

Academic Matters

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FROM THE PROVOST:

I want to welcome you to the 2009-2010 academic year! It is hard to believe that summer is over and a new academic year is beginning. This fall, students have come to our campuses in record numbers filled with hopes and dreams for a better life ahead. We know that their lives and our lives will be changed through our daily interactions on our campuses. We know the transformative power of education and the impact of learning both inside and outside the classroom. Indeed, another exciting year is ahead of us!

Although we live in difficult economic times and are facing budget reductions and increased class sizes, we must not lose sight of our academic mission. Our focus on student success is the core concept that informs our work and connects what we do across the institution. It binds faculty, staff, and administrators to a common purpose as we prepare our students for success at baccalaureate degree granting institutions and professional programs. I must not lose sight of the great work we do daily in our classrooms and on our campuses to develop well-rounded, liberally educated, knowledgeable, lifelong learners and contributing citizens.

In the coming academic year, we will move toward acting upon the findings of the UW Colleges Campus Climate Study, continue our efforts to improve our understanding of first generation college students, continue to improve services to veterans attending the UW Colleges, continue to support professional development activities across the campuses and in the departments, continue to build a successful and meaningful institution-wide, campus-specific, and department-specific assessment program, examine how best to integrate technology tools into the curriculum, continue to expand accelerated blended course offerings, explore high impact teaching and learning practices, and continue to pursue the Bachelor of Applied Arts and Sciences degree. We will also begin

developing strategies for moving inclusivity, equity, and diversity to the core of everything we do.

Earlier this year, I became the provost and vice chancellor for academic affairs. Over the summer, I met with each member of the Office of Academic Affairs to listen to their views of the challenges and opportunities facing the UW Colleges. I hope to visit the campuses this fall and spring and have similar conversations with faculty, staff, and students. I believe that to be an effective provost, I need to know what people on the campuses are thinking about our institution's overall mission and, specifically, our academic mission. I look forward to the conversations ahead and to learning firsthand your views of where the UW Colleges are now and where we should be going.

I am excited about working with you this academic year and remain committed to student success and student engagement. I wish you a very productive, fulfilling, and successful academic year!



Action Plans Grow Out of UW Colleges Campus Climate Study
Lisa Seale

The UW Colleges Campus Climate Study continues to bear fruit. UW Colleges Diversity Leadership Committee Chair Ron Gulotta and I sent a summary of recently completed UW Colleges Campus Climate Study action reports to campus and institutional leaders, as the start of the coming year's work focusing on climate issues. Please read on for excerpts from our message and from the report's summary of campus action plans.

It is the season of new beginnings and the making of plans for the new academic year and the futures of our institutions. Goals set forward by our various leaders and leadership groups provide guidance in our planning. By now all have seen the many posters around campuses promoting the IDEAS goals set forth by Chancellor Wilson and the UW Colleges leadership. The "D" places a high focus on improving Diversity across the UW Colleges. A major component of our UW Colleges' efforts to focus on and improve diversity within our institutions will be the ongoing work with the Campus Climate Survey results and the action plans which campuses and other Colleges groups developed last spring. The Colleges' Diversity Leadership Committee will continue to help coordinate these efforts.

Professor Gulotta's excellent report provides a summary of proposed campus climate action items; here is an excerpt from his introduction:

Two years ago, as part of a UW System initiative, the UW Colleges began a process to assess and improve climate and diversity culture on our campuses and within our institution. The assessment began with an online survey open to all students, faculty and staff and completed by approximately 23 % of our population. In November of 2008, a formal compilation of data results was released. To continue the analysis of this data, campus based teams were formed and charged with analyzing campus reports. As well,

to continue the process of improving climate and diversity culture, each campus team was charged with formulating a minimum of three response action plans based on their campus analysis of the Climate Survey data and other available info. These plans were to be reasonable and likely to be completed or put into operation within one year. This report highlights the progress to date in putting forth these analyses and action plans.

Across the campuses and the institution-wide leadership groups, several common themes could be found in the individual analyses. Most teams found that though overall climate was good and incidences of harassment were low, there was room to improve climate and to improve diversity culture. It was found that most staff and faculty were below desired levels of awareness and training in diversity issues and proper hiring procedures and policies. Particular attention was given to issues of improving procedures for the reporting of harassment and the seeking of help with climate issues. Another area of climate identified as in need of attention was that of staff and faculty sense of appreciation and recognition. It was also found that campuses were lacking dialogue about diversity and climate issues. Of minor concern for a few campuses were issues of physical accessibility and of language barriers for those whose primary language is not English.

Just as there are common themes to the team analyses, there are common action plans. Most often recommended was to greatly improve the number of faculty and staff having completed Multicultural Awareness Training. Along with this, it was often recommended that a campus initiate a Safe Spaces program to allow students and staff to have good places and trained staffers for those wishing to deal with matters of harassment and other climate issues. A second frequently listed action plan focused on increasing training for faculty and staff involved in hiring processes to help avoid problems of bias, inappropriate questioning, and other problems possibly affecting hiring, and eventually retention and promotion of a more diverse faculty and staff. The third most common action plan centered on the formation and promotion of a more clear set of campus climate and harassment policies. These would be policies for the reporting and handling of any and all incidences which negatively affect one's sense of comfort on campus. Providing meaningful recognition awards for staff and publicly recognizing recipients of awards like Kaplan Awards were two other suggestions offered by a few of the campus teams, responses to a concern raised by many of the campus teams. There were several other action plans offered by individual campus teams, like the exploration of offering ESL and ELL services for students in need of language assistance and the consideration of offering family-friendly facilities on campus.

Each of us can be a leader in change by taking part in the activities planned by our individual campuses or assisting the campus teams or groups that have taken up climate change work. For more information about the UW Colleges Campus Climate Study, please contact Ron Gulotta (ron.gulotta@uwc.edu) or me (lisa.seale@uwc.edu), or see <http://www.uwc.edu/administration/academic-affairs/campusclimate/>.



Professional Development News

By Rex Hieser

There is some good news for professional development. In this time of financial challenges, institutional professional development funding will be at the same level as the 2008-09 academic year. As you plan your activities for this year, keep professional development programs or an award application in mind.

The various institutional professional development programs will occur in the same manner as last year. The sabbatical program announcement was sent last week; other programs will be announced as we move through the year. They include the UW Colleges Summer Research Grants (SRG) Program, the UW Colleges Grants to Increase Student Engagement (GISE) Program, and the Knowledge and Skill Expansion Grants (KSEG) Program.

Grant programs originating from UW System offices (e.g., Office of Professional and Instructional Development, Institute on Race and Ethnicity) appear to be continuing, also. For example, your September 2, 2009, edition of "Professional Development Notes" included the OPID Conference Development Grant program announcement. In a few days, you'll receive the announcement for the Wisconsin Teaching Fellows and Scholars programs.



1st Generation Students in the UW Colleges

By Gregg Nettesheim

As the UW Colleges fulfills a mission of providing access to higher education, an important group of potential students are those known as "1st generation." In the University of Wisconsin System, 1st generation students are defined as students from families where neither parent has earned a four-year college degree. Providing access to a University of Wisconsin degree to these students will be a crucial step if the Growth Agenda for Wisconsin is to be successful.

For the past several years the Office of Academic Affairs has sought to count the numbers of 1st generation students enrolled at our campuses, but these attempts were limited by the quality of the data available. Until recently the PRISM Student Information system did not store the needed information from the Application for Admission. This forced the use of information from the Free Application for Federal Student Aid (FAFSA). However, only financial aid applicants file the FAFSA and only dependent students are required to answer the questions needed to determine 1st generation status. These limitations made determination of the numbers of 1st generation students difficult and the results questionable.

In the spring of 2009, data from the Application for Admission needed to determine 1st generation status began to be stored in tables in the PRISM system. This means that for new applicants for the fall 2009 term we have a much better idea of the numbers who are 1st generation, and the numbers of these 1st generation applicants who actually enroll.

Chart 1 below shows the numbers of enrolled, 1st generation new freshmen, readmitted, or transfer students at each of the campuses and in the online program. The next column shows the percentage this represents of all enrolled new admissions for these three categories of students for the current term.

Chart 1
Fall 2009 1st Generation New Freshmen, Readmitted, and Transfer Students

Campus	Number of 1 st generation new freshmen, readmitted and transfer students	% of all new freshmen, readmitted and transfer students
Baraboo	179	65%
Barron	150	58%
Fond du Lac	198	62%
Fox Valley	399	59%
Manitowoc	105	45%
Marathon	398	65%
Marinette	117	71%
Marshfield	157	59%
Richland	130	55%
Rock	330	69%
Sheboygan	185	50%
Washington	256	57%
Waukesha	422	48%
Online	42	65%
UWC-All <i>{unduplicated}</i>	3067	58%

While UW System applications data are still being finalized, institutional comparisons as of August 1, 2009 are shown in chart 2. These are the numbers of 1st generation applicants, and the percentage of total applicants at each institution. These numbers show that the UW Colleges are an important gateway for these students. As final numbers become available I will share these with you.

Chart 2
Fall 2009 New Freshman and Transfer Applicants to UW Institutions
 {as of August 2009}

Campus	Number of 1 st generation new freshman and transfer applicants	% of total applications
Madison	5569	19%
Milwaukee	7425	48%
Eau Claire	3358	38%
Green Bay	2587	53%
La Crosse	3224	38%
Oshkosh	3953	53%
Parkside	2012	60%
Platteville	2096	48%
River Falls	2006	48%
Stevens Point	3046	47%
Stout	2258	46%
Superior	777	45%
Whitewater	3908	49%
UW Colleges	4808	60%
Total UWS	47,117	41%



More Veterans Are Enrolling This Fall

By: Patti Wise

With the activation of the new Post-9/11 GI Bill, the number of veterans attending college across the nation this fall is expected to jump 30 percent from last year to nearly half a million. For the past month, the UW Colleges has been seeing increased numbers of veterans coming to campus and enrolling in classes. Final numbers aren't in yet but early trends predict that we will easily eclipse the approximately 367 veterans and 107 spouses and children that we served last year. The Post-9/11 GI Bill is the most comprehensive education benefit package since the original GI Bill was signed into law in 1944. Individuals who are eligible could start using the benefit on August 1, for education or training that began on or after that date. Only active duty service performed after September 10, 2001, may be considered for determining eligibility for this new benefit. To be eligible, a service member or veteran must have served at least 90 aggregate days on active duty.

Fast Facts

- *The Post-9/11 GI Bill includes both tuition support and a housing stipend.*
- *Veterans may be able to transfer Post-9/11 GI Bill benefits to dependents.*
- *Free educational and vocational counseling services are available to veterans.*
- *Veterans may be eligible for benefits up to 15 years after leaving service.*
- *The Post-9/11 GI Bill includes an annual book stipend of up to \$1000.*
- *Reservists may qualify for 100% tuition reimbursement with the Post-9/11 GI Bill.*

The University of Wisconsin Colleges is fully approved for the certification of educational benefits for veterans and veterans' dependents under both federal and state veterans administration programs.

Specialized academic advising, educational support, and family services are available through the Office of Student Services. The Campus Veterans Services Coordinator serves as the first point of contact for veterans. The Coordinators are school certifying officials for benefits, and they act as an ongoing resource and advocate for each veteran's educational success. They do an outstanding job, and are an excellent asset to our institution.

Here is a list of the current Campus Veterans Services Coordinators:

BRB – Jo Christianson

BRN – Sheila Wells

FDL – Le Suong Cina

FOX – Kathy Gilmore

MAN- Cathy Buchner

MTH – Kristin Severson

MNT – Karen Philipps

MSF – Dawn Messerschmidt

RLN – Nancy Garden

RCK – Connie Hutchinson

SHB – Mary Balde

WSH – Bonnie Eiring

WAK – Cindy Nader

ONL – Connie Hutchinson

More information about the services the UW Colleges has available for veterans can be found at:
<http://www.uwc.edu/students/veterans/>



UW Colleges Assessment Activities 2009-2010
By Laura Lee

The UW-Colleges assessment program is in the process of wrapping up the 2008-2009 assessment cycle and gearing up for the new 2009-2010 cycle. Some great work on Quantitative and Communication Skills was done last year and we plan on continuing that with Analytical and Aesthetic Skills this year. The Senate Assessment Committee (SAC) and the Department Assessment Coordinators (DACs) met in June at UW-Marshfield/Wood County and in August at UW-Fox Valley. In June, Nancy Chick from the English Department spoke on using Lesson Study as assessment. In August, we discussed the 2008-2009 reports that are being written, as well as an upcoming assessment summit to be held in the spring. The final reports from the departments are currently being submitted, ending this year's cycle. From reading the draft reports submitted by the DACs in July, it is obvious that there are many great things happening in the departments, including a lot of dialogue about assessment. Some departments have developed common tools for assessment, others allow instructors to use individual tools with a common rubric, and still others are using standardized test questions from their discipline. Some departments are putting their own spin on institutional proficiencies such as interpreting graphs and vocabulary skills, and using them for department-level assessment. Others are going beyond these proficiencies to assess content and skills specific to their disciplines.

This summer we completed the 2008-2009 Campus Assessment Cycle. The CACs are working hard with their campuses to put together meaningful and useful assessment programs. Campuses are engaging in a wide variety of activities, including town halls and focus groups, surveys, mechanical measurements of space use, examination of placement test results and community outreach. Some of the campus areas assessed in 2008-2009 included the strategic plan, campus themes, advising, faculty mentoring, use of campus space and students' reading and writing habits. Many campuses will continue to target these areas of assessment in 2009-2010, while others will move on to new areas of assessment.

Our goals for this year include the exploration of potentially new performance indicators, using assessment to guide institutional planning, and preparing for the Higher Learning Commission's next visit in 2013. To this end, SAC is planning an "Assessment Summit" with the Chancellors, Deans and Chairs in the spring. We hope that as result of this summit, we will be better able to use our data on student learning outcomes to guide future institutional development outside the classroom, in areas such as mentoring, professional development, advising and curriculum. Please feel free to continue providing informal feedback to the DACs, CACs and myself. Thanks so much for all of your efforts in the assessment program.



Developing and Submitting Grants
By Eric Smith

Many faculty and staff will engage in various grant writing projects during the upcoming academic year. Here is a reminder of the procedures required when preparing and submitting requests from external funding sources (non-UW).

Please use the grants transmittal form. Everyone who plans to submit a grant from an external funding source (non-UW) must use the grants transmittal form designed to expedite communication between you, your campus administration, and the central office. Be sure to have this form filled out and signed at the campus level, then forwarded to the grants office for signatures at the central office prior to the grant being submitted (10 days prior is highly recommended).

Careful preparation of budgets is important. Fringe benefit rates must be accurate and indirect charges included in the grant budget if allowed. A phone call or email to the grants office when the grant is under development can save time and help avoid the last minute headaches. It is a problem when an inaccurate budget is submitted and requires modification prior to acceptance by UW Colleges.

Be sure to get approval to use matching funds in a grant. In reality, matching funds constitute a commitment on the part of UW Colleges to provide resources (cash or in-kind) to a project. These contributions must be specified and approved before a grant is submitted. There are many nuances to providing a matching resource. Be sure to work with your campus administrative services office or our grants office if you have questions.

The grants office is required to submit all federal grants on behalf of the institution. This necessitates a fairly extensive coordination with the grants office to make sure the grant complies with the federal guidelines via grants.gov or other avenues, such as NSF's Fastlane. The best advice is to be sure to contact our grants office when you first consider developing a federal grant or if you plan to work in partnership with another campus or organization. Remember, even if you are working as a sub-grantee with another institution, this still requires the same approval process as for any external funding project.



***Should You Friend Your Students on Facebook?
Best Web 2.0 Resources for Faculty and Staff
By Pat Fellows and Karen Franker***

Is it a good idea to accept Facebook friend invitations from your students? Where can you go to get the best information about wikis, Twitter, Second Life and other Web 2.0 tools? Navigating the interactive Web 2.0 world can be exhilarating, yet perplexing, especially when determining how to effectively integrate these tools into an already crowded curriculum.

Here is a list of what we consider to be top Web resources for keeping current on instructional applications of Web 2.0 tools. If you only check a few sites each month, these are the ones that we would recommend.

Jane Hart's E-Learning Pick of the Day

<http://janeknight.typepad.com/>

Jane's site is full of succinct descriptions of the latest Web 2.0 tools. This is a terrific Web 2.0 tool awareness site. Be sure to check her "Top 100 Tools for Learning 2009" link:

<http://www.c4lpt.co.uk/recommended/> (Twitter is currently listed as #1).

Lifehacker: Tips and Downloads for Getting Things Done

<http://lifehacker.com/>

Gina Trapani is a master at writing and gathering timesaving technology tips to help you quickly get up to speed with the latest tools. A sampling of recent topics includes: “Get Real-Time Search Results From Google” and “PB Tweet Enhances Your Twitter Experience”.

Faculty Focus E-Newsletter

<http://www.magnapubs.com/>

This is a three-times-a-week one-page e-newsletter showcasing innovative strategies, best practices and fresh perspectives on what works and what doesn't in teaching and learning. Go to the Magna Publications Web site to sign up for a free subscription. The topic of this week's issue is: “Students and Social Networking: Should You ‘Friend’ Your Students?”

Chronicle of Higher Education

“Facebooking for the Tenure Track”

http://chronicle.com/article/Facebooking-for-the-Tenure/48218/?sid=ja&utm_source=ja&utm_medium=en

The September 4, 2009 issue features ideas for using Facebook and other social-media sites to advance your career. A thought-provoking article in the July 3 issue was “Facebooking Your Way Out of Tenure”.

We are putting together a UW Colleges-wide committee on instructional applications of Web 2.0 tools, including Facebook, Second Life, wikis, etc. If you are a faculty member who has experience with Web 2.0 technologies and how they can transform instruction, and you would like to serve on this advisory group, please contact Pat Fellows and Karen Franker.

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Who's Who in the Office of Academic Affairs Update ***Compiled by Sharon Brickl***

Greg, Lampe - Provost and Vice Chancellor for Academic Affairs (608) 263-1794. Greg has primary responsibility over the activities and staffing of the Office of Academic Affairs for the UW Colleges. His responsibilities include oversight of the academic departments, personnel issues regarding hiring, retention, tenure and promotion of faculty, institutional research, inter-institutional collaborations and articulations, continuing education and outreach, professional development of faculty and academic staff, student support services and enrollment management, grants, budget for academic affairs, accreditation, and academic planning and program review. Greg is also working on the administrative integration of the UW Colleges and UW-Extension.

Lisa Seale - Interim Associate Vice Chancellor for Academic Affairs (608) 263-7217. Lisa's principal responsibilities include reviewing and interpreting academic policies and procedures, academic program development and review; library planning; articulation and transfer issues; instructional staffing and budgeting; organizing and facilitating the New Deans, New Chairs and New Associate Deans Orientations; advancing the Engaging Students in the First Year initiative;

assisting in the institution's assessment of student learning program; and supervising the Director of Library Support Services, the Coordinator for Professional Development, the Assistant Coordinator for Engaging Students in the First Year, the Service-Learning Coordinator, and the Institutional Assessment Coordinator.

Sharon Brickl – Executive Assistant to the Provost, (608) 263-1794. Sharon provides administrative support to the Provost and manages the daily operations of the office. She coordinates the tenure/promotion process, the post-tenure review process, and requests for emeritus status. She also develops the academic calendar, coordinates the production of the Academic Affairs newsletter, coordinates the distribution and collection of outside activities information, maintains the listing of UW Colleges collaborative agreements, serves as liaison to department chairs, answers questions on policy and procedures and develops the annual schedule of CEO/deans meetings.

Patricia Fellows – Coordinator of Instructional Technology & Training, (608) 263-3245. Pat's primary responsibilities include Desire2Learn site administration and training, facilitation of an ePortfolio project for faculty, and support of the Adult Student Initiative faculty development program. In addition, she reviews emerging technologies and plans for their introduction to the UW Colleges faculty and instructional staff, as well as supporting technology tools such as clickers, wikis, Web 2.0 tools and Joomla.

Karen Franker – Instructional Designer, Adult Student Initiative, (608) 263-4811. Karen provides support, leadership and development for faculty members who are re-designing courses for the accelerated blended format. In addition, she is one of two UW Colleges Desire2Learn site administrators who provide technical support and training resources for D2L users. Karen also creates tutorials for faculty on effective uses of emerging instructional technology tools such as wikis, clickers, and Web 2.0 tools.

Cherie Hatlem - Registrar and Director of Admissions (608) 262-9652. Cherie manages the records and admissions components of the PeopleSoft Relational Information System (PRISM). She interacts with department chairs and campus student service personnel regarding the following: transferability and recording of credits, admission processing for international applicants, enrollment issues and reporting, residency and tuition remission appeals, course maintenance, processing of official academic transcripts and student service matters. Additionally, she works with the appropriate committees regarding policy, registrar-related functions, and student service issues.

Rex Hieser – UW Colleges Professional Development Coordinator (920) 832-2873. As the institution's Professional Development Coordinator, he identifies and communicates workshops, conferences and award opportunities of potential interest to faculty and staff and administers transmittal of grants and awards materials to various Senate committees and the UW System; he provides support to the Senate Professional Development Committee, the Senate Teaching Awards Committee and the UW Colleges Colloquium Planning Committee; serves as the UW Colleges Administrative Representative to OPID and acts as liaison for UW System programs and awards. Rex is an Associate Professor of Psychology; he taught at UW-Marquette for eleven years and has been at UW-Fox for last 21 years. He also has served as a campus Associate Dean, Department Chair, and Senate Steering Committee Chair.

Cary Komoto – Interim Director of Distance Education, (608) 265-0659. Cary is responsible for the planning and administrative management of UW Colleges Online, and of all non-online DE including compressed video (CV) and WisLineWeb (WLW) throughout the UWC thirteen campuses. He interacts with department chairs, campuses and the provost regarding issues of curriculum, staffing, enrollment, and scheduling, and with the faculty/staff teaching in all DE programs. In addition, he works with other institutions with which UWC has collaborations.

Laura Lee – Institutional Assessment Coordinator, (715) 389-6524. Laura is an Associate Professor in the Biology Department at the UW-Marshfield/Wood County campus. In addition to teaching three courses on the campus, she is coordinating the UW Colleges' Assessment Program. She works closely with the Senate Assessment Committee, Department Assessment Coordinators, and Campus Assessment Coordinators helping them plan and implement the Colleges' assessment program, and responding to areas of concern. Laura also works with the Senior Information Manager and Associate Vice Chancellor of Academic Affairs.

Gregg Nettesheim – Senior Information Manager, (608) 263-5991. Gregg works in the area of institutional research, collecting, creating and distributing management information for UW Colleges' staff and faculty. This includes compiling and organizing data in the areas of enrollment management, transfer, curricular analysis, student learning assessment, and assessment of the first year experience.

Eric Smith – Grants Officer, (608) 265-6781. Eric's role is to increase public and private support for Colleges-wide initiatives. The Grants Office provides support to campuses, central administration, and campus foundations by researching potential public and private funding opportunities, developing proposals, promoting multi-campus collaborations, providing grant writing technical assistance and grant development training. The primary focus of the Grants Office is on seeking funding from sources external to the UW System. To facilitate the implementation of a UW Colleges-wide grants strategy, the Grants Office is the central point of contact for all grant applications and maintains a UWC grants database.

Christel Taylor – Assistant Coordinator, Engaging Students in the First Year (ESFY), She works with the Interim Vice Chancellor for Academic Affairs, the Senior Information Manager, and the campus ESFY coordinators to assess and improve ESFY-related programming and to provide support for ESFY programming on the campuses. Chris also teaches English and First-Year Seminar at UW-Waukesha.

Tim Urbonya - Director of Continuing Education & Extended Services for the UW Colleges, (608) 263-9676. Tim serves as a resource coordinator for the Continuing Education Outreach Program Managers located at each of our 13 campuses. The major responsibilities include monitoring CE budgets and non-credit programming, and serving as the Colleges liaison with UW-Extension Offices. In addition, this position coordinates the institution-wide study abroad programs for the UW Colleges.

Patti Wise – Interim Associate Vice Chancellor for Student Services and Enrollment Management (608) 263-0476. Patti's principal responsibilities include providing leadership for the implementation of the enrollment management plan for the institution and the management of the student services functions of the central office. These include: Office of the Registrar and

Admissions, Office of Marketing and University Relations, Office of Student Financial Aid, Alcohol and Other Drug Education (AODE) Programs, Student Accessibility Services, Student Support Services (TRIO), Veterans Services, Minority/Disadvantaged Programs, Student Life, and Pre-College Programs. Patti is involved in the areas of federal and state compliance, student complaints, non-academic misconduct, and grade appeals. Support, consultation, and resources for the student services offices on the campuses are also primary tasks for Patti's office.



Fall 2009-2010

