

Academic Matters

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FROM THE PROVOST:

As the 2006-2007 academic year comes to a close, I want to thank everyone for working so hard this past year for our students and the institution. We have faced a number of challenges which were particularly difficult but have come through them and can look ahead to assuming a more proactive and less reactive role for the UW Colleges.

A great deal of positive attention has been generated for the institution given our roles in the Foundations of Excellence and the Equity Scorecard Project. I want to thank all those faculty and staff who have been involved in those initiatives, especially Greg Lampe.

We scaled the assessment hurdle and got a positive response from the Higher Learning Commission on the changes we made over the past several years in our structures and processes dealing with the evaluation of student learning. This could not have happened without very hard work by many people and the efforts of faculty and instructional academic staff to implement those changes. This will continue to be an important area for the Colleges as the Higher Learning Commission increases the role of data in decision making and the assessment of effectiveness.

The governance bodies have faced several major issues such as the faculty/staff disciplinary procedures document, criminal background checks effort and questions regarding sick leave reporting. While these sorts of issues can be disturbing, governance has helped clarify the issues and gather responses from our campuses to proposed UW System policy language. The Senate has also spent some time at each meeting hearing and talking about issues such as diversity, civic engagement and the Equity Scorecard. Thanks to the senators, collegia and all those who serve on campus, department or Colleges-wide committees for your dedication to shared governance.

As we look ahead, a Task Force will be looking at possible baccalaureate degrees for the Colleges, expanding our associate degrees to serve more students, and the delivery of our high quality instruction in formats that increase access. The Northern Wisconsin Initiative (NOW Initiative)

will investigate how, working with UW-Extension, we might bring greater higher education opportunity to an underserved region of the state. The Adult Student Initiative, if funded by the legislature, will bring much needed funds to help us reach place bound adults who are looking to change their circumstances and their lives through higher education.

There is a great deal to anticipate for the future of our academic endeavors. So, it is with a smile for that future that I leave the position of Provost. I also leave with a smile and a hug for each of you. Thank you for all you have done and do for our students and communities and thank you for all you have done for me. You are colleagues with whom I have been honored to work.

Lisa Seale Appointed Interim Associate Vice Chancellor
By Greg Lampe



Professor Lisa Seale has been appointed to the position of Interim Associate Vice Chancellor for Academic Affairs for the UW Colleges. She will be stepping into my current position when I become the UW Colleges Interim Provost and Vice Chancellor for Academic Affairs in July. Lisa will begin her one year appointment on July 9, 2007.

Dr. Seale's leadership in governance roles and other service to the UW Colleges and the UW System has been extensive. She represented our faculty on the UW Colleges/UW-Extension Administrative Integration Steering Committee, 2005-2006. In 2005, she chaired the search and screen committee for the UW Colleges/UW-Extension Chancellor. In her position as chair of the UW Colleges Senate Steering Committee, Lisa served on the UW System Faculty Representatives Council (2003-2005), during which time she was also a member of the Advisory Committee for the UW System Inclusivity Initiative. In 2003-2004, she served as a faculty representative on the Achieving Operating Efficiencies Working Group for the UW Board of Regents' "Charting a New Course for the UW System."

Professor Seale has been with the UW Colleges for fourteen years, teaching courses in the English department in American literature and Composition at UW-Marathon County. Currently she serves in a half-time capacity as Special Assistant to the Campus Dean at UW-Marathon County, where she has been working to develop the proposed Institute for Public Policy and Service.

Hybrid Courses and the Adult Learning Initiative Pilot
By Pat Fellows

This spring 13 faculty members from UW-Marathon, UW-Fox Valley, and UW-Washington County are beginning to redesign courses that will be taught using the hybrid model in the Fall 2007 semester. This cohort is blazing new ground in redesigning their courses as they will be teaching these courses as accelerated courses, in 3, 5 or 7 week sessions.

This is the first cohort that is part of a pilot project for the Adult Student Initiative. There will be two more groups involved in this pilot. Faculty members developing courses for Spring 2008 will be in the

next cohort, and the third cohort will be developing courses for Summer 2008. There will be faculty members preparing courses for the Winter 2008 semester as part of either the first or second cohort as well.

In order to manage the scaling of this program, we have added faculty members who have already developed and taught hybrid and/or online courses serving as facilitators for the faculty members in this first cohort.

Looking ahead, we hope to be able to offer more opportunities for faculty members on all campuses to get involved in teaching hybrid courses.

Begin Now To Think About Next Year's Grants
By Eric Smith

As our academic year draws to a close, this is the time to begin thinking about developing those grant projects that can provide much needed support for your program. In my experience, it is often the circumstance of time, rather than ability, that impedes a UW Colleges' faculty or staff member from obtaining a grant. When we begin our work in the fall, there are many issues and work responsibilities that impede our ability to place a grant project in a priority position among all of the other obligations. Thinking ahead is the best remedy. Manage your time by breaking down your grant project into a series of steps. Here are some suggestions on how to develop your project and maintain your sanity at the same time.

1. Put your funding idea on paper and run it by your colleagues (and your friendly grants office). There is nothing like a clear statement of intent (in writing) to establish momentum for a project.
2. If you have a funding source in mind, that is great. If not, there are several key on-line resources (and the grants office) that can help with your searching.
3. Once a funding source is located, go over the guidelines and establish a timeline for project development that includes adequate time to do the background work, including contacts with possible partners.
4. Draft sections of the grant in stages rather than waiting until the deadline to pull everything together.
5. A good way to start next year's project is to stop in over the noon hour at the grants office station at the upcoming Colloquium on May 24 at UW-Marshfield/Wood County. As always, the grants office (eric.smith@uwc.edu) is ready and available to assist you with all phases of your grant project development.

Choosing to Stay - The Relationship Between Student Success and Retention
By Gregg Nettesheim

As we near the end of an academic year, many of you at the campuses look at your students and wonder who will be back next year. While we would like to see all of our first-year students return next fall, our mission is to prepare students for transfer. Many of these students are under increasing

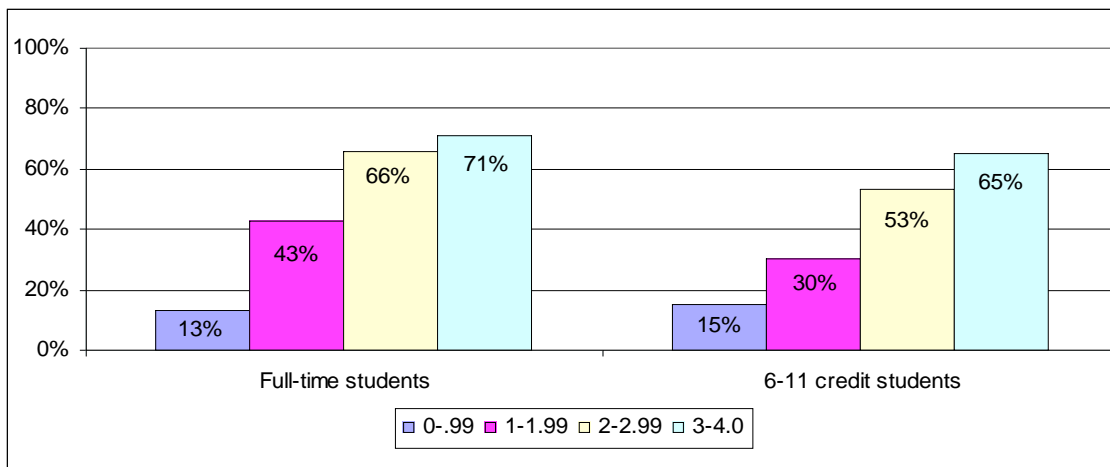
pressure to transfer after only one year at the Colleges in order to begin work on majors at the comprehensive UWs.

However, in spite of the pressure (and opportunity) to transfer after one year, the data show that the highest achieving students from last fall are also the most likely to return next fall. Retention data for the past five years show us that students with a 3.0 or higher gpa after their first term of enrollment are the students most likely to return for a second year with the Colleges. This is especially true when we look at part-time students enrolled for 6-11 credits, where the difference in retention rate for those with a gpa of 3.0 or higher and those with a gpa of 2.0-2.99 is 12 percentage points (65% vs 53%).

In the chart below retention is summarized for 5 fall terms based on credit load and on 1st term gpa. Students starting with fewer than 6 credits are not included in this model. These data show a strong correlation between early success and retention. To help put these data into perspective, the UW Colleges 5 year average retention to a second fall term for full-time students is 56%; 44% for students with 6-11 credits, and 33% for students with 1-5 credits.

**New Freshmen Retention by Credit Load and 1st Term GPA
Fall Term New Freshmen from Fall 2001 – Fall 2005**

credit load	1st term gpa	Initial count	% retained to a 2nd Fall Term
Full-time students	0-.99	2478	13%
	1-1.99	3192	43%
	2-2.99	6930	66%
	3-4.0	5465	71%
6-11 credit students	0-.99	439	15%
	1-1.99	249	30%
	2-2.99	507	53%
	3-4.0	595	65%



UW Colleges' Equity Scorecard Project Update
By Greg Lampe

The UW Colleges' Equity Scorecard Project Evidence Team has been meeting monthly since March 2006. The team is systematically examining each of the four perspectives (access, retention, institutional receptivity, and excellence) that are part of the project. In October 2006, the team completed its study of the access perspective and drafted an interim report which reflected the team's critical findings and recommendations. The report was shared with Chancellor David Wilson and the campus deans, associate deans, and academic department chairs at their October 2006 meeting. In March 2007, the report was shared with the assistant campus deans for student services during their annual spring meeting. In December 2006, the team completed its study and analysis of issues around the retention of underrepresented students at the UW Colleges and drafted an interim report on retention which reflected the team's major findings and recommendations. The report was shared with the campus deans, associate deans, and academic department chairs at their March 2007 meeting.

Currently, members of the UW Colleges' Equity Scorecard Project Evidence Team are discussing the Excellence perspective. The guiding questions of this perspective are, "How do we measure excellence in the UW Colleges?" and "How can the team link the Colleges' access mission to excellence?" and "How is our institution doing with students who are not admissible anywhere else in the UW System?" The Evidence Team is looking at data relating to transfer readiness and transfer performance, Associate degree attainment by race, transfer rates by cumulative GPA at time of transfer, and Dean's list achievement by race. As you can imagine, the discussion around this perspective has been robust and passionate.

The UWC Equity Scorecard Project Evidence Team is committed to keeping the institution informed of our progress on this important and worthwhile project. If you have any questions then please contact any of the team members: Greg Lampe, Associate Vice Chancellor, team leader; Gregg Nettesheim, Senior Information Manager; Brett Barker, History, UW-Marathon County; Salah Bassiouni, Anthropology and Sociology, UW-Waukesha; Pa Lee Moua, Multicultural Advisor, UW-Fox Valley; Martha Nelson, Assistant Campus Dean for Students Services, UW-Washington County; and Deborah Cureton, Campus Dean, UW-Richland.

To review the Interim Report on Access please visit:

<http://www.uwsa.edu/oadd/equity/pdf/UWCInterimAccessReportwAppendices.pdf>.

To review the Interim Report on Retention please visit:

<http://www.uwsa.edu/oadd/equity/pdf/UWCInterimRetentionReportwAppendices.pdf>.

***Improving the Engaging Students in the First Year Initiative: Delivering the
Foundations of Excellence[®] Improvement Plan***
By Chris Taylor

A Foundations of Excellence Working Group is preparing to deliver its recommendations to Chancellor David Wilson and the institution. As you recall, the UW Colleges was selected as one of only ten Founding Two-Year Institutions by the Policy Center on the First Year of College. The Foundations of Excellence Project was funded in large part by Lumina Foundation. Based on an intensive self-study of the



first college year conducted during the 2005-2006 academic year, the final report will include an executive summary of the project and the findings, copies of the various reports that analyzed the data, and an improvement plan.

Key Findings of Self-Study

Our self-study revealed both strengths and areas for improvement for our Engaging Students in the First Year (ESFY) initiative. The comprehensive findings of the Foundations of Excellence project guided the development of the improvement plan.

Strengths:

- The UW Colleges has a strong ESFY Mission & Goals statement
- Our learning goals are clearly defined and are consistent with our institutional mission
- We understand the importance of first-year student connections with instructors, continuing students, other new students, and academic support services and we need to strengthen these connections.

Areas for Improvement:

- The ESFY Mission & Goals statement does not appear to influence curricular or co-curricular decisions outside of First-Year Seminar
- Organizational structures to support the first college year are weak as an institution, although individual campuses may be strong. There is no coordinated **institutional** plan for interacting with students during their first semester, except perhaps for those students who are in freshman seminar classes.
- There is disparity between faculty and IAS awareness of learning goals due to differences in orientation and participation in department activities.
- The faculty/IAS ratio in high-enrolling courses (English 101 and 102, Math 105 and 110, and Psychology 202) is problematic, particularly in light of the differences in orientation to the UW Colleges and the goals of the ESFY initiative.
- Throughout the UW Colleges, we need to be more attentive as to whether or not we are meeting the academic, social/personal, and safety needs of *all* populations of students.
- We need to improve our attention to diversity, both in terms of what our students are learning and who our students, faculty, and staff are.
- We can do more to help students understand the purpose of a liberal arts education and how higher education prepares students for future employment, personal growth, engaged citizenship, and serving the public good.
- We should apply a consistent assessment of campus common readings and revise assessment of the First-Year Seminar.

Improvement Plan Recommendations

The improvement plan makes recommendations for improving the ESFY initiative through specific attention to teaching and learning, the curriculum, the co-curriculum and student engagement, and through institutional structures.

Our preliminary recommendations include:

- Create a UWC Teaching & Learning Center to distribute information, coordinate programs, and increase sharing of scholarly teaching practices across UWC campuses.
- Review curriculum in light of what we know about first-year students.
- Make co-curricular learning experiences (e.g., campus activities, out-of-class assignments and activities, advising, registration) a higher priority.
- Expand the roles of the UW Colleges ESFY Coordinator and Professional Development Coordinator and create the role of UW Colleges Advising Coordinator.
- Strengthen relationships between Student Services and Academic Affairs at the institutional and campus levels.

The Foundations of Excellence Improvement Plan Working Group includes Nancy Chick (Barron County-English), Pat Eby (Fond du Lac-Music), Mary Hoeft (Barron County-World Languages/Communication & Theatre Arts), Greg Lampe (Academic Affairs-Associate Vice Chancellor for Academic Affairs), Gregg Nettesheim (Academic Affairs-Institutional Research), Tom Peneski (Sheboygan-Mathematics), and Christel Taylor (Waukesha-English). The data, reports, and early work of the Working Group are available in Public Folders→All Public Folders→Initiatives (Colleges-wide)→ESFY→Foundations of Excellence.

UW-Fond du Lac Receives Excellence Award

By Tim Urbonya

The University of Wisconsin, Fond du Lac has been honored for excellence in Generational Marketing by the Learning Resources Network (LERN), an international association for lifelong learning. LERN members offer hundreds of exemplary programs annually, as well as exceptional ideas for marketing, community service, and brochure and web page design. UW-Fond du Lac is being recognized for promotional elements of its summer 2006 youth program, featuring a contest for an iPod nano to help increase early registrations. The promotions used a fun game (crossword puzzle) as a contest to deliver a prize coveted by Generation Y. The submission was sent by Leanne Doyle.

LERN's primary criterion in selecting exemplary programs was the quality of being at the leading edge of the field of lifelong learning. In addition, the following criteria are considered: originality, innovation, appropriateness and adaptability as a model for other programs, replicability, and measurable outcomes. Julie Coates, Vice President of information services for LERN, said that this year's award nominees were among the highest quality ever submitted. Ms. Coates also noted that there were more winners selected this year than in any previous year, due to the excellence in quality of the nominations. UW-Fond du Lac's program was selected from a field of more than 100 entries from four countries.



Leanne Doyle

Learning Resources Network will feature the UW-Fond du Lac award on the LERN web site at www.lern.org as well as in the LERN Magazine and newsletters.

Podcasting and Student Learning

By Pat Fellows

During the Spring 2007 semester the UW Colleges, UW-Milwaukee and UW-Whitewater are collaborating on a UW System Curricular Redesign Grant. The focus of the grant is to look at how the use of podcasts in college courses influences learning. Professors Nancy Soma (Spanish - UW-Baraboo/Sauk County), David Delyser (Music - UW-Marshfield/Wood County), and Craig Hurst (Music-UW-Waukesha) are participating in the grant. Each faculty member has approached this project in their own unique way. In Spanish, Nancy Soma has been creating podcasts of her lectures, creating podcasts of class activities, using listening exercises, and more. In music, both David Delyser and Craig Hurst have found the podcasts allow them to provide students with review materials in preparation for assessment exercises. They are also finding that they can do voice-overs to help students better understand the intricacies of the music they are listening to.

This project has piqued the students' interest and enhanced creativity in languages and music. Students are asking the faculty when the newest podcast will be available. The project will be evaluated using feedback from both the students and the faculty. It will look at how the technology was used and if student learning has been improved by having access to this new technology. We are working on a plan to create opportunities for more faculty members to have access to podcasting.

UW Colleges Colloquium and Undergraduate Research: Professional Development Activities, Spring 2007

By Wava Haney

Annual UW Colleges Colloquium

Last year at the UW Colleges Colloquium we welcomed Chancellor David Wilson. At this year's Colloquium, we say farewell to Provost Margaret Cleek, whom we honor for her many years of service to the UW Colleges -- as a faculty member, as an associate dean, as an associate vice chancellor for academic affairs, as a provost and vice chancellor for academic affairs and as an interim chancellor. All members of the UW Colleges are invited to become part of their campus delegations; again this year, we have invited a delegation from UW-Extension.

The theme of the 2007 Colloquium is ***“Intersections of Academic and Personal Worlds.”*** While many people talk about their “work lives” and “home lives” as separate spheres, most of us know that these realms are not altogether separate. In her keynote, Provost Cleek will focus our exploration of those intersections as balanced or unbalanced by discussing the current widespread concern in the US about work and life balance, what the desire for balance might reflect, and how she has achieved a modicum of balance now and then. In the four concurrent sessions, over forty faculty, staff, students and administrators from the UW Colleges and UW-Extension will discuss how what happens on campus and off may sometimes intersect in productive, problematic and/or puzzling ways. A fifth session provides new ideas and information from UW-Madison and UW-Milwaukee guest presenters and UW Colleges staff.

Eight faculty and two academic staff from seven campuses planned this annual professional event. The Planning Committee is chair by Ellyn Lem, Assistant Professor of English at UW-Waukesha. The academic staff members are: Dan McCollum, Assistant Dean for Administrative Services, UW-Marshfield/Wood County and Zora Sampson, Director, Library and Informational and Instructional Technology, UW-Barron County. The other faculty members are: Mohamed Ayoub, Associate Professor, Chemistry, UW-Washington County; Dennis Carpenter, Assistant Professor, Psychology, UW-Richland; Andrea DePalma, Assistant Professor, Computer Science, UW-Marshfield/Wood County; Jane Oitzinger, Professor, English and Philosophy, UW-Marinette; and Stephen Schmid, Assistant Professor, Philosophy, UW-Rock County.

The Colloquium will conclude with “a toast to Margaret”!

Student-Faculty Research

Fifteen UW Colleges students from five campuses made presentations or exhibited posters at the 8th Annual UW System Undergraduate Research and Creative Activity Symposium hosted by UW-Stout on April 20, 2007. Students and their faculty mentors are: **Keely Sanderson** (Barron, **Renee Gralewicz**, Anthropology/Sociology); **Joe Vande Slunt** (Fond du Lac, **Richard Gustin**, Communication and Theatre Arts); **Gregory Kokke**, **Nathan Edeler**, and **Emily Ricks** (Fox Valley, **Martin Rudd**, Chemistry); **Lindsay Lorenz** and **Jacob DeMelle** (Manitowoc, **Richard Hein**, Biological Sciences); **Jim Lee**, **Cheng Lee** and **Xue Lee** (Marathon County, **Eric Giordano**, Political Science); **Amanda Hoffman**, **Samantha Robinson**, **Jillian Kasdorf**, **Timothy Olson** and **Louise Ebben** (Fox Valley, **James Brey**, Geography/Geology and **Kristin Runge**, Communication and Theatre Arts).

At the **2007 UW System Posters in the Rotunda** on April 18th, the UW Colleges were represented by 42 students from eight campuses presenting research on 20 research projects with faculty mentors from eight academic departments. In addition to the students named above, UW Colleges students preparing posters are: **Amanda Bolen** and **Bobbi Jo Wellnitz** (Rock County, Nathan Zook); **Dan Fink** (Fox Valley, Bill Bultman); **Ryan Rooyakkers** (Fox Valley, Dubear Kroening); **Jeremy Smet** (Fond du Lac, Michael Jurmu); **William Wobig**, **Samantha Napierala**, **Stefan Rank**, **Zachary Zander** and **Michael Behn** (Washington County, Mohamed Ayoub); **Alissa Emond** **Lisa Tollefson**, and **Danielle Eisenschink** (Manitowoc, Richard Hein); **Andrea Steudel** and **Rachel Cisler** (Fox Valley, Judith Waller); **Joni Klinge** (Baraboo/Sauk County, Edward Mishleau); **Bryan Hulbert** (Fox Valley, George Waller); **Arjun Dhilon**, **Esmeralda Leon**, **Amy Munes**, and **Katie Streufert** (Fox Valley, Teresa Gonya); **Bao Thao**, **Kristie Thao**, **Johney Thao** and **Chia Xiong** (Marathon County, Eric Giordano); **Chris Zahm** and **Laura Zieger** (Waukesha, Paul Zillgitt) and **Kyler Crawford** and **Rachel Mosher** (Rock County, Andrea Lukowiak).



UW System Awards, Professional Development Grants and Activities

Tom L. Neal, Assistant Professor of Chemistry at UW-Baraboo/Sauk County has been named one of four recipients of the UW System 2007 Alliant Energy Underkofler Excellence in Teaching Award. His Colleges colleagues were impressed with Tom's "clear dedication to the intellectual growth of his students ...complemented by his concern for them as whole people;" his "rigorous courses in which students work hard and learn to 'do chemistry';" his commitment to helping students cultivate responsibility for their own educations; and his meaningful use of assessment data to develop a co-authored and co-directed OPID SoTL Grant (with Caroline Geary, Chemistry, UW-Manitowoc), a math and science numeracy project that, among other things, will bring together faculty from several UW Colleges academic departments at the end of May.

Laura Lee, Assistant Professor, Biological Sciences and **Julie Tharp**, Professor, English, UW-Marshfield/Wood County are the recipients of a UW System OPID Conference Development Grant, "Preparing Central Wisconsin High School Students for the College Experience and Building Partnerships between the High Schools and the University." The grant will fund a fall workshop that brings together faculty and staff at the UW-Marshfield/Wood County and teachers in various high schools that make up the majority of their student pool to develop strategies and activities for better preparing students for the college experience and enable students to more easily make the transition from high school to college.

The UW Colleges 2007 UW System Faculty Colleges team includes: **Chuck Rybak** (English, UW-Washington County), who attends as a UW Colleges 2007-2008 Chancellor's Teaching Fellow (an internal program); **Tricia Wessel-Blaski** (Psychology, UW-Waukesha); **Joel Friederich** (English and Communication Theatre Arts, UW-Barron County) and **Ed Mishleau** (Business, UW-Baraboo/Sauk County). Also attending from the UW Colleges are our UW Colleges 2007-2008 Wisconsin Teaching Fellow **Norlene Emerson**, Geology/Geography, UW-Richland and UW Colleges 2007-2008 Wisconsin Teaching Scholar Linda Tollefsrud, Psychology, UW-Barron County. Faculty College, "an annual opportunity for UW System faculty and academic staff to unite in concentrated study and discussion aimed at improving undergraduate teaching and learning" is sponsored by the Office of Professional and Instructional Development (OPID). This three day conference is held at UW-Richland.

UW Colleges Assessment Activities 2006 – 2007 *By Renee Gralewicz*

I want to thank everyone for making this year's assessment activities interesting and useful. The departments proposed a number of exciting activities, and we are anxious to see the results. Campuses have been actively engaged in assessing events and plans, and the preliminary results expressed during our April meeting were very intriguing. The Senate Assessment Committee (SAC) members are looking forward to the annual reports.

One new thing the SAC accomplished this past year was the anonymous assessment satisfaction Zoomerang survey. We were pleased that 193 people participated representing all campuses: 74 tenured, 58 tenure-track, and 61 instructional academic staff. We are thankful for your honest and

thought provoking comments. While we have not completed our analysis of all the data, we want to share with you the top five things we learned with our first survey.

1. SAC has to make a concerted effort to communicate more effectively the assessment activities, progress, results and conclusions to the whole organization.
2. Campus level assessments are the newest assessment activities for the UWC. As such, the SAC need to make sure that the activities become a little more focused so that campus members can more easily participate and more readily see the utility.
3. Some instructors are not confident about the utility of assessment. We feel this is because they have not seen results in order to better appreciate the time and effort required for meaningful assessment.
4. The instructors really care about their teaching. They care enough to try new things; to follow and use rubrics; to interfere with the manner of their delivery. We must ask ourselves whether it is a positive thing that, because of this assessment initiative, we are perceived by some as interfering with teaching and learning, as well as academic freedom (i.e., what goes on in the classroom).
5. Department level comments were largely positive. We congratulate the department chairs and assessment coordinators for making assessment meaningful for the department.

As we close this year, we begin to focus on our goals for 2007 – 2008. There are always changes that need to be made because assessment is a work in progress. Your honest feedback to your department and campus assessment coordinators helps us make the process clearer and more meaningful. Again, thank you for all of your assessment efforts.

UW-Marshfield/Wood County CE to Host VISTA Volunteer
By Tim Urbonya



The Wisconsin Campus Compact Selection Committee for AmeriCorps *VISTA has pre-approved the UW-Marshfield/Wood County Continuing Education (CE) as a host site for one VISTA member in 2007/2008. The goal of the program is to provide a full-time volunteer to a community-based organization to create and expand programs that bring low-income individuals and communities out of poverty. This goal matches that of the UW Colleges in bringing educational opportunities to the non-traditional student. The UW Marshfield/Wood County proposal outlines how the Continuing Education program will engage local community partners, such as the Marshfield Area United Way, to fight poverty through diversity training and other educational venues for minority populations.

The VISTA volunteer will assist in the research of continuing education needs of businesses in the surrounding communities, specifically addressing diversity. The volunteer will also help CE to develop, implement and evaluate new programs for businesses which focus on the identified needs. Successful programs may then be offered through other Continuing Education programs across the

state. In addition, the VISTA volunteer will work with the existing Life-long Learning Opportunities (LLO) program for people with disabilities to expand and enhance their program offerings in the community.

Pending final approval, recruiting for candidates will begin in early summer with training scheduled in July. The UWM/WC Continuing Education proposal projects the VISTA member starting the volunteer position in mid to late August 2007.

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

The 12th Annual UW System Outstanding Women of Color in Education Awards were presented on April 21st to honorees nominated from each of the fourteen institutions. This year's nominee from the UW Colleges was Andrea De Palma, Assistant Professor in Computer Science at UW-Marshfield/Wood County.

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.

Professor De Palma has made many contributions toward improving the climate of women through her scholarship, teaching, and service. As the recipient of two grants from the National Science Foundation, De Palma undertook research to introduce and prepare girls and minority students in grades 5-12 for careers in Computer Science.

De Palma currently co-chairs the UW Colleges and Extension Diversity and Equity Council, and demonstrates the application of her knowledge and Hispanic background through her active involvement in the UW System Women and Science Program.

Professor De Palma has taken an active interest in developing and making technology programs accessible for Latin Americans in her local community. She has taught several summer computer literacy classes in Spanish, and translated a number of library materials into English.

Andrea De Palma's leadership, scholarship, and teaching 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.



Have a wonderful
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