

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Madison, Wisconsin

UW-Whitewater

Held in the University Center Commons

Thursday, October 10, 2002

11:00 a.m.

- President Gottschalk presiding -

PRESENT: Regents Axtell, Barry, Boyle, Brandes, Burmaster, Gottschalk, Gracz, Jones, Klauser, Krutsch, Marcovich, Mohs, Olivieri, Randall, Schneider and Smith

ABSENT: Regent DeSimone

- - -

THE CAMPUS COMPACT PROGRAM

Introducing the presentation, Regent President Gottschalk observed that the Campus Compact, through which campuses reach out to engage the communities they serve, is very much in keeping with the UW's Engage Wisconsin theme.

The compact is a national coalition of nearly 850 college and university presidents committed to promoting service that develops students' citizenship skills, encourages town-gown partnerships and assists faculty to integrate public engagement into their teaching and research. Wisconsin's compact includes the UW System, private colleges and the Technical College System.

Observing that the Wisconsin Idea makes the UW's affiliation a "natural" for students, faculty, and staff, he called on Chancellor Keating, of UW-Parkside, to begin the presentation.

Chancellor Keating explained that Wisconsin is the 28th state to join this important national organization, which focuses on community service, service learning, and civic engagement. He introduced Campus Compact Executive Director Liz Hollander to further describe the organization.

Ms. Hollander began by observing that September 11th made it clear that the United States cannot afford to be a nation of spectators. Rather, students coming out of college must be ready to step up to the plate and be part of their democracy, leading the way toward solving important problems both at home and abroad.

Stating that the civic mission of higher education has a long and proud tradition, she said that Campus Compact was founded in 1985 by college presidents to refocus on that mission. Today, there are 854 campuses across the country that belong to Campus Compact, including two-year and four-year, public and private, faith based, land grant and other kinds of institutions. Students, the founders felt, need to be educated "not just to make a living, but to make a life".

Noting that higher education faces challenging times, she commended the Engage Wisconsin Initiative as a positive move forward in a state where campuses have long been engaged with the whole state through the Wisconsin Idea.

The Compact began with the focus of student volunteerism – helping students develop the skills and habits of citizenship by doing work in the community. Next, through service learning, the kinds of issues dealt with in volunteering were centered into the curriculum. For example, students in Chemistry Instrumentation might measure paint samples in lead-infested homes and report to local authorities levels that need correction. They learn not only chemistry instrumentation, but also that young people are growing up in lead-infested homes, and they are exercising civic responsibility. The next step is true civic engagement, through which problems of society not only are studied, but are solved.

Studies have shown, she explained, that students who have these experiences are more tolerant of those different from themselves, are more likely to be engaged in their communities after graduation, are more likely to be voters, and are more likely to give money back to their alma maters. It also has been found that service learning is a good strategy for reaching non-traditional students and retaining them because of the strong involvement of faculty in these efforts.

Campus Compact, she continued, serves as a voice for presidents, a technical assistance arm for the campuses, and a focal point for national policy work. With regard to the latter, efforts are under way to increase funding for service learning through the Corporation for National Service and to put more federal work-study students in the community. In serving as a voice, the Compact developed a Presidents' Declaration on the civic responsibility of higher education that already has been signed by about 500 college and university presidents. The Compact also provides extensive training and technical assistance to all constituencies and national awards for outstanding programs.

In addition, the Compact serves as a source for new initiatives, such as the National Student Civic Engagement Campaign, to be held in February 2003. Its purpose is to engage students in many ways through community service, registering to vote, tracking political issues and voicing their opinions, and mapping civic engagement on their own campuses.

Ms. Hollander concluded her remarks with the following quote from John Dewey that expresses the aim of the Campus Compact: "Democracy needs to be reborn in every generation and education is its midwife".

Chancellor Keating then introduced Mark Langseth, Executive Director of the Minnesota Campus Compact.

Mr. Langseth began his remarks by stating that the ideas embodied by Campus Compact have yielded powerful results for higher education institutions, for students and for communities throughout Minnesota over the last eight years.

Minnesota's compact began in 1987 with a small foundation grant that funded formation of the Minnesota Campus Service Initiative. This initiative involved hiring Mr. Langseth who traveled to campuses and communities across the state to drum up interest in student volunteerism. Enough interest was generated to mount a successful legislative campaign that resulted in a 1989 appropriation of \$230,000 per biennium for a statewide postsecondary community service grant program that had the original mission of mobilizing college students as tutors and mentors for struggling school children. This program, he noted, has been very successful, still continues, and has under girded many other efforts.

The Minnesota Campus Service Initiative was a grass roots predecessor to the Compact, which began in 1994 with the leadership of some campus presidents in creating win-win partnerships between campuses and communities to both address difficult community challenges and to nurture the next generation of citizens.

Beginning with about 30 members, the Compact was hosted by a member campus and had some initial foundation seed support. Modest services were offered, such as state grant coordination, mini-grants for faculty, some professional development events and site visits to member campuses to consult and do in-service workshops with faculty. Since 1994, the Compact has grown to a membership of 50 college and university presidents, with more staff and services.

Mr. Langseth then described services to faculty and institutional leaders, including a successful program of 18 discipline-specific workshops for faculty, in areas as diverse as accounting, philosophy, teacher education, biology, management, history, psychology and engineering. The point, he explained, is not to turn higher education into a social service agency, but to combine community experiences with classroom experiences for better learning – an outcome that is verified by research. Both communities and students benefit, for a win-win outcome.

For example, an accounting professor might integrate service learning into a course on tax accounting by having students assist low-income community residents in preparing tax returns, providing a needed community service and resulting in increased student understanding of client-based tax accounting practices. Teacher education students in a social studies methods course might help high school teachers design and implement service learning experiences for secondary students. The education students master service learning methodology, while high school students apply classroom learning about democratic governance. Biology students might help monitor water quality, while psychology students might serve as companions to home-bound senior citizens in order to both combat social isolation and to understand a senior's perspective on the psychology of aging. Finally, students in mechanical engineering might help design accessible apartments for people with disabilities, giving them a deeper understanding of design, client interaction and project management.

The Compact also offers in-service workshops for faculty on member campuses, a learning community for chief academic officers to increase their fluency in this area, and an annual meeting of presidents, which offers a unique opportunity for presidents of all types of institutions to discuss a common agenda. There also is funding to help campuses hire staff for their service learning programs and professional development retreats for staff.

Noting that legislative, corporate, and foundation leaders are important constituents, Mr. Langseth observed that presidents and trustees have come to see the Compact as an effective ambassador for higher education and that the legislature and private sector have been very receptive to the notion of civic engagement in higher education. The legislature, for example, provided a 65% increase in the budget for the Minnesota service-learning grant. Support for the program is tri-partisan.

As examples of corporate and foundation enthusiasm for the Compact, he listed a wide range of supporters, including the General Mills Foundation, the Lutheran Brotherhood, the McKnight Foundation, Excel Power Company, the Pew Charitable Trust, the Pillsbury Company Foundation, and the W. K. Kellogg Foundation.

The reason for this enthusiasm, he felt, is because everyone is looking for ways to leverage existing resources in an era of government cutbacks to meet community needs in a powerful way. For example, at a service learning workshop in accounting, he had been told by the directors of staffing for General Mills and 3M that they are excited about the program because they are looking for employees who demonstrate community responsibility, which also positively affects their public relations, and for employees with practical experience in dealing with different kinds of situations. To extend this kind of benefit, a statewide Task Force on Civil Society and Workforce Development is being created to look at how workforce development can help to create the kind of ethical employees that are needed

In addition, Mr. Langseth indicated that the Compact has been very successful in promoting good will through the media with an array of editorials and articles highlighting the campuses' service-learning work. Another constituency served by the Compact is community-based organizations that need assistance in matching their needs with campus resources.

In the past eight years, he said, over \$2.5 million in grants have been distributed to support more than 200 campus-community collaboration projects; training and professional development experiences have been provided for over 45,000 people; 350 site visits and in-service workshops have been completed; and a hundred other presentations made to promote good will. Six special projects have been launched, including a very successful Family Literacy Initiative.

Turning to outcomes, Mr. Langseth indicated that at this time over 25,000 students provide over one million hours of service a year, benefiting thousands of community-based organizations, schools, local governments and individuals. Students are being prepared for citizenship work in a powerful way. Over \$2.5 million in campus investments have been made to match the Compact's \$2 million in grants, demonstrating campus recognition of the importance of this kind of learning. Another outcome has been a significantly improved public image for higher education. Hundreds of faculty are reinvigorating their teaching as they more directly connect their work with public issues. Finally, Campus Compact brings together Minnesota's three systems of higher education in a strategic alliance to take a more aggressive leadership role around a civic engagement agenda that will further broaden public support and reinvigorate higher education

In conclusion, Mr. Langseth indicated that he had been asked to consult regularly with the Wisconsin Compact group and that he has been most impressed with the initiative being undertaken in this state.

Chancellor Keating thanked Mr. Langseth for his extensive work in serving as mentor to the Wisconsin Campus Compact. He reported that Wisconsin is included in a Minnesota-based grant that will help fund some Wisconsin Compact activities and that there are plans to put together a coalition among Iowa, Minnesota and Wisconsin to work together as a region in the service-learning area.

Wisconsin Campus Compact, the Chancellor noted, is an association of more than two dozen college and university presidents. Its mission is to promote student service that develops citizenship skills, to encourage campus-community partnerships, and to assist faculty in integrating public and community engagement into their teaching and research. For example, at UW-Parkside faculty developed a certificate to include in the graduation transcript of students who take four courses related to the service-learning mission. There currently are 56 courses that qualify toward that certificate.

Wisconsin joins a network of more than 750 colleges and universities, each committed to the same goal. The Wisconsin Compact is chaired by Chancellor Keating and Sister Joel Read of Alverno College. The UW System will be represented on the Executive Committee by Chancellors Zimpher, Reilly and Messner. In addition to UW institutions, the Compact includes many private colleges and WTC institutions. The goal of the Wisconsin Campus Compact is service to the community, leading to service learning, leading to civic engagement.

Chancellor Keating then presented a video showing student understanding of the importance of this type of real world experience. One student, for example, noted that volunteering develops person skills, communication skills and time-management skills, all of which are important to employers.

The Chancellor noted that another benefit is to the campus through engagement in community issues. Campuses learn from the community while helping to solve community problems. The uniting of volunteerism with education in service learning courses both grounds graduates in social responsibility and makes the campus much more responsive to its community and state, giving back to the public that supports it.

While sharing a common mission with the Campus Compact in 27 other states, he explained, Wisconsin's Compact is unique in having the UW's statewide Extension program with the extensive outreach of faculty in every county.

Providing examples of UW Extension's contribution to the Compact, Chancellor Reilly described a pilot project with UW-Whitewater and UW-Platteville, called the Community University Partnership Program, through which students, faculty and staff are engaged with regional communities, businesses and organizations to meet local needs.

For example, the UW-Whitewater Psychology Department and UW-Extension offices in five counties surrounding the Whitewater campus were conducting focus groups with Latino families as part of a needs assessment. This will become the foundation for a HUD grant proposal in which UW-Parkside also will join. Students from UW-Parkside and UW-Whitewater will be engaged in helping to meet the needs that are identified. There also will be an economic development benefit by helping to integrate a growing Hispanic population into communities, the agricultural sector and other businesses.

Another project involves UW-Platteville public relations students who are designing brochures and newsletters and working on other public relations activities for area agencies and companies identified by UW-Extension staff as being in need of this type of assistance.

The Chancellor remarked that UW-Extension's deep connections throughout the state to a wide range of organizations and businesses helps to ensure meaningful service learning opportunities. Oversight of these experiences by Extension faculty, working with campus faculty, promotes a rigorous connection to the curriculum.

He cited the following reasons for supporting the Wisconsin Campus Compact: 1) To boost the visibility of service learning opportunities for students; 2) to increase the quantity and quality of service learning experiences; 3) to increase opportunities for faculty and staff to become more engaged with major issues in their communities; and 4) to help make the case to funders and stakeholders that the UW is serious about engaging Wisconsin and doing it in partnership with private and technical college colleagues.

Chancellor Keating remarked that an important benefit of organizing into one Campus Compact for the state is to make use of the resources and networking opportunities available on nationally and from other state compacts. For example, Wisconsin will collaborate with its mentor state, Minnesota, in offering workshops for faculty, students and administrators. Grants and scholarships also are available from the National Campus Compact. Wisconsin will hire its own director, who then will have responsibility to seek grants for the state compact so that all campuses can share in them. Library resources and consultant services also are available.

The structure of the Campus Compact consists of a Presidents' Council composed of the heads of all member institutions, which appoints an Executive Committee from its membership. There also is a Leadership Council that will be served by the Executive Director. It is expected that the director for Wisconsin's Compact will be hired in the next several months. The Compact will be housed in UW-Parkside's Center for Community Partnerships.

Noting that signing of the charter will take place on October 22nd at Edgewood College, he indicated that a featured speaker will be Regent Burmaster, in her capacity as National Co-Chair of the Service Learning Coalition of the Education Commission of the States. The Wisconsin Compact, he noted, supports the idea of seamless PK-16 service learning so that campuses are well-prepared to take high school graduates to the next level in these educational experiences.

In closing, he thanked the State Planning Committee for its instrumental work in the Wisconsin initiative.

Noting that the essence of the university is analysis and deep understanding, Regent Krutsch asked how service learning is designed to meet those goals.

Chancellor Keating replied that service learning differs from volunteerism in that experiences are brought back to the classroom and analyzed with the guidance of the instructor. He noted that service learning courses are rigorously examined by the faculty before being approved and that they tend to increase student involvement because of exposure to real-world questions.

Ms. Hollander added that the goal of service learning is deep reflection about problems that students might never think about without the service learning experience. If done correctly, she said, this type of learning is extremely rigorous because it matches theory with experience.

Chancellor Keating added that the expertise of the Campus Compact is very important in training faculty in how to conduct service learning. Research has shown that students who are engaged in their campuses and communities have higher retention rates and find the service learning experience to be very rich.

Regent Mohs found it reassuring that classroom examination of problems is included, assuming that all sides of an issue are explored. Chancellor Keating concurred that there needs to be open discussion of a variety of viewpoints and theories.

The Chancellor concluded by showing a video of student comments that service learning experiences had opened their eyes to problems they knew nothing about and that there is a great feeling of accomplishment in making a difference in the life of another person.

The meeting was adjourned at 12:50 p.m., upon motion by Regent Mohs and seconded by Regent Jones.

Judith A. Temby, Secretary