

Academic Matters

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FROM THE PROVOST:

Welcome back to a new academic year! I trust that the summer months were productive and restorative for you, and that the fall semester is off to an excellent start.

This will be an important year in the history of the UW Colleges. Within the Office of Academic Affairs we are supporting and leading two crucial projects. The first is implementing the Higher Learning Commission self-study process for the UW Colleges reaccreditation. As you are aware, throughout the 2010-2011 academic year, the Office of Academic Affairs, in consultation with the UW Colleges Senate and other governance groups, planned the self-study process. Co-chairs and a project manager were appointed, committee chairs were assigned and tasked, a self-study resource room person was named, a logistics team was appointed, and a communication team was identified. I am pleased to report that the planning process ended in May, and over the summer months we transitioned to the implementation phase. Currently, our self-study committees are hard at work collecting evidence, our logistics team is planning for the site visit from peer evaluators which will take place in November 2012, and our Communication team is managing the dissemination of information to our internal audiences and developing a website that will provide information about the progress of our self-study. You can read more about our HLC self-study process in this edition of *Academic Matters*.

The second project that we are working on in the Office of Academic Affairs is the implementation of the Bachelor of Applied Arts and Sciences (B.A.A.S.) degree-completion program. In June, the Board of

Regents authorized the UW Colleges to implement the B.A.A.S. degree on six of our campuses. In August, the Office of Academic Affairs held two retreats—one for campus-based implementation teams and the other for academic department chairs. Both events provided opportunities to share information about the degree, plan for implementation, and problem solve. In addition, the Office of Academic Affairs has prepared drafts of B.A.A.S. Senate-related documents for members of the Senate to consider and act upon in the coming academic year, put faculty B.A.A.S. degree curriculum planning teams together and created a detailed timeline for B.A.A.S. degree implementation which is scheduled for fall 2013. Perhaps most importantly, we set a date for a site visit from the Higher Learning Commission to determine the accreditation of the B.A.A.S. degree. That site visit will be combined with the site visit for the UW Colleges reaccreditation scheduled for November 2012. You can learn more about this past summer's B.A.A.S. degree-related activities in this edition of *Academic Matters*.

While I know these first few weeks of the semester are busy for everyone, I hope you will take a moment to read this edition of *Academic Matters*. On the pages that follow, you will find informational pieces that cover many topics including an introduction to “Who’s Who” in Academic Affairs, an update about grants and other funding opportunities, new developments in the UW Colleges assessment program, professional development news, information about the Engaging Students in the First Year (ESFY) initiative, and an article about two new student support services in the UW Colleges Online program.

I am excited about working with you throughout this academic year and remain committed to student success and academic excellence. I wish you a very productive, fulfilling, and successful 2011-2012 academic year!

Who’s Who in Academic Affairs ***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

Lisa Seale - 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 Coordinator for Engaging Students in the First Year, and the Institutional Assessment Coordinator.

Rich Barnhouse - Associate Vice Chancellor for Student Services and Enrollment Management (608) 890-2076. Rich'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. Rich is involved in the areas of federal and state compliance, student complaints, academic and non-academic misconduct, grade appeals, and Behavior Intervention Teams. Support, consultation, and resources for the student services offices on the campuses are also primary tasks for Rich's office.

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 also coordinates the tenure/promotion process, the post-tenure review process, and requests for emeritus status. Sharon is the liaison between the central office and department chairs, answering questions on policy and procedures. She develops the annual schedule of CEO/deans meetings and produces the monthly deans meeting agendas. In addition, she develops the academic calendar, coordinates the production of the Academic Affairs newsletter, maintains the listing of UW Colleges collaborative agreements and coordinates the annual distribution and collection of outside activities information.

David Brigham - Director of Distance Education (DE) (608) 265-0659. David 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 UW Colleges' 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 UW Colleges has collaborations.

Karla Farrell - Instructional Designer, Adult Student Initiative (608) 263-4811. Karla 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 site administrators for Blackboard Collaborate and UW Colleges Desire2Learn. They provide technical support and training resources for Blackboard Collaborate and D2L users. Karla is also the administrator of the Class Climate course evaluation and survey tool software. She also creates

tutorials for faculty on effective uses of emerging instructional technology tools such as wikis, clickers, and Web 2.0 tools.

Patricia Fellows – Instructional Technology & Training Specialist (608) 263-3245. Pat’s primary responsibilities include Desire2Learn site administration and training, facilitation of wikis and blogs for faculty, SharePoint support and development, 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, Web 2.0 tools and soon, mobile devices.

Larry Graves - Registrar and Director of Admissions (608) 262-9048. Larry manages the records and admissions components of the PeopleSoft Relational Information System (PRISM). He 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, he works with the appropriate committees regarding curriculum, policy, and student services issues.

Paisley Harris - Coordinator, Engaging Students in the First Year (ESFY) (920) 929-1165. Paisley works to promote and coordinate the ESFY initiative institution-wide. She works with the 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. Paisley is also an Associate Professor of History and Women’s Studies at UW-Fond du Lac.

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-Marinette for eleven years and has been at UW-Fox for 22 years. He also served as a campus Associate Dean, Department Chair, and Senate Steering Committee Chair.

Vicki Keegan – Director of Marketing for the UW Colleges (608) 265-5771. Vicki and the Central Marketing Office provide support to the UW Colleges in the following areas: research, marketing planning, advertising and promotions, publications, graphic design, website development, public relations, and media relations. Vicki also serves as a resource for the University Relations offices on the campuses and provides support, consultation.

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 areas of institutional research and institutional effectiveness, collecting, creating and distributing management information for UW Colleges' staff and faculty. This includes compiling and organizing data in the areas of student enrollment, transfer and transfer success, curricular analysis, assessment of student learning and achievement, and assessment of the student experience.

Bill Trippett - Director of Student Financial Aid (608) 263-7727. Bill manages the federal and state financial aid programs for the 13 campuses of UW Colleges and UW Colleges Online, overseeing the central financial aid processing office, where over 50 million dollars of aid is disbursed to more than 8,000 students. Additionally, he is responsible for ensuring that the institution is in compliance with federal and state financial aid regulations; supervising eight fulltime staff; managing short and long-range planning activities to ensure that the policies and practices of the Student Financial Aid Office support the academic mission of the UW Colleges; informing and training campus staff regarding changes in financial aid process, practice or regulations; reviewing federal and state financial aid program regulations; implementing departmental procedures to ensure compliance and preparing financial aid data reports as required by institutional and outside agencies.

Tim Urbonya – Director of Continuing Education and Extended Services for the UW Colleges, (608) 263-9676. Tim oversees continuing education programming offered at each of the 13 campuses. Major responsibilities include monitoring CE budgets and programming, and serving as the Colleges liaison with UW-Extension Offices. In addition, this position oversees the institution-wide study abroad programs for the UW Colleges.

Patti Wise – Special Assistant to the Provost for Returning Adult Academic and Student Services (608) 263-0476. Patti oversees the program design, staffing, and service delivery for the implementation of the Adult Student Initiative (ASI) across the UW Colleges. The ASI Program seeks to improve adult student success and degree completion by emphasizing highly structured pathways to degree, applied learning in and out of the classroom, and the integration of comprehensive student services. In addition, Patti serves as the Project Manager for the implementation of the Bachelor of Applied Arts and

Sciences (B.A.A.S.) degree. Patti also provides leadership and direction to other targeted projects designed to support the UW Colleges' growth agenda attainment goals.

Self-Study and Reaccreditation Update *By Holly Hassel*

The UW Colleges Self-Study process for our reaccreditation by the Higher Learning Commission is well underway. Co-coordinators Aharon Zorea (History, Richland) and Holly Hassel (English and Women's Studies, Marathon) are working with project manager Christa James-Byrnes and our criteria team chairs to a) collect evidence that our institution is fulfilling the five criteria for accreditation, b) formulate our self-study report, and c) plan our site visit from a peer review team in November 2012. The self-study involves assessing our institution's achievement of five accreditation criteria, on which we have centered five criteria teams who will assemble evidence to support our self-assessment. The committees are working on the following five areas:

1. *Mission and Integrity* (Chair: Craig Hurst, Music, Waukesha): This group is collecting evidence to document the UW Colleges fulfillment of its mission and the way that our institution uses its mission as the basis for decision-making.
2. *Preparing for the Future* (Chair: Kim Kostka, Chemistry, Rock): This group will document that our institution's resources—fiscal, human, physical, and otherwise—are used effectively and in ways that are mission-centered and reflective of careful future planning.
3. *Effective Teaching and Learning* (Chair: Nancy Chick, English, Barron): Criteria Team 3 is documenting effective teaching and learning in our institution through evidence such as learning outcomes, professional development for instructors, and student learning support.
4. *Acquisition, Discovery, and Application of Knowledge* (Chair: Renee Gralewicz, Anthropology, Fox): Group 4 is collecting evidence of the UW Colleges' support for creating a "life of learning" for faculty, staff, and students, including professional development resources, how our curriculum promotes intellectual inquiry, and evidence of ongoing assessment of our academic programs' currency and relevance in a global society.
5. *Engagement and Service* (Chair: Sarah Rudolph, Communication and Theater Arts, Marathon): Criteria team 5 is collecting evidence that will show how our institution serves its constituencies, whether through community outreach efforts on the part of campuses and the communities in which they are located or through innovative educational programs and institutional partnerships that serve our students.

Throughout the Fall 2011 semester, the criteria teams will collect evidence, working closely with the co-coordinators and project manager. Our Communications Committee chair, John Wright (Communication and Theater Arts, Manitowoc), has been managing the dissemination of information about the process to our internal audiences and partnering with IT staff at Central to develop a self-study website (<http://www.uwc.edu/administration/hlc/leadership/>) that will provide information to the UWC community about the progress of our self-study. Meanwhile, Dave Dettman (Director, Library and IT, Marathon) is coordinating the virtual “Resource Room” which will house all the documentation of our fulfillment of the reaccreditation criteria. Over the year, the co-coordinators will be using the evidence collected to write our self-study report that will highlight our institution’s achievement of the criteria for reaccreditation as well as our institution’s strategic goals, priorities, and areas for growth.

Also during this semester and next, Christa James-Byrnes (project manager and chair of our Logistics committee) will be planning the site visit from peer evaluators, a group of visitors selected by the Higher Learning Commission in consultation with UW Colleges administration to visit all of our campuses and to follow up on our self-study report, which they will receive prior to their visit. The visit is scheduled for November 5 – 7, 2012. Each campus will be visited by at least one HLC team member. The campus visits will last between three and four hours. The tentative list of constituencies/activities that will be visited at each campus include:

Campus Executive Officer and Dean	Executive Team	Students
Faculty	Campus Tour	Library
Co-Curricular Activities	The Learning Centers	Campus Foundations

The HLC team will then reconvene in Madison and visit the central office where they will tentatively have Compressed Video Meetings with the following groups:

Academic Department Chairs	Senate Steering Committee
Criterion Teams	Co-Coordinators of HLC Report

While at the central office they will also visit/review the following:

Chancellor	Vice-Chancellor/Provost
Associate Vice-Chancellors	Executive Team/ Program Directors
Online Program	BAAS degree

The tentative campus pairings for the two-day cycle of campus visits are as follows:

Barron – Marshfield - Marathon	Marinette – Fox Valley – Fond du Lac
Manitowoc – Sheboygan – Washington	Waukesha – Rock County – Start Central
Baraboo – Richland - ONL	

The current plan is to have the faculty Senators from each campus be the liaison with the Logistics/Visitation team. If you have any questions or suggestions regarding the self-study process, please contact Holly Hassel (holly.hassel@uwc.edu) or Aharon Zorea (aharon.zorea@uwc.edu).

Returning Adult Academic and Student Services Update

By Patti Wise

Since July 2011, I have been serving in my new role as Special Assistant to the Provost for Returning Adult Academic and Student Services. In this position I oversee the program design and service delivery for the implementation of the Adult Student Initiative (ASI) across the UW Colleges. In addition, I have recently been appointed Program Manager for the implementation of the UW Colleges Bachelor of Applied Arts and Sciences (B.A.A.S.) degree.

Adult Student Initiative (ASI)

The ASI Program seeks to improve adult student success and degree completion by emphasizing highly structured pathways to degree, applied learning in and out of the classroom, and the integration of comprehensive student services. Program accomplishments to date:

1. Accelerated/Blended (A/B) Courses:
 - a. Faculty members are offered training to redesign current courses into an A/B format.
 - b. To date, 140 faculty Colleges-wide have been trained, and over 240 courses are now offered in an accelerated/blended format.
2. As of spring 2011, a “Fast Track” Program is now offered on all campuses.
3. As of December 2010, all thirteen campuses have hired a .50 FTE ASI Recruiter.

The vision of the ASI Program is to provide “access, affordability, and accommodation” to our returning adult students. We want to provide the opportunity for adults to start, continue, or complete their degree with courses that are offered at a reasonable cost and through multiple methods of instruction. The Returning Adult Advisors are able to make a personal connection with our students and work with them from the first moment of inquiry all the way through to graduation and transfer.

I have started to meet monthly with the campus ASI Recruiters. Their primary role is to conduct outreach in the community to attract and recruit returning adult students. They are finding success in building partnerships and collaborations with employers and other organizations to develop and improve educational opportunities for adult learners.

Bachelor of Applied Arts and Sciences (B.A.A.S.) Degree

The UW Colleges received authorization to implement the B.A.A.S. degree at the June Board of Regents meeting. The B.A.A.S. degree is one of the components of the Adult Student Initiative, and will serve place-bound adults who are interested in completing their bachelor's degree while living and working in their local communities. The B.A.A.S. is a 60-credit degree completion program offered at six of the UW Colleges: UW-Baraboo/Sauk County, UW-Barron County, UW-Marshfield/Wood County, UW-Richland, UW-Rock County, and UW-Waukesha.

The Office of Academic Affairs has begun careful planning for the implementation of the degree. Here is an update of the most recent steps that have been taken to move the process forward:

- On August 16, a B.A.A.S. Degree Implementation Planning Retreat was held with planning team members from the UW Colleges participating campuses, University Relations and Library staff, and B.A.A.S. steering members from the Central Office. During the retreat, information was provided about the nature and scope of the degree and a draft timeline was presented for implementing the degree. Teams from the six participating campuses met to discuss next steps.
- On August 24, a B.A.A.S. Degree Implementation Planning Briefing was held with department chairs, members of the original B.A.A.S. Task Force, and the B.A.A.S. steering members from the Central Office. The briefing focused on the next steps we will take to approach the coordination and development of the junior and senior level curriculum.
- The three Faculty Teams appointed by Provost Lampe have begun their work. The Global Studies and Cognitive Skills Faculty Teams are developing the curriculum for new core courses. Members of the Professional Experience Faculty Team are developing courses that will be offered within the Professional Experience component of the degree.
- Draft B.A.A.S. degree-related policies and a Senate Bylaws addition request have been sent to Bill Gillard, Chair, and the Senate Steering Committee for Senate action consideration.
- Internal and External Talking Points have been developed and distributed by the UW Colleges Marketing Office. Conversations are beginning

between the participating campuses and local businesses around potential future placements for internships and service-learning.

Implementation planning will continue throughout the academic year. Important next steps will include:

- A vote at the October Senate meeting on an addition to the UW Colleges Senate Bylaws to allow the creation of a Senate B.A.A.S. Curriculum Committee.
- Work will continue on the mission change and bachelor's degree documentation required for accreditation by the Higher Learning Commission (visit scheduled for November 2012).
- A Process Map will be developed outlining the specific tasks and responsibilities assigned to participating campuses, academic departments, and Central offices, including the Registrar's Office, Student Financial Aid, Business Services, and Instructional Technology.

Karla Farrell Joins Instructional Technology Staff ***By Pat Fellows***



Please join Academic Affairs in welcoming Karla Farrell to the UW Colleges. Karla, an Instructional Designer, joined the Instructional Technology staff in June, 2011. Karla comes to the UW Colleges from UW-Eau Claire, where she worked with the Online MBA Consortium which includes UW-LaCrosse, UW-Eau Claire, UW-Oshkosh, and UW-Parkside. Her primary responsibilities here will include the Accelerated/Blended Program, Blackboard Collaborate (our new web conferencing software) implementation, and Class Climate (Student Survey of Instruction) implementation. Of course she and Pat Fellows will work together to back each other up on all aspects of Instructional Technology for the UW Colleges. Karla's email – karla.farrell@uwc.edu and her phone number is 608-263-4811. WELCOME KARLA!

Finding Grants and Other Funding Opportunities ***By Lisa Seale***

Members of the UW Colleges community have access to ProQuest-COS, a robust online database containing some \$33 billion in grants and other funding

opportunities. COS listings include funding announcements for “research, collaborations, travel, curriculum development, conferences, fellowships, postdoctoral positions, equipment acquisitions, capital or operating expenses.” COS services, described on its site, are:

- [COS Funding Opportunities](#) - an up-to-date database of announcements for grants, fellowships, awards and more from around the world, comprising more than 25,000 records worth over \$33 billion.
- [COS Funding Alerts](#) - a weekly e-mail notification with a customized list of funding opportunities based on specified criteria provided by the individual COS member.
- [COS Funding Expertise](#) - a richly featured knowledge management system for individuals and institutions, containing more than 480,000 first-person profiles of researchers from over 1,600 institutions worldwide.
- [COS Scholar Universe](#) - a searchable, editorially controlled database of nearly 2 million published scholars in a variety of disciplines.
- [COS Public View of Expertise \(PVE\)](#) - a user-friendly interface to make selected information from an institution's research expertise available to key external constituencies and the general public.
- [COS Workbench](#) - an easy-to-use Web workspace with many features to help you promote your work, manage your saved funding searches and tracked funding records, and maintain your resume/CV.

Please see the UW Colleges [Grants](#) Web site for more permanent access to any of the above links to COS services. In addition to these services, COS offers many kinds of no-cost, Web-based trainings for its products, found [here](#).

Questions about grants and other funding opportunities may be directed to Lisa Seale at 608.263.7217 or lisa.seale@uwc.edu. Please feel free to contact me!

New Developments in the UW Colleges Assessment Program ***By Laura Lee***

The UW Colleges Assessment Program is in the process of wrapping up the 2010-2011 assessment cycle, with final reports from both the campuses and the departments being submitted this summer and fall. Our biggest project during the last cycle was ongoing work related to the Inclusive Excellence efforts in the Colleges. We are getting closer to our goal of expanding the general education Institutional Proficiencies to include topics related to diversity and global awareness. Other accomplishments included the development of a new SharePoint site for assessment that will contain all reports for both campuses and departments, and the submission of materials for a newly revised assessment website.

The Senate Assessment Committee (SAC) and the Department Assessment Coordinators (DACs) met in June and in August in Madison. In June, we reviewed the data on student learning collected during the spring semester, and reviewed some preliminary materials related to Inclusive Excellence. In August, we held a “best practices” session for DACs to share their best assessment tips and ideas. The academic departments’ final reports from 2010-2011 have just been submitted; some great work on Quantitative and Communication Skills was done last year, and we plan on following that up with more work on Analytical and Aesthetic Skills this year. 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 also completed the 2010-2011 Campus Assessment Cycle. The Campus Assessment Coordinators (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 of students and faculty/staff, examination of placement test results and community outreach. Some of the campus areas assessed in 2010-2011 included strategic plans, campus themes, advising, laboratory safety, connections with four-year institutions and students’ reading and writing habits. Many campuses will be “closing the loop” on these assessment projects in 2011-2012. Others will be moving on to new areas of assessment, including projects related to Inclusive Excellence.

I will be returning for one more year as the Institutional Assessment Coordinator for the 2011-2012 assessment cycle. One of our major goals for 2011-2012 is to work with the Senate Inclusive Excellence Committee to determine how best to integrate Inclusive Excellence into the assessment process. We plan to have the new proficiency revised and in place by this time next year. We are also aiding in preparations for the rapidly approaching HLC visit. Assessment is working closely with all of the HLC teams to provide any information on department and campus activities that may be needed. The new website and SharePoint site will be especially valuable in this process. Please feel free to continue providing informal feedback to any SAC member, CAC, DAC or myself. Thanks so much for all of your efforts in the Assessment Program.

Professional Development News ***By Rex Hieser***

We have good news in the area of professional development. Despite financial challenges, institutional professional development funding has been maintained at the same level as in past years. As you plan for this year, keep grant programs or an award application in mind.

The grant programs will occur in much the same manner as last year. The sabbatical program announcement was sent in early September with proposals due on September 30. You should have seen the announcement of the Wisconsin Teaching Fellows and Scholars program in the most recent “Occasional Professional Development Notes.” The call for proposals for the UW Colleges Grants to Increase Student Engagement-Professional Development (GISE-PD) Program, and the Knowledge and Skill Expansion Grants (KSEG) program will be distributed in early October. The UW Colleges Summer Research Grants (SRG) program announcement will come out in early November.

In a prior issue of “Occasional Professional Development Notes,” I announced the availability of the UW System Conference Development Grants (sponsored through OPID). Other grant programs originating from UW System offices are in revision. The significant budget reductions are going to have some impact, but I have not received details. When I receive that information, I will inform you by way of the “Occasional Professional Development Notes.”

ESFY Update: Getting Off to a Good Start: The Work of the Engaging Students in the First Year Program
By Paisley Harris

I hope everyone is having a good start to the semester. The Engaging Students in the First Year (ESFY) program is once again helping many of our first year students to have a good strong start to their college careers. The UW Colleges ESFY program offers over ninety First Year Seminars (LEC 100s); sponsors common readings or themes on many campuses; and offers other programming such as college success seminars and videos to help students transition to college successfully. These High Impact Practices (HIPs) are recognized by the American Association of Colleges and Universities as contributing to college success.

ESFY Professional Development: This past spring, we once again held the ESFY Conference concurrently with Colloquium. The broad focus on ‘understanding’ allowed us to consider many ways we can better understand our students and their learning processes. At last spring’s First Year Seminar Instructors Retreat, we shared ideas about effective practices for teaching and promoting LEC 100’s.

This year, a number of ESFY Coordinators and first year seminar instructors will be attending the Midwest Conference on the First Year Experience. Professional development grants for increasing student engagement (GISE PD grants) will once again be available on a competitive basis to individuals, campuses, or

departments that want to pursue professional development that will further our current ESFY Strategic Priorities. Those priorities are:

- To promote an understanding and appreciation of a liberal arts education.
- To support the implementation and further development of structures and programs that support at-risk students.
- To understand and advise our students in deeper and more effective ways.

We also hope to enhance campus-based and regional ESFY-related professional development in the coming year.

ESFY Assessment: In Fall 2011, we will be administering the First Year Initiative (FYI) Survey which collects a wide variety of information about students' learning experiences in First Year Seminars; students' confidence; and the degree to which they have been introduced to important skills and resources needed to succeed in college. We will also be pursuing campus-specific and course-format-specific assessment to better understand the strengths of our diverse First Year Seminar program as well as ways to improve it. Finally, we will also be developing rubrics for the assessment of two of the three shared learning objectives of First Year Seminars, learning life management skills and getting engaged on campus. (Rubrics for the other shared goal, developing active learning skills, have already been developed and have been used in assessment of LEC 100's.)

If you have ideas, questions, or concerns about the ESFY program, please feel free to contact me. I am here to work with you to give our students the best possible start on their college educations and their lives.

Paisley Harris, UW Colleges ESFY Coordinator; paisley.harris@uwc.edu; 920-929-1165.

UW Colleges Online Launches Two New Student Services ***By Dave Brigham***

I am pleased to announce that UW Colleges Online launched two new student services for the Fall 2011 semester: counseling services via ComPsych and tutoring services via Smarthinking. Both services address unmet needs of our students and promise to contribute to student success at the course and degree program levels.

Counseling Services

Unlike students at our 13 campuses, online degree seeking students and special students have not been provided access to mental health counseling services. After consulting with our campuses and researching counseling service providers, we selected ComPsych as a vendor who

could best meet the needs of our students. ComPsych offers a comprehensive set of counseling services including:

- 24/7 phone access to live counselors
- Local in-person assessment, referral counseling, and brief treatment (up to five sessions per issue, per student, per year)
- Medical or community care coordination
- Extensive online resources via GuidanceResources® Online

Students will have access to these resources for as long as they are enrolled in at least one UW Colleges Online course. These counseling services are free to students and confidential.

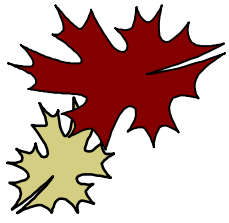
Tutoring Services

In the past UW Colleges Online has not provided online degree seeking students and special students with access to tutoring services beyond the Online Writing Lab (OWL). While our campus-based students have access to various tutoring services on their campuses, these services are not available during evenings and weekends when students often need them most. To better meet the tutoring needs of all students enrolled in our courses, we sought the services of an online tutoring service provider. After consulting with students, faculty, and staff and putting out an RFP, we selected Smarthinking, a reputable tutoring service used by over 300 colleges and universities. Smarthinking provides tutoring in the following subject areas:

- Business: Introductory Accounting, Economics, and Introductory Finance
- Mathematics: Basic Math, Algebra, Geometry, Trigonometry, Calculus (Single Variable) Statistics (math tutors are available 24/7)
- Science: Biology, Introductory Human anatomy and Physiology, General Chemistry, and Physics
- Writing: All subject areas

Students have several ways to connect via the Web to Smarthinking tutors. Students can drop in for a tutoring session in real-time using a whiteboard, or they can choose to make an appointment to meet with a tutor at a later date. Students may also interact with a tutor asynchronously by submitting writing or questions and receiving a response within 24-48 hours. These tutoring services are free to students.

Please contact me if you would like more information about our new counseling and/or tutoring services.



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