

# Academic Matters

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## FROM THE PROVOST:

The end of the semester and final exams are already upon us. It has been a busy semester and one of good and sad news for all of us on campuses and at the central office. Some of those pieces of good news are discussed in this newsletter.

One piece of good news was that the Higher Learning Commission has accepted our assessment report that was due on September 15 and that no further reports are required. Our next comprehensive evaluation is scheduled for 2012-2013. I join Renee Gralewicz who, in an article in this newsletter, enthusiastically thanks all those who have worked so hard on assessment.

Wava Haney's article outlines a number of professional development activities in which our faculty and staff have been involved. We have Colleges' individuals participating in the Leadership Academy, planning for sabbaticals in 2007-2008, and being named as Wisconsin Teaching Fellow and Scholar. The article also summarizes the activities of those who were summer grant recipients.

UW-Fond du Lac held an innovative one-day conference for middle school girls to help them think about math and science careers. See Tim Urbonya's article for more details. Congratulations to Leanne Doyle for this very successful program which was attended by more than 200 girls.

We also had sad news for us. We are undergoing four dean searches since two of our deans, Jim Veninga and Ray Hernandez, have or will be returning to the faculty. Michael Brophy left for the sunnier shores of California, and Deborah Cureton has announced her decision to retire. While we are happy for these deans and their new opportunities, we are sorry they have or will be leaving these leadership positions.

One of the members of Academic Affairs, Nora McGuire, is retiring so that she can devote her time and energy to her health concerns.

UNIVERSITY  WISCONSIN  
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The freshman/sophomore UW campuses

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We all wish Nora well and look forward to her being healthy once again. We miss her in Academic Affairs and thank Patti Wise for doing such a wonderful job of stepping in to that position.

I hope that your holidays are happy, that sadness passes you by this season, and that you see in the New Year with joy.



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## ***UW Colleges Holistic Admissions Policy***

***By Patti Wise***

The UW Colleges formed a Holistic Admissions Policy Committee last spring in response to UW System President Kevin Reilly's memorandum regarding the implementation of the recommendations of the UW System Admissions Advisory Group. The formation of the Admissions Advisory Group occurred following the United States Supreme Court decisions in *Gruetter v. Bollinger ET AL* and *Gratz ET AL v. Bollinger ET AL*, which dealt with the use of race in college admissions decisions. The committee was charged with reviewing and revising the UW Colleges Admissions Policy to allow for the implementation of a holistic admission emphasis. At the same time, the Office of Academic and Student Affairs was revising the UW System Freshman Admissions Policy to do the same. This proposed System policy was recently introduced at the December Board of Regents meeting for their review.

The final draft of the UW Colleges Admissions Policy follows the format of the UW System's Holistic Admissions Policy but does not substantively alter our basic requirements for admission. Rather, the proposed changes simply convey that a variety of factors will be considered in the admission decision including those enumerated in the section pertaining to nonacademic considerations. Once the Regents approve the System policy, the UW Colleges' draft will go to the Senate for consideration.

The introduction to the proposed UW Colleges Holistic Admissions Policy states:

The University of Wisconsin Colleges has long recognized that higher education serves as a crucial pathway for advancing individual self-knowledge and knowledge of the world around us, fostering new ideas, preparing individuals for future leadership positions, and for promoting the economic success of our students and our state. The UW Colleges admissions policy reflects this recognition in striving to make educational opportunity accessible to all qualified students, and to create an educational and diverse environment which will permit students to maximize that opportunity.

Anyone who desires a university education will be considered for admission to the UW Colleges. In our holistic review process, both academic and nonacademic factors will be considered. No single factor will be used to determine whether a student is admitted or denied.



## *UW Colleges Assessment Activities 2006 – 2007*

*By Renee Gralewicz*

Everything seems to be going well with all areas of UW Colleges assessment activities. The great news for the year was the acceptance of our submission to the Higher Learning Commission. Everyone needs to be congratulated for their role in creating a positive culture of assessment. In particular, I would like to publicly thank all of the Department Assessment Coordinators and Campus Assessment Coordinators for all of their hard and diligent work! We have a lot of professionals who sincerely care about student learning and the assessment process. Needless to say, much of what we accomplished would not have happened without the support of the department chairs and campus deans.

All instructors should know by now that we are conducting an anonymous assessment satisfaction survey. We are attempting to assess the assessment climate. The survey will be open through the month of December. Please take five minutes to complete it. We sincerely would like to know what you think about assessment activities.

The Department Assessment Coordinators and the Senate Assessment Committee will be meeting January 10, 2007. If you have any issue that you would like us to address, please inform your DAC or myself.



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## *Professional Development*

*By Wava Haney*

Faculty and staff in the UW Colleges have been named for a variety of professional development opportunities in the past few months. They include the announcement of the new class for The Leadership Academy, 2007-2008 sabbaticals recipients, the 2007-2008 Wisconsin Teaching Fellow and Wisconsin Teaching Scholar from the UW Colleges and the 2007-2008 Chancellor's Teaching Fellows. At the same time, summaries of the work done by UW Colleges Summer Research Grant recipients provide a portrait of impressive research accomplishments by nine faculty named to this pilot program. For details, read on!

Five UW Colleges faculty and staff were named to the first class of **The Leadership Academy**, a two-year program that begins in January 2007. UW Colleges faculty and staff who will be part of this new program sponsored by UW-Extension are: **Scott Bouffleur**, Senior Information Processing Consultant, UW-Marathon County; **Cary Komoto**, Professor of Geography, UW-Barron County; **Mark Lococo**, Associate Professor, Communication and Theatre Arts, UW-Waukesha; **Juli McGuire**, Program Assistant Supervisor I (Dean's Office Manager), UW-Fox Valley; and **Barbara Stinson**, Director of Distance Education, UW Colleges. According to the program coordinator, Sue Beck, Central District Director for Cooperative Extension, "the Leadership Academy is a model leadership program whose graduates emerge with a multidimensional perspective and competence needed to meet the challenges of a constantly changing environment, to think strategically, and to act collaboratively as they serve the educational needs of Wisconsin residents."

Upon the recommendations of the Senate Professional Development Committee and the Provost, the UW System Board of Regents named five UW Colleges faculty 2007-2008 **sabbatical recipients**. The faculty are from five departments and four campuses: **Wayne Schaefer**, Biological Sciences, UW-Washington County; **Kim Kostka**, Chemistry, UW-Rock County; **James Brey**, Geography and Geology, UW-Fox Valley; **Jeffrey Leigh**, History, UW-Marathon County and **Peter Gibeau**, Music, UW-Washington County. Schaefer's academic year sabbatical is a continuation of a collaborative research project on the biology of blue walleye in upper North America. During a semester leave, Kostka plans to create a set of ionic liquids curriculum materials that could replace traditional sophomore-level organic chemistry laboratories. Brey will engage in collaborative activities with the American Meteorological Society's Education Program and Policy Program staff in Washington, D.C. to study the interface between climate policy and atmospheric science education during his sabbatical year. Both Leigh and Gibeau will spend an academic year doing research in Europe. Leigh will focus on the relationship between the rise of public opinion, the establishment of the rule of law, and the emergence of antagonistic nationalisms in mid-19th century Central Europe. His case study constitutes a new interdisciplinary approach to the study of the most potent form of modern politics, nationalism. Research on the choral music of C.F. Zelter at the Alte Stadtbibliothek in Berlin and conducting Zelter's choral music in Neuruppin, a town north of Berlin, as well as preparation for an integrated studies course and German language courses are the range of activities Gibeau plans to accomplish during his sabbatical.

**Norlene Emerson**, Assistant Professor of Geology at UW-Richland and **Linda Tollefsrud**, Professor of Psychology at UW-Barron County were named as the UW Colleges' 2007-2008 **Wisconsin Teaching Fellow and Wisconsin Teaching Scholar**, respectively, by the Senate Professional Development Committee and the Provost. Emerson plans to work on a Scholarship of Teaching and Learning (SoTL) project regarding misconceptions of geosciences, while Tollefsrud's project on changing the locus of student learning and academic success is informed by work done earlier by Provost Cleek and UW Colleges Instructional Designer Shirley Hensch. **Jane Ewens**, Professor of Psychology at UW-Waukesha, continues in the role she has held for many years as the director of the Wisconsin Teaching Fellows Program for the UW System Office of Instructional and Professional Development (OPID). **Nancy Chick**, Associate Professor of English, UW-Barron County was named the new director of the Wisconsin Teaching Scholars Program by Lisa Kornetsky, OPID Director.

**Chuck Rybak**, Assistant Professor of English, UW-Washington County and UW Colleges Online, and **Connie Sexauer**, Assistant Professor of History at UW-Marathon County, were named **Chancellor's Teaching Fellows**.

During summer 2006, the **UW Colleges piloted a summer research grant program** modeled on the former UW-Madison/UW Colleges summer research grant program. Based on the recommendations of the Senate Professional Development, Provost Cleek named nine recipients. In alphabetical order, they were: **Steve Decker**, Assistant Professor, Communication and Theatre Arts, UW-Marshfield/Wood County; **Norlene Emerson**, Assistant Professor, Geology, UW-Richland; **Mark Hall**, Assistant Professor, Computer Science, UW-Marathon County; **Jeffrey Kleiman**, Professor, History, UW-Marshfield/Wood County; **Jinbo Lu**, Assistant Professor, Mathematics, UW-Marshfield/Wood County; **Kevin Lee**, Assistant Professor, Biological Sciences, UW-Waukesha; **Martin Rudd**, Assistant Professor, Chemistry, UW-Fox Valley; **Ron Theys**, Assistant Professor, Chemistry, UW-Fond du Lac; and **Cetin Urtis**, Assistant Professor, Mathematics, UW-Richland.

I have heard Donna Silver, Assistant Director of OPID, comment frequently on the amazing things that are done by faculty who are awarded small grants. The following abbreviated list of accomplishments by the summer grant recipients reinforces her analysis:

- Students and local community members at UW-Marshfield/Wood County were involved in reading a pool of new plays identified by Professor Decker, in collaboration with the Playwright Center of Minneapolis; selecting one of these new plays to perform at the campus last summer; and producing it in collaboration with its playwrights, the literary manager of the Guthrie Theatre in Minneapolis and co-author who has shows playing in New York, Los Angeles and other national theatre centers. The Bloomington Playwrights Project placed the play in their seasonal line up, and Decker will direct it for them in the fall. There were two other important results: the campus theatre program is now enrolled in the Playwright Center's "New Play on Campus" program, providing students, community members and their director an opportunity to work on new plays with a playwright in residence, and Decker presented ideas on new play production at the Association for Theatre in Higher Education conference, the leading scholarly organization for theatre in the U.S.
- Norlene Emerson applied chemical fingerprinting techniques to mineral grains from two massive eruptions from the Yellowstone Caldera in NW Wyoming, the Huckleberry Ridge eruption of 2.02 million years and the Lava Creek eruption of 620 thousand years. Emerson analyzed bulk samples during the summer; she collected additional samples in the fall. During this academic year, she is processing these samples with UW-Richland students and will examine them with the electron microprobe at UW-Madison in summer 2007. The results of the analysis are being used to test assumptions about the chemistry of volcanic ash beds. Some of the grant was used to purchase equipment and supplies for the UW-Richland geology lab.
- Mark Hall investigated the use of Hypertextbooks to improve the effectiveness of using AlgorithmVisualizations (AV). As part of his research, he participated in an AV-related working group at the 2006 conference, "Innovation and Technology in Computer Science Education (ITiCSE)" in Bologna, Italy. The working group authored a report, "*Merging Interactive Visualizations with Hypertextbooks and Course Management*," that was published in the December 2006 ACM Bulletin *Inroads*, a prestigious computer science education journal. Opportunities important to Hall about this entire experience included meeting and sharing ideas with faculty from Germany, Spain, Finland and the U.S.; being paired with one of the leading AV researchers in the U.S. (author of many publications, software packages and textbooks) to do work on particular aspects of the group project; being a member of the editing team, which provided an opportunity to take the group paper in new directions during rewrites, and developing an extensive professional network in the early stages of his career.
- Jeff Kleiman translated wartime diaries of soldiers on the Eastern Front in World War II housed in the city archives in Pforzheim, Germany. Over the next year or so, he will continue collaboration with German colleagues on publication of the diaries in Germany; feedback on the project Kleinman received from some prominent scholars at the German Studies Association this fall was very encouraging of publication.
- At Brown University, Jinbo Lu studied papers by Korevarr and Schoen on methods to study harmonic maps from metric domains to metric targets, and how to reconcile different approaches taken by these scholars compared to those of the Heinonen group and Gromov's random walk definition of harmonic maps. Importantly, he had access to important databases not easily accessible in the UW System and opportunities to

discussions these ideas with Brown professor, Georgios Daskalopoulos and John Hopkins professor, Chika Mese.

- Kevin Lee worked in Professor Linda Schuler's lab at the School of Veterinary Medicine, UW-Madison on an experimental model to study the role PRL (prolactin, a protein secreted by the anterior pituitary which stimulates mammary gland development and postpartum lactation) plays in the early phases of and tumor progression during mammary carcinogenesis. He conducted multiple experiments to optimize the sequence, concentration and timing of different protocols, and based on those results designed future experiments that utilize reagents developed to increase cell viability and transfection efficiency.
- Martin Rudd worked in his laboratory at UW-Fox Valley with collaborators from Lawrence and Marquette universities on the synthesis and characterization of novel complexes of tellurium and selenium with various ligands. Rudd writes that his results generated a lot of new tellurium chemistry and were complete enough to be written as a manuscript for publication. He plans to send the manuscript to an international inorganic chemistry journal, *Polyhedron*, one of the top journals in its field. Like many of the other recipients, Rudd plans to continue collaborating with these colleagues on this type of basic research.
- Ron Theys worked on a review article and a related research project with his graduate advisor at UW-Milwaukee. They gathered and reviewed about 450 articles on electron-rich species that related to supernucleophilic behavior. Theys is one of three authors of the review they plan to submit to the premier journal, *Chemical Reviews*. In his graduate advisor's lab at UW-Milwaukee, Theys worked with a graduate student on synthesizing a chiral catalyst for cyclopropanation; his work involved extending the study to chiral Bronsted acids such as those developed by other researchers for weaker acid applications.
- Cetin Urtis work on modern number theory at the University of Minnesota-Twin Cities in collaboration with his graduate advisor. His project focused on poles and residues of the Eisenstein series that are essential ingredients in the theory of automorphic forms. Having access to a good research library and a collaborator was important for completing a literature review and time to go over necessary technical tools. These informed a list of problems associated with quaternion numbers used often in theoretical physics and other sciences. Urtis writes that he got a good start on some promising research and some preliminary results that can be converted into a journal paper.



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### ***Protocol for Submitting a Grant Application*** ***By Eric Smith***

Many UW Colleges faculty and staff will be submitting grant projects in the coming months. This might be a good time to remind everyone of the procedures needed to submit a grant through UW Colleges. UW Colleges operates as a single institution, and all grants submitted by faculty, staff, and administrators require the approval of the Vice Chancellor for Administrative Services. To obtain approval to submit a grant, the following procedure is required.

**Step One:** Complete the Grants, Gifts, and Contracts Support Transmittal Form available in the public folders (administration: grants office), or go to the grants web pages located on the UW Colleges website.

**Step Two:** Obtain the signature of your campus Dean.

**Step Three:** Send the grant transmittal form (e-mail preferred), along with a copy of the grant or abstract, to the UWC grants office prior to the grant due date ([esmith@uwc.edu](mailto:esmith@uwc.edu)).

**Step Four:** The grants office, along with the grants accountant, will facilitate an administrative review of the grant (primarily the budget, personnel and contractual obligations) and work with the grant writer on any needed changes. Following this review, the grants office will expedite signatures on the transmittal form (and the grant copy-as required) from the Office of Academic Affairs and Office of Administrative Services.

**Step Five:** The grant writer (principle investigator) with primary responsibility for development of the grant will be responsible for submitting the completed grant to the funding source. The grants office is available to assist with submitting the grant. This is particularly useful for a federal grant that requires use of permissions and passwords prior to submitting a grant electronically.

**Step Six:** After submitting the grant, forward any correspondence relating to this grant to the UWC Grants Accountant. Once a project is funded, the Grants Accountant will set up an account in WISDM and relay coding information to the Principle Investigator and campus business office.



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## ***“Girls + Math + Science = Opportunities” Conference*** ***By Tim Urbonya***

More than 200 hundred middle school girls attended an innovative one-day conference entitled “Girls + Math + Science = Opportunities” held in October at UW-Fond du Lac. The goal of the conference was to help girls explore how their interests and abilities match the skills needed in math and science and to expose them to women who are role models in these fields.



The conference was a collaboration between UW-Fond du Lac Continuing Education and local community organizations, and it featured hands-on workshops and activities designed to increase awareness of career possibilities in math and science. In addition, conference organizers involved the middle schoolers themselves in planning the event.

This is the second year that the event has been held at UW-Fond du Lac. Attendance increased 54 percent from the 140 middle school girls who participated in October 2005. UW Colleges Continuing Education is hoping to build on the success of the Fond du Lac program by expanding the concept to other campuses.

The conference featured 42 sections of hands-on workshops with titles such as “Princess of Power,” “From the Grudge to the X-Files: Why Certain TV Shows and Movies Scare Us,” and “Biomedicine: What the Heck Is It?” The Society of Women Engineers organized a session entitled,

“The Eggmobile Design Competition.” There was also a workshop for parents entitled, “Nurturing Your Daughter’s Healthy Self Image.”



The conference began with a keynote presentation followed by two hands-on workshops, a social luncheon, and another hands-on workshop. It culminated with a session where two girls were chosen as recipients of the Judy Goldsmith Young Woman Leadership Award.

“Once again, this conference was a huge success due to the efforts of the planning committee, instructors, chaperones and the community at large,” said Fond du Lac Continuing Education Director, Leanne Doyle, who organized the event. “But, what really created an over-the-top event was that the committee leaned on the target audience in seeking their guidance on how to create a product that was approved and recommended by the Gen Y middle school girls. Ultimately, the participants owned the program.”

In a survey, 90 percent of the girls who attended said they would recommend the conference to a friend. Foundations at UW-Fond du Lac and Moraine Park Technical College provided full scholarships for 16 economically disadvantaged girls.



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## ***Engaging Students in the First Year (ESFY)***

*By Chris Taylor*

### **Foundations of Excellence**

During the 2005-2006 academic year, the Foundations of Excellence Task Force did an intensive and extensive self-study of our first year of college. Using survey results and existing institutional data, the Task Force assessed our institution in terms of nine dimensions of the first college year. (For more information, go to [www.fyfoundations.org](http://www.fyfoundations.org) )

The Task Force completed its work, and the Improvement Plan Working Group is preparing to make its recommendations to the Chancellor for specific ways in which we can continue to strive for excellence in our first-year programming. The Working Group is looking at the areas of funding, professional development, student motivation and behavior, curriculum, communication, and accountability and assessment. Within each of these areas, the group has identified specific actions to recommend as well as the funding impact and an ideal timeline for each action.

While some recommendations would place a demand on both financial and human resources, some are no-cost or low-cost and can easily be addressed. These include thinking of new ways to orient students to the institution, which dovetails with a current project underway by the Student Services Council; enhancing the orientation for new faculty and instructional academic staff, particularly in terms of sharing our institutional mission and the value we place on our students’ first-year experience; encouraging more connections between students and faculty and between new students

and continuing students; increasing student awareness of the ways in which they are exposed to diverse ideas and world views; and helping students understand the role of higher education in their own lives.

As we move forward with the Improvement Plan and the recommendations we will make to the Chancellor during the new semester, feel free to look at our data and reports in public folders (Public Folders/All Public Folders/Initiatives (Colleges-wide)/ESFY/Foundations of Excellence).

The Working Group includes Nancy Chick, Pat Eby, Mary Hoeft, Greg Lampe, Gregg Nettesheim, Tom Peneski, and Christel Taylor.

**ESFY Contact Information:**

**ESFY Coordinator:** [Greg Lampe](#), Associate Vice Chancellor for Academic Affairs

**Assistant ESFY Coordinator:** [Christel Taylor](#), UW-Waukesha

**Senior Information Manager:** [Gregg Nettesheim](#)

**Campus Coordinators:**

Baraboo, Tom Neal; Barron County, Mary Hoeft; Fond du Lac, Alayne Peterson; Fox Valley, Kristin Runge; Manitowoc, Susanne Skubal; Marathon County, Theo Koupelis; Marinette, Jennifer Flatt; Marshfield, Julie Tharp; Richland, Linda Gentes; Rock, Tricia Clasen; Sheboygan, Bob Margrett; Washington County, Mark Peterson; Waukesha, Christel Taylor

**Upcoming Events:**

**ESFY Spring Conference**

Saturday, March 10, 2007

UW-Fox Valley

Proposals due February 9, 2007

**First-Year Seminar Instructor Retreat**

Saturday, April 21, 2006

UW-Fond du Lac

Proposals due March 16, 2007



Season's Greetings &  
Best Wishes for the New Year!