboration with Community Partners

Dan Bergen, Marquette University, and Kent Cory, Weigand Enterprises

As institutional responsibility for students' safety, well-being, and behavior, continues to increase, Student and Public Affairs professionals who work with upperclassmen and graduate students are expected to have far greater involvement in and oversight of surrounding local neighborhoods. This program will overview an innovative, community-engaged solution to addressing and maintaining high standards related to off-campus student housing. Participants will follow the simultaneous development and implementation of the Good Neighbor Designation and Good Tenant Program – two programs designed in partnership with local property owners, students, Marquette University staff, and city officials.

SESSION B: Improving Service-Learning Practice on Campus (Room: H1250)

Don't Leave the Learning to Chance: Institutionalizing Student Reflection

Kimberly Jensen Bohat and Tyanna McLaurin, Marquette University

In order to create significant student learning in service learning courses, it is important to be intentional about integrating critical reflection opportunities throughout the entire service learning experience. This session will describe Marquette's three faceted reflection program for students engaged in community engagement, which have been developed from the research and models created by Kolb, Dewey, Clayton, and even St. Ignatius. This includes peer-led interdisciplinary sessions, course-based sessions developed around specific course content, and online reflection modules that include rubrics. Participants will be asked to share their own strategies and techniques around creating significant learning experiences through reflection.

The State of Community Engagement in Higher Education: A Reminder of the Power of Service-Learning

Elizabeth Hart, Western Technical College

This session will provide an overview of the state of community engagement in higher education. It will address what the current literature discusses regarding community engagement, moving from a focused lens of how community engagement influences students, to how it affects faculty and institutions, to its effect on communities. Attendees will better understand the experiences of stakeholders by exploring common themes: How does service-learning affect learning and development of students? How does service-learning influence student-faculty relationships? How does service-learning affect student retention? How does community engagement influence college-community relationships? How do institutions create sustainable community engagement programs?

SESSION C: International Service-Learning and Study Abroad (Room: H1270)

The Wisconsin Without Borders Alliance: A Cross-Campus Partnership to Make Local to Global Connections

Beth Tryon and Cassandra Rademaekers, University of Wisconsin-Madison

The Wisconsin Without Borders alliance encourages exemplary practice of local to global engagement through a community of practice and an awards competition. We will discuss how the model might be useful across the spectrum of WiCC in globalizing/internationalizing students' experience and utilize concepts at a local level. Bringing disparate units across campus together for any particular goal is often a tricky task. Our story of finding common ground and intersections of expertise offered by an alliance can be used in leveraging scant resources to create impact. Learn how to bring elements of this practice into your work, regardless of your institution's capacity for a full-fledged global engagement program.

Building Community Engagement Partnerships in Ireland

Marguerite Helmers, University of Wisconsin-Oshkosh

This presentation details the process of creating a two-week study tour to Ireland that includes three days of community service in the western region of the Burren. Now in its third year at the University of Wisconsin Oshkosh, students learn about the intersections between the three pillars of sustainability (environmental, economic, social), regional heritage, and the impacts of tourism on the area. In addition, students work with local writers and filmmakers in Dublin, exploring historical and contemporary issues. The presentation will offer practical advice on ways that partnerships can be initiated, fostered, and nurtured abroad.

11:15 a.m. **Session 1 Ends - Move to Break Out Session #2**

11:20 a.m. - BREAK OUT SESSION #2

SESSION A: Environmental and Social Sustainability in Wisconsin (Room: H1210)

Wisconsin Sustainable Communities: A Quiet Movement

Sherrie Gruder, University of Wisconsin-Extension

Community sustainability is led primarily by local governments in Wisconsin active in promoting quality of life, healthy environments and economies, and access to opportunity. This presentation will provide a pulse on Wisconsin Sustainable Communities through the results of a statewide survey with 365 municipal respondents. Attendees will learn about the status, focus, variety and drivers of local government sustainability efforts, and their needs and opportunities for future education, technical assistance and outreach. The presentation will include survey results as well as stories of sustainability programs across the state. The audience will be engaged to explore opportunities for collaboration to support community sustainability efforts.

Building Sustainability for Healing Programs in Native American Communities

Jen Schanen, Ariel Jochman, Nicole Kahler, and Rachele Saldana, University of Wisconsin-Green Bay

Annually, undergraduate social work students at UW-Green Bay take on a program evaluation project in partnership with a community agency. This year, students partnered with Wise Women Gathering Place, an agency serving primarily Native American children & families. Students evaluated the White Bison program, which provides culturally-based healing from historical and intergenerational trauma. This presentation will describe the results of a phone survey of past participants, conducted to determine how White Bison may impact resiliency and wellness. As more evidence is available, programmatic and financial sustainability is generated for such valuable programs. The audience will be engaged to discuss the findings and implications for future program evaluation efforts.

SESSION B: Improving Service-Learning Practice on Campus (Room: H1250)

Preparing Students to Serve: Training Students in Cultural Sensitivity

Haley Madden and Beth Tryon, University of Wisconsin-Madison

Developing and maintaining strong, positive relationships among students and community members is crucial to successful service learning or community-based learning experiences. To foster these relationships, students need to be prepared to work with community members who may be very different from themselves. Preparing students can create stronger relationships between the community and the university and help students view their community engagement through the lenses of social change and social justice. This session will focus on how to prepare students to serve in the community through training in three broad areas: social identity, privilege, and cultural sensitivity.

The Making of Quest Talks: Telling Stories from Wisconsin Farmers, Irish Grave Yards, and a Domestic Abuse Shelter

Michael Lueder, University of Wisconsin-Oshkosh

The University Studies Program, the UW-Oshkosh general education program, challenges sophomore students to explore the community around them via community experiences embedded in their disciplinary courses. These courses have shown tremendously positive results in student learning. Quest Talks, a Ted Talk style event, has allowed us to publicly share the learning process of these students. This session will explain the process of producing Quest Talks, the lessons learned by students, and how to effectively market the student learning at the core of general education.

12:15 p.m. **Lunch and Civic Engagement Award Ceremony (Room: Alumni Center)**

Luncheon Keynote Speaker: Paul Farrow, Waukesha County Executive
How Can Universities Be More Responsive to Community Needs?

Civic Engagement Awards Presentations

Newman Civic Fellows

- Cardinal Stritch University: Brittany Hawley
- Edgewood College: Mathias Lemos Castillo
- St. Norbert College: Maria Sauer
- UW-Superior: Grace Meyer
- UW Colleges/UW-Extension: Mirella Espino
- UW-Madison: Nasitta Keita
- UW-Parkside: Marley Ura

Jack Keating Student Civic Leadership Award

- Edgewood College: Marissa Blackmore
- UW-Eau Claire: Nathan Schaffer

Sister Joel Read Civic Engagement Practitioner's Award

- UW-Oshkosh: James Krueger
- St. Norbert College: Bola Delano-Oriaran

Esther Letven Campus Community Partnership Award

- Edgewood College: Center for Healthcare Education and Simulation
- Marquette University: Near West Side Partners

1:15 p.m. **Special Panel Discussion**

The Commons: A Partnership With Innovation

by WiCC Board Chair and Cardinal Stritch University President **Dr. James Loftus**

In this panel presentation you will learn about The Commons, a unique skills accelerator preparing collegiate students of Southeast Wisconsin for a career in 21st Century innovation economy. The Commons has forged partnerships with 22 colleges and universities across the region, as well as with leaders from the corporate and entrepreneurial sectors, to help students explore innovation while working on diverse and cross-functional teams. In this session, you will learn not only the unique story of how this program developed, but also how The Commons co-founders and their early partners learned to co-create, manage, grow, assess and sustain the effort.

Joe Poeschl, Program Director and Co-Founder, The Commons (Moderator)

Rick Gilpatrick, Director of the Concept Group, Briggs & Stratton Corporation

Kaylen Betzig, President, Waukesha County Technical College

Mark Gesner, Executive Director of Academic and Community Engagement, Cardinal Stritch University

Dave Zachman, Co-Founder, The Commons

1:50 p.m. **Break - Move to Break Out Session #3**

2:00 p.m. - BREAK OUT SESSION #3

Session A: Community-Based Projects that Engage Students (Room: H1210)

Engaging Through Imagination: Building Relationships through Improvisation

Anne Basting, UW-Milwaukee and Nicky Glaser, UW-Milwaukee

To tools of improvisation bring people into the moment and grow acute listening, mirroring, and observation skills. These are the bedrock of relationship building. The evidence-based TimeSlips improvisational storytelling method (timeslips.org) is easy to learn (online), and playfully positive experience for participating students. Now in its 4th year at UWM, coordinated by the Center for Community-based Learning, Leadership, and Research, their TimeSlips program recruits, trains and places 20-25 students each semester in care communities for people with dementia. Students engage in a positive way with people significant disabilities to draw on their strengths and find and build meaningful relationships.

Fanning the Flame: Fostering Independent Community-Engaged Scholarship Among Students

David Lassen and Haley Madden, University of Wisconsin-Madison

Though students represent one of the most important university resources for community engagement, student interest may outstrip existing institutional supports. This is especially restrictive for students in academic departments whose faculty have relatively less background in community scholarship. Both undergraduate and graduate community-oriented students may therefore benefit from opportunities to more independently organize across campus and pursue community-engaged projects. We recently created such an organization for graduate students at the University of Wisconsin-Madison. Our efforts have highlighted some of the potential value and difficulty of such efforts. We will discuss our experience and how it can relate to other campuses.

Session B: Pathways to Public Service (Room: H1250)

Pathways of Public Service: Using Stanford University's Diagnostic Tool for Community Engagement Programming in Wisconsin

*Madeline Carrera, Gateway Technical College; Tricia Dusick, Edgewood College;
Stephanie Harrill, University of Wisconsin-Madison; Debra Karp, University of Wisconsin-Parkside*

This session will introduce participants to a the Pathways of Public Service framework and diagnostic tool developed by the Haas Center for Public Service at Stanford University intended to help students expand their perceptions of community engagement. The framework fleshes out six pathways of public service (direct service, philanthropy, engaged scholarship, social entrepreneurship, advocacy/activism, and politics/policy) and the complementary diagnostic tool helps students (and others) reflect on how they perceive their interest, experience and strengths related to each path as well as the level of impact they feel each one has the potential to create. The presentation will start with an interactive activity and overview to introduce the framework and diagnostic tool. Following, each institution will describe how they have leveraged these resources to enhance community engagement programming on their campuses.

2:45 p.m. **Closing Remarks (Room: Alumni Center)**

Speaker: Senator Lena C. Taylor

How Can Universities Be More Responsive to Community Needs?

3:10 p.m. **Adjourn and Optional Networking**

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Alverno College, Mary Meehan, President
Cardinal Stritch University, James Loftus, President
Carthage College, Gregory Woodward, President
Edgewood College, Scott Flanagan, President
Fox Valley Technical College, Susan May, President
Gateway Technical College, Bryan Albrecht, President
Lakeshore Technical College, Michael Lanser
Lawrence University, Mark Burstein, President
Madison Area Technical College, Jack E. Daniels III, President
Marian University, Robert Fale, Interim President
Marquette University, Michael Lovell, President
Medical College of Wisconsin, John Raymond, President
Milwaukee Area Technical College, Vicki Martin, President
Mount Mary University, Eileen Schwalback, President
Nicolet Area Technical College, Richard Nelson, President
Northeast Wisconsin Technical College, H. Jeffrey Rafn, President

St. Norbert College, Thomas Kunkel, President
UW-Colleges/UW-Extension, Cathy Sandeen, Chancellor
UW-Eau Claire, James Schmidt, Chancellor
UW-Green Bay, Gary Miller, Chancellor
UW-Madison, Rebecca Blank, Chancellor
UW-Milwaukee, Michael R. Lovell, Chancellor
UW-Oshkosh, Andrew Leavitt, Chancellor
UW-Parkside, Deborah Ford, Chancellor
UW-Stevens Point, Bernie Patterson, Chancellor
UW-Stout, Robert Meyer, Chancellor
UW-Superior, Renee Wachter, Chancellor
UW-Whitewater, Beverly Kopper Chancellor
Waukesha County Technical College, Kaylen Betzig, President
Western Wisconsin Technical College, Lee Rasch, President

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