

# Academic Matters

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## FROM THE VICE CHANCELLOR:

What we did this summer.....

I hope you all had an enjoyable summer. We had a busy and productive time in Academic Affairs. A brief summary of events is below with more information in the body of the newsletter.

As you heard at the Convocation, assessment of student learning was a topic for much discussion and many meetings. A number of you worked hard as department assessment coordinators, department chairs and members of the Senate Assessment Committee to arrive at a working plan for the institution's progress in assessment. Thank you.

The Colleges, through the work of Nora McGuire, received a grant for an institution-wide workshop on campus climate which will be held on January 22, 2004.

We have a new grants officer, Kevyn Radcliffe, who has already been quite busy planning and submitting applications in institutional priority areas such as ESFY and math and sciences. If you recall, the downturn in the state budget resulted in no funding for our math and science budget initiative. The hard work by many of you on that initiative is not going to waste but is forming the basis for Kevyn's external grants inquiries.

ESFY is always in the forefront for our office. The First-Year Seminar Working Group, led by Greg Lampe, concluded its work by creating the First-Year Seminar Course Guide which has been shared with you. They did a fantastic job. The names of those on that working group are included in the ESFY article.

Nancy Chick and Cary Komoto, both from our most northern campus in Rice Lake, have been very involved with the Scholarship of Teaching and Learning initiative. Their efforts culminated this past August in a conference many of you attended at UW-Fond du Lac. On August 14-15, UW System will be sponsoring a SoTL conference

and you'll be hearing more about that.

The Colleges Colloquium was reborn this past May at UW-Fox Valley due to a grant written by Greg Lampe. I hope that those of you who attended found it as interesting and informative as I did. Thank you to the planning committee, named on page 7, for organizing a wonderful event.

Based on the energy and enthusiasm of all of you this past summer, I know we are going to have a very productive year. Welcome back!

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### ***Assessment, Assessment, Assessment!***

***By Greg Lampe***

Over the summer, the Department Assessment Coordinators, the Senate Assessment Committee, several department chairs, and members of the Office of Academic Affairs met twice to discuss and develop assessment plans for the UW Colleges.

The first meeting was held at the UW-Fond du Lac campus on Friday, June 12<sup>th</sup>. Here are the highlights:

- Margaret Cleek and Greg Lampe led a discussion of the Higher Learning Commission's Visitation Team's conclusions from the March 2003 comprehensive evaluation visit.
- After discussing the findings of the Commission and their recommendations, drafts of a department-specific assessment action plan and a proposal for campus involvement in assessment were presented and discussed.
- During the afternoon session, the participants were divided into working groups by division ((Humanities, Social Science, and Science) to review and revise the Colleges' list of proficiencies.
- At the end of the day, each group reported its findings and made recommendations.
- Following the meeting, these findings and recommendations were organized and synthesized by the Office of Academic Affairs, and a revised listing of the proficiencies was drafted for discussion at the August meeting.

The second meeting took place on Friday, August 8<sup>th</sup> at the UW-Baraboo/Sauk County campus. Here are the highlights from that gathering:

- Greg Lampe presented for discussion a modified proficiencies document.
- Greg presented for discussion and input the revised department-specific assessment plan and introduced an assessment plan for Institution-wide, general education assessment.
- During the afternoon session, the Department Assessment Coordinators and the Senate Assessment Committee developed rubrics for each of the performance indicators under the Analytical Skills proficiency. Participants were divided into six groups with each group being assigned a specific performance indicator. Following a 90 minute working session, each group shared its rubric and each rubric was discussed and modified.

Between the August 8<sup>th</sup> meeting and the August 29<sup>th</sup> Fall Convocation, the proficiencies, the department-specific assessment plan, the institution-wide, general education assessment plan, and the Analytical Skills rubrics underwent numerous revisions. Input was solicited from the participants at the summer meetings. The Office of Academic Affairs collected all of the

recommendations and revised the documents. The plans that resulted from this summer's work mark a beginning for improving the UW Colleges' assessment program. There is much work ahead as we seek to refine and improve assessing student learning across the institution.

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***Coming Changes in the Collection of Assessment Data***  
***By Gregg Nettesheim***

Beginning with the fall 2003 semester, faculty and instructional academic staff across all departments will collect and submit the results of an assessment of general education proficiencies. Our focus for 2003-2004 will be an assessment of our students' analytical skills.

There are a number of common practices that instructors will be following when collecting these assessment data. All instructors involved in assessment will:

- ∞ Use common performance indicators to measure each student's proficiency in analytical skills.
- ∞ Use common rubrics to measure the performance indicators. These common performance indicators and rubrics are the product of many hours of work by the Senate Assessment Committee, the Departmental Assessment Coordinators, and members of the Academic Affairs office staff this past summer.
- ∞ Collect and submit learning assessment information by student each semester.

By adopting these new practices for the collection of assessment data we hope to accomplish the following:

- ∞ Link individual student assessment information to other demographic, curricular and performance information in order to better understand the impact we are having on students.
- ∞ More fully integrate the assessment of student learning into the routine practice of teaching and the measurement of student learning.

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***Campus Climate Workshop Scheduled***  
***By Nora McGuire***

Nora McGuire, Chief Student Affairs Officer, has been awarded a grant from the UW System Institute on Race and Ethnicity to fund a Colleges-wide workshop on campus climate in conjunction with the continuing implementation of Plan 2008: Educational Quality Through Racial and Ethnic Diversity. The workshop has been scheduled for January 22, 2004 in Madison. Dr. Alberto Cabrera, Professor of Educational Administration, University of Wisconsin-Madison, will be the featured speaker. Dr. Cabrera will address the issues of campus climate for students of color and disadvantaged students, sharing information derived from his research. The University of Wisconsin Colleges Strategic Plan, 2002-2007, identifies as a goal, the improvement of services for nontraditional students, students of color and other under-represented groups, and in particular, the creation of a welcoming campus atmosphere for these students. Dr. Carbrera's presentation will form the basis for a consideration of this issue and for the development of a plan to enhance campus climate.

An invitation will be extended to each campus to send a team of three representatives. This request will be sent to each campus dean later this month. To prepare for the workshop, participants will be asked to conduct a guided discussion with their campus collegium about faculty, staff and student perceptions pertaining to campus climate. The Office of Academic Affairs will be providing the discussion questions to the participants.

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***Introducing the New Grants Office***  
***By Kevyn Cathreen Radcliffe, J.D.***  
***Grants Officer***

The new Grants Office is here! We've been busy developing policies and procedures to maximize our effectiveness and accessibility by the campuses and the foundations. The Grants Office was established to increase public and private support for Colleges-wide initiatives. In addition, the Grants Office provides support to the UWC Foundations, campuses and Central Office by researching potential public and private funding opportunities, developing proposals, coordinating multi-site collaborations, providing grant writing technical assistance, and grant development training.

The focus of the Grants Office is on funding sources external to the UW System. Shirley Hensch will continue to work with faculty on professional development. If you aren't sure who you should contact about a project, feel free to contact either of us and we'll work it out.

Over the past several months, we have submitted four letters of inquiry to foundations seeking funding for ESFY. We were invited to submit a full blown application to the Lynde and Harry Bradley Foundation. Unfortunately, we did not receive that grant.

We also submitted a grant application for \$25,000 to the Aurora Healthcare Foundation to purchase assistive listening devices for six campuses located in Aurora's service area. We should be notified by the end of September whether we will receive that grant.

A letter has gone out to all Deans and the campus foundations asking for their three top grant funding priorities. Those requests will be reviewed with the Chancellor and the Provost and put into a Grants Office Academic Year Strategy. The Strategy will be published throughout the Colleges around mid-October. We will also be submitting letters of inquiry to several more foundations to fund ESFY and for a Colleges-wide Math and Science Initiative.

Later this fall, the Grants Office will have a link to the Colleges website to provide easy access to resources and grants news.

For more information on the Grants Office, please see Administrative Policy #41 and the Grants Office file in Outlook Public Folders.

Finally, I'd like to thank folks here in Central Office and at the campuses for such a warm welcome. I'm looking forward to working together to bring external funding to the UW Colleges.

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***Engaging Students in the First Year (ESFY) Initiative Update:  
First-Year Seminar Course Guide  
By Greg Lampe***

Last spring, a First-Year Seminar Working Group was formed to establish the common core goals and strategies of the UW Colleges First-Year Seminars. Their work was based on campus input from a variety of venues and various documents related to the ESFY initiative over the past two years. During the summer, the group concluded its work and submitted the First-Year Seminar Course Guide to Provost Margaret Cleek. She has reviewed and enthusiastically accepted the Working Group's recommendations.

Within the variety of first-year seminars that will be taught across the campuses, the expectation is that the following four goals will be addressed:

- Goal #1: To promote active learning as well as student involvement and responsibility in the learning process.
- Goal #2: To assist students with learning how to learn.
- Goal #3: To assist students in the development of life management skills.
- Goal #4: To engage students on the campus.

These goals are intended as a "common core" curriculum and not as an exhaustive list. It is anticipated that instructors will approach them and add to them in various ways depending on the instructor's expertise, the campus culture, and the scope of the particular First-Year Seminar (e.g., topic or issue being addressed, number of credits, and linkages to other courses). Also included in the course guide are lists of possible activities to achieve these goals, possible texts with short annotations, and possible online resources for first-year seminar faculty and students to use. The Working Group plans to continue identifying proficiencies that will be assessed in the seminar.

With the adoption of these four goals, the Office of Academic Affairs will be able to assess the first-year seminars institution-wide to help us determine what is working and what needs to be addressed further.

The Office of Academic Affairs wishes to recognize and thank the members of the First-Year Seminar Working Group for their efforts on behalf of the UW Colleges and the Engaging Students in the First Year (ESFY) initiative: James Alexander, UW-Marshfield/Wood County, Whiz Beck, UW-Marathon County, Sid Bremer, UW-Marinette, Terri Gonya, UW-Fox Valley, Christa James-Byrnes, UW-Baraboo/Sauk County, Dick Jarosch, UW-Sheboygan, Bob Margrett, UW-Sheboygan, Keith Montgomery, UW-Marathon County, and Christel Taylor, UW-Waukesha.

You can find the First-Year Seminar course guide in Public Folders>All Public Folders>Initiatives (Colleges-wide)>ESFY>First-Year Seminars>Course Guides.

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***First-Year Seminar – Then and Now***  
***By Gregg Nettesheim***

This fall marks the beginning of the implementation of the UW Colleges Engaging Students in the First Year initiative (ESFY). Our focus this year is on the First-Year Seminar. If information from the first day of classes is any indication, the First Year Seminar is already having a big impact on our campuses. While the official census date numbers are not yet available, the first day statistics indicate dramatic increases in First-Year Seminar participation. The table below illustrates the gains that have been made over last fall.

	<b>Sections Offered</b>	<b>Instructors Participating</b>	<b>Enrollment</b>	<b>Evening Sections Offered</b>
<b>Fall 2002 – all campuses</b>	38	27	784	2
<b>Fall 2003 - all campuses</b>	59	56	1341	6
<b>Percent Change</b>	+55%	+107%	+71%	+200%

While most sections are offered as 1 credit in-person lectures, two campuses are offering a 3 credit option, and one campus includes a supplementary small group discussion section. Just as in the past, many of the classes are team-taught by multiple instructors. The list of 56 instructors includes tenure track faculty, a dean, and both instructional and non-instructional academic staff.

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***UW Colleges' SoTL Conference***  
***By Nancy Chick***

“Advancing the Practice of Teaching through Scholarly Inquiry into Student Learning,” the UW Colleges Scholarship of Teaching and Learning Workshop, was held on August 27 at UW-Fond du Lac. Ninety-three participants from across the 13 campuses attended the workshop. The workshop began with a poster session of SoTL projects, and the posters remained on display through Convocation the following day—a practice the UWC SoTL Planning Committee hopes to see as an annual event at Convocation. Lendol Calder, 1999 Fellow at the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), delivered the keynote address entitled “The Future of College Teaching: A View from the Scholarship of Teaching and Learning.” The afternoon was devoted to working sessions in which small groups began planning individual or collaborative SoTL projects. Guided by facilitators from the UWC SoTL Planning Committee, participants brainstormed the initial stages of a project by defining the question or “problem” about student learning to investigate, working out some of the research design, and planning some dissemination methods once the project yields some results. Finally, everyone reconvened to hear about the Senate Research Review Committee guidelines, some OPID resources, and final thoughts by Lendol Calder about why doing this kind of scholarship is a worthy and natural endeavor for the UW Colleges.

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***System-wide SoTL Conference this Spring!***

***By Shirley Hensch***

Mark your calendars for April 14-15, 2004. Those are the dates of the System-wide SoTL conference. Currently, the plan is to bring in Barbara Cambridge (AAHE Vice President) and Pat Hutchings (Carnegie Foundation Vice President and co-director of the Carnegie Academy for SoTL). A press release with further details will be put out by OPID once the location of the conference is finalized.

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***University of Wisconsin Colleges Colloquium***

***By Greg Lampe***

On Wednesday, May 28, over 100 faculty, staff, and administrators traveled to the University of Wisconsin-Fox Valley campus to participate in the 2003 UW Colleges Colloquium. The Colloquium Planning Committee: Kim Kostka (Chair), Nancy Chick, Diana Henke, Janet LaBrie, Greg Lampe, Judy Palmateer, and Dail Murray planned an exciting day of learning and professional development. The Colloquium was made possible by a UW System Undergraduate Teaching and Learning Grant.

The conference theme was “New Horizons: What Works?” and featured three tracks: what works in pedagogy?; what works in technology?; and what works in leadership and development? In all, fourteen dynamic workshops were offered throughout the day. Presenters included faculty, instructional academic staff, professional staff, and administrators. During the sessions, participants learned about best practices in utilizing technology to support and advance teaching and student learning, successful teaching strategies, campus strategic planning initiatives, and much, much more. Participants were encouraged to take part in any of the workshops that were of interest to them.

Feedback from the Colloquium was very positive. From all accounts, it appears that participants found the day to be an exceptional learning experience—one that was engaging, consequential, and thought-provoking. The UW-Fox Valley provided excellent hospitality and facilities, and an outstanding teaching and learning environment.

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*Welcome back  
and have a great year!!*