

CENTER FOR ACADEMIC EXCELLENCE
AND STUDENT ENGAGEMENT

July 2009

Annual Report 2008-2009

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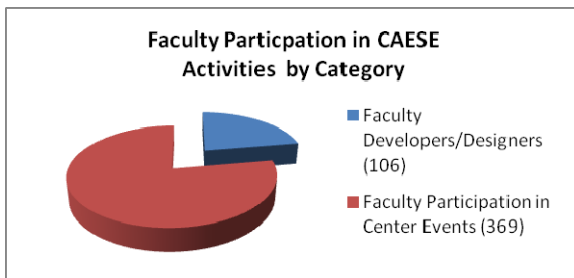
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Center for Academic Excellence and Student Engagement

ANNUAL REPORT 2008-2009

INTRODUCTION | ONE

The Center for Academic Excellence and Student Engagement's (CAESE) activities fall into two broad categories: 1) activities that **involve** faculty members as developers and designers of courses/programs and researchers in teaching and learning, 2) activities that involve faculty members as **participants** in CAESE Events. During FY 2009, **one hundred and six** faculty members were involved in CAESE workshops, reading seminars, small group discussions, and/or other activities to enhance their teaching and learning activities. **Three hundred and sixty nine** faculty members attended a variety of events on special topics in teaching and learning. CAESE events include conferences, anytime-anywhere webcasts, brown bags, and campus-wide discussion forums.



In keeping with the goal of creating an inclusive and collaborative teaching/learning environment, CEASE's interim director collaborates with a number of campus committees (Service Learning Advisory Committee, Assessment Sub-Committee, General Education Program Committee, and Office of Equity and Affirmative Action). As UWSP's administrative representative to UW System's Office of Professional Instructional Development (OPID), CAESE's interim director collaborates with OPID to engage UWSP faculty members in Scholarship of Teaching and Learning (SoTL), Faculty College, and other OPID sponsored professional development programs.

An advisory board directs CAESE's activities. The advisory board consists of five faculty members and one academic staff member. The board meets monthly throughout the academic year and holds an annual planning meeting at the end of the spring semester.

Goals and Objectives

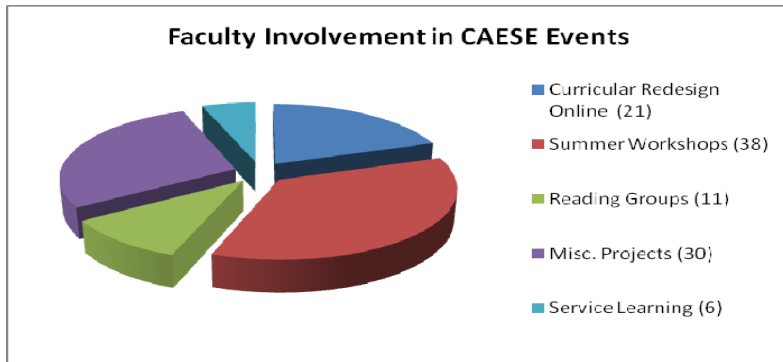
CAESE's activities are guided by the following goals and objectives:

- 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 an inclusive and collaborative teaching/learning environment
- Development of a clearinghouse of resources on all issues related to teaching and learning.

THE YEAR IN REVIEW| TWO

CAESE Faculty Involvement

One hundred and six faculty members **involved** in CAESE activities during the past year redesigned their curricula, developed programs, investigated new teaching/learning strategies, attended semester long reading seminars, and/or were members of teams that addressed new approaches to teaching/learning. As indicated in the graph below, twenty-one faculty members developed, facilitated, or participated in the Summer Curricular Redesign Online Program, an online course in which faculty redesign a face-to-face course for the online environment. Thirty-eight faculty members were involved in CAESE workshops. Understanding by



Design/Intended Learning Outcomes and Diversity in the Classroom workshops brought interdisciplinary groups of seven to fifteen faculty members together to investigate new teaching/learning strategies with course redesign as the outcome. Eleven faculty members were involved in semester long reading seminars in which they read and discussed one of the following books: *What the Best College Teachers Do* (Bain, 2004)

and *The Missing Professor* (Jones, 2006). Of the thirty faculty members involved in Miscellaneous Projects, six continue to be involved in a UW System ongoing ePortfolio project, eighteen developed and/or presented at one or more CAESE conferences and/or workshops, and six are members of CAESE's Advisory Board. In addition, six faculty members continue to offer service-learning options to their students without the support of a Service-Learning Coordinator. During FY 2009, approximately two hundred and twenty-six students completed eight thousand fifty-three hours of community service resulting in a value of over \$150,000 to the community.¹

“Thanks so much for putting on this workshop! I came into my first year at UWSP with virtually no teaching experience and did my best to throw something together—but I already feel more confident about year two since I actually have some reasoning behind what I am doing.”

Participant reflection Understanding by Design with Intended Learning Outcomes, June 2009

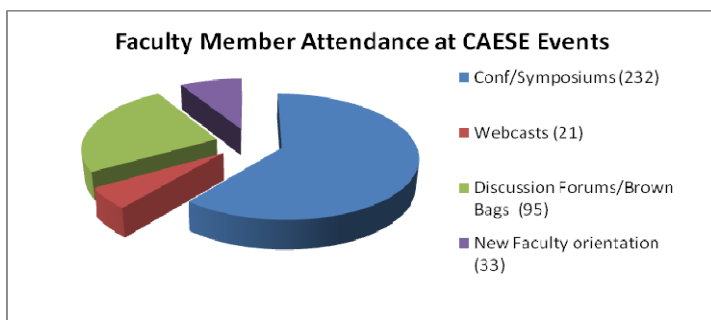
CAESE Events

A total of three hundred sixty-nine faculty and academic staff members attended CAESE Events. CAESE Events are one-time activities such as full and half-day conferences, Anytime-Anywhere Webcasts, Discussion Forums/ Brown Bags, and New Faculty Orientation.

¹ Dollar value based on report published by Independent Sector, currently: \$19.51 per hour.
http://www.independentsector.org/programs/research/volunteer_time.html

Conferences/Symposiums

Two hundred and thirty-two UWSP faculty and academic staff members registered for one or more of three conferences offered during FY 2009. One hundred and twenty-two registered for UWSP's 13th Annual Teaching Conference, *Why Do I Have To Change When I Like It The Way It Is?*. Fifty-eight faculty members including several from surrounding institutions attended the Second Annual Critical Thinking Conference, and thirty-eight UWSP faculty members attended the Artists Training Artists Conference. In addition, thirty-three new



faculty members attended the New Faculty and Academic Teaching Staff Focus on Teaching offered during New Faculty Orientation.

Webcasts

Twenty-one faculty members attended one of the following hour-long webcasts. Webcast topics include but are not limited to:

- Classroom Management 101: Working with Difficult Students
- Transformative Learning in the College Classroom
- Survival Strategies for Teaching Large Classes
- Using Collaborative Teams In and Out of the Classroom
- Assessment as a Learning Experience
- Building and Maintaining Motivation in the Online Classroom

Discussion Forums/Brown Bags

Ninety-five faculty members attended one or more discussion forums. Discussion forum topics include:

- Vision of Students Today
- Deep Learning
- Digital Media
- What are learning outcomes?

New Faculty Orientation

In fall of 2007 CAESE developed a new program for Focus on Teaching offered during new faculty orientation. The goal of the program was to develop an interest in the backward design process and the development and implementation of intended learning outcomes. Thirty-three new faculty and academic staff members attended the event in FY 2008.

“Development of intended learning outcomes got me to thinking about how I can do less lecture and more hands-on.”

New Faculty Orientation Evaluation, August 2008

Clearinghouse of Resources

In keeping with the goal of establishing a clearinghouse of resources for UWSP faculty and teaching staff, a new CAESE web site has been developed: <http://www.edu/admin/acadaffairs/caese>. The new website went live in February of 2009. Since then, CAESE has continued to add and update its website resources.

ASSESS/REVIEW/ REVISE| THREE

Assess

Program Assessment

Multiple formal and informal assessment strategies are used to determine the effectiveness of CAESE programming efforts. These methods include: workshop and conference evaluations, service-learning evaluations from students and community partners, and conversations with individual and small groups of faculty. Overall assessments and evaluations of CAESE programming are predominately positive. Excerpts of faculty member reflections, a recent addition to CAESE’s assessment plan, are included in this report to illustrate the transformative activities that occur as a result of CAESE workshops.

“In the past, I have always told my students that the exams would only test on the important concepts, the concepts that we talk about multiple times, but yet in lectures I would feel the need to cover everything in the text. So the students often felt overwhelmed and didn’t know how to study everything! After this workshop, I realize that I don’t need to cover all of the material just because it is in the book. I will be able to center my instruction around the important ideas, so students will not have to question “what is important.” My course will be more integrated and cohesive when I implement the design methods presented at the workshop.”

Participant reflection, Understanding by Design with Intended Learning Outcomes Workshop, June 2009

Review/Revise

The following review of the Center’s activities discusses the Americorps* VISTA WICC Grant, Understanding by Design with Learning Outcomes, Diversity in the Classroom, and Curricular Redesign Online workshops, New Faculty Orientation, CAESE conferences, Anytime-Anywhere Webcasts, and CAESE’s website.

Americorps* VISTA Service-Learning Coordinator

A review of the Americorps* VISTA grants for 2009-2010 revealed that the program as defined by Wisconsin Campus Compact (WiCC) did not meet UWSP’s service-learning needs. Therefore, CAESE and the Service-Learning Steering Committee (SLSC) agreed not to submit a proposal for 2009-2010. The committee reviewed alternatives, and service-learning faculty members developed and submitted a grant proposal. Unfortunately, that proposal was not funded, leaving CAESE without a Service-Learning Coordinator for the second year. Ongoing

conversations with WiCC indicate that upcoming grants may be more in line with UWSP needs. CAESE and the SLSC will review the 2010-2011 Americorps* VISTA grant guidelines in December and submit a proposal if appropriate.

CAESE Workshops

Attendance at CAESE summer workshops on Understanding by Design with Intended Learning Outcomes continues to grow even though summer stipends have been cut in half. This summer's workshops had 15 +/- 2 participants per workshop. Because of the highly interactive, concentrated nature of these workshops, we are thinking about adding a third workshop next summer. The Curricular Redesign Online Workshop was completely redesigned this year. UWSP's draft Peer Evaluation of Online Teaching developed by a UWSP faculty senate subcommittee was included in this year's redesign. With input from participant evaluations, and resolution of technical issues, the facilitators anticipate that the workshop will be even better next year. The Diversity in the Classroom workshop, a collaboration between CAESE and Equity and Affirmative Action, was a huge success according to facilitators and participants alike. However, everyone agreed that there is a need to increase exploration into white privilege and its impact on students' experiences. We anticipate that this workshop will continue to grow and become an ongoing CAESE offering.

"The modeling of the workshop as a working classroom was very significant for me. It is rare that we get to glimpse excellent teaching as a workshop tool. This added another dimension to the workshop both in the environment created but also for the many excellent tips for creating learning."

Participant reflection, Understanding by Design with Intended Learning Outcomes Workshop, June 2009

New Faculty Orientation, August 2008

Each year the Focus on Teaching segment of New Faculty Orientation continues to evolve. In 2007 a session on Writing Intended Learning outcomes (ILOS) was included in the morning's activities. Results of the 2007 session on writing ILOS indicated that new faculty valued the interactive session. In 2008 another interactive session highlighting the characteristics of UWSP students was added. This year, 2009, facilitators will include syllabus development in their Focus on Teaching seminar thus, the following three learning outcomes will be addressed; participants will:

1. Describe the characteristics of UWSP students
2. Recognize the components of a learner-centered syllabi
3. Write learning outcomes

"The most significant thing I learned today was that ILOS as simple and effective course planning tools are very helpful."

Participant reflection, Focus on Teaching, August, 2008

Conferences

CAESE supported conferences other than the Annual UWSP Teaching Conference are collaborations between faculty members and CAESE. In each instance, one or more faculty members expressed an interest in developing

a conference around a specific topic on teaching and learning. With CAESE providing limited financial support (\$250 per conference) and conference development expertise, the Critical Thinking conference now in its third year and the Artists Training Artists conferences in its second year have become system-wide learning experiences “by faculty for faculty.”

CAESE’s website

As mentioned earlier, CAESE has a new website, and CAESE staff has been working with Web and Media Services to develop new databases to support its programming needs. We’re currently testing SharePoint as a tool for handling CAESE’s registration and accountability needs. SharePoint also has the potential to support online collaboration among teams/groups of faculty both on and off campus. A SharePoint workspace for the eportfolio Pilot group is being set up and will be tested during the upcoming year.

Anytime-Anywhere learning

Although a review of CAESE Anytime-Anywhere Webcasts was planned for FY 2010, a review at this time will likely be of limited value because of the logon problems faculty members faced when accessing the webcasts during spring of 2009. It is hoped that the problems have been resolved, testing will continue during the fall – spring of 2009-2010.

FUTURE PLANNING | FOUR

With a new Associate Vice Chancellor for Teaching and Learning and Academic Programs and the development of a new strategic plan for CAESE, future planning is not included in this report. CAESE will continue as it has, where possible, until a new plan is in place.

CENTER NEEDS | FIVE

The Center is staffed by the Interim Director and a quarter-time administrative assistant. Currently, the CAESE office is located in the Library Administration Suite. If the Center is to grow, it needs to move to a new space with room to expand. As of July 1, 2009, CAESE funding is limited to a small balance/carryover from FY 2008-2009. There are no funds to pay for a quarter-time administrative assistant. The library director has agreed to allow their Library Administrations support person to continue to work with CAESE until financial support for CAESE is determined.

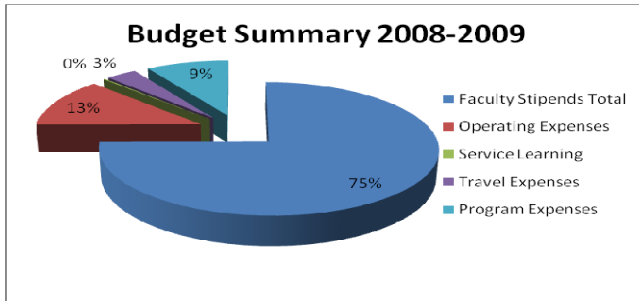
GRANTS| SIX

CAESE’s Interim Director and faculty/staff collaborators submitted two grant proposals during FY 2007-2008. Funded grants include an **OPID Conference Development** grant for the 13th Annual UWSP Teaching and Learning Conference and a grant from the **Institute on Race and Ethnicity** to support 2010 Diversity in the Classroom Workshop.

OPID Conference Development Grant	\$1,000
Institute on Race and Ethnicity Grant	\$1,000
Total Grants	\$2,000

BUDGET REVIEW | SEVEN

The following graph illustrates the amount and distribution of budget dollars during FY 2008-2009. A total of



\$65,058.03 was spent during FY 2008-2009. Of that total, seventy-five percent, or \$48,750, was spent on faculty member stipends for summer workshops. Nine percent, or \$5,910.66, was used to support CAESE programming. This includes the cost of workshops, webcasts, conference support for the Critical Thinking and Artists Training Artists conferences, books for reading seminars, and other programming costs. CAESE spent twelve percent, or \$8,071.41, for

operating expenses. \$7,120.88 for a quarter time assistant for one year, telephone support, postage, printing, supplies, and other miscellaneous office expenses are included in that amount. A total of \$125.75, or less than one percent of CAESE's budget, was spent supporting the Service-Learning Coordinator position. This includes telephone, mail, and other office expenses. Travel expenses of \$2,200.21 include the Interim Director's travel to the 2008 Educause conference in Orlando, FL for professional development and to OPID and Joint OLIT meetings throughout the year.