

Academic Matters

A Publication of the University of Wisconsin Colleges - Office of Academic Affairs

Volume 5, No. 1

September 2005



ACADEMIC AFFAIRS:

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FROM THE INTERIM PROVOST:

On behalf of the Office of Academic Affairs, I wish to welcome you to the 2005-2006 academic year. I trust that you had an enjoyable summer and that your semester is off to the best start ever!

This past year has been one of challenges and triumphs. The UW Colleges endured repeated political attacks, assaults on its budget, and challenges to its mission. Through it all, the faculty, staff, and administration has remained resolute in serving our students and the residents of the state, and the Office of Academic Affairs has been unwavering in maintaining and enhancing the academic mission of the institution.

During the coming academic year, we will continue to work to advance the Engaging Students in the First Year (ESFY) initiative. This year, we will be part of the Foundations of Excellence project during which we will be working to assess the effectiveness of our initiative. We'll also be holding our annual ESFY Spring Conference and providing the 2nd annual First-Year Seminar Instructors Retreat.

Assessment will continue to be at the forefront for our office. In September 2006, our Monitoring Report is due to The Higher Learning Commission. In the report we must provide evidence of substantial progress in our assessment efforts. I believe we are making great progress in this area. We must continue to keep the assessment of student learning a major focus at the department, campus, and institutional levels.

Throughout this coming academic year, we will keep you informed of professional development and grants opportunities, institutional research findings, study abroad activities, progress on the UW Colleges' Plan 2008: Educational Quality through Racial and Ethnic Diversity, and initiatives in the Registrar's Office.

The Office of Academic Affairs is excited about working with you throughout this academic year and remains committed to continuing the institution's efforts to engage our students inside and outside of the

classroom. Our focus on students and their success informs and connects all that we do in Academic Affairs.

We wish you a very productive, successful academic year!

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

Leanne Doyle – Interim Director of Continuing Education for the UW Colleges, (920) 929-3622. Leanne serves as a resource coordinator for the Continuing Education Outreach Program Managers located at each of our 13 campuses. Although her major responsibilities include monitoring CE budgets and non-credit programming, she also serves as the Colleges' liaison with UW-Extension Offices.

Renee Gralewicz –Assessment Coordinator, (715) 234 – 8176, ext. 5423. Renee is an Associate Professor in the Anthropology and Sociology Department at the UW-Barron 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. Renee also works with the Senior Information Manager and Interim Associate Vice Chancellor of Academic Affairs.

Karen Greenler – Interim Director of Study Abroad, (608) 758-6523. Karen coordinates the institution-wide study abroad programs for the UW Colleges.

Wava Haney – Interim Associate Vice Chancellor for Academic Affairs, Professional Development Coordinator and Professor of Anthropology and Sociology. Wava can be reached at (608) 263-7217 on Tuesday, Thursday and many Fridays during fall 2005. During this transitional period, Wava is responsible for interpreting academic policies and procedures; participating in academic program development and review; coordinating with Gregg Nettesheim and Renee Gralewicz the institution's assessment of teaching and learning; providing assistance with library planning and policy making; working with departments on curricular issues, department chair compensation and OPID SoTL grants; and providing assistance to the UW Colleges Colloquium Planning Council. As Professional Development Coordinator, she identifies workshops, conferences and award opportunities of potential interest to faculty and staff; maintains the Professional Development public folders and web site, provides support to the Senate Professional Development Committee and acts as liaison for UW System programs and awards. Wava teaches at UW-Richland on Mondays and Wednesdays during the fall semester.

Greg Lampe – Interim 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, assessment of student learning, professional development of faculty

and academic staff, student support services, registrar functions, budget for academic affairs, accreditation, and academic planning and program review.

Nora McGuire – Chief Student Affairs Officer, (608) 263-0476. Nora’s responsibilities include the following areas: legal compliance, Plan 2008: Educational Quality Through Racial and Ethnic Diversity, including oversight of programs for multicultural and disadvantaged students, the UW Colleges Student Support Services Program and precollege programs, services for students with disabilities, the institutional alcohol and other drug education program, and institutional student government and student leadership. She also handles student misconduct, student insurance and external scholarship programs.

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, 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 (for grants generally larger than \$50,000 per year), 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.

Barbara Stinson – Director of Distance Education, (608) 265-0659. Barbara is responsible for the planning and administrative management of UW Colleges Online, and of all non-online DE including compressed video (CV), WisLineWeb (WLW), and computer based training courses (CBT) throughout the UWC thirteen campuses. She interacts with department chairs and campuses regarding issues of curriculum, staffing, enrollment, and scheduling, and with the faculty/staff teaching in all DE programs. Additionally, she works with the appropriate governance bodies on issues of policy, with other institutions with which UWC has collaborations, and with University of Wisconsin Learning Innovations (UWLI).

Christel Taylor – Assistant Coordinator, Engaging Students in the First Year (ESFY), (262) 521-5477. Chris works to promote and coordinate the ESFY initiative institution-wide. 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.

Dan Vande Yacht - Registrar and Director of Admissions – (608) 262-9652. Dan is responsible for the operational, financial, and personnel activities of the Registrar’s Office. He manages the records and admissions components of PeopleSoft Relational Information System (PRISM) along with the official academic transcript processing functions. He directs the admission process for international applicants and the review and processing of transfer credit. Dan interacts with department chairs and campuses regarding issues of transfer credit and other Registrar related

issues. He assists with the development and implementation of institutional and campus enrollment management strategies for the recruitment and retention of students. Dan also serves as chairperson of UW Colleges Nonresident Tuition Appeals Committee, Principal Designated School Official (PDSO) for Student & Exchange Visitor Information System (SEVIS), liaison to UW System (UWS) transfer group, liaison to Transfer Information System (TIS) group, Central Data Request (CDR) Liaison, liaison to UWS for Multiple Applications and Admissions Data (MAAD), institutional liaison for American College Testing program, institutional liaison for Federal governments Integrated Postsecondary Education Data System (IPEDS) and is a member of NAFSA: Association of International Educators, American Association of Collegiate Registrars and Admissions Officers (AACRAO) and Wisconsin Association of Collegiate Registrars and Admissions Officers (WACRAO).

Professional Development: Academic Year Overview
By Wava Haney

Anyone reading UWC email in late July may remember that Interim Provost Greg Lampe announced that a move to reduce administrative positions, associated with the new state budget, led to incorporating UWC Professional Development Coordinator responsibilities into my Interim Associate Vice Chancellor role in the 2005-2006 academic year. Since I am not in the Central Office daily, when I send out information about particular programs, I will include my schedule and the best ways to be in touch with me.

Academic Matters provides me an opportunity to share with you an overview of the major UW System and UW Colleges professional development opportunities by semester so you can anticipate the type of program announcements you will find from me in your Inbox. Expect a preliminary announcement with details and then periodic reminders with subject headings that will enable you to decide whether to open the message or simply delete!

UW System offers professional development grants related to teaching and research and recognition and awards for outstanding teaching and service. This fall semester, a major grant opportunity is the 2006-2007 sabbatical program that Annette Kuhlmann announced last April and for which I have sent a recent update; proposals are due to me by noon on September 30th. Faculty interested in applying for 2007-2008 sabbaticals can anticipate an announcement in mid-April 2006.

Another important UW System funded professional development opportunity with a fall semester deadline is the Wisconsin Teaching Fellows (WTF) and Wisconsin Teaching Scholars (WTS) programs (not to be confused with the UW Colleges programs). The WTF program is intended for “outstanding early career untenured faculty and teaching academic staff who show exceptional promise as college teachers.” In contrast, the WTS program is “designed for middle and late career tenured faculty and teaching academic staff ...[who are] exceptional teachers who already serve as resources and role models.” Details of these programs will appear in your Inbox this week with a late October deadline. Opportunities to be a UW Colleges delegate to the UW System Faculty College held at the end of the spring semester hosted by UW-Richland will be announced in the fall with a mid-spring semester deadline.

Announced at the end of the fall semester with early spring deadlines will be three awards programs, all administered by the UWS Board of Regents: the Regents’ Academic Staff Excellence

Award, The Regents' Teaching Excellence Award and The Alliant Energy Underkofler Excellence in Teaching Award. While nominees for the first two awards are invited from all UW Colleges campuses, the latter award is limited to colleagues at the Baraboo/Sauk County, Fond du Lac, Richland, Rock and Sheboygan campuses, communities where Alliant Energy provides service. UW Colleges Teaching Fellow and Scholar programs, open to both faculty and instructional academic staff, follow a similar schedule.

In addition, I will send out many other announcements of professional development opportunities funded by national agencies (e.g., Fulbright), UW System, and the UW Colleges. My plan is to send the details first and then to have a weekly update of pending deadlines with the details as attachments. However, I am always open to suggestions!

I also work with new faculty through a Desire 2 Learn course, *Colleges 101*, and very soon will begin to post your many professional accomplishments on the professional development web site. Watch for this opportunity to get a head start on your 2005 Activity Report!

2005 – 2006 Assessment Goals and Priorities
By Renee Gralewicz

Assessment for the UW Colleges covers three levels: institutional, department, and campus. Each level has its own challenges and focus. As the year progresses you may want to pause to reflect where some of your assessment activities fit into these foci.

INSTITUTIONAL LEVEL ASSESSMENT

Proficiencies to be assessed in 2005 – 2006:

For the 2005 – 2006 academic year we will be assessing Analytical Skills and the new Aesthetic Skills proficiencies. The performance indicators that will be measured should already have been selected by your Department Assessment Committee or department in general. Institutional level assessment activities and data describe how well our students are meeting the skills we claim to be important (analytical, communication, quantitative, and aesthetic). We now have evidence to present that, indeed, we are teaching and students are learning these important skills.

This year there are two major priorities for institutional level assessment. First, departments have been challenged to increase internal validity and data reliability. This may take a number of forms, and you should be actively engaged with your Department Assessment Coordinator and the Department Assessment Committee.

A second priority for departments will be to focus on “closing the loop” or doing something meaningful with the data collected over the years. Departments have two solid years of data to review and use to critique their curriculum, course guides, teaching techniques, etc.

The UW Colleges assessment web page is <http://www.uwc.edu/resources/assess/index.htm>. Here you will find the institutional rubrics, an **assessment glossary** (under the Frequently Asked Questions), and UWC committee memberships that pertain to assessment.

DEPARTMENT LEVEL ASSESSMENT

Each department has been developing discipline specific learning objectives over the past two years. Departments are required to formally assess one or more of these objectives during the academic year and report the results to the Senate Assessment Committee. Contact your Department Assessment Coordinator or your Department Assessment Committee for more information.

CAMPUS LEVEL ASSESSMENT

Last year, the Office of Academic Affairs, in consultation with the Senate Assessment Committee, appointed Campus Assessment Coordinators (CACs) on each campus to lead and coordinate campus assessment planning and activities. The CACs have been given more guidance to help with the campus level assessment activities for 2005 – 2006. You should receive more information about your campus level assessment activities from your coordinator, the dean, and/or steering committee. Please contact your CAC for more information.

Wishing you all a wonderful semester of teaching, learning and sharing.

***Plan 2008: Educational Quality Through Racial and Ethnic Diversity
Precollege Programs
By Nora McGuire***

In its UW System Plan 2008: Educational Quality Through Racial and Ethnic Diversity, UW System identified a special role for the University of Wisconsin Colleges. The plan stated that “Consistent with their mission as entry institutions, the UW Colleges will create K-12 precollege programs, adult precollege programs, and recruitment efforts for students with high school grade point averages (GPA) of 2.00 to 2.50.” The UW Colleges was the only institution in the UW System to be singled out in such a manner.

Since that time, the number of UW Colleges precollege programs and the number of precollege participants has increased. Project AHEAD at UW-Rock County is a unique community-based adult precollege outreach program designed to assist Rock County adults in developing and achieving educational goals for themselves and their families.

Other precollege programs are directed at students in middle and high school. UW-Richland offers a program to students from Grand Avenue Middle School in Milwaukee that involves each student in a research project. Two UW Colleges programs are offered in collaboration with tribal community colleges to serve Native American and disadvantaged students. Three campuses receive additional funding for their precollege programs from the Department of Public Instruction, resulting from a competitive grant program.

Currently, eleven UW Colleges campuses offer precollege programs at different points during the year. Some of the programs are year round and include residential experiences at the campus. During the summer of 2005, 281 students were served by these programs.

*A Helping Hand from the UW Grants Office:
Your Partner in Grant Writing
By Eric Smith*

Seeking grants is not just about the money. Grant writing is an extremely beneficial planning and program development activity that allows faculty and staff to improve their skills and knowledge, apply their expertise in new and creative ways, and generate a continuous enhancement of knowledge in their field. Our UW Colleges grants office is designed to provide you with the resources to help you succeed in obtaining grants and can assist you in a number of ways.

- Provide you with advice on project design, assist you with editing of your grant proposals, and provide advice on developing your budget.
- Assist you with searching for the right source of funding that matches your needs.
- Facilitate the submitting of your proposal through administrative channels.

During this school year, the grants office will be conducting three hour grant writing workshops at many of our UWC campuses. These programs are free to UWC faculty and staff and include training in grant design, searching for grant sources, and effective grant writing techniques. Participants at each workshop will receive a set of grant writing materials along with the opportunity to do individual project planning that includes on-line grant searching. Workshops scheduled for this fall include: October 7, 1-4:00 pm, UW-Barron County; November 2, 2-4:30 pm, UW-Marathon County; and November 18, 1-4:00 pm, UW-Marinette. Several more workshops will be added in the near future. These workshops will be announced to all faculty and staff and will also posted on the new grants office website that should be up and running in the near future.

In addition to your individual grant needs, UWC faculty and staff are encouraged to contact the grants office with project ideas that they feel will benefit all campuses or program models that can be replicated in other higher education settings. With grant writing projects that have institution-wide relevance, the grants office takes on a primary role in developing the entire project- from project design and searching for funding sources, to the actual writing of the proposal.

....**Do** you have a model program that can be replicated on other campuses?

....**Do** you have a collaborative program that could involve several partners and more than one campus?

....**Do** you have a program that requires a larger amount of dollars to support the project?

Be sure to contact the UWC grants office when you have questions or need assistance with a grants project. I can be reached at esmith@uwc.edu.

Notice of Upcoming Surveys
By Gregg Netteshim

This fall the Office of Academic Affairs will once again be conducting a number of surveys for both faculty and staff, and for students. These surveys are designed to further the institutional research efforts of this office by gathering information that will help us better understand the ways these groups participate in and understand the university.

Foundations of Excellence Faculty/Staff Survey

As part of our participation in the Foundations of Excellence initiative, we will be surveying selected faculty and academic staff in late September or early October. The survey will be conducted entirely on-line, will be anonymous, and should take roughly 10-15 minutes to complete.

The survey instrument, developed by Educational Benchmarking Incorporated (EBI) in conjunction with the Policy Center on the First Year of College, seeks to measure faculty and staff understanding of the first college year, and the extent to which the UW Colleges supports a high quality first-year experience for its students. The results of this survey will be invaluable as we draft our plan for improving services to new students at the UW Colleges.

Student Surveys

Students will be asked to participate in one to three surveys this fall. Two of these surveys are for first-year students only, while the third is administered to all enrolled students.

Foundations of Excellence Student Survey

A counterpart to the faculty/staff survey described above, the Foundations of Excellence Student Survey will be administered on-line to new students in late October or November. The survey is anonymous and can easily be completed in 15-20 minutes. Much like other contemporary surveys (eg. the National Survey of Student Engagement), the Foundations of Excellence Student Survey will gather the impressions of students regarding issues of engagement with the higher education process, in particular those issues that are central to making a successful transition from high school to higher education.

First-Year Initiative Survey

This will be our 3rd year of participation in the First-Year Initiative (FYI) survey. FYI is a traditional paper and pencil survey administered to students in First-Year Seminar (LEC 100) classes. The survey enables us to correlate a student's impression of the first-year seminar with factors that are known to be important in making a successful transition to higher education.

Student Intentions Survey

For the past several years, we have been surveying all enrolled students in an effort to gain a better understanding of their educational goals. Last year we made the transition to an entirely on-line survey with a slightly revised format. The survey has only a few questions and can easily be completed in two to three minutes. It includes questions about past and future enrollment, higher educational goals, and employment obligations.

Progress Toward a Paperless Environment in the Registrar's Office
By Dan Vande Yacht

The Registrar's Office has taken some baby steps this summer toward a paperless environment by starting to implement ImageNow software and by developing an electronic transcript. We are hoping that the ImageNow scanning system will help us become more efficient and someday perhaps paperless. This system allows us to scan transfer students' transcripts into our database. Currently, we process more than 2,200 transfer evaluations annually, and many of them have multiple transcripts. At times it can be difficult to process these transcripts, and the ImageNow product can help us with that. It will also provide a more streamlined solution by using workflow within ImageNow for processing transfer students' transcripts.

The ImageNow software helps us in several ways. It allows us to scan transcripts from transferring students, link the transcripts to the students' PRISM account, index the transcript automatically, and then put the transcript into a workflow queue. After transcripts are scanned, the paper copy is filed, and the scanned copy is used to do transfer evaluations. Eventually, the campuses will be able to view the scanned transcripts via the web.

We are also in the final testing phase of an electronic transcript thanks to Dale Redmond (UW Colleges IT). In the next few months, we hope to be able to send a transcript electronically to other universities and colleges. This is another step we are taking in the Registrar's Office toward becoming more efficient and paperless.

Foundations of Excellence[®] in the First College Year Self Study
By Christel Taylor

The University of Wisconsin Colleges has been named one of 10 two-year "Founding Institutions" selected to participate in a national project known as the "Foundations of Excellence in the First College Year." This exciting project, sponsored by the Policy Center on the First Year of College and endorsed by the American Association of Community Colleges and the League for Innovation in the Community College, will develop and test a model of excellence for the new student experience. This model can be used by two-year institutions to develop and refine their overall approach to educating new students. Funding for this project has been provided by Lumina Foundation for Education.

The Foundations of Excellence Project will provide us with the resources and support for an in-depth self-study of our first-year experience. The Project will be directed by a task force consisting of 16 faculty, staff, administrators, and students from throughout the institution.

The Task Force's work will have three phases. Over the next few months, the Task Force will conduct an inventory of current practices in regards to first-year programming, committees that address various aspects of the new student experience, high enrollment courses, and existing data and assessment efforts. Campus Engaging Students in the First Year (ESFY) coordinators and Assistant Deans for Student Services will be key resources during this part of the project.

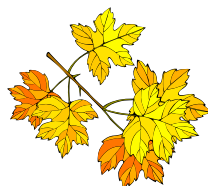
During the winter, the Task Force will use the data collected during the fall to develop reports on key features of the first-year experience. Knowing as Foundational Dimensions, these features include Philosophy, Organization, Learning, Campus Culture, Transitions, All Students, Diversity, Roles and Purposes, and Improvement. During this time, we will be visited by Betsy Barefoot, co-founder (with John Gardner) of the Policy Center on the First Year of College and our Policy Center Consultant.

In the spring, the Task Forces will review the Dimension reports and develop an improvement plan that will help shape our ESFY initiative in key ways.

Our selection as part of the Foundations of Excellence in the First College Year project is an honor and will bring our institution to national attention. The Foundations model that we pilot will help us reach for excellence in providing our own students with a solid first year of college. Our experiences in this pilot also will help improve the first year of higher education for students across the country.

Members of the Task Force are Cindy Bailey (Marinette, Assistant Campus Dean for Student Services), Deborah Cureton (Richland, Campus Dean), Pat Eby (Fond du Lac, Associate Dean), Jeffery Fredrickson (Fox, President of UW Colleges Student Government), Ken Grant (Baraboo/Sauk County, Chair of English Department), Mary Hoeft (Barron County, Professor of Communication and Theatre Arts and World Languages and campus ESFY coordinator), Greg Lampe (Central Office, Interim Vice-Chancellor & Provost for Academic Affairs), Jeff Meece (Marshfield/Wood County, Assistant Campus Dean for Student Services), Nora McGuire (Central Office, Chief Student Affairs Officer), Tom Neal (Baraboo/Sauk County, Assistant Professor of Chemistry), Martha Nelson (Waukesha/UW Colleges, TRIO Director), Gregg Nettesheim (Central Office, Senior Information Manager), Tom Peneski (Sheboygan, Chair of Math Department), Cassie Phillips (Waukesha, Associate Professor of English), Kristin Runge (Fox, Lecturer of Communication and Theatre Arts and campus ESFY coordinator), Barbara Stinson (Central Office, Director of Distance Education), and Christel Taylor (Waukesha/UW Colleges, Assistant ESFY Coordinator).

If you would like more information on the Foundations of Excellence project, please contact Greg Lampe or Chris Taylor (co-liaisons between the Task Force and the Policy Center) or visit the Foundations website at www.fyfoundations.org.



**"No spring nor summer beauty hath such grace
As I have seen in one autumnal face;"**

—John Donne (1572–1631) "Elegy IX: The Autumnal"