WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

CIVIC ACTION PLAN

PREPARED JULY 2017 BY UW-MADISON CIVIC ACTION PLAN COMMITTEE

THE ORIGINS OF THIS PLAN

In November 2015, Chancellor Rebecca Blank signed the Campus Compact 30th Anniversary Action Statement, which is a commitment to the public purposes of higher education. Campus Compact is a national organization that advances "the public purposes of over 1,000 colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility."[1] Their anniversary action statement concluded with a pledge to develop a Campus Civic Action Plan by March 20, 2017. The Chancellor's office identified the Morgridge Center for Public Service as the lead unit for developing this plan for the UW-Madison campus.

Many campus and community partners have long been stewards of the Wisconsin Idea through their efforts to:

- facilitate service learning
- conduct community-engaged research and outreach projects;
- liaise to or participate in internship and volunteer opportunities;
- host or contribute to special events, continuing education opportunities, and youth programming;
- create community presence in the classroom through guest lecturer and adjunct roles;
- investigate critical community issues and bring accessible services to community members in need;
- conduct contractual work to offer University capabilities to a variety of community and business partners;
- work with UW-Extension through its various initiatives to connect with all Wisconsin communities.

These are just a few illustrations of this proud tradition.

Our goal with creating the civic action plan was to identify ways to better support this work, eliminate barriers to it, and encourage new and inventive ways to conduct civic action and community engagement.

The Morgridge Center recruited a committee of 16 campus and community members to put together this Action Plan over a 6 month period. These committee members generously gave their time, energy and insight to this process. (Please see Appendix A for list of members.)

Based on consultations with Campus Compact, and leaders of other civic engagement centers at peer universities, we aimed for a civic action plan that outlined support systems, policy, and culture change necessary to enhance engagement over time. In addition, we pursued our work with the understanding that an effective plan would not be about particular programs, but instead would assess current campus organizational structures and make recommendations to develop and/or enhance ways to better grow and sustain civic engagement over time. We aimed for a plan that resonated with the campus strategic framework.

[1] https://compact.org/

We operated with an intentionally open and broad definition of civic engagement. We considered the possibility that our current definitions of civic engagement needed reconsideration and assessment. We used two definitions as guideposts. The Carnegie Commission on Higher Education defines **community engagement** as "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." They define the purpose of community engagement as "the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."

This approach to civic engagement in higher education is widespread, but is oriented around institutions of higher education. The long tradition of the Wisconsin Idea, however, understands institutions of higher education as *only* one important part of the overall ecology of civic institutions and components of a just and healthy democracy. In this tradition, our university works in concert with community concerns. Collaboration, rather than the dissemination of information, is the ideal.

In that spirit, we operated with a second guidepost definition of community engagement.[2] **Building the Field of Community Engagement**, a collaborative initiative of 6 nonprofits in the Minneapolis/St. Paul metropolitan area, defines community engagement as "a process that promotes the participation of residents in community life, especially those who are excluded and isolated, by engaging them in collective action to create a healthy community. It is a fluid and dynamic process with the power to impact multiple systems and to create lasting community change."

The activities of our committee proceeded on the understanding that community engagement should be pursued with the intention of collaborating with community organizations and individuals to impact significant public problems.

OUR PROCESS

The Civic Action Plan committee convened by the Morgridge Center began our process by soliciting input from many campus and community members, representing a variety of interests, using a mixed method approach. We collectively interviewed over 90 key stakeholders representing on- and off-campus communities. We then collected surveys from community members, campus faculty and staff, and students. Finally, we also held intensive follow-up conversations between committee members and interviewees. We used these interviews and surveys to identify key themes within and across stakeholder groups (e.g., community partners, faculty, staff, students). This process is detailed in Appendix B.

[2] Campus compact encouraged institutions to consider both these definitions while creating a civic action plan.

The analysis revealed that community partners and some university partners (particularly those working with marginalized communities and organizations) expressed consistent concern about the impact of particular university civic engagement norms and practices on community institutions and members. More specifically:

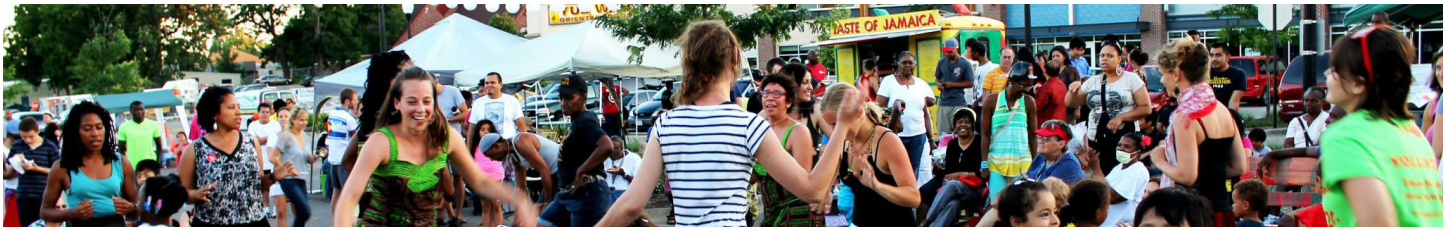
1. The goals and the structures for partnering in civic engagement activities are often university-centered and are not responsive to the priorities and interests of community partners (e.g., university students engage for only a few hours, while community partners incur high orientation costs).
2. Community partners report feeling that civic action is a one-way street, with the university coming out into the community, but community members having a limited role in university decision-making (even about community partnerships) and little access to university partners or resources (e.g., difficulty securing parking on campus).
3. Community partners and some university partners working with communities traditionally underrepresented in UW student enrollment/ UW employment demographics report feeling that university partners' engagement with underrepresented communities is not culturally or institutionally responsive (e.g., university partners do not follow appropriate protocol in gaining permission to work with communities, or undermine the stability of community institutions by placing high demands on poorly-resourced institutions).

Taken together, these concerns indicate that the university's efforts to engage with community partners can sometimes be counterproductive, and in extreme cases, even cause harm. In contrast, community and university partners also identified best practice civic engagement activities, which partners believed benefited the university and the community. These efforts generally reflected the following characteristics:

1. Long-term engagement and collaboration between university and community partners that is not contingent or dependent on any one individual, but rather is institutionally backed and supported, and is characterized by privileging and prioritizing community partners' wisdom and knowledge.
2. Civic engagement activities that are planned, implemented, and evaluated in the service of community-identified needs, or a civic-engagement planning, implementation, and monitoring process that gives university and community partners equal say in the shape, scope, duration, and intended impact and mutual benefit of community engagement activities.
3. University partners who are well-trained in participatory community engagement approaches, and supported in this work by their units.
4. Community engagement efforts that work with community members to help them to access desired university resources, including facilities, expertise, funding and/or programs, and that incorporate community leaders fully into university decision-making practices and intellectual spaces through such means as inviting them to serve on search committees and provide feedback on student work.

When civic engagement efforts were marked by these characteristics, the outcomes were often lauded by all partners, and had evident and significant benefits for *both* the community and university.

Civic engagement approaches that listen respectfully and give equal weight to community and university partner priorities and interests, that provide training to university partners on how to engage appropriately with community partners, and that fully recognize and value the expertise and the work done by community partners to support university engagement efforts are more effective and impactful than those that do not. This Civic Action Plan therefore recommends committing to increasing the quality of community-university partnerships (including through improved policy, training, and resource distribution) and minimize their harmful consequences, before expanding civic engagement activities significantly. University and community partners who have previously engaged in successful partnerships are an essential resource from which the university can draw to identify best practices and to plan for further improvement in university policies and practices.



THE 2017 CIVIC ACTION PLAN

The following plan lays out the goals that have the most promise for cultivating and supporting a culture of engagement on our campus that contributes in a positive fashion to significant public problems and at the same time best prepares our students for a future of productive contributions to the broader public good. We list these in order of priority, starting with the most urgent and necessary based on stakeholder feedback. We name these goals, provide examples of how our campus is already pursuing these in some respects, yet argue that our existing efforts are not sufficient. We suggest the policy changes and resources that would be needed to achieve these goals, identify which units seem best positioned to lead these efforts, and state what success on these goals would look like.

RECOMMENDATION #1

Ensure preparation of UW-Madison stakeholders for high quality community-engaged work and partnership (where higher quality means sustained, culturally sensitive and aware, collaborative and mutually beneficial with community partners).

UW-Madison does this in various ways already. For example, the Morgridge Center for Public Service provides trainings, seminars, and community-based learning fellows that convey best practices. Some health sciences preceptor and School of Medicine and Public Health Wisconsin Partnership Program-funded community-academic partnerships. The Community Partnerships and Outreach staff network (CPO) is a campus-wide community of practice that identifies models of best practices and how to advance these at their monthly meetings.

However, a significant gap remains. We (UW-Madison faculty and staff) are engaged in community settings, but sometimes do not engage in ways that are most beneficial to community partners. Some UW-Madison faculty and staff are not aware of best practices when working with/in communities.

To address this gap, we propose the following: Require basic best practice training and make information, resources, and training available across campus. Publicize internally examples that have been identified by community and campus members as successful partnership models. Solicit help from community colleagues to develop and deliver best practice training through train the trainer or co-training programs.

We suggest that multiple units on campus could share the responsibility of leadership in addressing this gap. In particular, WISCIENCE, the Office of Community Relations, CPO, CommNS, the Morgridge Center for Public Service are each poised to collaborate to achieve this.

The following are the policy changes and resources required to make this improvement: Required training for faculty, staff, or students before engaging in community-engaged work; funding for staff to provide training and facilitate communities of practice; better communication about existing funding mechanisms and implementation of a campus-wide call for proposals for such funding; and funding for community colleagues to provide training for UW-Madison staff/faculty/students.

Success on this recommendation would look like the following: UW-Madison would be identified by more and different community partner sites as a competent and responsive partner, and UW-Madison stakeholders and community partners would experience benefits that are known, valued, sustainable, and serve as a basis on which to build future learning and/or projects.

RECOMMENDATION #2

Address the lack of diversity of faculty, staff, and student body on UW-Madison's campus, and increase the capacity of members of the campus community to work across difference.

This is a significant priority for UW-Madison that is being pursued through hundreds of initiatives across campus.

However, it is an ongoing challenge and one that is central to our ability to engage in campus-community partnerships. A key deficit in our existing community-engagement efforts is a persistent lack of sensitivity and awareness by many on campus regarding off-campus community concerns, events, priorities and how these change over time, as well as a lack of consistent messaging and clarity about whether and how campus can and will take on a role with addressing these. Additionally, our on-campus demograph-ics of students, staff, and faculty do not always reflect the demographics of communities we hope to work with ("no one here looks like me"), creating challenges to initiating and brokering some relationships. Concern with this lack of diversity on campus was the most common concern cited by the community members we interviewed and surveyed in the development of this action plan.

To address this gap, we propose the following: Encourage all campus units (involving leadership, faculty, staff and students) who are currently involved with community-engagement to 1.) reflect on and make visible the guiding principles their units are adhering to for establishing and maintaining engaged work, and 2.) clarify how their efforts result in shared benefits for campus and community partners. Make visible available expertise on campus who can serve to assist units who wish to modify and/or improve their engagement practices. devote more time and effort to developing next steps on university inclusivity and equity efforts, with emphasis on developing these steps in partnership with community members. Identify and acknowledge how the lack of racial-ethnic diversity on our campus is impacting community-engaged work, and commit to strategies to tackle these challenges. Be intentional in messaging about how community-en-gaged scholarship (CES)[3] and community-engaged research can serve as important mechanisms to recruit and retain a diverse array of faculty, staff and students. Many campus members who come from underrepresented communities and who are first generation college students or faculty report seeking out ways to build community-partnered work into their classrooms and scholarship.

The following are the policy changes and resources required to make this improvement: Encourage campus units involved in community-engagement work to prioritize equity and inclusion and reflect on their practices as described above. Support CES through rec-ommendations suggested under #6 below, and highlight CES when recruiting faculty, staff, and students from underrepresented groups and who are first generation college students. Encourage campus units doing community-engagement work to share admissions information with community members, and invite youth-facing community organizations to campus.

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[3] Community-Campus Partnerships for Health provide a useful definition of CES: Increasingly, academic institutions are addressing complex issues at home and around the world by engaging with key stakeholders outside of the academy. This engagement often takes the form of mutually beneficial partnerships that produce and apply knowledge. For the faculty involved, this means applying their expertise to real-world problems and collaborating with peers in other sectors who also bring their knowledge and wisdom to the table - a practice known as community-engaged scholarship (CES)." https://ccph.memberclicks.net/community-engaged-scholarship

Success on this recommendation would look like the following: Campus units involved in community-engagement are regularly recognized as leaders in equity and inclusion efforts. Increased numbers of staff, faculty, and students of under-represented groups on our campus, and involved with community-engagement activities. Students applying to and attending UW-Madison from our community partner pipelines.

RECOMMENDATION #3

Institutionalize an emphasis on civic education throughout the curriculum.

Many units on the UW-Madison campus encourage students to engage in practices of good citizenship, including the work of UW Communications in partnership with ASM, the Morgridge Center for Public Service, and the Dean of Students Office to provide eligible students with the information they need in order to vote, and the new Discussion Project administered through the School of Education to train instructors on the skills necessary to foster civil and productive political discussions within the classroom. [4]

However, the National Study of Learning, Voting and Engagement (NSLVE)[5] in which the UW-Madison participates documents that voter engagement varies widely across majors on our campus, and our emphasis on the Wisconsin Experience does not consistently emphasis the strong tradition of fostering an ethic of active citizenship among our students.

To address this gap, we propose the following: University communications regularly recognize that each of the components of what is considered the core of students' experience at UW-Madison (known as the "Wisconsin Experience") includes fostering great citizenship among our students.[6] Recognize there are many ways in which students can engage in civic participation, including philanthropy, social entrepreneurship, community-engaged learning and research, community organizing and activism, direct service, and policy and governance.[7] Use the results of the NSLVE study to target departments on campus that exhibit lower levels of voter engagement with information students need to be prepared for upcoming elections.

The following are the policy changes and resources required to make this improvement: In future communication about the Wisconsin Experience, emphasize that this vision includes an expectation that all students will graduate with preparation for active civic engagement as well as preparation in the workforce. Communicate to campus leadership through the Leadership Council and the Annual Leadership Retreat an expectation that encouraging civic engagement is a part of every major, as well as co-curricular programming. This communication would be most effective coming from the Office of the Chancellor and the Office of the Provost.

Success on this recommendation would look like the following: Students across campus would regularly be aware of a variety of ways one can be civically engaged while a student at UW-Madison. Participation in these forms of engagement, including voter engagement, would not vary dramatically across campus majors, but would be consistently high across units. Each major would be able to readily identify portions of the curricula that strive to foster civic engagement. Alumni, current students, and prospective students would readily recognize that their experience at UW-Madison includes opportunities to develop their own civic skills.

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[4] https://diversity.wisc.edu/the-discussion-project-new-professional-development-opportunity-aims-to-create-engaging-welcoming-classroom-discussions/

[5] http://activecitizen.tufts.edu/research/nslve/

[6] https://provost.wisc.edu/wisconsin-experience.htm

[7] See https://haas.stanford.edu/about/about-our-work/pathways-public-service for Stanford's emphasis broadening the ways we encourage students to contribute to the common good.

RECOMMENDATION #4

Institutionalize and publicize obvious entry points for community members and potential partners to access and connect with community-engagement activities occurring on- and off- campus.

Many units on the UW-Madison campus serve as "front doors" to the university for community members, including The South Madison Partnership office our student unions, the Discovery Building Town Center, our museums, the Morgridge Center, athletic events, etc.

However, community members routinely remark that it is not clear what engagement resources and activities are available or how to access them. In our research for this action plan, we have heard from many community members that when they have a need that they perceive might be met through a partnership with the university, they do not know how to find a potential partner.

We currently have the Wisconsin Idea Exchange (WIE) web-based platform, housed at the Morgridge Center for Public Service, which enables campus and community members to investigate potential academic partnerships online. The WIE platform is intended to match community-identified priorities with campus resources and interests to create new projects. As of this date, there are over 100 campus partners and over 200 community partners listed.

As a companion to support the WIE, a cross-campus work group has developed an internal flow chart and tracking system to route disparate community inquiries to the outreach centers or departments best-equipped to partner with those specific ideas.

However, awareness and visibility of the WIE platform across campus and community are needed to increase its utilization.

To address this gap, we propose the following: house this platform on the web in a more prominent location, ideally the wisc.edu's "Public Service" tab. Publicize this platform to both campus and community and continue to upgrade the interface. Ensure that this platform is linked to other portals that serve as entry points for unit-specific contact with campus, such as those housed in Corporate Relations and the Wisconsin Center for Education Research (WCER). In addition, link this platform to the "Wisconsin Idea in Action" database,[8] which catalogs existing outreach projects.

The following are the policy changes and resources required to make this improvement:

Charge existing offices to serve as initial points of contact by phone or email – where initial information can be taken down/shared for right referral/follow-up. Implement a shared-cost staff person or student employee who could serve as the main point of contact who would also be responsible for platform upkeep, referral, and for convening a committee of students, faculty and staff doing engagement work that could discuss community inquiries and attempt to match them to campus resources. Provide small fund for software upkeep. University Communications support in promoting the platform across campus and beyond.

Success on this recommendation would look like the following: The WIE platform is widely known and used by campus and community members. It becomes the primary source of accurate information on partnership work and the primary way to find partners. Community and academic partners value and use this database to understand existing partnerships and the potential for future campus-community connections.

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[8] http://www.wisc.edu/wisconsin-idea/

RECOMMENDATION #5

Ensure community leadership and wisdom is fully represented in University initiatives and work, especially in identifying issues to be addressed through community-engaged work.

Some important university initiatives already organize their work around community-identified priorities. For example, the UniverCity Year focuses on one municipality for a year, works with leadership in that place to identify community needs, and then recruits instructors and other campus members to focus coursework and other resources on those needs. In addition, many units on campus pay attention to concerns and issues for potential university attention from community members on their Boards of Visitors. Also, the Grand Challenges process within the School of Education has put a great deal of effort into soliciting input from community members.

The University has revived the worthwhile and highly appreciated practice of awarding Community University Partnership Awards. The university provides several sources of funding that explicitly prioritize projects that address community-identified needs, such as the Reilly Wisconsin Idea Endowment Grants, and support offered through the School of Human Ecology 4W program.

Some committees on campus already include community members. For example, the following committees in the health sciences reserve roles for community members: Community Advisors on Research Design and Strategies (CARDS), Patient and Family Advisory Councils (PFACs) with UW-Madison hospital, Institute for Clinical and Translational Research (ICTR), Community-Academic Partnerships (CAP), External Community Review Committee (ECRC). Additional examples include the Community Partnerships and Outreach staff/faculty network (CPO), and community partners serve on search and screen committees at the Morgridge Center for Public Service. Some regularly convening informal groups (e.g. Food and the Wisconsin Idea) and larger projects (collaborative work between the Morgridge Center and Center for Community and Nonprofit Studies to convene nonprofit resource organizations) also feature regular input from community leaders and members. Also, some community-based learning courses involve community members in teaching.

However, a significant gap remains. The knowledge of community partners is seldom leveraged to improve university practices, ensure that community-engaged work is impactful, and enhance learning. Community engagement often is conducted by starting with an idea or program created by campus members and *then* finding a community partner with which to implement the program, rather than the best practice of engaging with community members from the early stages to discover needs and also collaborate in designing an intervention to address them. Campus and community members involved in community-engaged work regularly report difficulties dealing with campus bureaucracy with respect to community partner stipends, research participant payments, ability to host meetings, and ability to co-author grant proposals.

To address this gap, we propose the following: Bring more community members into working groups on campus. Identify and recommend, or ideally require, the use of partnership planning, implementation, and evaluation models for all funded community engagement efforts, such as Baldwin grants. Create evaluation systems with which community partners have a clear and university-supported mechanism for expressing their opinion about the successes and challenges of the partnerships. Consider creating additional centers on campus that integrate community voice, such as Community Design Centers implemented elsewhere.[9]

We suggest that as many units across campus as possible should reflect on their current governance structures to recognize in what ways they are already involving community partners, and how they might do so in the future for the purpose of better understanding community priorities, as opposed to development. Share outstanding examples of engaging community partners across campus.

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[9] These design centers bring planning/design expertise together to effect positive changes in the built environment (e.g., transportation, buildings, parks and open spaces). They are often catalysts, working in partnership with local governments and neighborhood associations or stakeholder groups. See here for background, from the national association of community design centers: http://communitydesign.org/ An example of one precedent, at the University of Minnesota, is available here: http://www.designcenter.umn.edu/community/

The following are the policy changes and resources required to make this improvement: Implementation of a campus-wide community-engagement standing committee that would seek to avoid duplication of efforts (multiple campus actors seeking to implement a particular type of program and/or work with a particular partner or geographic community), encourage campus members to address community-identified priorities, especially those on which there are significant gaps, and investigate ways to more easily navigate campus bureaucracy in the course of community-engaged work. Provide training to community partners about academic culture and the unique challenges of community–academic partnerships and how to navigate these. Provide training for university partners on partnership approaches that assure community partners' wisdom and priorities are clearly heard. Require community members on governance bodies that have responsibility for community engagement. Require that proposals for internal grants related to community engagement (e.g. Baldwin Wisconsin Idea Endowment Grants) include clear demonstration of community need and input in the development of the project proposed. Allocate a portion of the Baldwin funds for project(s) that address particular community-identified priorities, and make this initiative clear in the annual Baldwin call for proposals. Set aside a portion of Fall Research Competition funds for community-driven research. Projects extend co-authorship and co-principal investigator status to community members when appropriate. UWFAA assists with cultivating alumni giving for community-engaged research.

Success on this recommendation would look like the following: Community partners seek out and create robust partnerships with university partners. Community engagement initiatives would easily be able to point to alignment with/shared interest in community-partner priorities. Off-campus or non-academic community member representation on university governance and advisory boards (for the purpose of better understanding community-identified priorities and learning from community expertise) would be visible and more common than current practice. Community member participation would be supported through practices reflecting sensitivity to meeting after hours, providing incentives for individuals who are not paid to participate, ensuring expectations for meeting (and between meeting) conduct, and clearly communicating roles and responsibilities. Collaborative research is supported with university funding that meets both sets of partners' needs and positions the university to significantly impact community wellbeing in and beyond Wisconsin.

RECOMMENDATION #6

Institutionalize support for quality community-engaged work in traditional academic processes and departments.

Individual departments, schools, and even divisions have created awards, funding sources, and tenure guidelines to recognize community-engaged scholars and institutionalize support for community-engaged scholarship. For example, the School of Education now has the Award for Community-Engaged Scholarship. Also, the tenure guidelines for the Social Sciences Divisional Committee now outline the requirements for obtaining tenure in the form of an "integrated case" in which teaching, service, and research are integrated to create excellence in a tenure dossier.

However, many scholars report being discouraged from pursuing engaged scholarship while on the tenure clock. There is widespread uncertainty about whether or not community-engaged scholarship will be respected by divisional committees, grant and award committees. Also, there is no campus-wide teaching award dedicated to community-based learning.

To address this gap, we propose the following: Tenure guidelines for all divisions should make clear support and criteria for evaluating dossiers that involve community-based scholarship. Clear guidelines about the value, special demands, and evaluation criteria for community-engaged scholarship and teaching should be communicated to divisional committees. Internal research and teaching awards should include recognition of community-engaged scholarship.

The following are the policy changes and resources required to make this improvement: Tenure guidelines for each division spell out criteria for integrated cases. Divisional committee members are given information on the value and nature of community-engaged scholarship as part of their on-boarding to the committee. Campus-wide teaching awards include an award for community-based learning. WARF-funded summer research competition provides support for community-engaged scholarship. The Morgridge Center for Public Service maintains a Blue Book of engaged tenured faculty members who are available to serve as resources for promotion and tenure committees.

Success on this recommendation would look like the following: Language in tenure guidelines for all divisions that indicates engaged work is valued at this institution. Widespread understanding among faculty members that engaged research and teaching is valued. CES is mentioned and celebrated at new faculty orientations.

RECOMMENDATION #7

Invite university personnel who operate in off-campus settings to share their experiences and knowledge about community assets, interests and priorities, thereby creating a campus culture that values two-way communication with community and in which community-identified priorities are regularly given attention and addressed.

Many members of the campus community spend significant time off campus. Staff, faculty and administrators are occasionally or frequently in the field doing research, giving lectures, or spending time with members of communities locally and abroad. Our staff and faculty live in neighborhoods and communities that are at times far beyond the campus geography. The vast majority of our graduate students and undergraduates have home communities far from campus. Each of these experiences provides the opportunities for members of our campus community to listen to the concerns and priorities of community members.

However, we could do more to encourage campus members to communicate these concerns back to campus, and to facilitate their ability to do so. Researchers are not always aware that residents of the communities in which they are doing their work would like to know the purpose of their project. Campus communicators are charged with telling our story, and are often engaging with community members as they gather information to report, but may not be encouraged to take advantage of the relationship-building potential of these interactions. Students form a vast team of people with deep connections far from campus, but are not encouraged to communicate the concerns of those home communities back to campus in a systematic fashion.

Also, many people on campus doing community engagement have great stories to tell. Many units do this currently through their own websites and other publicity.

However, units that have great stories to tell often need coaching in order to do so. They are often too focused on their work to devote attention to communication. Also, units doing their own coaching are often not as well linked to central UW-Madison Communications as they could be and therefore these stories are hidden.

To address these gaps, we propose the following: Widespread encouragement to campus members to think of themselves as ambassadors of the university during their time off campus. Elevate the important work many academic staff members currently do regarding two-way communication or relationship building with community members. Greater collaboration between campus members involved in engagement and UW-Madison Communications. Increased ease of 'reporting' a potential story illustrating benefits to community and campus to UW-Madison Communications staff, and to the Wisconsin Idea Exchange web-based platform.

The following are the policy changes and resources required to make this improvement: Communication from Chancellor Blank to all members of the campus community (via Deans, Chairs and Directors) at the start of the Fall Semester encouraging people to leverage their ability to build relationships with people off campus, and to communicate community concerns back to units on campus doing work related to those concerns, and to the Wisconsin Idea Exchange platform. Encourage campus members giving Founders' Day talks, or other speaking engagements with community members across Wisconsin or elsewhere, to build in time to visit with local residents and listen to their concerns. Bi-annual meetings between the Community Partnerships and Outreach Staff Network and UW-Madison Communications staff. Online portal for easy pitching of engagement stories to UW-Madison Communications staff. Funding for UW-Madison Communication staff devoted to connecting with campus members involved with engagement and community members. Internships for students to assist with communication about engagement work.

Success on this recommendation would look like the following: Widespread understanding across campus that the communication necessary to support the university is both listening as well as publicizing and sharing stories about how students, faculty and staff benefit from these partnerships. Widespread acceptance of the appropriateness of campus members communicating concerns and ideas for engagement projects back to units on campus. Increased interaction between engagement staff and faculty and communications staff. Widespread awareness of methods for sharing great potential stories with communications staff.

RECOMMENDATION #8

Catalogue the amount and level of university engagement in Wisconsin, to better understand and manage activities in Dane County versus other counties.

There are numerous examples of partnerships with organizations, communities and individuals beyond Dane County. The Wisconsin Idea In Action database documents these efforts by county.

However, many of our efforts are focused on Madison or in nearby communities in Dane County. The expense and time necessary to engage with communities farther afield, and to engage students in more remote communities is a significant barrier.

To address this gap, we propose the following: Charge proposed community-engagement standing committee to perform an on-going assessment of the level of engagement within and beyond Dane County, and encourage campus members to engage beyond Dane County when appropriate. Take advantage of winter, spring, and summer break to engage our students in engagement activities with communities throughout Wisconsin. Re-institute a program akin to the Wisconsin Open Education Community Fellowship (WOECF) program, a joint effort of the Division of Continuing Studies and the Morgridge Center, which engaged undergraduate students in community engagement projects over the summer in their home Wisconsin communities. Highlight and support networks of faculty and staff who are collaborating to engage our students in rural Wisconsin communities (Students Preparing for Interprofessional Rural Area Lives or SPIRAL). Encourage researchers, students, staff, and community partners who are doing work across Wisconsin to ask local community members for their insights as they are conducting research and programs (as suggested in #7 above), and share their results with the people in the communities in which they do their research. Encourage faculty and staff to communicate community-identified priorities with others on campus who might have the ability to address these needs via the WIE platform. Encourage campus members to partner with other UW-System schools and UW-Extension to engage with communities around the state. Encourage campus members to make use of existing networks of cities, towns, and villages such as the Wisconsin's Green Tier Communities (http://greentiercommunities.org/), and the Wisconsin Rural Health Collaborative.

The following are the policy changes and resources required to make this improvement: Fund a staff person within the University Relations office who is charged with intaking information from campus members about identified community needs, matching these needs with campus members who might have the potential to address them, and also recording these priorities and subsequent projects in the Wisconsin Idea Exchange database. At the Annual Leadership Summit and periodic Leadership Council meetings, encourage Deans, Chairs and Directors to encourage unit staff and faculty to engage with Wisconsin communities in the course of their work in the state. Provide funding for a WOECF-like program.

Success on this recommendation would look like the following: An increase in the amount of community engagement projects outside Dane County. Greater awareness across campus of these projects and mechanisms for connecting with Wisconsin communities.

RECOMMENDATION #9

Support innovative models of community-based learning and student engagement that create sustained partnerships and sustained student engagement that compliment the common/typical one semester course (university-centered) time frame.

The university is proud to offer approximately 50 officially-designated service-learning courses each Fall and Spring semester, with additional SL courses in the Summer. Some UW-Madison professors are pursuing alternative approaches that do not consist of partnerships that terminate at the end of the semester. Also, the UniverCity Year program, for example, is a year-long engagement with a municipality that is oriented around community –identified priorities as well as student learning outcomes. The Skornicka Public Service Award, administrated by the Department of Political Science, awards a fellowship to one student each year to continue their work with a community partner with whom they began working in a political science service-learning course.

However, the model of traditional service-learning, in which the emphasis on student and instructor needs far outweighs those of community members is still the norm on our campus. Typically, instructors use service work as a way for students to learn course material more deeply than in a course that does not have this experiential learning component, but downplay the priorities of and benefits to the community. We run the risk of enhancing educational opportunities at the expense of damage to our community partners.

To address this gap, we propose the following: Increased publicity and attention to methods for sustaining collabo-ra-tion and engagement across semesters, and elevation of best practices already institutionalized on our campus (e.g. School of Medicine and Public Health TRIUMPH program in which community engagement influences student learning and continues past any one student). Increased coordination across units and within majors for enabling students to continue their engagement begun in a SL course through other means such as a subsequent SL course, community-based research funded perhaps by a Wis-consin Idea Fellowship, or independent study. Support methods for faculty and instructional staff to maintain their partner-ships with community partners at the close of a semester.

The following are the policy changes and resources required to make this improvement: Schools and Colleges with large num-bers of SL courses (e.g. Letters and Science, School of Education, School of Social Work, and Nelson Institute) are charged with providing incentives to instructors to find ways to enable students to continue their engagement past the end of a SL course, and ways to sustain their partnerships with community members for long periods of time. Instructors who apply for SL designation are encouraged to consult with the Morgridge Center for Public Service on best practices and innovative models for sustained collaboration and engagement in com-munity-based learning.

Success on this recommendation would look like the following: Faculty, staff, and students across campus are aware of the multiple SL models that can be embedded in course structures, and search out the chance to teach/learn in classes that represent cutting-edge SL models. Students who take a SL course regularly continue their engagement through other means during their time at UW-Madison. Community partners do not experience bursts of engagement from UW-Madison students, but instead sustained engagement, despite turnover of individual students.

IMPLEMENTATION OF THE CIVIC ACTION PLAN

Putting the recommendations of this plan into practice will take considerable work. We suggest that Chancellor Blank, in concert with the Faculty Senate, ASM, Academic Staff Assembly and University Staff Congress, commission a standing committee charged with implementing these recommendations, and instituting measures to evaluate new initiatives and implement adjustments as needed. We recommend the people on this ad hoc committee as potential members, and also recommend that the following units will be key to any efforts to enhance our civic engagement efforts. This is not an exclusive list. We recognize that additional units may wish to support the implementation of this plan:

4W (For Women, For Wellbeing, For Wisconsin, For the World)

CPO (Community Partnerships and Outreach) staff network

Collaborative Center for Health Equity

Division of Diversity, Equity & Educational Achievement

Department of Educational Policy Studies

Department of Planning and Landscape Architecture

Grand Challenges, School of Education

Morgridge Center for Public Service

Nelson Institute for Environmental Studies

Office of Community Relations

SoHE Centers of Excellence

The Studio: Creative Arts and Design Learning Community in Sellery Residence Hall

UniverCity Alliance

WISCIENCE (Wisconsin Institute for Science Education and Community Engagement)

Wisconsin Collaborative Education Research Network (The Network)

CONCLUSION

The components of this Campus Civic Action Plan intentionally emphasize the need for greater attention to and consideration of the concerns, priorities, and constraints of both community and academic partners in this work. There is clear recognition by many that our campus can do more to identify, reward and support community-engagement work. However, the future success of community-engagement work will require intentional efforts to support, secure and integrate diverse stakeholder perspectives from non-campus community settings.

These recommendations will require a considerable amount of work and collaboration across existing units on campus, as well as the establishment of new expectations for how we practice and resources to support our efforts. The experience of this committee in putting this plan together suggests that there is a great amount of will, talent and support for refining and growing this work on campus and off.

We submit this plan with recognition that if reflects only a first step to deepen civic engagement at UW-Madison.

APPENDIX A: UW-MADISON CIVIC ACTION PLAN COMMITTEE

Faisal Abdu'Allah - Associate Professor, Art Department; Director; Faculty Director, The Studio: Creative Arts and Design Learning Community in Sellery Residence Hall

Crystel Anders - Consultant, Spectrum Nonprofit Services

Lisa Chambers - Associate Director, Morgridge Center for Public Service

Mary Beth Collins - Director of Centers Research and Public Affairs, Centers of Excellence, School of Human Ecology

Kathy Cramer, Committee Chair -Faculty Director, Morgridge Center for Public Service; Professor, Department of Political Science, Letters & Science

Sam Dennis - Associate Professor, Natural Resources-Landscape Architecture, College of Agriculture and Life Sciences

Sarah Esmond - Administrative Director, Institute for Clinical and Translational Research; Administrative Director, Collaborative Center for Health Equity; UW-Madison Project Manager, Greater Plains Collaborative, School of Medicine and Public Health

Emma Frankham - Graduate student, Political Science, Letters & Science

Laura Heisler - Director of Programming, WARF; Director of Outreach, Morgridge Institute for Research

Signe Janoska - Undergraduate student in Political Science and Classical Humanities

Nancy Kendall - Associate Professor, Department of Educational Policy Studies, School of Education

Dolly Ledin - Director, Adult Role Models in Science, WISCIENCE

Annette Miller - Director, Emerging Markets and Community Development, Madison Gas and Electric

Alfonso Morales - Professor, Department of Urban and Regional Planning, Letters & Science

Leslie Orrantia - Director, Community Relations, Office of Vice Chancellor for University Relations

Soyeon Shim – Dean, School of Human Ecology

APPENDIX B: THE PROCESS BEHIND THIS CIVIC ACTION PLAN

When the Morgridge Center for Public Service was tasked with the creation of this plan, we chose to convene a committee of community members, and campus students, staff, and faculty, who had been connected to civic engagement work via the University of Wisconsin-Madison in a variety of ways. Our process as a committee had two main components. First, each committee member interviewed approximately 5 people to gather thoughts and ideas about the campus-community engagement work these interviewees were currently or had been previously engaged in, their thoughts on the strengths and weaknesses of the UW-Madison's community engagement work, ideas about other examples we could learn from, the barriers or opportunities they perceived for this community engagement work, their suggested policies or practices for furthering this work, and their thoughts on who else we ought to interview (Please see Appendix C for timeline of the process). The Morgridge Center professional and student staff members interviewed each other to contribute to this process as well. (Please see Appendices D and E for interview questions and list of interviewees). For the committee members' interviews, we challenged ourselves to interview people whom we knew were involved in civic engagement with the university, as well as people whom our interviewees suggested to us during these interviews. We wanted to learn from people who are widely regarded as involved in this work, but also learn about people on campus and in the broader community who are doing engagement work but less commonly recognized as part of this broad network. We uploaded the information we gathered from these interviews to a central database. Morgridge Center staff then analyzed these responses to identify major themes and specific suggestions as to how we could foster and improve civic engagement at UW-Madison in the future.

The committee reconvened to discuss this analysis and our insights from their interviews. The overwhelming consensus of the committee was that the voice and concerns of the community needed to be elevated in civic engagement work at UW-Madison. Our interviews with community members as well as with campus members had emphasized in various ways that to move community engagement forward we needed to do more to ensure that community engagement starts with community concerns and respects community members' insights and constraints.

We therefore pursued a second stage of information gathering. We designed three surveys: one for community members, one for campus faculty and staff, and then a third for students. Each of these was an online survey, which we invited respondents to complete via email.

We designed the community survey to consist primarily of open-ended questions so that we could learn from community members' insights and become aware of concerns and opportunities we had not as yet considered. We sent this survey to three groups of people: community partners whom the Morgridge Center for Public Service is in regular contact with through our work directly related to academics, including community-based learning, community-based research, and the Wisconsin Idea Fellowship; Morgridge Center for Public Service co-curricular community partners; and individuals whom interviewees from the first survey recommended we interview. In total, 427 individuals were contacted regarding the survey and 130 surveys were completed (for a response rate of 30%). (Please see Appendix F for question wording.)

The campus survey, intended for faculty, staff, students and administrators, consisted of closed-ended questions. We used the survey to gather importance ratings for the various ideas for moving community engagement forward that we had culled from our initial interviews. The campus survey was sent out to three groups of people: individuals across campus whom interviewees in the first survey recommended we interview; faculty across campus who are included in an "engaged scholars" listserv maintained by the Morgridge Center for Public Service; and staff members who are part of the campus Community Partnerships and Outreach network. In total, 221 individuals were invited to participate in the survey and 56 surveys were completed (for a response rate of 25%). (Please see Appendix G for question wording.)

We designed a third survey, specifically for students. We wanted to elicit ideas from students who have been involved in community engagement via the university as well as those who had not. This survey included open-ended questions, based on the idea that we needed to remain as open as possible to insights generated by our students. This survey was sent to students connected to ASM and its programs, including the 23rd and 24th session of student council (approximately 30 members each), the members of Coordinating Council (12 people), the members of the Student Services Finance Committee (15 people), and representatives of the groups that are in the Student Activities Center (68 groups). We received 13 responses for a response rate of 8% (approximately 155 surveys were sent). (Please see Appendix H for question wording.)

The responses to these three surveys are not necessarily representative of the thoughts of campus and community members, nor even of people involved in campus-community engagement. We used them as suggestive of concerns and ideas. We reflected on these, along with our interview results, to craft the following 9 suggestions for how UW-Madison can most effectively foster and improve community engagement. Each of these were either supported strongly by campus members, community members, or both in various aspects of our information gathering. In addition, we used other recent statements or studies on what UW-Madison ought to do to improve community engagement to inform our final recommendations. These include a 2006 analysis of UW-Madison campus-community partnerships,[10] an analysis of the 2008 Carnegie Civic Engagement Classification process, the strategic planning documents of the Native Nations UW-Madison Working Group, the final report from Professor Carolina Sarmiento's service-learning class project on community partners' experiences with UW-Madison campus-community collaboration (https://morgridge.wisc.edu/faculty-community-based-learning-programming-learning-resources-partners-key-resources), and feedback from faculty members about support during the tenure process for community-engaged scholarship at UW-Madison as gathered during roundtables on this topic convened by the Morgridge Center for Public Service in the past 3 years.

[10] https://morgridge.wisc.edu/documents/Community%20Standards%20for%20Service%20Learning_7.5.17.pdf

APPENDIX C: TIMELINE

February 1: First Civic Action Plan Committee meeting

February: Conduct interviews

March 1: Second Civic Action Plan Committee meeting, shared impressions from interviews

March 21: Campus and community surveys distributed

March 30: Campus survey closed

April 6: Community survey closed

April 13: Student survey distributed

April 25: Final Civic Action Plan Committee meeting, discussed draft of the Civic Action Plan

April 26: Rubric for Civic Action Plan recommendations created

April 26 - May 2: Rubric contributions from committee

April 30: Student survey closed

May 23 - June 26: Final drafting period

July 18: Final edits and revisions submitted

APPENDIX D: INTERVIEW QUESTIONS

1. Interviewer Name
2. Interviewee/Survey Taker Name, Email, and Position Type
3. If a student: What is your degree type? Which college are you majoring in? Which subject(s) are you majoring in?
4. If faculty or staff: Please state your College/School/Office and Department
5. If a community member: Are you associated with a particular organization, business, or government agency? If so, please describe.
6. Please describe your work pertaining to civic action and community engagement.
7. What observations can you share about UW-Madison's strengths and weaknesses with respect to civic action and community engagement?
8. What barriers or opportunities have you experienced in your attempts to conduct meaningful civic action or community engagement in connection with UW-Madison?
9. If UW-Madison were to focus on specific policies or practices in order to meaningfully support civic action or community engagement, what areas or suggestions should be considered?

   Ideas might include the tenure process, the relationship with Extension, service learning, resource allocation, staff support, recognition and awards, community partner roles and presence at the University, requirements or incentives for students and faculty, and community outreach strategies.
10. Who else should we interview?

APPENDIX E: CAMPUS AND COMMUNITY MEMBERS INTERVIEWED BY CIVIC ACTION PLAN COMMITTEE MEMBERS

Alan Turnquist (Staff)
Alfonso Morales (Faculty)
Ana Garic (Staff)
Andrea Dearlove (Staff)
Anisa Yudawanti (Undergraduate student)
Annette Miller (Community member)
Asly Warren (Undergraduate student)
Bakari Wallace (Graduate student)
Barry Burden (Faculty)
Bianca Baldridge (Faculty)
Bird Ross (Faculty)
Brad Schwartz (CEO Morgridge Institute for Research)
Bradley Butcher (Undergraduate student)
Brenda Gonzalez (Community member)
Carlee Smith (Undergraduate student)
Carlos Gacharna (Faculty)
Carolina Silva (Undergraduate student)
Catherine Vieira (Faculty)
Cecelia Klingele (Faculty)
Connie Flanagan (Faculty)
CPO Steering Committee
Crystel Anders (Community member)
Curtiss Engstrom (Undergraduate student)
Dadit Hidayat (Graduate student)
Dean Ladwig (Staff)
Margaret Raymond (Faculty)
Dolly Ledin (Staff)
Don Moynihan (Faculty)
Douglas J. Reinemann (Faculty)
Elizabeth Petty (Faculty)
Emma Frankham (Graduate student)
Erik Iverson (Staff)
Faisal Abdu'Allah (Faculty)
Fisnik Lumani (Undergraduate student)
Gabe Javier (Staff)
George Reistad (Community member)
George Tzougros (Community member)
Haley Spranger (Undergraduate student)
Hallie Lienhardt (Staff)
Heather Gates (Community member)
Heidi Busse (Staff)
Jake Roble (Undergraduate student)
James Gleckner (Graduate student)
Jason Vargo (Staff)
Jeffrey Russell (Faculty)
Jerry Jordan (Staff)
Jesse Veuie (Faculty)
Jill Jacklitz (Lecturer)
Julie Schneider (Staff)
Julissa Ventura (Graduate student
Junalee Ly (Undergraduate student)
Kaleem Caire (Community member)
Karen Crossley (Staff)
Kari Temkin (Staff)
Kathe Crowley Conn (Community member)
Katherine Loving (Staff)
Kathy Cramer (Faculty)
Leslie Orrantia (Staff)
Lew Friedland (Faculty)
Lisa Chambers (Staff)
Lori Berquam (Staff)
Maggie Hawkins (Faculty)
Margaret Nellis (Faculty)
Maria Moreno (Staff)
Mariana Pacheco (Faculty)
Maria Moreno (Community member)
Mark Bennett (Staff)
Megan Miller (Staff)
Melissa Scholz (Community member)
Nan Enstad (Faculty)
Nancy Buenger (Faculty)
Nancy Kendall (Faculty)
Nancy Vue (Community member)
Nasra Wehelie (Community member)
Paula McAvoy (Staff)
Rebecca Comfort (Staff)
Revel Sims (Faculty)
Robert Nix (Faculty)
Ruthanne Chun (Faculty)
Ryan Zeller (Undergraduate student)
Sara Guyer (Faculty)
Scott Mosley (Community member)
Shiva Bidar-Sielaff (Staff)
Smile Shi (Undergraduate student)
Teddy Varelis (Undergraduate student)
Travis Wright (Faculty)
Zach Nelson (Staff)
Additional interviewees who wished to remain anonymous

APPENDIX F: COMMUNITY SURVEY WORDING

1. Are you currently engaged in any collaborations or do you have regular interactions with individuals employed at UW-Madison or UW-Madison students? Yes/No

   If yes, please describe these briefly including the individuals' names and/or the UW-Madison program/s you interact with regularly.

   If no, have you been a part of collaborations with UW-Madison Madison employees or students in the past? Yes/No

   If yes, please describe briefly including the individuals' names and/or the UW-Madison program/s you interacted with.

   If no, go to item 3.

2. Are there any facilities on the UW-Madison campus that you visit/use regularly? These could be meeting spaces, gyms, libraries, student unions, athletic sporting events or other venues. Tell us about your experiences using these spaces...

3. Have you ever wanted to collaborate with a UW-Madison program to advance an idea, a project, to find information, to locate a content expert or to collaborate for another reason? Yes/No

   If no, go to item 5. If yes, and you still have that interest, can you briefly describe your idea or project?

   If yes: If you would like to be contacted by a UW-Madison employee about your idea, please provide your name and your preferred way to contact you here:

4. How do you think the campus community can make getting involved and working with UW- Madison staff/programs an excellent experience for you and/or for members of your community?

5. If UW-Madison was not in our community, what would you miss and/or what impact would that have on you?

6. Is there anything else that you would like to share?

APPENDIX G: CAMPUS SURVEY WORDING

1. Please select your position (undergraduate student, graduate student, postdoc, administrator, academic staff, university staff, faculty, other).

2. Please take a moment to think about your own experiences with community engagement as a member of the UW-Madison campus community. Below is a list of hypothetical actions our campus community could take to improve and strengthen community engagement work taking place at UW-Madison. For each one, please indicate how important you think this action would be for improving and strengthening community engagement work taking place at UW-Madison. [5 response options: 1: Not at all important, 3: Neutral, 5: Very important (so "2" and "4" not labeled)]

   --Increased recognition of the contributions of staff whose primary job is not in community engagement but whose work engages/fosters community engagement (an example is a department or college advisor).

   --Identification of community needs toward which the university marshals its community-engagement resources

   --Increased coordination of community engagement efforts across campus through identified (existing and new) operational units networked to serve as 'entry points' for on- and off- campus stakeholders

   -- Creation of a vice-provost-level administrative position dedicated to increasing and improving community engagement

   --Increased department-level support (in terms of funding and recognition) for community- engaged scholarship among faculty

   --Enhanced coordination between communications personnel and people involved in community engagement

   --Increased attention to quality engagement (e.g., sustained, sensitive and aware) as opposed to attention to quantity (e.g., the number of people involved in engagement)

   --Increased number of staff (e.g. academic staff, research specialists) whose job is dedicated to community engagement and recognition of those job duties

   --Enhanced preparation of UW-Madison students, faculty, staff and administrators before engaging with community members

   --Increased training opportunities for communicating with community partners, collaborating with community partners, and writing grants to support this work for students, faculty, staff and administrators

   --Increased support for community-engaged work among graduate students

   --Improved mechanisms for engaging students in community work longer than 1 semester

   --Improved coordination with UW-Extension

   -- Increased amount of engagement beyond Dane County

   --Increased incentives to teach community-based learning courses (e.g., funding for TAs, professional development opportunities, fellowships for course buy-outs to free up course preparation time, and community-based learning teaching awards)

   -- Increased diversity among members of the UW-Madison campus

   --Increased methods used for ensuring enhanced visibility and voice of community partners in all aspects of campus life (e.g., inviting to attend campus events, inviting to serve as guest lecturers, implementing policies for compensating partners for time/effort, participating in governing bodies and search committees, implementing role with IRBs)

   --Increased support for community-engaged work in the faculty tenure process (e.g., encouraging divisions to review their tenure policies to examine whether civic engagement is valued)

   --Increased funding for community-engaged scholarship among students, especially students from low-income backgrounds

3. Are there other changes the UW-Madison should make that would be very important for improving and strengthening community engagement work taking place at UW-Madison? [yes/no] If YES, please describe.

4. Are there other concerns or comments related to civic engagement at UW-Madison that you wish to bring to the committee's attention? Please describe them here, or send a message to Kathy Cramer at kathy.cramer@wisc.edu.

APPENDIX H: STUDENT SURVEY WORDING

1. What is your enrollment status at the University of Wisconsin-Madison? (First year, Sophomore, Junior, Senior, Graduate Student, Professional Student)

2. In what school or college is your major?

3. How, if at all, do you currently interact with the community outside of the university as part of your program of study, teaching, or through a UW-Madison co-curricular activity?

4. Please describe this involvement briefly including the individuals' names and/or the UW-Madison program/s you interact with regularly.

5. Have you been a part of collaborations with people beyond the UW-Madison campus in the past? (Yes/No)

6. If YES: Please describe briefly including the individuals' names and/or the UW-Madison program/s you interacted with.

7. Have you ever wanted to collaborate with individuals or organizations off campus to advance an idea, a project, to find information, or to collaborate for another reason? (Yes/No)

8. If YES: Please describe your project and/or interest

9. How do you think the UW-Madison campus community can improve the experience of getting involved and working with people and organizations off campus for you?

10. How do you think the UW-Madison campus community can improve the experience of getting involved and working with people and organizations off campus for the broader community?

11. Is there anything else that you would like to share?