

CENTER FOR ACADEMIC EXCELLENCE AND
STUDENT ENGAGEMENT

June 2007

Annual Report 2006-2007

Table of Contents

INTRODUCTION ONE	2
History.....	2
Goals and Objectives.....	3
THE YEAR IN REVIEW TWO	3
Faculty Involvement	4
Center Events.....	4
Clearing House of Resources.....	6
ASSESS/REVIEW/ REVISE THREE	6
Assess	6
Review	6
Revise.....	7
FUTURE PLANNING FOUR	7
Programming	7
Collaborations.....	7
New Initiatives.....	7
CENTER NEEDS FIVE	8
Staffing.....	8
Space.....	8
GRANTS SIX	8
BUDGET REVIEW SEVEN	8

Center for Academic Excellence and Student Engagement

ANNUAL REPORT 2006-2007

INTRODUCTION | ONE

The startup year of the Center for Academic excellence and Student Engagement (Center) has been an exciting and successful year. During this first year, the Center has engaged **ninety** faculty as developers of programs and/or investigators of new teaching strategies and **three hundred and nineteen** as participants in Center events. From small group discussions to ongoing workshops and system wide conferences, Center activities have inspired innovation in and renewal of classroom teaching.

The Center's first annual report includes seven sections: section one, the *Introduction*, describes the Center's history and includes first year goals and objectives; section two, *The Year in Review*, provides an overview of the Center's activities for the past year; section three, *Assess/Review/Revise*, addresses the successes and challenges of current programming; section four, *Future Programming*, identifies strategies for moving into FY 2007-2008; section five, *Needs*, identifies the Center's growth needs; section six, *Grants*, lists the types and amount of grants Center staff in collaboration with faculty have received during the first year; the final section, section seven, the *Budget*, provides a narrative for the budget summary.

History

In October of 2004, Provost Virginia Helm charged a Center for Teaching and Learning Planning Committee with the task of developing a proposal for a Center for Teaching and Learning. The proposal would include Vision and Mission statements as well as a Position Description for the Director of the proposed center. The committee held several campus-wide listening sessions and developed and administered a faculty survey in order to gain faculty input on what a Center for Teaching and Learning might look like and what services it would provide. These historical documents can be found in UWSP's Public Folders under All Public Folders/University Offices, Services and Governance/Special Projects Research/Center for Teaching and Learning.

“This faculty-driven center is dedicated to the inspiration and advancement of outstanding and innovative teaching, honoring an array of pedagogies, in a learning-centered environment....”
Center Mission Statement

In February 2006, Patricia Ploetz, the Coordinator of the Teaching and Learning Resource Network, was appointed Interim Director of the new Center for Academic Excellence and Student Engagement. Guided by the following goals and objectives (Appendix A) the Center began operating in spring of 2006.

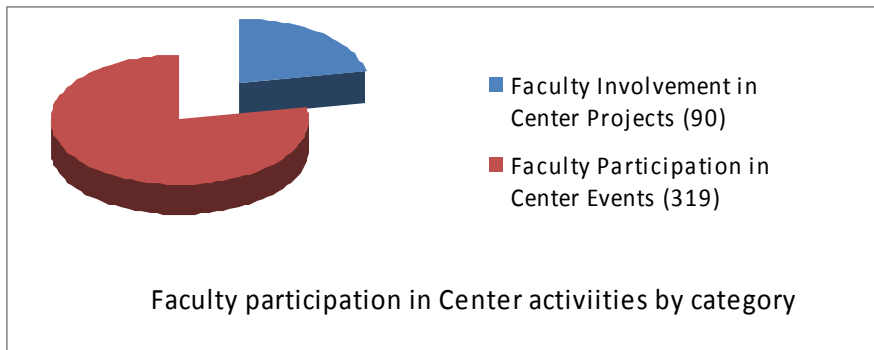
Goals and Objectives

- effective redesign of curriculum that includes measurable assessment strategies
- instruction in an array of teaching methodologies
- instruction in effective use of technology
- the creation of inclusive and collaborative teaching/learning environment
- the development of a clearing house of resources on all issues related to teaching and learning.

In May of 2006 a Center Advisory Group was formed. The group consists of five faculty and one academic staff member from Academic Advising. The Center's Advisory Group meets monthly throughout the academic year and holds an annual planning meeting at the end of the spring semester. In August of 2006, UWSP's Wisconsin Campus Compact (WiCC), Americorp*Vista Service-Learning Coordinator was relocated to the Center. The Center's director manages the Service-Learning Coordinator position and oversees the Service-Learning program. In addition, the Center works closely with the Service-Learning faculty liaison that chairs the Service-Learning Advisory Committee and sits on the Center's Advisory Board.

THE YEAR IN REVIEW | TWO

The Center's activities fall into two broad categories: 1) activities that involve faculty as developers of programs and/or content, and 2) faculty as participants in Center events. The graph to the left presents

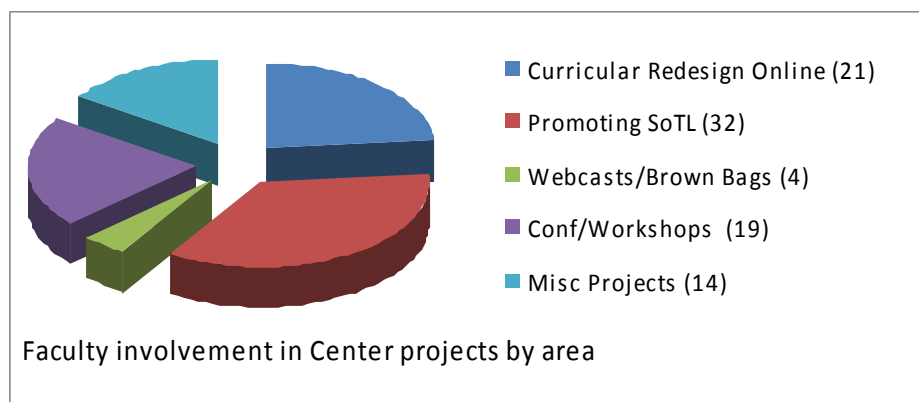


the number of faculty involved in both the involvement and participant categories for FY 2006-2007. The faculty involvement category includes: faculty involved in the Summer Curricular Redesign for Online Instruction Program; Promoting the Scholarship of Teaching and Learning Workshops (SoTL);

faculty developers of programs and content for conferences and Brown Bags; and participation in ongoing projects that investigate some aspect of teaching and learning at UWSP. The faculty participant category includes faculty attendees at Center events.

Faculty Involvement

Ninety (90) of the total faculty involved in the Center's activities during the past year were program developers, investigators of new teaching and learning strategies (including technology), or members of teams that addressed faculty teaching and learning concerns. As indicated in the graph below, twenty-one of the ninety faculty developed, facilitated, or participated in the Summer Curricular Redesign Online Program in which faculty redesign their face-to-face courses for the online environment.



Thirty-two faculty are involved in projects that promote the Scholarship of Teaching and Learning (SoTL). SoTL projects bring Interdisciplinary groups of five to six faculty together during the summer months to investigate new technologies and/or teaching and learning strategies. The investigation begins with a review of

program/course goals, the development of learning objectives and intended learning outcomes, and assessment strategies that result in a redesigned syllabus that is used to guide individual investigations. Topics under investigation include: ePortfolios, Podcasting, Diversity in the Classroom, Active Learning, Collaborative Learning, and Service-Learning projects. Four faculty already using new technologies and/or new teaching/learning approaches presented their experiences at UWSP Spring and Fall Brown Bag sessions. Nineteen faculty developed programming for or presented at one of the Center's three conferences. Fourteen faculty have been involved in miscellaneous projects that have resulted in Distance Education Program proposals for UW System Approval, grants to investigate Student's First Year Experiences, and the development of a committee to promote quality standards in online Instruction (see Appendix B for more details).

While Curricular Redesign Online and SoTL projects are supported by faculty stipends, the remaining projects are not. This means that over one hundred and fifty hours of faculty time have been freely donated to Center Projects during its first year, a testament to faculty's interest in promoting academic excellence and enhancing student engagement.

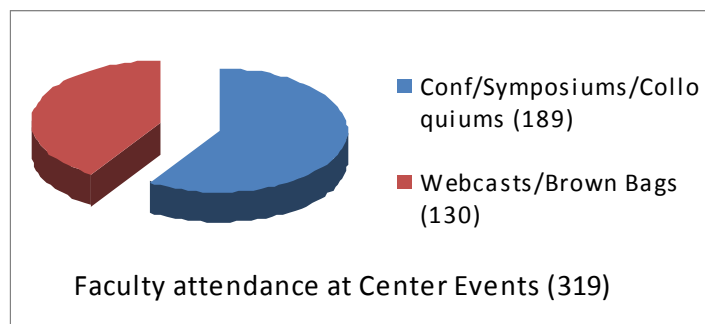
Center Events

In addition to the ninety faculty involved in Center projects, the Center has served **over three hundred** faculty through Center events.

Conferences/Symposiums/ Colloquiums

One hundred and eighty nine (189) faculty attended at least one of the Center's Conferences/Symposiums/Colloquiums. The primary goal of these programs is to inspire innovation and promote faculty renewal. During FY 2006-2007 the Center hosted three conferences: the Teaching Commons Symposium, the 11th Annual UWSP Teaching Conference, and the Service-Learning Colloquium.

These conferences were supported by grants, written by Center staff in collaboration with UWSP faculty and staff, from the University Professional Development Committee (UPDC) and UW System's Office of Professional Instructional Development (OPID). Additional financial support was provided by the Provost's Office and the Center for Academic Excellence and Student Engagement. The Teaching



Commons Symposium was held on December 8, 2006. Forty-two UWSP faculty and eighteen UW System faculty attended the day long symposium that explored and defined cultures and spaces that promote faculty-faculty, faculty-staff, faculty/staff-administration, faculty-student collaboration and scholarship. Pit Crew presentations by a Teaching Commons participant have resulted in the Pit Crew

identifying Teaching Commons spaces as a topic for further discussion and action. One hundred UWSP faculty and academic staff attended UWSP's 11th Annual Teaching Conference on Quantitative Reasoning. Conference presenter Neil Lutzky was a big hit! According to one faculty participant Lutzky's presentation on quantitative reasoning forced her to rethink her curriculum.

“After listening to Neil Lutzky at the Teaching Conference I went home and re-wrote my entire syllabus...” (since I have not asked for permission to use this quote the author will remain anonymous)

The Service-Learning Colloquium was also a huge success. Thirty-five faculty and twenty community partners participated. This set the stage for a campus dialog on the benefits of Service-Learning. Since the February colloquium, four faculty have added service-learning components to their courses which is having a positive affect on student learning (see Appendix C for more detailed information on Service Learning at UWSP).

Webcasts/Brown Bags

A total of **one hundred and thirty** faculty attended the fourteen Webcasts/Brown Bags offered during FY 2006-2007. Sessions typically lasted from one hour to one and one half hours. Below is an abbreviated list of topics:

- Technology (Clickers, Podcasting, Blogs, Wikis) as teaching and learning tools
- Information Literacy and Assessment
- Service Learning
- Motivating Students in the online environment
- Collegiate Learning Assessment.

For a detailed list of Webcast/Brown Bag offerings see Appendix B.

Clearing house of Resources

In keeping with the goal of establishing a clearing house of resources for UWSP faculty, a Center web site has been developed and is currently being updated. The website is located at <http://www.uwsp.edu/admin/acadaffairs/caese>

ASSESS/REVIEW/ REVISE | THREE

Assess

Multiple formal and informal assessment strategies are used to determine the effectiveness of the Center's programming efforts. These methods include: conversations with individual and small groups of faculty, workshop and conference evaluations, and evaluations from Service-Learning community partners.

Conversations with individual and small groups of faculty (informal evaluations) indicate that conference/workshop/webcast and Brown Bag topics are valuable and timely. Conference evaluations (formal) were overwhelmingly positive. The few less than overwhelmingly positive comments that were received were related to space, logistics and/or format. Promoting SoTL Workshop assessments were positive as well. As with the conferences, timing, space and logistics were suggestions for improvement. Community members involved with the Service-Learning Program felt that teaching/learning collaborations between the University and the community were very valuable; they are eager to continue and expand on existing Service-Learning activities.

Review

Review of informal and formal assessment strategies points to the need for rethinking the Center's programming schedule. Scheduling is one of the biggest challenges the Center faces. With no "common free time," the only time we've been able to successfully get a group of faculty together is before 8:00 in the morning, during lunch, or on Friday between 2:00 and 4:00 in the afternoon. It might be helpful to complete an in-depth review of issues that prevent faculty from attending Center events. In the meantime, instead of offering live webcasts the Center should investigate the possibility of getting CDs of events to offer via streaming video over UWSPs intranet. Faculty could then view the content at a time and place that's convenient for them.

While capturing faculty reports on their experiences with Center programs, it became apparent that we were not getting the data that we're ultimately seeking. For example, as a result of the ePortfolio Workshop, one member initiated a department wide re-evaluation and re-alignment of program and course goals, including learning objectives and learner outcomes. Another member of that same workshop published an article and presented the results of her classroom experience at a local conference. A third member of yet another group published a paper on diversity that has led to an invitation to present at a national conference. In addition, conferences, as well as Promoting SoTL Workshops, can and often do have a profound effect on individual participant's teaching methods. As indicated earlier, one conference attendee redesigned her entire syllabus the weekend after the conference (four days before the start of school) as a result of the conference. These are the kind of results the Center is seeking; however, we're not collecting data that identifies these types of outcomes. In addition to determining

whether or not our programming is valuable, we need to find a way to systematically gather transformative evidence and make it public.

Revise

A review of our assessment strategies indicates the need to:

- investigate new delivery strategies for Center offerings
- develop strategies to capture transformative teaching and learning activities
- create a web space to make transformative activities public.

FUTURE PLANNING | FOUR

Programming

Taking into consideration the university's mission, faculty needs and concerns, and the Center's goals and objectives, the Center's Interim Director has identified the following programming initiatives for FY 2007-2008:

- A continued focus on the redesign of existing course curricula that focuses on the development of learning objectives, intended learner outcomes and assessment strategies begun during 2006-2007
- The addition of a diversity component to all Center curricular redesign programming
- Continuation and expansion of Active/Collaborative learning workshops begun in Spring of 2007
- Expansion of Service-Learning activities to include more faculty
- Target departments as well as individual faculty in Center programming

Collaborations

- Work with Information Technology to expand current ePortfolio and Podcasting activities to include more faculty
- Work with Grants office to develop programming that supports successful grant writing for both internal and external grants.

New Initiatives

- Organize a team of faculty to investigate Peer Review and Quality Standards in Online Instruction.
- Development of faculty publications and faculty projects web site.

CENTER NEEDS | FIVE

Staffing

The Center is currently staffed by the Interim Director. Although a student was hired to provide administrative support during the Center’s first year, it has been determined that a student cannot adequately fill that need. Therefore, the director recommends that a half-time Administrative Assistant be hired to provide administrative support. This is a must if the Center is to continue to grow.

Space

In addition to office space, for the Service-Learning Coordinator, the Center needs space that promotes collaboration and provides for faculty experimentation with new teaching/learning strategies and technologies.

Committees

The Center’s Director, like other directors providing academic support, needs to be included in the Academic Affairs Advisory Council meetings.

GRANTS | SIX

Center staff and faculty collaborators submitted eight grant proposals during FY 2006-2007. Of those eight, the following five were funded. Four of the five funded grants supported Center conference offerings. The remaining grant purchased iPods and mp3 players to investigate the effectiveness of Podcasts in instruction.

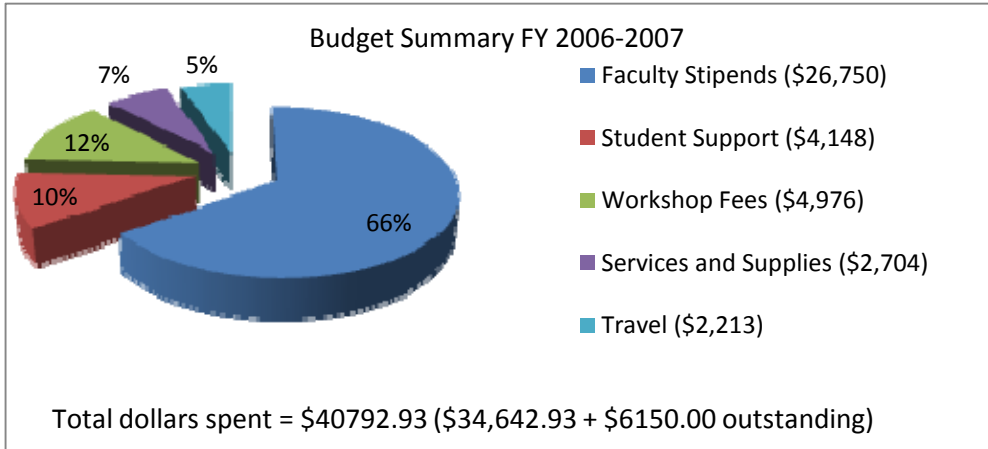
OPID Grant (Teaching Commons)	\$1,000.00
UPDC Grant (Podcasting Grant)	\$4,488.44
UPDC Grant (S-L Colloquium)	\$4,167.00
OPID Grant (S-L Colloquium)	\$1,000.00
OPID Grant (First Year Experience)	\$1,000.00
Total Grants	\$11,655.44

Future grants include a proposed National Center for Academic Transformation grant proposal that addresses technology and student learning in large lecture classes.

BUDGET REVIEW | SEVEN

The following graph shows the amount and distribution of budget dollars during FY 2006-2007 (Appendix D). Sixty-six percent of total expenditures were used to provide faculty summer stipends. Workshop/Webcast fees, the second largest expenditure, paid for eight programs on a variety of topics (see Appendix B for details). The third largest expenditure was student support. Allocations for Services

and Supplies, and Travel include expenses incurred by both the Center's Interim Director and the Service Learning Coordinator.



A little over \$40,000 was spent during FY 2006-2007, well within the target of \$50,000 per year previously identified by the Provost.