COMMUNITY ENGAGEMENT AND TALENT PIPELINE
WORK GROUP

FINAL REPORT

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EXECUTIVE SUMMARY

The Community Engagement and Talent Pipeline Work Group, charged by Chancellor Mark Mone and co-led by Vice Chancellors Joan Prince and Patricia Borger, addressed two primary questions, fully aware of current budgetary constraints. How can UWM as an academic leader in Community Engagement and the Talent Pipeline:

- Grow UWM’s student recruitment, retention, and graduation
- Continue to prepare the workforce for Wisconsin

After lengthy and ongoing discussion, a presentation about the Carnegie Classification on Community Engagement, and a broad survey and analysis of community engagement and talent pipeline programs and opportunities at the university, the work group recommends the actions listed below. As a threshold step, it recommends that the chancellor establish the priority for implementation from among the recommendations and assign responsibility for each. The work group also recommends that for each recommendation the chancellor establishes as a priority, an accountability report be submitted to the chancellor annually, tracking progress for the 1-, 3-, and 5-year periods. This report can be disseminated to internal and external stakeholders at the chancellor’s discretion.

1. Establish a visible, centralized web portal to engage with external stakeholders seeking partnership opportunities.

2. Offer every student an experiential learning opportunity before graduation.

3. Establish a centralized system for accessing and reporting internships (e.g., annual data gathering mechanism).

4. Develop a career development and first destination document for students, similar to the academic mapping process. This career mapping would provide more in-depth guidance to students, ensuring that all students have an opportunity for such career development activities as resume preparation, interviewing, etc.

5. Design and implement a customized talent pipeline report that tracks the number of students moving from our K-14 programs into UWM.

6. Implement a post-graduation interactive database that provides annual detailed information about the number of graduates pursuing graduate degrees or employed at UWM or other regional companies and organizations.

7. Enhance the branding and marketing of UWM’s role in community engagement and the talent pipeline through “brag packs” for high school counselors and local employers.
BACKGROUND AND CHARGE

In December 2016, Chancellor Mark Mone announced to campus that he would commission a Strategic Opportunities Work Group to examine what UWM “will be known for in the future and to identify areas of excellence and growth.” (12/16 introductory communication to campus). He specifically charged the group with developing a strategy to advance our five strategic drivers determined at that time to be:

- student success
- research excellence
- community engagement
- culture and climate and
- our brand, visibility and image.

Over the next two years, the chancellor convened a series of retreats with a broad campus base of deans, division heads, cabinet members, governance representatives, and additional invitees to secure input and direction around the previously established drivers and strategic directions (2017-2019). That input, along with the changing needs of students and new opportunities, led to a refinement of the strategic drivers that are utilized today as the strategic framework and direction for the University. The refined strategic directions are:

- Community Engagement and Talent Pipeline
- Diversity, Equity and Inclusion
- Outstanding Learning Environment
- Research Excellence
- Sustainable Future for the Campus

Chancellor Mone appointed co-chairs to lead each of the strategic directions and charged them to develop and/or refine working plan/documents that would focus on action. This report outlines the work of the Community Engagement and Talent Pipeline (CETP) strategic direction group.

CETP WORK GROUP STRUCTURE

Vice Chancellor Patricia Borger (Development and Alumni Relations) and Vice Chancellor Joan Prince (Global Inclusion and Engagement) agreed to co-lead the work group. The chairs determined that a cross-section of campus members who were engaged in daily work around community involvement and workforce development would be candidates for the work group. Ten members joined the work group, along with an individual that provided much administrative support.
DETERMINATION OF GUIDING PRINCIPLES AND WORK PLAN

The initial discussions of the group focused on methodology, acknowledging the difficulty that exists in adopting a common definition of community engagement and the talent pipeline. The work group heard presentations from individuals involved in the Carnegie Classification on Community Engagement (CCCE) to gain a better understanding of how that initiative operates, what the Carnegie definition of community engagement is, and how the partnership database was created and utilized. The discussion suggested that there were possible links to the work of the CETP group. These potential links were:

- The CETP group may want to collect updated partnership data which would be informative in determining where this group would focus their work via tracking metrics and setting goals.

- For our purposes, it would be helpful for UWM to have a common definition of the word “partnership” with alignment to CCCE’s definition and broadening it for our work in talent development.

- CCCE will begin preparations in 2020 for the next round of reclassification. This round requires the University to assess community perceptions of our engagement via survey or town hall gatherings. An organized way to secure this community data might be a joint effort with the CETP work group by broadening the parameters of the discussion to help define and inform the goals and metrics needed for analysis of the CETP work group.

Discussions reflecting our work around the talent pipeline focused on our successful long-term programming that engages students from pre-college through entry into the workplace. There was also informed discussion around our ongoing work around expanding experiential learning, discussion that was informed by the work of a team that was charged by the Chancellor to look at that area. The work group believed aligning its work with the findings from that work group would be helpful in answering the following questions:

1. Do we have data available that can be tracked and analyzed around the number of our pre-college students that enter the University? Programs of interest would be those that contribute to UWM recruitment efforts, e.g., Girls Who Code, College for Kids.

2. How do we track internships and other forms of experiential learning? Programs of interest might be paid and non-paid internships, co-ops, and volunteer opportunities.

3. Can we scale successful programs and opportunities that provide career planning and developmental skills development for students? Examples include LSB’s and CEAS’s 1-credit course that focuses on career planning, resume writing, etc.; Panther Foundations for Success; and centralized Career Planning offerings, including resume writing/practice interviews.
4. How do we track our post-college interactions, particularly around those engaged in the workforce in our region?

After lengthy and thorough discussion, the work group adopted the following guiding principles for our work:

**How can our role as an academic leader in Community Engagement and the Talent Pipeline inform and advance:**

- Growth in UWM student recruitment and graduation
- UWM’s role in preparing the workforce for Wisconsin

These principles were aligned with the **goals of the CETP strategic direction:**

1. We will maintain and build upon the Carnegie Classification for Community Engagement.

2. We will increase student work experiences and focus on experiential learning and entrepreneurship.

3. We will advance new academic offering delivery models to meet talent growth needs (i.e., credentialing, upskilling, stackable degrees)

4. We will grow strategic partnerships including those with an emphasis on innovation and entrepreneurship.

Based on the above series of discussions and guiding questions, the work group determined that an inventory of programs that are related to CETP would be instructive. On October 7, 2019 a questionnaire was sent to all campus units that were identified as mission critical for this strategic direction. (See separate attachments for the questionnaire, response summary and survey analysis). The work group discussed the survey results, noting that programs could be divided into four categories:

1. Community engagement K-14 programs that could contribute to UWM recruitment efforts, e.g. Girls Who Code, College for Kids

2. Curriculum or programs that prepare UWM students for careers through experiential learning, e.g. paid and unpaid internships, co-op, Nonprofit

3. Programs that provide career planning and soft skills for students, e.g. LSB 1-credit course, CEAS 1-credit course, Career Planning resume writing/practice interview workshops, Panther Foundations for Success
4. Programs designed primarily for external partners that may or may not offer student experience, e.g. DeSC, Exec Ed.

These results, along with discussions related to current workforce development initiatives in the region and State, informed the recommendations that are presented in the next section. These recommendations are not exhaustive and provide practical and cost-effective short term wins to begin a more customized and centralized way to approach the work.

As a threshold matter and in light of (1) current budgetary restraints, (2) the decentralization of our current community engagement and talent pipeline initiatives, and (3) the multitude of such initiatives, the work group recommends that the chancellor establish the priority among the recommendations and identify a responsible party(ies) for each. The work group also recommends that the responsibility party(ies) provide a 1-, 3-, and 5-year accountability report to the chancellor, which will demonstrate growth trends, impact, and will inform the “brag sheet” recommended below.

RECOMMENDATIONS

1. Establish a visible, centralized web portal to engage with external stakeholders seeking partnership opportunities. Our current approach is scattered and appears ineffective, particularly with intake and internal triage of partnership requests. The portal should be intuitive to external parties and supported by people and processes that respond to, facilitate and promote collaborative relationships with university units and programs. The system behind the portal must accommodate stakeholder privacy expectations.

2. It is essential that our students have the work experience to connect their academic courses to real-life environment. Therefore, the work group recommends that every student have an experiential learning opportunity before graduation.

3. There should be a centralized system for accessing and reporting internships (e.g., annual data gathering mechanism).

4. There should be a career development and placement document available for students (e.g., similar to academic mapping process), recommending opportunities and timing for resume writing, internships, practice interviews.

5. A customized talent pipeline vehicle should be designed and implemented. Specifically, an annual pipeline report with a parallel database should be maintained of our K-14 program attendees. We must be able to track the number of students that move from our precollege and 2-year programs into the university, and have that information updated annually for planning programs.

6. We must implement a post-college interaction database that would annually provide detailed information as to the number of graduates that are working at UWM or other regional companies and organizations.
7. We recommend an **enhanced approach to branding and marketing** of our story. For example, “brag packs” should be sent to all high school counselors that show students what they get when they come here, and then link that to the talent pipeline (alums already working in the field as mentors, connectors, navigators and supporters of those still matriculating).

**CONCLUDING REMARKS**

This report recommends broad brush yet practical and achievable first steps in building the strategic plan for the Community Engagement and Talent Pipeline direction for campus. If the recommendations are adopted, the statistics that would be collected can provide a beginning metric to build measurable goals for year-to-year comparison of specific data points. These types of analyses are critical in determining if current practices are producing the intended results around growth in enrollment and graduation, as well as measuring our impact on Wisconsin’s workforce needs. The data will also be helpful in branding UWM as the destination for

- potential students to secure gainful employment upon graduation or to continue their studies
- employers to recruit a workforce well prepared for current and future career opportunities
- employers to upskill their workforce as work needs change within industries
- community organizations who wish to partner with the academic institution best situated to provide relevant research and programs to improve their effectiveness.
APPENDIX
# Community Education and Talent Pipeline Work Group

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