

Academic Matters

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FROM THE INTERIM PROVOST:

It is difficult to believe that December is upon us. For proof, all I need to do is gaze out my window and see the glistening snow or walk outside and feel the chill in the air. I trust that you have had a productive and rewarding fall semester. It is now the end of the semester, and final exams are upon us. Some of you are grading papers and exams, others are enrolling students for classes for the spring semester, and many of you are finishing up other end of the year business. When you do find the time to relax, or if you need a diversion from your work, please take a moment to read this informative edition of *Academic Matters*. Below is a preview of what you will find inside:

- ❖ An update on 2007-2008 assessment activities.
- ❖ A report on the UW Colleges Equity Scorecard Project.
- ❖ A detailed accounting of activities taking place around the development of the UW Colleges Diversity Climate Survey.
- ❖ A preview of professional development activities available through 2008 Sloan-C Online Workshops.
- ❖ A report on the third annual Girls + Math + Science = Opportunities Conference.
- ❖ A preview of possible grant opportunities for faculty, staff, and administrators.
- ❖ A story about the UW Colleges' Outstanding Women of Color in Education Awards nominee, Pa Lee Moua.

On behalf of the Office of Academic Affairs, I wish you a most enjoyable holiday season, and a very happy and prosperous new year!



UW Colleges Assessment Activities 2007 – 2008

By Laura Lee

Assessment is alive and well both on the campuses and in the departments! After a very productive Department Assessment Coordinators meeting in August, each department is currently implementing its fall assessment plan. In the spring, departments will continue assessing Analytical and/or Aesthetic skills, using the revised rubrics that were approved at the August Department Assessment Coordinators/Campus Assessment Coordinators meeting; however, departmental focus will shift from assessing courses with high enrollments to assessing courses with large numbers of sophomores enrolled.

The Campus Assessment Coordinators (CAC) and the Senate Assessment Committee recently met via WisLine for a very productive fall session. All of the CACs shared their campus plans and implementations of assessment for the 2007-2008 year. It was a great chance to hear what other campuses are doing, and resulted in some very interesting discussions. The contributions of the CAC were documented in a revised UW-Colleges Assessment Mission Statement that was approved by the Senate this fall.

The Department Assessment Coordinators and the Senate Assessment Committee will be meeting in January of 2008. If you have any issues that you would like us to address, please inform your Department Assessment Coordinator or myself.



Equity in Access and Outcomes – the Equity Scorecard Project

By Gregg Nettesheim

This Fall, UW Colleges enrolled nearly 1000 students of color, a 13% increase over Fall 2006. During the period Fall 1997 to Fall 2006, UW Colleges experienced the highest rate of increase in enrollment of students of color (95%) of any UW institution, and now ranks 5th in the UW System in the overall headcount enrollment of students of color.

Concerned about the achievement of equitable academic outcomes for this growing population, UW Colleges joined five other UW System institutions, the UW System Office of Academic Diversity and Development, and the University of Southern California Center for Urban Education in the Equity Scorecard project, a systematic study of racial equity and inequity in the university. Begun in March 2006, the study was completed this past summer and the final report is now being drafted.

Committed to continuing this work, Interim Provost Greg Lampe and I are traveling to each of the 13 campuses and beginning a structured conversation about access, retention, excellence and institutional

receptivity, and the ways that race affects our attainment and understanding of each of these perspectives. The goal of this conversation is steady and sustained progress toward equity, with the particular goals shown in the table below.

Equity Scorecard Goals

Perspective	UW Colleges Goal
Access	Recruit and enroll new students at rates that are consistent with the racial makeup of the high schools that supply the greatest numbers of new students.
Retention	Retain students from the first to the second year consistent with their demonstrated readiness for college, regardless of race/ethnicity.
Excellence	Promote equitable and high rates of academic achievement, and seek equitable rates of transfer to other UW institutions regardless of race/ethnicity.
Institutional Receptivity	Provide campus and classroom environments equally inclusive of and receptive to all races and ethnicities.



Climate Change: UW Colleges Spring 2008 Diversity Climate Survey
By Lisa Seale

Earlier this month, Chancellor Wilson announced the formation of a new UW Colleges Diversity Leadership Committee that will help to implement an important survey designed to assess the climate for diversity on our campuses. This survey will also be used by four other University of Wisconsin institutions, providing a broad overview of whether our institutions are succeeding in making our campuses not just safe and tolerant—which is crucial—but also actively open to all voices and perspectives so that we are as fully functioning, creative, and productive, in the best sense of the term, as we can be. This is a population survey, meaning that everyone is invited to participate—all students, all academic staff, all classified staff, and all faculty. The widest possible participation will give us the best idea of where we need to improve. A detailed description of the UW System Diversity Climate

Assessment Project may be found at the following UW System Administration Web site: <http://www.uwsa.edu/vpacad/climate/>. The Diversity Climate Survey will be distributed in Spring 2008 on each of our UW Colleges campuses in online form (with paper copies available for those without access to a computer or for those who prefer hard copy).

The path leading to the formation of the Diversity Leadership Committee has involved many collaborative partners. First, the template for this survey is being developed by a UW System Climate Study Working Group in conjunction with Sue Rankin, a nationally-recognized expert in diversity climate assessment (in fact, she has worked on some 63 other similar projects in universities around the nation—the list on the Rankin and Associates Consulting Web site is instructive: <http://www.rankin-consulting.com/clients.html>). Serving on this UWS Climate Study Working Group as representatives for UW Colleges are Nilhan Gunasekera (Assistant Professor, Chemistry, UW-Rock County) and me. We have been advised by Dean Andy Keogh (UW-Marshfield/Wood County) and Karen Greenler (Sr. Student Services Coordinator, UW-Rock County). This subcommittee of four is being folded into the Diversity Leadership Committee.

The new 19-member UW Colleges Diversity Leadership Committee will have responsibility for implementing the Diversity Climate Survey, to be distributed in Spring 2008. The committee will be charged with reviewing survey questions to make them institutionally-appropriate; helping to prepare UW Colleges campuses to take the survey; and making decisions regarding distribution of the survey; and encouraging participation once the survey has been released.

The formation of the Diversity Leadership Committee followed an extensive consultative process. An October 19 call from the UW Colleges Office of Academic Affairs sought nominations from the Senate Steering Committee (for faculty and academic staff nominations), Campus Deans (for campus administrators, directors, and advisors), UW Colleges Human Resources (specifically, Diane Lund, to seek classified staff nominees), the UW Colleges/UW-Extension Diversity and Equity Committee, the Student Governance Council President, UW Colleges Disabilities Services, the UW System Inclusivity Initiative (UW Colleges representatives), and UW Colleges Equity Scorecard members. Once the nominations were received, they were reviewed by the Office of Academic Affairs, with a list of recommended membership being sent to Chancellor Wilson.

The composition of the Diversity Leadership Committee is designed to be representative of our institution's various constituent groups, with particular attention to positional status (e.g., traditional and non-traditional students, faculty of different ranks and disciplines, classified staff, and academic staff of various levels) and underserved populations (e.g., Equity Scorecard, MD Coordinators, Inclusivity Initiative for LGBTQ, ADA/CSSD Coordinators). A description of the committee's membership, grouped by which entity or group each members will represent, follows here:

UW Colleges/UW-Extension Diversity and Equity Committee

- Nancy Braem (Program Assistant, Human Resources, Central Office) is a member of the UW Colleges/UW-Extension Diversity and Equity Committee.

UW Colleges Equity Scorecard

- Gregg Nettesheim (Senior Information Officer, Central Office) writes regular reports about UW Colleges diversity issues and is the lead researcher on the UWC Equity Scorecard project, in addition to his work as the lead institutional researcher for UW Colleges.

UW Colleges Inclusivity Initiative

- John Pruitt (Assistant Professor, English, UW-Rock County) has served on both the UW System Inclusivity Initiative and the UW Colleges/UW-Extension Diversity and Equity Council for two years. He will also represent the Humanities Division. His conference papers and publications include scholarship on GLBT pedagogy and on teaching respect for multicultural issues at predominantly white campuses.

Faculty

- Ron Gulotta (Associate Professor, Anthropology/Sociology, UW-Waukesha) will represent the Social Sciences Division and will also serve as the committee's chair. He brings expertise in the area of survey preparation and research interests in Criminological Theory, Juvenile Delinquency, Criminal Justice and Juvenile Justice.
- Nilhan Gunasekera (Assistant Professor, Chemistry, UW-Rock County) is a member of the UW Colleges Climate Study Working Group Subcommittee and represents the UW Colleges on the UWS Climate Study Working Group. His interest is in fostering inclusive teaching in STEM (science, technology, engineering, and mathematics), focusing on developing, publishing, disseminating resources for graduate student and faculty professional development in teaching and learning STEM. He also serves as a Diversity Scholar with the Center for the Integration of Research Teaching and Learning at UW-Madison. Dr. Gunasekera will represent the Natural Sciences/ Mathematics Division on the committee.
- Richard Eckert (Assistant Professor, Sociology, UW-Richland)'s areas of expertise are Race and Ethnicity, with special emphasis on ethnosexual identity formation/transformation; deviance; Deaf American identity and culture; and Native American Studies, with special emphasis on identity construction.

Campus Administrators and Advisors

- Andrew Keogh (Campus Dean/CEO, UW-Marshfield/Wood County) is a member of the UW Colleges Climate Study Working Group Subcommittee.
- Vickie Richmond Hawkins (Director, Continuing Education and Outreach, UW-Marathon County) is actively engaged in the campus's Upward Bound program and has extensive experience with adult learners.
- Vang Her (Academic Advisor, Student Services, UW-Marathon County) advises multicultural students and recruits in the Lead program for middle school students.

Academic Staff

- Karen Greenler (Sr. Student Services Coordinator, UW-Rock County) is a member of the UW Colleges Climate Study Working Group Subcommittee.
- Bobbi Jo Johnson (Multicultural Advisor, UW-Sheboygan) serves as a member of the board of directors for the local Hmong Association and is a member of the Latino Task Force.
- Scott Sargent (Instructional Specialist/Associate Lecturer, Chemistry, UW-Marathon County) has served on the UW-Marathon County campus diversity committee (Plan 2008) for several years and has worked with both DPI and UW-Extension Upward Bound programs.

Classified Staff

- George Llanas (Custodial Services Supervisor, UW-Waukesha). George's status as the supervisor of the custodial staff at UW-Waukesha will, among other things, allow him to

contribute to the committee by providing insight into survey content and delivery methods which are likely to result in increased engagement of classified staff employees.

- Dale Redmond (Senior Programmer/Analyst, IT; IS Supervisor 2) has participated in the UW Colleges/UW-Extension Multicultural Awareness Training. Additionally, over the past two years, he has taken part in three eight-week sessions on healing racism sponsored by Richard Davis, a UW-Madison professor.
- Jane Turner (Program Assistant Advanced Confidential) has worked with the Manitowoc County UW-Extension/UW-Manitowoc Diversity Circles Partnership and the UW-Manitowoc/UW-Sheboygan Upward Bound program.

Students

- Jason Tetzlaff (UW-Fond du Lac) is the director of Diversity Issues for the UW-Fond du Lac Student Government Association.
- Rhea Theusch (UW-Washington County) is very interested in diversity issues and will represent the student body as a whole.
- John Wood (UW-Fox Valley) is a non-traditional student who serves on the Disability Services Advisory Committee for the Disability Services Office at UW Colleges. He will serve as a student representative working with disabilities issues.

Central Office Administrator

- Lisa Seale (Interim Associate Vice Chancellor for Academic Affairs) is a member of the UW Colleges Climate Study Working Group Subcommittee and represents the UW Colleges on the UWS Climate Study Working Group.

Please look for future announcements via email about the Diversity Climate Survey in early Spring. I'll be happy to answer any questions you may have, as well, and can be reached by email most easily: lisa.seale@uwc.edu.



Sloan-C Online Workshops for 2008

By Pat Fellows

Over the past two years, the UW Colleges has been a Sloan-C College Pass member. This membership has provided many instructors with the opportunity to take online professional development workshops related to teaching with technology. We have renewed our membership for 2008, and I encourage instructors to take advantage of this opportunity.

Some of the workshop titles offered this year include:

- Copyright Compliance for Online Educators
- Introduction to Second Life for Educators
- Transformative Curriculum Development and Assessment Practices
- Podcasting in Higher Education: Current Trends and Applications
- Virtual Reality (VR) Worlds: Benefits and Uses for the Higher Education Professional

- .. Dynamic Collaboration, Discussion and Facilitation Practices*
- .. Learning Online 2.0: 20 Engaging, Interacting and Syndicating Applications –

Once the 2008 schedule of workshops is announced, I will send an email with information about how to register for the workshops. I will also send along more information about other Sloan-C resources available to UW Colleges faculty and staff.

For more information about Sloan-C workshops, go to: <http://www.sloan-c.org/workshop/index.asp>.



Improving the Engaging Students in the First Year (ESFY) Initiative ***By Christel Taylor***

The Foundations of Excellence Improvement Plan was rolled out to the UW Colleges in a September Town Hall Meeting and is available at <http://www.uwc.edu/administration/academic-affairs/esfy/>. The plan identified ways that we can improve the first college year through teaching and learning, the curriculum, the co-curriculum and student engagement, institutional structures, and assessment. Lisa Seale (Associate Vice Chancellor for Academic Affairs), David Mathieu (Associate Vice Chancellor for Enrollment Management and Student Services), and Christel Taylor (Assistant ESFY Coordinator) have been working on implementing the recommendations and have asked for the expertise of Assistant Campus Deans for Student Services, campus ESFY coordinators, and the math department. Several projects are currently under way:

- Parent orientation programming
- Success in mathematics courses
- Developmental education
- Student employment on campus
- Development of a Senate ESFY committee

If you are interested in working on one of these projects, please contact Chris Taylor for more information. We want to develop multiple approaches to the Foundations of Excellence recommendations, and we need a variety of voices represented.

Faculty and staff will have an opportunity to focus on the recommendations at the 6th UW Colleges ESFY Spring Conference, scheduled for Saturday, March 8, 2008, at the UW-Marathon County campus. The conference theme will be **Improving Student Engagement through Foundations of Excellence**. Topics of particular interest include mathematics instruction, advising, First-Year Seminar, family programming, support for students in high-risk courses, co-curricular programming, engaged citizenship, departmental approaches to dealing with first-year students, and effective pedagogies for first-year students. Proposals are due Friday, February 8, to christel.taylor@uwc.edu.



Third Annual Girls + Math + Science = Opportunities Conference ***By Tim Urbonya***

UW-Fond du Lac Continuing Education, in collaboration with numerous community partners, hosted its third annual Girls + Math + Science = Opportunities conference attended by 200 middle school girls on November 3, 2007. The purpose of this conference was to increase awareness of careers in math and science, how interests and abilities match the skills needed in these fields, seeing women in math and science fields as role models, and the benefits of a healthy lifestyle.

Program highlights included:



- 48 hands-on workshops offered throughout the day
 - Over 100 parents attended a ‘Queen Bees and Wannabes: Helping Your Daughter Survive...’ parent presentation
 - Two participants won the Judy Goldsmith Young Woman Leadership Award
 - Last year’s participants received, along with the 2007 GMSO brochure, a GMSO related math problem to solve. Those solving the problem were entered into a drawing to receive an award.
- A social lunch hour featured a fashion show. Racial diversity and body type diversity were emphasized.
 - Concluding the program, participants entered a GMSO Essay contest. Advanced English students at the local high school set criteria, reviewed all submissions and chose the winners.

More than 98 percent of the students surveyed indicated that they would recommend this conference to a friend. The program focuses on the whole girl, addressing social as well as academic issues. Additionally, measures are taken to allow the girls to guide the adults in developing the program. The one-day event concentrates on introducing academic subjects in interesting and stimulating ways that are accessible to a younger age group.



Grant Opportunities to Consider ***By Eric Smith***

Many federal grants for higher education focus on student support issues. These topics range from post-secondary-K-12 partnerships, to campus student services programs focused on personal issues

facing many students. The following federal grant programs are currently listed for possible funding. Look these over and contact the UW Colleges Grants Office (eric.smith@uwc.edu) to learn more about these opportunities and how you can participate in preparing a funding proposal.

Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students, and students with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.

- * Educational Opportunity Centers - summer/fall 2009
- Ronald E. McNair Postbaccalaureate Achievement - spring/summer 2011
- * Student Support Services - summer/fall 2008
- * Talent Search - summer/fall 2009
- Training Program for Federal TRIO Programs - late winter/spring 2008
- TRIO Dissemination Partnership - to be announced
- * Upward Bound - summer/fall 2010
- Upward Bound Math-Science - summer/fall 2010
- * Child Care Access Means Parents in School Program - to be announced

**grants already obtained or applied for by UW Colleges*

GEAR UP Grant (US. Dept. of Education-Teacher and Student Development)

The federal GEAR UP program purpose is to engage a cohort of 7th grade students (and their parents) in high poverty schools in a six year program (7th grade – 12th grade) that will lead to the students enrolling in an institution of higher education.

The grant funding formula allocates \$800 per pupil in the program. It is based on the number of 7th graders in a middle school that has over 50% poverty based on the free and reduced lunch count for that school. For instance, a UWC consortium serving 570 students would yield a grant of \$456,000 per year for six years.

Typically, most previously funded grants have a full time person employed at each of the middle schools. These coordinators arrange for a variety of activities during the school year and in summer that engage students and families in academic and student support activities that will encourage the student to attend college once he or she graduates. In addition, each college partner uses some of the funding to arrange campus visits, summer workshops, and other educational activities for the students and families. There needs to be a strong emphasis on college financial planning for families.

Prevent High-Risk Drinking or Violent Behavior Among College Students

The Secretary of Education has identified a national need to address high-risk drinking and violent behavior among college students. The goal of this grant competition is to provide funds to individual IHEs, consortia thereof, public and private nonprofit organizations, including faith-based organizations, and individuals to develop or enhance, implement, and evaluate campus- and/or community-based prevention and early intervention strategies. Grantees will focus attention on and develop solutions to prevent and reduce high-risk drinking or violent behavior among college students.

Projects will be funded for one year with an option for one additional year, contingent upon substantial progress by the grantee and the availability of funds. Projects will be funded for approximately \$100,000 to \$150,000 per year

Campus Suicide Prevention Grants

Agency: Substance Abuse and Mental Health Services Administration (SAMHSA) Center for Mental Health Services

Funding available: Approximately \$2.3 million per year for 3 years will be available to fund up to 31 awards. The maximum amount per award is \$75,000 in total costs (direct and indirect), plus an equivalent match (1:1 ratio) with non-Federal dollars.

The purpose of the Campus Suicide Prevention Grants Program is to provide funding to support grants to institutions of higher education to enhance services for students with mental and behavioral health problems, such as depression, substance abuse, and suicide attempts, which can lead to school failure.

Fund for the Improvement of Postsecondary Education

Transmittal of applications: June 13, 2007

Estimated range of awards: \$100,000-\$250,000 per year (36 months)

The Comprehensive Program supports innovative grants and cooperative agreements to improve postsecondary education. It supports reforms, innovations, and significant improvements of postsecondary education that respond to problems of national significance and will serve as national models.

Title III Part A Programs - Strengthening Institutions

Average award: \$353,424 (5 years)

The program helps eligible post-secondary institutions to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions.



Outstanding Women of Color in Education Awards ***Patti Wise***

The 13th Annual UW System Outstanding Women of Color in Education Awards are presented to honorees nominated from each of the fourteen institutions. This year's nominee from the UW Colleges is Pa Lee Moua, Senior Student Services Advisor at UW-Fox Valley.

The Outstanding Women of Color in Education Awards were initiated in 1994 to recognize women of color in the UW System who have demonstrated their ability to advance the agenda of women; who have created positive changes at their institutional level; and who have demonstrated an understanding of the interplay of family, community, and culture in the lives of women of color.

Pa Lee has made many contributions toward improving the climate of women through her leadership and service. Her passion is to explore and create opportunities that will not only meet the cultural needs of our students, but will also promote their future educational success.

On the UW-Fox Valley campus, Pa Lee serves as Advisor for the Universal Multicultural Association. In addition, she has been instrumental in initiating specific programs for multicultural students, including the Multicultural Campus Visit Program, a Financial Aid Series for parents and new students, and a Mentoring Program to assist multicultural students' transition successfully to college.

In 2006, Pa Lee was selected to serve on the Equity Scorecard Project for the UW Colleges. In the Fox Valley community, Pa Lee has co-chaired the Hmong Educational Conference, and was selected by the Fox Cities Chamber of Commerce to participate in the Leadership Fox Cities Program for 2007-08.

Pa Lee Moua's leadership, dedication, and service have enriched the lives of many women of color on her campus and in the greater community. The UW Colleges is pleased to recognize her many contributions.



Welcome John Stremikis
By Pat Fellows

Please join me in welcoming John Stremikis, Distinguished Instructional Technologist, to the Instructional Technology Staff. John is a long time UW Extension employee who, for the last 20 years, has worked with the College of Engineering. John worked with their distance degree programs, supported faculty, staff and students in the use of learning management systems, and spent considerable time exploring emerging technologies.



I am very excited to have John join me in the work we are doing with instructional technologies. He brings many years of experience, and his skills and knowledge compliment mine. We have been doing a lot of talking about how to better support faculty, provide new opportunities, and improve teaching and learning with technology in the UW Colleges. **Welcome John!**



*Have a joyous
holiday season!*