

Wisconsin Idea Forum Question 4:

How can we put our bold thinking into action?

Groups choose one card (“What would we do if we were ten times bolder?”) and brainstorm how it can be done.

Ideas:

- 1) Make Wisconsin Idea an integral part of tenure and promotion for all faculty, staff, and students
- 2) Every student, faculty, and staff member must engage in service learning that benefits communities and promotes understanding of marginalized communities
- 3) Pick a theme that has clear public policy/economic development / wellness aspects and have every department contribute to projects to realize aspects with communities.
- 4) Require all UW-System faculty, staff, and students to carry out a specific “Wisconsin Idea” project and give them an allotment of time/resources to do so. Let them share. Repeat.
- 5) Use local community networks to create simultaneous statewide dialog in ways that work in each area—use our IT know-how, facilitation, etc. to bring (establish) infrastructure for dialogue to be heard.
- 6) Center for Interdisciplinary Studies to promote, support, and reward collaboration among community, faculty, and students
- 7) Making the Wisconsin Idea a priority across campus by: Everyone employed by the University can have 4 hours a week of paid time to do a WI Idea / community project
- 8) Invite the community to set (actively engage in setting) the University’s research agenda
- 9) Create and support with the appropriate resources (funds, staff, publicity, coordination, etc.) an Office of Wisconsin Idea

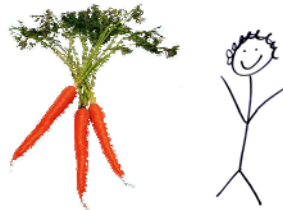
1) Make Wisconsin Idea an Integral Part of Tenure and Promotion for all Faculty, Staff, and Students

- Define Wisconsin Idea Activities
- Define %
- Gain Administrative Support
- Share/Involve ASA and Faculty Senate
- PR Campaign
- Demonstrations / Sit-ins
- State must finance mentor grad students
- Define the ‘hook’ for faculty, especially re: research questions
- Create a Wisconsin Idea Consultant Program. We (outreach staff and community members) would become consultants/mentors for faculty (Capacity, structure, framework, rewards to make this happen)

- Teams: Community; faculty; staff
- Subvert Divisional Committees
- Make part of post-tenure review process
- Create rewards/incentives for actively pursuing ideas/engagement that follows “Wisconsin Idea guidelines”
 - Imagining American Tenure Initiative
- Gap/missing: Broaden promotion/tenure criteria
- Make the Wisconsin Idea a point of hiring and orientation and ongoing access\
- Professor of Service
- All grants must have service component
- How is this different from using the word “service?”

Behavior:

- Wisconsin Idea would hold similar value; institutionalizes the Wisconsin Idea (makes it not piece-meal)
- This is HOW we will work together
 - Allows for autonomy and flexibility
- Attract new staff/faculty/students
- Research/teaching/service integrated → lends more credibility and value to this kind of work
- The word “service” is problematic → this would connote a more two-way / collaborative approach
- This is an encouragement. Carrot—not stick.



- Based on what they want
- If we did this—we would be introduced to new constituency, perhaps gain new stories on how UW-Madison has affected them → development fundraising impact?
- Need students for what counts

2) Every student, faculty, and staff member must engage in service learning that benefits communities and promotes understanding of marginalized communities

- Title:
 - Replace “must” with “wants to” or “is strongly encouraged to”?
 - Replace “service learning” with “service” or “infrastructure”
 - Replace “marginalized” with “all”
- Yikes! Capacity! Grand scale research required to understand need
- Focus on sustainable impact

- Public participation process
- Long-term partnerships
- Foster passion
- Create a context that inspires creativity
- Requires top level commitment—certify, training (i.e. protocol)
- Require reflection as well as service
- Incentives
 - \$
 - Promotion
 - Tenure
 - Need rewards!
- Ease collaboration within UW side
- Define the “marginalized communities
- Evaluate appropriate approach for that community
- Gather community input re: what would be valued service
- Require specific time commitment from everyone that is accountable
- Have skilled folks who have community respect assist in gathering information from communities

Behavior:

- Would be more rewards (\$? Grades? Status?) for outreach
- Ward integration of research, teaching, and learning and community service
- A lot more collaboration
- Collaboration / community engagement becomes the norm
- Everyone has more fun
- Remove personal inhibitions / second guessing
- More duplication of communication → fewer bottlenecks / redundant system
- Disciplinary walls become more porous
- Will need \$ for infrastructure
- Elevate visibility of UW-Madison
- We would spend more time thinking about our place in the community
- A lot more creativity
- Fewer barriers
- More sharing
- Would reduce sense of “us / them”
- Cross-fertilize and pollinate ideas infuse



3) Pick a theme that has clear public policy / economic development / wellness aspects and have every department contribute to projects to realize aspects with communities.

- Who picks the theme? How?
 - Have a process for communities in WI to submit suggestions for issues / projects / themes
 - UN Millennium Development Goals
 - Use Wisconsin State Journal most important issues?
- Build in advocacy component to impact elected officials
- Would every department fund projects? Recognize? Reward?
- Also: creativity expansion
- Departments could contribute to or collaborate on projects
- Use the “Local Community Networks” chart as part of picking the theme
- Have 3-year cycle, then pick new theme
- Share results with campus and community
- “Universities have departments; communities have problems.”
- Combine this with charges about percentage appointment / T & P / service requirements
- Departments could form interdisciplinary teams of students (undergrad and grad) and faculty and staff to address
- Summer (short-term) and longer-term commitments
- Require protected time and accountability
- Allow/require time for relationship development and idea sharing versus just more work product
- Capitalize on existing partnership work
- Utilize the “all together now” strategy to get the word out to communities (especially low-literacy and ESL) to gather input about what would be useful to said communities\
- Pair elected officials with small UW group to discuss desires and hopes

Behavior:

- More horizontal linkages
- Forget about hierarchy
- Complete attention to focus on the work
- Asset mapping
- Political support / community support

4) Require all UW-System faculty, staff, and students to carry out a specific “Wisconsin Idea” project and give them an allotment of time/resources to do so. Let them share. Repeat.

- Written agreement / incentive system
- List options

- Setting up collaborative groups
- Presentation options
- Mentorship
- Set up faculty-staff exchange programs (preferably in warm, exotic places)\
- Publicity for “jobs well done”
- Encourage the media to take it on as “their contribution”
- Engagement of community to identify, implement, and evaluate and modify projects as needed
- Central clearing house of what’s already being done—get ideas, and avoid duplication
- Have a database
- Create a flexible reward system for students and faculty
- Compare and contrast (steal) ideas from other institutions
- Create Wisconsin Idea review committee to help and support execution

Behavior:

- Would have to rework the classified staff arrangements → union contracts would have to change
- Administrative structure would have to change—hierarchy would have to be rearranged
- Power structure / employee empowerment create reward systems for new requirements
- View community as a true partner
 - Create opportunities for meaningful involvement
- Would change negative perceptions of UW-Madison
- All of our work would naturally create good publicity and allow more people to tell our story

5) Use local community networks to create simultaneous statewide dialog in ways that work in each area—use our IT know-how, facilitation, etc. to bring (establish) infrastructure for dialogue to be heard.

- “A Day in the Life of Wisconsin”
- America Speaks
- Partner with local libraries
- Community facilitators
- Everybody identifies issues
- Create purpose and product for and from dialogue—what to do with it?
- Donate equipment and provide training to local places for their own use
- Get individuals from campus to local communities to have face-to-face along with web conferencing
- Use public participation strategies / tools to generate involvement and information to be applied
- Identify networks—use UW Extension!!

- Relationships are important; IT doesn't substitute
- Don't do it until we ensure mechanisms for acting on information generated in these sessions and apply learning/knowledge
- Wisconsin Idea district offices throughout the state and other UW-System schools
- One-day "Wisconsin Idea Exchange" → guided discussion → series—so burning ideas are followed up on
- Baldwin Grant
- Distance Tech
- Ask local governments to supply theme ideas
- Share out best ideas between local communities
- Create database of organizations
- Learn to facilitate meetings with thousands of participants
- Improve state broadband network to allow for simultaneous communication
- Create regular listening sessions in which faculty are sought out by the chancellor's office to provide ideas
- Put together an on-the-road dialogue that gathers ideas from communities and channels them using television, radio, media events to advertise statewide initiative

Behaviors:

- Improve visibility of ongoing projects and initiatives
- Top down and bottom up—time allotted to do this work and open communication channels
- Improves pride, overcomes barriers and assumptions about outreach/faculty/community
- More community-issue focus
- Better use of time and resources focusing on real needs
- Need to establish common language and communication channels

6) Center for Interdisciplinary Studies to promote, support, and reward collaboration among community, faculty, and students

- State-wide
- Determining themes
 - E.G. Big Read
 - Improve high school graduation
 - Improve community health
 - End poverty
 - Set priorities
- Center for interdisciplinary studies as matchmaker (broker)
- Provide money for IT support to the center → extra resources and maybe staff
- Department of Integrated Liberal Studies or a start
 - Think beyond just money
- Students receive credits
- Set priorities with community

- Provide advisors with knowledge of courses necessary to solve different types of problems
- Provide students with service experiences early on before they choose the major/ what interdisciplinary study they want to pursue
- Identify and engage departments' wants and needs
- Identify existing challenges to working interdisciplinarily
- What do interdisciplinary outreach programs need in terms of support? How can the center meet their needs—incentive for involvement
- Create video games that require transdisciplinary thinking. Station around campus and in community.
- Community input sought/fused (how are we doing?)
- Presentation form: “what we do” (for students)
- Public participation
- Get the center into tenure policies (not just “a nice idea” or “we’re trying”)
- Money for travel to support collaboration
- Involvement with local network dialogues—“See America Speaks” idea on new sheet
- Better name? Wisconsin Idea Center?
- Promote collaboration literacy
- Unpack preconceived notions about whose work is more or less valuable → be willing and excited to collaborate
- People care about titles—give center affiliates some formal title/letterhead/whatever

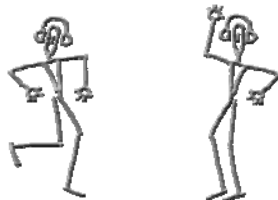
Behaviors:

- Better pair needs in the community with help and expertise within the UW
- Fostering entrepreneurial thinking
- Fear statement: we’d explode with way too many people to meet and things to do... all things to all people
- Seemingly disjointed but meaningful collaborations maybe wouldn’t be met with a, “Huh?”
- Need “Science Shop” model (European) where community assets and questions are paramount and matched to university resources
 - For models, see Loyola University (Chicago), Trent University (Canada), Europe
- Interdisciplinary dedicated faculty
- Better image with community
- Students, faculty, and staff are more engaged
- Better collaborative efforts
- Innovation
- Look at tenure in a completely different way
- No more silos
- Eliminate college system; reorganize interactions within the UW
- Need office—place for community to bring ideas to campus

- Provide training to faculty/staff on how to work with the community—ongoing assistance to facilitate relationships

7) Making the Wisconsin Idea a priority across campus by: Everyone employed by the University can have 4 hours a week of paid time to do a WI Idea / community project

- Optional
- Students, faculty, staff, and admin
- Offering exchange programs
- Day of caring
- Programs to engage in or propose own project
- Provide collaboration clearinghouse / venue for posting “available skills” and “want ads”
- Create database of ideas—a person in each department to keep track
- Use play money. Time Wisconsin Idea hours; use Time Bank
- Redesign furlough thing as this. Why waste the time? We’re working anyway doing the same stuff
- Provide space and time for this; some kind of collaborating that we’re doing this morning
- Make part of annual review and promotion/tenure
- Community members do service on campus—not just one way
- Document the experience
- Provide template
- Chancellor must participate as well as all other administrators
- Provide space and time where people can come together for ‘CPO’ process work to facilitate ideas
- Tap into Time Bank
- Establish priorities or areas of focus—engage community to identify needs
- Engage community in developing those projects and ideas that will be in the database
- Valuing activities in merit/promotion reports—rewarded
- Needs to be written into grant proposals? UW matches grant line item?
- Accountability / what’s the result?
- Dancing without inhibitions in the community!



Behavior:

- How we would work together at UW-Madison

- Increased interaction between colleagues
- Increased and expanding interaction with the community
- Administrators realign priorities
- We would all be “great” listeners; professional listeners
- Increased work satisfaction
- More sharing between faculty and staff; staff helping faculty
- Fun and enjoyment
- Reward and recognize Wisconsin Idea activities
- Expanding interaction with the community
- Summative 4 hours/week
 - Combine into one 8 hour day every other week
- Better understand / respect / utilize resources in our community
- ABCD: Asset-Based Community Development (John McKnight)
 - What does the community have
 - What do we bring to the table
- Document and share what was done

8) Invite the community to set (actively engage in setting) the University’s research agenda

- Community listening session
- Work with community organizations to identify issues
- Change locations
- Change the ways we ask
- Create vehicles (bicycles, public transit) to bring community to UW
- More parking! (so people can come here)
- Go global
- Have a place for the community to come with questions
- Community advisory group
- Culturally appropriate / competent staff
- Big one year kickoff/push
- What does research mean?
- Exchange programs made available for all
- Community-based participatory research
- Having a navigator, broker, or matchmaker to move people through our massive institution
- Create teams paired with communities / extension
- Tools: web-based way of communicating ideas
- Covenant with Wisconsin community
- Community: definition? Who comprises the community?
- Local, national, and international levels
- Is this premise a good idea?

- Gather into small groups to dialogue and determine top three research priorities, then share state-wide. In the groups, include:
 - Local elected officials
 - Senior researchers
 - Grad student researchers
 - Community members
 - K-12 teachers
- Assessing community assets, not focusing on what the community *needs*

Behavior:

- Combine this with the “local community networks” chart
- We would need to learn more about other departments
- We would all work on a unified idea
- This is reflected in the “Science Shop” model (check out CURL at Loyola-Chicago)
- Have a “funnel system” for research—one general over-all group, then funnel to individual research groups
 - One contact number and place for all UW research
- Explain to community the application of research
- Address barriers to community participating in research—explanation from UW vs. from Individual research groups
- All research grants would be based upon community feedback
- Interdisciplinarity (understanding other disciplines’ research priorities and agendas) is crucial to make this work
- Idea: invite community... set research agenda
- We would need to shift the infrastructure to include time to dialogue across departments and with communities
 - Sort of like learning communities for internal, campus, and community dialogue *every* (for example) Thursday afternoon from 2-4. Nothing is scheduled during this time; all UW community members meet in their learning communities and with their communities (or may flex those two hours to allow weekends / evenings).
- All researchers responsible for connecting their micro-work to community-voiced macro needs/interests

9) Create and support with the appropriate resources (funds, staff, publicity, coordination, etc.) an Office of Wisconsin Idea

- Every department/unit engages in an exercise similar to today’s with skilled facilitators and an “unrelated” department
- Every department/unit/office contributes some sort of resource
- Strategic plan; community partnership in said plan
- Widespread public participation as essential part of this office
- UW funds a percentage of funding specifically for the Wisconsin Idea project, with accountability measures

- Community-led foundation financial support
- Create incentives for promoting and engaging in the Wisconsin Idea
- Constant dialogue and refining, refocusing; education about the Wisconsin Idea
- Make sure the office is not on this campus
 - Housed with a community organization (i.e. Social Justice Center, United Way)

Behavior:

- Greater accountability
- Wisconsin Idea would be a part of all decision-making
- Community resources would be valued / utilized
- Everyone feels a part of the Wisconsin Idea
- Seamless interaction with the community
- Create Wisconsin Ideas space in Second Life
- We (UW-Madison) would be sought after / valued as a partner (and vice versa)
- Some faculty might leave for other institutions with fewer “requirements”; others might (?) choose to come here because of the Wisconsin Idea
- Greater feeling of connection all around