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Chapter 3
Criterion THREE

Student Learning and Effective Teaching

CHAPTER 3

Criterion THREE:

Student Learning and Effective Teaching

UWSP provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

UWSP's commitment to student learning and well-being is palpable across campus. The University recognizes that effective teaching is essential to student learning, and both learning and teaching are supported through numerous programs and evaluated regularly. Also, because assessment is essential to the implementation, development, and continuation of quality learning experiences and effective teaching, UWSP deploys a comprehensive assessment program that encompasses general education, academic programs, and numerous student support programs in its Student Affairs Division.

In addition to academic programs and student services, UWSP also continues to enhance campus infrastructure. Recent major building projects include the Noel Fine Arts Building and the University Center, and numerous upgrades to classrooms, laboratories, residence halls, and other University-owned spaces are ongoing as well. These improvements, along with the cutting edge technological environment that has been established and maintained at UWSP for many years, demonstrate clearly UWSP's commitment to providing an excellent learning environment for its students.

Core Component 3a

UWSP's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Learning Outcomes

UWSP's General Education requirements ("General Degree Requirements" or GDRs)¹ define skills and knowledges central to the University's mission and goals. According to these, after completing a degree at UWSP students should be able to

1. Read critically, think logically, research effectively, and write coherently.
2. Write appropriately to a discipline.
3. Understand human communication and deliver an effective presentation.
4. Quantify and understand the real world using mathematics.
5. Use the scientific method, understand the pure sciences, and understand how science relates to individuals or society at large.
6. Understand and appreciate Non-Western ideas and institutions and how they differ from Western traditions.

7. Understand and appreciate the culture and history of racial and ethnic groups in the United States and their relationship to the white majority culture.
8. Appreciate human behavior and heritage and understand the nature, development, and interaction of cultures, societies, and civilizations over time.
9. Understand, appreciate, and evaluate the enduring expressions of the human mind and culture.
10. Understand human behavior, the structures of society, and the interrelationships among social institutions and participate as thoughtful and informed members of society at all levels.
11. Understand and appreciate how language functions and cultures differ.
12. Understand and appreciate the ways human societies interact with and affect the natural environment.
13. Understand the concepts of wellness and apply them to personal lifestyles.

These thirteen skills and types of knowledge correspond to the following GDR categories:

1. Verbal and Quantitative Skills: Freshman English
2. Verbal and Quantitative Skills: Writing Emphasis
3. Verbal and Quantitative Skills: Communication
4. Verbal and Quantitative Skills: Mathematics
5. Critical Thinking: Natural Science
6. Critical Thinking and Cultural Awareness: Non-Western Studies
7. Critical Thinking and Cultural Awareness: Minority Studies
8. Critical Thinking and Cultural Awareness: History
9. Critical Thinking and Cultural Awareness: Humanities
10. Critical Thinking and Cultural Awareness: Social Science
11. Critical Thinking and Cultural Awareness: Foreign Language
12. Environmental Literacy
13. Wellness

Designed to provide students with a breadth and depth of knowledge that will enable them to function as citizens in a global society, UWSP's system of GDRs is comprehensive and admittedly complex. In Fall 2006, at the request of the University, the American Association of State Colleges and Universities (AASCU) performed an external assessment of UWSP's GDR system. This evaluation is discussed later in this section, and GDRs are explored again in detail in Chapter 4.

Under the umbrella of the University GDRs, the learning outcomes articulated by individual academic programs vary widely from one program to another, but generally

state the skills, abilities, and attitudes desired for graduates of the program. In the cases of programs with external accreditation, intended outcomes are designed to correspond to those of the accrediting body. Programs that are externally accredited include Speech, Language and Hearing (Communicative Disorders); Dietetics Education (Health Promotion and Human Development); Interior Architecture; Art and Design; Music; Dance; Theater; and Forestry.² For more information on UWSP's externally accredited programs see section 2a-4 and Table 2.3.

Programs without external accreditation also articulate learning outcomes, as well as other indices of student success such as employment after graduation, licensure, or certification. Learning outcomes and other outcomes are reviewed by the Assessment Subcommittee as part of the Assessment Report review process. Through this process Assessment Subcommittee members identify the development of clear and measurable educational outcomes in academic programs, as well as those that seem unclear or difficult to measure.

Assessment Methods

Assessment takes place on many levels at UWSP. For example, many of the Student Affairs units, including Student Academic Advising, the Admissions Office, Career Services, and the Counseling Center, file regular assessment reports, using assessment data as part of program development.³ These reports are strong evidence of the growth of the culture of assessment at UWSP.

While the Student Affairs functions are essential adjuncts to student learning, measurements pertaining more directly to Core Component 3a are accomplished using numerous direct and indirect methods. Individual programs typically combine direct assessment methods—such as portfolios and also locally-developed and nationally-normed tests—with indirect measures such as student and alumni surveys.⁴ Where applicable, programs also report graduation rates, licensure rates, placement rates, and similar statistics as evidence of students' success in their programs.

Formal assessment by today's standards is a relatively new activity on the UWSP campus, but one that has undergone significant development since the Assessment Subcommittee of the Academic Affairs Committee was formed in 1993. As articulated in the *University Handbook*,⁵ UWSP's primary purpose in undertaking assessment is to improve student learning by suggesting areas for appropriate curricular and instructional changes. The Assessment Subcommittee's primary roles are to develop policies and procedures for undergraduate assessment; to assist departments in selecting and developing appropriate assessment techniques; to select, develop, and administer institutional-level assessment procedures and instruments consonant with UWSP's Mission (e.g. for assessment of General Education); and to oversee the compilation of assessment data.⁶

Although Assessment Reports are submitted by academic programs every two years, the collection and evaluation of assessment-related data are ongoing. Program assessment practices, results, and conclusions are detailed in the biennial reports and reviewed by the Assessment Subcommittee, which provides suggestions to individual programs for improvement of their assessment methods or processes, and for the development of Assessment Plans. These are reviewed by the individual programs every four years.

Assessment Reports are considered to be the property of the individual programs and are regarded as confidential documents by the Assessment Subcommittee. However, the Subcommittee summarizes results of institutional and academic program assessment activities, results, and outcomes, and presents an annual report to the Academic Affairs Committee and the Vice Chancellor for Academic Affairs. Moreover, Assessment Plans and Assessment Reports may be found in Program Review Self-Studies. Program Review self-studies are performed every eight years and are of greater scope than Assessment reports. Further, recognizing their closely related purposes, the University has recently correlated the Assessment and Program Review timetables to bring these functions more closely into alignment. The Faculty Senate keeps the schedule of due dates for Assessment Reports, Revised Assessment Plans, and Program Review Self-Studies for each program.⁷

The assessment reporting process provides a useful model for addressing Criterion 3. UWSP biennial program Assessment Reports contain sections on desired learning outcomes, assessment methods, assessment results, proposed changes resulting from assessment, and evaluation of the assessment process. This section of the Self-Study will examine each of these areas in turn, considering assessment of both General Education and Academic Programs.

Assessment

General Education: Assessment of General Education is conducted by the Assessment Subcommittee, which employs methods including standardized national tests and locally-developed surveys, comprising both direct and indirect measures.

Testing procedures and results can be viewed in the Annual Assessment Reports of the Assessment Subcommittee.⁸ For example, in the Tenth Annual Assessment Report (2003-04 activities), the subcommittee reported that three ACT Collegiate Assessment of Academic Proficiency (CAAP) tests were given: the Reading test, the Science Reasoning test, and the Critical Thinking test. The previous year, the CAAP tests in Writing Skills and Mathematics were given. Prior to that, the ACT COMP exam was given to seniors at UWSP, but this test was phased out by ACT, leaving the CAAP tests as alternatives. These tests provide UWSP with comparisons to national norms in areas that correspond to the GDR categories. In general, UWSP students compare favorably to national norms. This aspect of UWSP's assessment efforts will be discussed more fully in the Assessment Results Section.

In 2005, the University initiated an effort to embed direct assessment in GDR courses. Committees with membership drawn from faculty teaching in given GDR categories were charged to refine learning objectives and determine assessment methods for those objectives. Numerous approaches were taken, including standardized test questions given across all sections of a course, portfolios, and rubrics that could be applied to assignments or test questions in varied courses. Several of the committees were unable to come to consensus on their tasks, and the embedded measures have not yet been implemented.

In Fall 2006, an external review of the General Education program performed by a team from the American Association of State Colleges and Universities (AASCU) recommended that UWSP perform a comprehensive review of its General Education program to resolve certain problems, especially its decentralized nature.⁹ One central concern was that while individual GDR courses are approved by the General Degree Requirement Subcommittee, overall programs are assessed by the Assessment Subcommittee, with little communication between these two committees. A more centralized approach, it was argued, would result in a more comprehensible program for students and improved opportunities for assessment. Preliminary discussions suggest that in the future, the process for approval of general education courses will include articulation of measurable learning outcomes, preferably direct assessments embedded in the courses. For more information on efforts to regularize and systematize assessment and planning at UWSP, see Chapter 2.

As a result of the AASCU visiting team's recommendations, Provost Virginia Helm implemented General Education Summer Research Grants in the spring of 2007. These grants support research into various aspects of general education, including general education curricula models and processes used by other colleges and universities to review and reform their general education programs. The committee's report will be used to identify a project for UWSP to follow in revising the General Education program. The report will also be useful in educating the campus about possible program designs.

In addition to direct methods discussed above, UWSP also conducts various surveys to indirectly assess the effectiveness of its programs. Some of these are locally-developed surveys that target graduating seniors to measure the impact of their UWSP education on various GDR learning objectives. UWSP also periodically administers the National Survey of Student Engagement. Questions on the local surveys are developed from the learning objectives associated with the various GDR categories. Separate surveys are developed for each GDR category, and usually each graduating student only receives one of the surveys.

Surveys typically include two sections, asking students to self-report the extent to which their educational experiences at UWSP contributed to their development within the GDR area, and their level of satisfaction with UWSP's contribution to their development. Each of the two survey sections typically has approximately fifteen questions. To the first set of questions, students may answer that their educational experiences at UWSP contributed to the development of the particular skill being surveyed "very much," "quite a bit," "some," or "very little" (four possible responses). To the second set of questions, students may answer that they are "very satisfied," "satisfied," "neutral," "dissatisfied," or "very dissatisfied" (five possible responses) with the contributions of their UWSP educational experiences to the skill being surveyed.¹⁰

The National Survey of Student Engagement was conducted in 2001, 2004, and 2006 on the UWSP campus. This survey will be discussed in detail in connection with Core Component 3c.

Programs: Each year the Assessment Subcommittee receives twenty to thirty Assessment Reports from academic departments or programs. The number has varied since the frequency of required reports changed from annually to biennially. In their reports programs are asked to describe their data collection methods in detail. The Annual Assessment Reports provide lists of the data collection methods used each year. These lists¹¹ include both direct and indirect methods from both inside and outside the University, including:

- Tests, both locally developed and nationally normed;
- Portfolios, performance appraisals, juries, and evaluations;
- Surveys, including student satisfaction measurements, faculty surveys, senior exit surveys (with interview), employer surveys, and alumni surveys;
- Self-assessments;
- External reviews (often sought for Program Reviews);
- Group meetings with teaching consultants or a student advisory forum;
- Placement and licensure rates; and
- Client feedback.

Assessment Results

General Education: UWSP seniors generally perform well on the ACT CAAP exams. For example, in 2003-04, the ACT CAAP Reading test, Science Reasoning test, and Critical Thinking test were administered in several UWSP courses, and in each case, UWSP seniors scored significantly higher than the user norm mean. Additionally, when lower division students also took these tests, they scored lower than the seniors, suggesting that the increased performance occurred as a result of studies at UWSP.¹²

Surveys of student-perceived development of various GDR-related skills and knowledge, and satisfaction with the perceived development, are administered every year on a rotating schedule. The 2003-04 academic year was especially busy with these surveys, which included Verbal skills, Writing skills, Foreign Language skills, Social Science and Minority Studies abilities, Non-Western Culture knowledge, History knowledge, and Humanities knowledge.

In most of these areas, a majority of students, usually 60% or more of respondents, reported that their educational experiences at UWSP contributed “very much” or “quite a bit” to their development in the particular areas. In three areas, Minority Studies knowledge, Non-Western knowledge, and Foreign Language skill, students reported lower levels of contribution by their UWSP experiences (under 50%). In the Foreign Language area, students who majored in foreign languages had considerably higher self-reported development (77% said their skills developed very much or quite a bit). Students who completed only 100-level courses in foreign languages reported much lower development of skill than students who completed 200-level courses. The disparity between Foreign Language majors and non-majors may reflect the fact that students earning a BA are required to complete a General Education requirement in Foreign Language even if they

had no foreign language instruction in high school. In Non-Western and Minority Studies knowledge, 82% and 86% respectively reported that their UWSP educational experiences contributed at least somewhat to their knowledge in these areas. These results indicate that further analysis and perhaps re-design of outcomes is warranted in these areas.

A majority also reported that they were “very satisfied” or “satisfied” with their growth in most of the GDR areas. The only area where less than half of respondents were at least “satisfied” was in the Non-Western knowledge category. Interestingly, even in other areas where less than half of respondents reported significant development of skills, satisfaction with gains was relatively high, except in Non-Western knowledge. These results would indicate that further analysis and perhaps re-design of outcomes is warranted in this area.¹³

Programs: Annual Assessment Reports provide few details of assessment results from programs; however, procedures used in program-level assessment are showing that students are succeeding in their majors. Surveys of student, alumni, and employer satisfaction are generally very positive.¹⁴

Changes Resulting from Assessment

General Education: The Assessment Subcommittee continues to attempt to strengthen the culture of assessment at UWSP through workshops for faculty and through distribution of information to help departments better understand how assessment can help improve education at all levels. The Subcommittee’s recent efforts to add direct, embedded measures to General Education assessment should bear fruit after the review of the General Education program that is currently underway. The 2007 Summer Research Grants in General Education should provide a sound beginning for the review.

Programs: A recent report¹⁵ gives examples from all colleges of budget and planning decisions based on assessment and program review data. Examples of these decisions include:

- funding a director of the College of Professional Studies cafeteria. The cafeteria was praised in the Dietetics major accreditation report, and the laboratory experience afforded to students was noted by the American Dietetics Association because of its unique educational value for the students in the program;
- revision of Early Childhood Education course offerings and establishment of blocks of courses. A student teaching experience is now included in the final block prior to the full student teaching semester;
- purchase, through technology mini-grants, of pocket PCs, software, digital pulseimeters and other technological devices for the Health, Exercise Science, and Athletics department; and
- funding for a subscription to time at the Kitt Peak Observatory for Physics and Astronomy student research.

Evaluation of the Assessment Process

The Assessment Subcommittee conducted an evaluation of the culture of assessment at UWSP in 2003-04 using the Higher Learning Commission's "Assessment of Student Academic Achievement: Levels of Implementation" as its basis. This model organizes Levels of Implementation and the Patterns of Characteristics into four broad categories: Institutional Culture, Shared Responsibility, Institutional Support, and Efficacy of Assessment. The complete results of the evaluation may be found in *Evaluation of UWSP Assessment Program 1999-2003*.¹⁶ It should be noted that some further progress has been made since this evaluation, but there is general agreement that the assessment program is not fully implemented, and could be functioning at a higher level. A summary of the evaluation is provided here.

Institutional Culture: The Assessment Subcommittee believes that the institutional culture at UWSP reflects an understanding of the purposes, advantages and limitations of assessment. While student learning is sincerely valued across the institution and within individual departments and programs, assessment is not valued so completely and is in fact regarded with some suspicion. Many program assessment plans do not expressly focus on improving student learning and the importance of assessing student learning as a means to that end. Assessment at UWSP is perhaps not yet as much an institutional priority or way of life as the Levels of Implementation document suggests.

Shared Responsibility: This component addresses the responsibility of faculty to define measurable learning objectives and measurement methods that align with educational mission and goals; the responsibility of administration to express understanding of the meaning, goals, characteristics, and value of the assessment program; and the responsibility of student leaders to educate their peers about assessment. All of these things are happening at UWSP to a limited degree; to achieve a full level of implementation, many more faculty, administrators, and students must make assessment a higher priority.

Institutional Support: This component addresses resources allocated to assessment as well as structures in place to support assessment. UWSP has a full-time Policy and Planning Analyst and a one-quarter release time Assessment Coordinator. Others involved in assessment, including members of the Assessment Subcommittee, have limited access to resources through department budgets or grant programs. The Assessment Subcommittee did secure funding from the Provost for several assessment grants in 2004-05. UWSP does have a fairly extensive structure for assessment with an established standing Assessment Subcommittee comprised of faculty, an assessment coordinator, representatives from Student Government, and a representative from Student Affairs. The assessment program is evaluated and modified regularly to improve effectiveness. The University could demonstrate a higher level of commitment to assessment and achieve greater gains by ensuring that course syllabi contain measurable objectives for student learning. This would permit measurement of the effectiveness of changes to the curriculum and provide a student learning-related basis for evaluating changes in academic resources and support services.

Efficacy of Assessment: Increasing numbers of faculty are beginning to develop recommendations to change teaching methods, curricula, course content, and instructional resources based on assessment results. These results are beginning to be incorporated into

departmental and institutional planning and budgeting processes, and to be used in determining priorities for funding and implementation. Assessment findings are increasingly incorporated into academic Program Reviews and institutional Self-Studies.¹⁷

Core Component 3a Conclusion

Although UWSP has made significant progress in creating a culture of assessment, much work remains. The Assessment Subcommittee's role is largely formative; it lacks the authority to reward or punish departments for their attention to assessment activities. Summarizing the assessment program at UWSP the Assessment Subcommittee avers that "we have tended to focus on the secondary purpose of providing the UW System with information as required by UW System and the Board of Regents. To rephrase an idea from Peter T. Ewell, focusing on accountability and reporting requirements does not lead to excellent assessment programs."¹⁸ Like other institutions, UWSP's essential problem involves emphasizing a full-cycle program that creates a true culture of assessment.

The root structure of this full-cycle assessment program is in place. With the revisions and updates to the reporting requirements made between 1999 and 2003, departments on campus are now strongly encouraged not only to assess student learning outcomes in their classes and programs, but also to revise and refine their curricula to better achieve student learning. Overall, the reporting schedule and structure are more than sufficient to promote quality assessment on campus. At present, some faculty members strongly believe that in order to improve the efficacy of assessment at UWSP, accountability should be increased: assessment evidence should be prioritized in all decision-making from the course level to the institutional level. These faculty argue that non-compliance or nominal compliance should be met with the demand for increased effort in assessment before funding requests are granted or even considered. Similarly, programs that excel in assessment should be recognized and rewarded for their efforts. However, other faculty worry that the high stakes attached to such increased accountability would compromise the integrity of the assessment process. They argue that this approach might "politicize" the process of formulating and measuring learning outcomes in a manner that could ultimately compromise, rather than enhance, student learning. As this discussion unfolds in the context of strategic planning and GDR review, the common ground of shared investment in student learning should guide the continued development of productive assessment procedures.

The Assessment Subcommittee made several key recommendations in their most recent evaluation of the UWSP Assessment program:

Departments should increase their efforts to engage students in the assessment process by sharing assessment results with them and educating students about the key role they play in instructional and curricular development.

Department Chairs, Deans, and the Vice Chancellor/Provost should communicate more effectively and positively among themselves and the faculty regarding assessment for planning and budgeting purposes and for enhancing the campus climate for assessment.

The Assessment Subcommittee should increase its efforts to promote assessment by sponsoring workshops and publicizing assessment activities and results to faculty and students.

These recommendations could result in significant advancement of assessment at UWSP.

Core Component 3b

UWSP Values and Supports Effective Teaching.

UWSP takes great pride in the importance placed by the entire institution on teaching and learning. The institution has undertaken numerous initiatives, funded programs, and developed solid policies to ensure that effective teaching remains a high priority.

3b-1

Qualified faculty determine curricular content and strategies for instruction.

One index of UWSP's commitment to and support of top-quality teaching is its strong, longstanding tradition of faculty control over the curriculum. Proposals to revise or add new courses, majors, minors, programs, or course sequences are generated by departments, or faculty working together across departments, and submitted to appropriate committees and subcommittees of the Faculty Senate (such as the Curriculum Committee, the GDR Subcommittee, the Teacher Education Committee, and/or the Graduate Council) for approval. The policies and procedures governing these changes can be found in Chapter 7 of the *University Handbook*.¹⁹ Further definitions of types of graduate courses can be found in Chapter 5 of the *University Handbook*.²⁰ Approximately 78% of instructional faculty at UWSP hold a doctorate or terminal degree in their field and are therefore definitively qualified to determine content and strategies for instruction.²¹

Individual instructors have broad freedom in defining the content of their courses, although the extent to which the curricular content of particular courses is codified by specific departmental or unit guidelines varies both between and within programs. Programs that rely heavily on a staged progression of skills and knowledge are more likely to have specific frameworks for each course (for example, Interior Architecture). In another example, all Freshman English instructors follow guidelines set forth and periodically revised by the Director of Freshman English, in consultation with the Freshman English Committee. In other cases, qualified individual faculty determine specific curricular content and strategies of instruction for the classes they are teaching, working within the broader framework of the department's mission, goals, and course descriptions. It is important to note, too, that UWSP follows American Association of University Professors (AAUP) recommendations on academic freedom.²²

Other indicators of the high quality and continuing development of UWSP faculty include their high levels of professional activity. For example, the 2006 UWSP Scholarship and Service Report shows that UWSP faculty completed 269 publications, presented 536 exhibitions or performances, and presented over 700 outreach programs.²³

3b-2

UWSP supports professional development designed to facilitate teaching suited to varied learning environments.

UWSP offers a vast array of professional development opportunities, both through UW System and locally, to help ensure that its instructors continue to develop intellectually and professionally, and that they acquire the exposure and skills necessary to meet the challenges of teaching in constantly-evolving environments.

This section will briefly explore some of the many development opportunities available to teachers at UWSP, including:

- UWSP New Faculty Orientation;
- Programs through the Office of Professional and Instructional Development (OPID);
- UWSP funding opportunities related to teaching;
- The Faculty Alliance for Creating and Enhancing Teaching Strategies (FACETS);
- Annual University Teaching Conferences;
- Teaching Partners Programs in the College of Professional Studies and the College of Fine Arts and Communication;
- The Pit Crew;
- Teaching and Learning Discussions; and
- Department-based support for effective teaching.

UWSP New Faculty Orientation²⁴

Orientation sessions for new faculty are held during the pre-semester period each Fall semester. At one time, this pre-semester period offered only departmental fall faculty meetings and specialized business sessions for chairs, deans, and line officers; new faculty offerings were limited to explanations of employee benefits and similar topics. These topics and activities are of course important, but the pre-semester sessions now also include activities related to teaching. The activities differ from year to year, but include speakers, hands-on applications of presented ideas, break-out sessions, and so on. Topics have included syllabus development, assessment activities, and applications of technology, among others.

Programs through the Office of Professional and Instructional Development (OPID)

Many UWSP faculty participate in programs offered through the UW System's Office of Professional and Instructional Development (OPID), which

provides leadership in fostering the pursuit of effective and innovative teaching to enhance student learning. Over the past few years OPID has expanded its emphases to meet the broader professional needs of faculty and academic staff with programming on topics such as student learning, the Scholarship of Teaching and Learning (SoTL), career stages, and faculty roles and rewards.²⁵

Currently, OPID offers the Wisconsin Teaching Fellows and Scholars Program (winner of the 2005 TIAA-CREF Theodore M. Hesburgh Certificate of Excellence), Faculty College, an annual Spring Conference, grants to support the Scholarship of Teaching and Learning, and periodic workshops.

- Wisconsin Teaching Fellows and Scholars Program: Over 32 UWSP faculty from 20 different departments have been Wisconsin Teaching Fellows since the program's inception in 1984. Eight UWSP faculty, from eight different departments, have been Wisconsin Teaching Scholars, one each year since the program's inception in 2001.

This program targets and connects two groups: outstanding early-career teachers and later-career faculty leaders. It is exceptional in several respects: its systemwide approach and impact; the diversity of disciplines and institutions represented in each year's group of participants; and its development of communities of teacher-scholars within and across institutions. These communities multiply the impact on student learning at each UW System institution.

Each participant completes a year-long teaching/learning project, with dissemination of results as an essential part of the process. They then serve as a model and mentor in their discipline and on their campus, leading efforts to advance the practice of teaching through scholarly inquiry into student learning.²⁶ Many UWSP faculty members have participated in this program.²⁷

- Faculty College: Each summer, a few UWSP Faculty members participate in Faculty College where they focus on improving undergraduate teaching and learning. Approximately 100 participants attend three days of seminars on topics related to teaching and learning. As the website states, "The experience of the College enhances collegial interchange on teaching, contributing to a system-wide network of faculty and academic staff committed to educational excellence."²⁸

UWSP Funding Opportunities Related to Teaching²⁹

UWSP also provides many opportunities for its faculty and teaching staff to obtain funding for teaching-related projects at the campus level. Several of these include the University Personnel Development Committee (UPDC) and the Academic Staff Professional Development and Renewal Program.

- The University Personnel Development Committee (UPDC) manages several grant programs, including two that support effective teaching. Curriculum Development Grants “provide assistance to individuals and departments or units for the development of new and/or innovative classes, teaching strategies, methods of classroom presentation, and the development and implementation of innovative assessment strategies for curriculum improvement.”³⁰ In 2005-06, 66% applications were granted, averaging \$2,601. As examples of appropriate projects, the Guide lists “new delivery methods or teaching strategies, courses that are team-taught, interdisciplinary courses, or new courses on subjects outside instructors’ usual expertise or training.”³¹
- The Academic Staff Professional Development and Renewal Program is another grant program that reflects UWSP’s commitment to effective teaching. This program “provides an opportunity and source of support for increased effectiveness by expanding the knowledge of academic staff (all categories) in their areas of expertise.”³² Appropriate goals for these grants include “improved response to the changing needs and interests of students”; “Development of expertise in new techniques and delivery systems based on changing technology”; and “increased productivity through personal and professional renewal.” In 2005-06, 9 out of 9 applications were granted, averaging \$1,359.

This grant program also reflects the University’s awareness of the need to be future-oriented. According to the website,

- Some retraining is also necessary because the University is both expanding its curricula to improve the basic college-level skills of students and extending into areas of social importance such as environmental problems, aging, and technology and contemporary issues. The University is also attempting to prepare professionals to meet the needs of and to make programs available for new populations such as the elderly and other nontraditional students. In response to a UW System initiative, UPDC encourages proposals on race or ethnicity issues.³³

The Faculty Alliance for Creating and Enhancing Teaching Strategies (FACETS)³⁴

FACETS was a faculty-instigated professional development program emphasizing partnership between UWSP and UW-Marathon County (a two-year campus). Funded by a Congressional Award, the project ran for two and a half years, from 2003 through 2005. As the website reports,

- FACETS activities involve dialogues, activities, and opportunities for collaboration with teachers from area high schools, as well as with members from area businesses and University students. These associations are an integral part of the program's design as they offer the potential to provide faculty members with a well-defined sense of the educational continuum of our students. Scheduled dinner presentations, followed by collaborative discussions and activities offer insights into the learning differences and expectations of those students representing The Millennial Generation.
- Additionally, the FACETS Project has been designed to provide participants with information on diverse models of teaching; newer theories of learning; and current research on cognition, memory, and the brain; while relating all of these innovations and new knowledge to teaching applications. Participants are offered opportunities to explore teaching methods that may help diversify instructional delivery so that college learning experiences better match the learning needs of newer generations of students.³⁵

Annual University Teaching Conferences³⁶

UWSP sponsors a one-day conference on a pedagogical topic over the Winter break each year. In 2004, the conference was called, "The Dynamics of Teaching in a Rapidly Changing World." The conference typically features at least one invited guest speaker, a range of workshops and break-out sessions, panels, and a poster session. The conference is organized by rotating committee made up of faculty and staff from different departments. A similar one-day teaching workshop is also offered each fall, during the Pre-Semester Contract Period. These events are very well attended, which is particularly striking in that they take place during vacations and are completely voluntary and unremunerated.

Faculty development opportunities occur at other times of the year as well. For example, administrators regularly offer workshops and Web Conferences on assessment, and the Center for Academic Excellence and Student Engagement offers frequent seminars, workshops, and brown bag discussions (see below).

College of Professional Studies Teaching Partners³⁷

Among the Colleges at UWSP, the College of Professional Studies (CPS), which houses the School of Education, stands out for its emphasis on recognizing and promoting effectiveness in teaching. In 1993, the College initiated its "Focus on Teaching and Learning" Program, including its "Teaching Partners" program, which, according to its

program coordinator, “has served more than 90% of the college faculty and is now being implemented in other colleges on campus.” The website outlines the program as follows:

Teaching Partners at UW-Stevens Point are faculty and teaching academic staff who are paired and asked to begin a discussion about teaching and learning. With the assistance of their partner, they learn a process to help begin critically evaluating their own teaching practices. Partners are paired across disciplines to give them an opportunity to meet colleagues in a field outside of their own and to be exposed to new teaching perspectives. Participants generally agree that taking part in this program:

- a. increases their perceptions about the importance of teaching as it relates to their job
- b. helps develop a greater sense of collegiality and community with their partner and within the college
- c. initiates critical reflection on the meanings, intentions, and beliefs that drive their teaching and learning practice

The Teaching Partners program respects the autonomy of each faculty member as each partner’s work is directed toward reaching the goals that they set for themselves. Collaboration and collegiality are at its heart and are supported through many structured and unstructured discussion opportunities during the year-long process.³⁸

The program’s objectives, assumptions, rationale, and process are discussed in greater detail on the website, which also contains the full text of two papers: Dean Joan North’s invited keynote presentation, “Encouraging the Campus Focus on Learning and Teaching”³⁹ and “When a College Really Supports Teaching: What Does it Look Like?” by Janet Malone and Marty Loy.⁴⁰ The program also includes a Teaching/Learning Library, housed in the CPS building, and a website of resources.⁴¹

College of Fine Arts and Communication Teaching Partners Program (1998-2003)

The College of Fine Arts and Communication also offered a Teaching Partners program, similar to the one in CPS, from 1998-2003. Each year, eight to twelve faculty paired up for the year. New faculty were paired creatively with experienced faculty from different departments. Each year’s program began with an orientation, during which partners met, articulated goals for their teaching for the year, learned the procedures for objective observation and midterm feedback, and scheduled their initial visits to each others’ classes. Each semester, faculty would visit their partner’s class of choice twice—once early on and then later in the semester. About midterm, each would conduct a structured student feedback session for the other. (Once they were trained to conduct a Small Group Instructional Diagnosis, they would sometimes be asked to conduct such sessions for other colleagues in the college.) In January, the partners would all meet again to report on first-semester experiences and schedule visits for the second semester. Originally the Dean supported the program with release time for a faculty coordinator for the program, but eventually funding was lost due to budget cuts.

What is unique about Teaching Partners programs is that they were not mentoring programs, in which one older or “good” teacher tells the other how to teach. Rather, as partners, both teachers set their own goals and learned from the other.

The Pit Crew

“The Pit Crew” originated as an informal weekly gathering of science faculty to discuss teaching. The group meets on Thursday afternoons in the Brewhaus of the University Center, or the Food for Thought Café. Over time, the group has broadened to include faculty from other departments, and has become somewhat more structured by scheduling topics for discussion and designating facilitators. The schedule of topics is posted on the website of the Center for Academic Excellence and Student Engagement.⁴²

This grassroots group is one of the most effective sustained forums for discussions of teaching and learning that exists on the UWSP campus at present.

Teaching and Learning Discussions

This semester-long online discussion was initiated by Steve Bondeson, Associate Vice Chancellor for Teaching and Learning, and other participants after the 2004 Teaching Conference. During that semester, ten UWSP faculty members wrote articles on a variety of issues related to teaching and learning, such as active learning, learning styles, service-learning, the value and applicability of liberal education, and how to use small groups to enhance learning in large classes. The articles and discussion posts remain accessible in Public Folders.⁴³

Department-Based Support for Effective Teaching

A number of departments on campus have initiated internal activities that support effective teaching. For example, English department faculty and staff recently began holding informal monthly discussions on pedagogy. English faculty and staff also receive the monthly electronic newsletter from the National Council of Teachers of English. Several departments also provide internal mentorship programs, though in some cases these programs have enjoyed only limited effectiveness because the ratio of junior to senior faculty is so high.

As these examples show, UWSP provides significant support for professional development activities for teaching faculty and academic staff, with many of the activities designed to facilitate teaching suited to varied learning environments. A number of the activities have been developed locally in response to locally perceived needs, while others are sponsored by the UW System.

3b-3

UWSP evaluates teaching and recognizes effective teaching.

Effective teaching forms the basis for many crucial administrative and curricular decisions at UWSP, and the University employs a systematic approach to its evaluation.

The value that UWSP places on effective teaching is clearly demonstrated in its guidelines for making personnel decisions, described in *Teaching, Scholarship, and Service*, which states: “Since teaching is the primary faculty responsibility at UWSP, the Chancellor and Provost/Vice Chancellor normally put the greatest importance on this performance area in personnel reviews.”⁴⁴

UWSP’s *University Handbook* defines effective teaching as “the success of the instructor, both in and out of the classroom, in securing interest, effort, and progress on the part of the student. This includes not only direct instruction, but also formal advising and the more informal mentoring that occurs in a variety of curricular and cocurricular contexts. The primary consideration is that students are stimulated to high standards of scholarship, to active interest in learning, and to effective effort toward self-improvement.”⁴⁵ Teaching effectiveness is assessed through colleague evaluation of the candidate’s teaching materials and teaching performance,⁴⁶ as well as responses to the “Student Evaluation of Course Instruction” form.⁴⁷ The following UWSP Policy on administering evaluations is taken from the *Handbook*:

UWSP 3.05 PERIODIC STUDENT EVALUATION OF TEACHING

- (1) Each department shall administer the “Student Evaluation of Course Instruction Form.” The procedures for evaluation, and the reporting of information from evaluations shall be consistent with the provisions of this subsection and the appropriate sections of the *University Handbook* (Chapter 4, sec. 3).
 - (a) Every tenured faculty member shall be evaluated at least once each year in all sections and courses taught. (Courses taught in both semesters do not need to be evaluated in both semesters.) The evaluation shall take place in the last quarter of the course or during the final exam period. The evaluation instrument(s) shall be distributed and collected by students during prearranged class or exam time, and submitted as specified by department procedures. The faculty member shall not be present during the administering of the evaluation.
 - (b) No information from the evaluations shall be released until grades have been turned in for the semester in which they were administered. The results of each instructor’s evaluations shall be reported to that person by the department chairperson. The department chairperson shall make available the summaries and median scores from the evaluation to the appropriate personnel committee making departmental personnel recommendations to the dean of the college.⁴⁸

In response to longstanding and widespread dissatisfaction with existing evaluation forms, a faculty committee was formed in 2003 to revise the forms. The committee repeatedly solicited feedback from faculty in re-constructing the forms; the new forms developed by the committee were approved by Faculty Senate and put into use in 2005. Where the old forms had six multiple-choice questions, the new forms have 18 questions. Evaluation scores are calculated as medians rather than means, and departmental medians for the same or similar courses are provided for comparison.

Though not everyone is happy with the new forms, they are designed to give instructors more nuanced feedback on different aspects of their teaching, and also to provide a more detailed profile of teaching effectiveness for use in personnel reviews. The sheer intensity of the revision process reflects the extent to which effective teaching is prioritized at UWSP.

In addition to evaluating teaching, UWSP and the UW System demonstrate the value they place on effective teaching by offering a number of awards for teaching excellence. OPID recognizes outstanding individual teachers and departments through the Regents Excellence in Teaching Awards. These awards carry substantial cash prizes. Each campus nominates one department and one individual faculty member for this system-wide competition. At UWSP, the University Awards Subcommittee solicits nominations for these awards from College Deans each fall, and selects one individual and one departmental nominee to forward to the Regents. UWSP has an outstanding track record with these awards, having won either an individual or departmental award in 1992, 1994, 1996, 2000, 2002, 2003, and 2004. These awards evince UWSP's recognized excellence in teaching.⁴⁹

At the university level, faculty at UWSP compete each year for five University Excellence in Teaching awards, two University Excellence in Scholarship awards, and one University Excellence in Service award. The Teaching award “stresses the importance of distinguished teaching, recognizes the contributions of outstanding teachers, and emphasizes the commitment of the University to teaching excellence. Nominees must have stimulated students toward an active interest in learning and scholarship.”⁵⁰

Each department, or functional equivalent, is permitted to nominate one person for each award. The Student Government Association may also nominate up to twelve faculty members for teaching awards. The winners are selected by the University Awards Subcommittee of the Faculty Senate, and announced by an administrator. The awards carry a cash prize of \$650, given at the annual Awards Banquet. These awards have a very high profile on campus, and are quite competitive. Winning a University Teaching Award is widely felt to be a significant, meaningful honor, and the award carries weight in personnel decisions. The awards process is probably one of the most visible ways in which the University expresses the value it places on effective teaching.

The importance of effective teaching at UWSP is clearly demonstrated by the emphasis it holds in personnel decisions, as seen in scrutiny of student course evaluations. Teaching awards of various types are also highly prized by faculty and are taken into consideration in personnel decisions. Further the fact that the University has developed the booklet *Teaching, Scholarship, and Service* is testimony to the importance of teaching at UWSP.⁵¹

3b-4

UWSP provides services to support improved pedagogies.

UWSP demonstrates its enthusiasm for and support of improved and innovative pedagogies through a variety of programs.

One example is the Center for Academic Excellence and Student Engagement (CAESE).⁵² In 2004, Provost Virginia Helm charged an ad hoc committee with the task of developing a plan for a center that would provide support for teaching and learning across campus, bring together scattered activities and resources, and promote and demonstrate best practices.

In a December, 2004 survey of UWSP personnel the Teaching and Learning Center Proposal Committee asked questions about the possible creation of a Teaching and Learning Center on campus. The survey results (posted in the Center for Teaching and Learning Public Folder⁵³) reflected a desire for more formative, rather than evaluative, assessments of teaching practice. Several respondents expressed a desire for a mentoring program similar to the College of Professional Studies (CPS) “Teaching Partners” program.

In early 2006 the Teaching and Learning Center Proposal Committee developed recommendations and a job description for a director of a Teaching and Learning Center.⁵⁴ However, a tightening budget left no funds for the position. In the spring of 2006 an interim director of the Center for Academic Excellence and Student Engagement (CAESE) was appointed using a position (FTE) generously loaned by the Information Technology department. A CAESE Advising Group, consisting of six faculty from different colleges or units, was also formed.

The Center was funded for two years with an annual budget of approximately \$60,000; about 90% of these funds were allocated to faculty stipends to support participation in the pilot projects. These included Faculty Scholarship of Teaching and Learning Reading Circles, a Portfolio Project, a Podcast Project, a Curricular Redesign Project for Online Courses, and a Diversity Project. The Center has also been offering Reading Seminars, Service-Learning brown bags, Teaching with Technology brown bags, and Teaching & Learning Webcasts. Recent topics include “Information Literacy and Assessment” (Nov. 1 and 8, 2006), “Learning to Collaborate/Collaborating to Learn” (Nov. 2 and 9), and “The Freshman Experience: Student Engagement and Technology” (Nov. 3). Over the first six months of the Center’s existence, approximately 84 faculty have been involved in the Center’s activities.

For example, six faculty members participated in the pilot Portfolio Project. In a portfolio, students gather in one place a collection of evidence that demonstrates their learning over their four years at UWSP. Portfolios demonstrate the connections between program goals and student outcomes. An “e-portfolio” collects these materials in a digital format. The portfolio may include papers, films, and other kinds of projects.

Five faculty members participated in the Diversity Project (Incorporating Cultural Diversity into Courses). This project included formulating goals and objectives, incorporating diversity into existing curricula, and creating a library (a video has been purchased that can be used in any class). The syllabi developed by the participants are featured on the UW System’s Institute for Race and Ethnicity website.⁵⁵

Many of the pilot programs have focused on studying and implementing new technologies from a pedagogical perspective. Patricia Ploetz, Interim Director of CAESE, is also working with various committees to study methods of improving student engagement in the classroom. Another goal of the Center is to expand the Teaching Partners program and to continue the work of the FACETS project (including the construction of meaningful syllabi and the development of assessment practices). For more information on FACETS see section 3b-2.

A major initiative of the Center is to explore and then implement the concept of a Teaching Commons. This concept, which embraces the Scholarship of Teaching and Learning, seeks to create new learning spaces that support collaboration; provide tools students need to be creative and to explore and remove boundaries; and provide places where faculty can work together with each other and with students in innovative ways. A Teaching Commons Conference at UWSP in late 2006 resulted in establishment of an authoring website for participants to work on defining UWSP's concept of a Teaching Commons. There have also been presentations on the subject at Pit Crew meetings, and the Pit Crew has formally adopted this topic as one of their projects.

Another example of UWSP's support for innovative pedagogies is the Teaching & Learning Resource Network.⁵⁶ This recently created network brings together a number of resources and programs that support faculty use of technology in the classroom. According to the website,

- UWSP's Teaching & Learning Resource Network (TLRN) is a resource for faculty interested in teaching and learning with technology.
- The TLRN provides one-on-one faculty support and consultation and small group workshops. The TLRN also partners with UWSP's Center for Academic Excellence to offer a Summer Curricular Redesign program for faculty wishing to move their face-to-face courses online.⁵⁷

The network also offers workshops and support for faculty wishing to learn how to use the Desire To Learn (D2L) online course management system, and test scoring services.

It is abundantly clear that UWSP supports improved pedagogies through the activities of CAESE and TLRN. CAESE efforts in the areas of SoTL reading circles, the Portfolio Project, curricular redesign for online or hybrid (part online, part face to face) courses, the Diversity Project, to name but a few, all are evidence of UWSP's eagerness to explore and experiment with different pedagogies.

3b-5

UWSP demonstrates openness to innovative practices that enhance learning.

A number of innovative practices have been described elsewhere in this section, particularly under the activities of OPID and the CAESE (see sections 3b-2 and 3b-4), but numerous innovative programs have not yet been mentioned. One of these is the Reading in the Disciplines program, sponsored by the Tutoring-Learning Center and designed to support faculty by giving students in certain courses a chance to enroll in a one-credit

adjunct reading group. Groups are led by trained student tutors and focus on analyzing and discussing reading assignments from a particular course.⁵⁸

Writing Emphasis Training also demonstrates the University's commitment to innovative pedagogies. As part of the General Degree Requirements, students are required to take at least six credits in courses designated as Writing Emphasis. The purpose of the Writing Emphasis GDR is "to provide students with instruction in the kinds of writing appropriate to a discipline and help them develop the skills necessary for successful writing in the discipline."⁵⁹ These courses include "a carefully designed program of instruction and writing experiences" that meet specific guidelines outlined on the Request for Writing Emphasis General Degree Credit. To be offered as Writing Emphasis, the course must be approved by the GDR Subcommittee. Writing Emphasis courses are capped at 21 students so that instructors may devote sufficient attention to each student's writing skills.

The semester-long Writing Emphasis Training Program prepares faculty to teach writing emphasis courses in their own disciplines. The training offers information, techniques, and resources designed to help faculty design appropriate writing assignments, carry out productive classroom writing activities, and effectively critique student writing.

These are only a very few examples of the many ways UWSP embraces innovation in its commitment to providing enhanced and improved learning opportunities for its students.

3b-6

UWSP supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.

In addition to the activities already discussed, the University provides several other resources to help faculty stay current on professional and technological advancements. Some examples include:

- The Leadership Site in SoTL: A joint project of OPID and the Center for Professional and Instructional Development at UW-Milwaukee, this entity sponsors system-wide initiatives and funds a range of SoTL projects, including a UWSP initiative in 2003-04. This initiative, "An Interdisciplinary Approach to the Scholarship of Teaching and Learning: Finding Common Ground Across Disciplines," aimed at increasing opportunities for SoTL across campus through book groups, a teaching circle, a colloquium, and individual grant opportunities.⁶⁰
- The National Teaching and Learning Forum (NTLF): Through an arrangement between OPID and NTLF, all UW System campuses now enjoy free internet access to this nationally recognized journal, which is dedicated to fostering a conversation among professionals about teaching and learning.⁶¹

- Teaching Newsletters: The office of the Vice Chancellor for Academic Affairs sends the monthly “Teaching Excellence Newsletter” through campus mail to all faculty and teaching staff.

The above-referenced entities provide UWSP faculty with ample resources to lead them to new pedagogical approaches and technological advances.

3b-7

Faculty members actively participate in professional organizations relevant to the disciplines they teach.

Data on faculty membership in professional organizations is collected and tabulated annually. The UWSP Scholarship and Service Report shows that in 2006, approximately 290 faculty were members of 779 professional organizations and held 103 offices in those organizations. They also reported 838 professional committee memberships, 213 of which were chairmanships. This report is assembled using “best available data,” meaning that not every faculty member responds to the request for this information. Even so, the available data document a high level of professional activity by UWSP faculty.⁶² The fact that faculty and staff are not reimbursed for dues or membership fees for professional organizations further underscores the dedication they demonstrate to professional engagement.

Core Component 3b Conclusion

UWSP demonstrates its support for and value of effective teaching through the numerous programs described in this section. The programs emphasize innovative and thoughtful approaches to teaching, and the fresh approaches they’ve fostered have helped to sustain and enhance the strength of UWSP’s faculty’s skills. It is unfortunate that some programs have been curtailed due to budget cuts. UWSP must be vigilant in protecting these precious resources, as it is the University’s academic strength that attracts students to UWSP. In an era of increasing competition for a shrinking pool of students, it is particularly important that the quality of academic instruction not be permitted to decay.

Most of the formally-organized support for teaching comes from UW System programs, and from campus-wide programs. Much of this support takes the form of competitive funding. UWSP also offers instructional support for learning to teach with technology.

The efforts of the College of Professional Studies to support and foster effective teaching are outstanding. At present, the other Colleges do not appear to offer the same kinds of opportunities for “hands on,” formative feedback. Existing data suggest that some faculty would like to have more opportunities to develop as teachers in ways that are not limited to the use of technology.

The Center for Academic Excellence and Student Engagement could potentially address this need, but its fate is unclear. In order to be effective, the Center would need to be a fully funded, well-publicized, adequately staffed operation capable of carrying out its stated goals. A stable, prominent physical location that responds to the ideals of the “Teaching Commons” would certainly contribute to its success.



Core Component 3c

UWSP creates effective learning environments.

UWSP supports a wide variety of learning environments and formats, ranging from traditional classroom settings to seminars, community-based service-learning, semesters abroad, distance-learning, and beyond.

3c-1

Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

In addition to assessments described in relation to Core Component 3a, UWSP conducts assessments that focus specifically on learning environments. The University has conducted the National Survey of Student Engagement (NSSE) three times since 2000: in 2001, 2004 and 2006. This survey reflects students' perceptions about levels of academic challenge, active and collaborative learning, faculty-student interaction, enriching educational experiences, supportive campus environments, and educational and personal growth. NSSE provides the University with a report in which these perceptions are compared with those of students at similar institutions, in this case, public master's degree-granting institutions.

UWSP also administered the Faculty Survey of Student Engagement (FSSE) in 2004. This survey measures faculty expectations of student engagement in educational practices that are reported to be linked with high levels of student learning and development. The purpose of this report is to highlight areas in which UWSP falls below the national norms in student engagement, and to foster reflection and discussion as to whether and how any of the findings should be addressed.⁶³ It should be noted that, although there were areas where UWSP could improve, there were many areas in which UWSP's survey results were comparable to or more favorable than the national norms.

Overall, the 2004 surveys (FSSE and NSSE) reveal a mixed performance, with UWSP displaying more favorable results than the national sample in some areas and less favorable in other areas. A report based on the findings of the 2004 surveys and focusing on the less favorable results was created in order to highlight areas where UWSP can improve.⁶⁴

The 2006 NSSE survey results reveal similar findings. UWSP students, for example, worked more frequently than their peers on projects during class, or worked with classmates outside of class to prepare class assignments. UWSP students also reported tutoring other students more frequently than their peers. However, they were less inclined to discuss grades with their instructors, or to write papers or reports of a medium length of five to nineteen pages. They were less likely to perceive their coursework as emphasizing synthesizing or organizing ideas, information, or experiences into new, more complex interpretations and relationships. These are findings that must be addressed by faculty in their courses. Although this survey only measures perceptions rather than directly measuring learning outcomes, these perceptions are vital to UWSP's future success.⁶⁵

In another effort to put assessment data to use, UW System sent a survey during the fall of 2002 to 1133 alumni who had graduated within the past year from a UW university, with a return rate of 41%. This survey measured perceptions concerning many of the same items found in the NSSE. The UWSP alumni results were compared to a nationally-normed sample of seniors, and while the surveyor admits this may not be an appropriate comparison, the survey revealed some data that are useful, as well as some that are already outdated. For example, 2002 alumni reported that they were less likely to have used an electronic medium to discuss or complete an assignment, but since the large-scale implementation of Desire2Learn (D2L) in 2003, the majority of UWSP students would likely now answer this question affirmatively.⁶⁶

3c-2

UWSP provides an environment that supports all learners and respects the diversity they bring.

UWSP supports a number of programs intended to assist students from diverse backgrounds and facing a variety of challenges.

Multicultural Affairs

The Student Support Services area of Multicultural Affairs provides federally-funded support for 210 students each year from underrepresented groups. These students are enrolled in EDUC 105, a study skills course, and are assigned individual core-class tutors. They are also assigned a full-time academic advisor/counselor who works with them on personal and academic goals. These counselors also act as advocates for the students.⁶⁷

Assistive Technology

According to the Office of Assistive Technology website, “This free service for students, staff, and faculty promotes equal access to information and learning. Its focus is to serve people with disabilities, but others may benefit from the service as well.”⁶⁸ According to the Assistive Technology coordinator, one function of the program is to provide “alternative methods of accessing print information. Students with print disabilities (vision impairment, blindness, and learning disabilities such as dyslexia) use (and sometimes *learn* to use) modern technology to overcome their disabilities and compete with other students on an equal footing. The programs they use include text to speech programs, such as Kurzweil, to read texts, and speech recognition programs, such as Dragon Naturally Speaking, to aid in writing papers. The speech recognition programs are also used by students who are physically unable to type, but can speak into a microphone. The tools they learn to use here are all applicable to work situations as well.

UWSP’s Online Accessibility Policy and Implementation Plan

On March 2, 2005, the completed version of UWSP’s Online Accessibility Policy and Implementation Plan⁶⁹ was approved by the Faculty Senate. Effective July 1, 2005, this policy outlines a five-year plan for making UWSP’s online resources, services, and overall presence 508 compliant, including online design and software purchase practices. A yearly review provides a venue to assess progress and effectiveness of this policy.

Disability Services Office

The Disability Services Office offers accommodations to qualifying students, including services such as test-taking accommodations, note taking, recorded lectures, adaptive technology such as text-to-voice, and sign-language interpreting.⁷⁰

UWSP's Student Residence Halls

Programs centered in various residence halls support diversity in student interests through dedicated halls and living communities. Examples include:

- Eco Hall (located in Knutzen Hall): Residents seek new and innovative ways to live in an environmentally friendly manner. Residents have the opportunity to focus on environmental issues and concerns that face our community locally and globally. New in 2004, solar panels have been added to the roof of Knutzen Hall.
- Language Hall (located in Baldwin Hall): Students have the opportunity to participate in social and cultural activities aimed at fostering Spanish and French language skills and cultural interests.
- Intercultural Program (located in Pray-Sims Hall): This specialty living community provides programming that enhances relationships between U.S. and international residents, creating a unique learning experience.
- Wellness Emphasis Program: Residents of this hall have the opportunity to pursue their personal wellness goals. Through programming, facilities, and a supportive environment of staff and peers, residents are encouraged to create and continue a balanced, healthy lifestyle.
- Alcohol-Free Living Community: “Alcohol-free” is defined as an area where neither residents nor their guests (regardless of age) are allowed to possess or consume alcohol. In addition, residents and guests must refrain from being present on the house while under the influence of alcohol. As with other living options, residents are required to sign a specialty living agreement. This community is located on the first and second floors of Burroughs Hall; a second Alcohol-free community is located on the third floor of Pray-Sims Hall.⁷¹

Multi-Cultural Food Events

In 2006-07, UWSP celebrated its 14th Annual Soul Food Dinner; the 36th International Dinner and Entertainment (the “Sea of Cultures”); and the Hmong and Southeast Asian American Club (HaSEAAC)’s Dinner & Entertainment event, “Taste of Toj Roob (the Mountains): Echoes of the Past.” These events encourage students and other members of the community to interact with other cultures through experimentation with food and other customs.

Other Multi-Cultural Events

The MultiCultural Affairs office coordinates, publicizes and sponsors many events of interest to multicultural students and the general community. Examples include the Portage County Cultural Festival (an annual event in May), the Festival of India (an annual event in October), the River Front Jazz Festival (an annual event Labor Day weekend), multicultural student leadership conferences, and numerous other activities. Student groups sponsor events such as The South Asia Society and Multicultural Affairs sponsored poetry readings in various languages in “World Poetry - Celebration of Languages.”⁷²

3c-3

Advising Systems focus on student learning, including the mastery of skills required for academic success.

Advising begins well before students begin their careers at UWSP. Following is an outline of advising programs in the order in which they would be experienced by students or prospective students. UWSP has a well-developed advising policy.⁷³

Pre- First Year Experience

Upward Bound is a year-round academic success program for low-income and/or first generation college-bound students from an eleven-county area in central and northern Wisconsin. Upward Bound serves eighty to ninety students annually. During the academic year, students in the program receive tutoring, college preparatory courses, and advice about how to succeed at the University. An advisor works with them in person and via phone and internet on personal and academic matters. Students undergo several training sessions/workshops during the academic year to help improve their leadership and academic skills and take several recruitment tours of different universities and colleges. During the summer program students stay on campus for six weeks during which time they take accelerated math, science, and English courses and potentially some electives. They also participate in workshops on topics such as financial aid, study skills, relationship skills, and career development.⁷⁴

Orientation

Advising is provided to incoming freshmen through a student Orientation program in which academic requirements are explained, academic advising is provided, and participants register for classes. Orientation sessions last approximately one and a half days, and in addition to academic advising the program includes sessions welcoming students to campus and familiarizing them with important locations, informal meetings with student leaders, and programs for parents. Students also take the English Writing Assessment, which results in a placement in the Freshman English program.⁷⁵

First Year Experience

Peer educators in Residential Living, called Academic Resource Coordinators (ARCs), offer first year students assistance in academic preparation and career development. The academic preparation program consists of six individual sessions on academic preparation, as well as the use of the book *Becoming a Master Student*. The ARC career exploration program is coordinated with the Career Services Office. Topics covered include career philosophy, building a resume, cover letter writing, summer job fairs, and interview skills.

Staff from the Multicultural Resource Center and the Native American Center of Multicultural Affairs also meet with first year UWSP multicultural students. They set a time early in the semester to meet with the students and have them sign a Success Agreement, which gives the staff permission to talk with professors and obtain grade reports. The staff then reviews the information with the students to be sure students have an accurate picture of how well they are doing.

The Multicultural Affairs unit pairs their incoming first-year students with upper-division students for a mentoring relationship. They connect via phone, email, and in person, and their main objective is to intervene with students at any time when they are vulnerable for failure at the University. Mentors act as liaisons so that first year students can find the right place to get any help they might need.

Ongoing Advising Services

The Native American Center assists Native American students enrolled at UWSP in becoming successful academically and socially. They host several workshops, work individually with students, advise two Native American student organizations, and provide counseling and advising to Native American students.⁷⁶

The Student Academic Advising Center (SAAC) provides “advising services to undeclared majors, for students in transition from one major to another at the University, and for students who are questioning their choice of major. The staff offers assistance in the development of educational plans, the decision-making process, and in clarifying the relationship between educational plans and career goals.”⁷⁷

The Academic and Career Counseling Enhancing Student Success (ACCESS) program is a collaborative effort between Career Services, the Student Academic Advising Center, and academic departments. This “intrusive” advising initiative is aimed at students who are struggling to reach and/or maintain the academic standards set forth by their desired major, who are unable to gain entrance into their preferred major due to enrollment management policies, and/or who are uncertain and questioning their current choice of major.

Students who have selected a major are assigned or select an advisor by their academic department.⁷⁸

Small Group Advising and Peer Advising

Some academic units offer either small group advising or advising by peers, or both. Business and Economics, for example, offers both of these programs.⁷⁹ The College of Natural Resources' Student Success Center is another peer advising program.⁸⁰

3c-4

Student development programs support learning throughout the student's experience regardless of the location of the student.

UWSP supports many programs taking students to off-campus locations for unique learning experiences. Students are provided with opportunities to learn at two University-owned facilities in Central and Northern Wisconsin; other programs take students into the local community, the state, around the country, and around the world.

Treehaven and the Central Wisconsin Environmental Station

Treehaven is a residential natural resources education and conference facility located between Rhinelander and Tomahawk, Wisconsin. Owned and operated by UWSP's College of Natural Resources (CNR), Treehaven rests on a glacial ridge overlooking 1,400 acres of forest and wetlands and is home to the CNR's Summer Field Training program. Students majoring in natural resources attend one of two six-week sessions, during which they gain field experience in forestry, wildlife management, soil science, and water resources. This program is a highlight of the CNR undergraduate experience, and is nationally recognized.⁸¹

The Central Wisconsin Environmental Station (CWES) is a 300-acre teaching and learning center located 17 miles east of Stevens Point on glacial Sunset Lake. The mission of CWES is to foster in adults and youth the appreciation, understanding, skill development, and motivation needed to help them build a sustainable balance between environment, economy, and community. This mission is accomplished by:

- training and mentoring UWSP undergraduate and graduate students in environmental education in an effort to develop the most skilled and sensitive professionals possible;
- providing innovative environmental education experiences based on ecological principles, integrated natural resource management philosophies, balanced perspectives, and inquiry-based methodologies;
- offering outdoor opportunities to recreate, rejuvenate, and build strong personal connections to the waters, woods, wildlife, and other people;
- demonstrating sustainable designs and practices based on current research and technology, and
- promoting this leadership model, in cooperation with the CNR.⁸²

Internships

Many disciplines at UWSP offer local, national, or even international internships, for example, the London Internship program.⁸³ Internships can be either paid or volunteer activities.⁸⁴ In some majors, internships are optional, for example in the Soil Science major.⁸⁵ Some disciplines require internship experiences for their students, including the following:

- Land Use Planning students must earn internship credits;⁸⁶
- the Medical Technology program requires a clinical practicum in a hospital-based accredited clinical laboratory;⁸⁷
- the Interior Architecture Program requires students to earn internship credits;⁸⁸
- Health Promotion students complete practicum experiences in the Stevens Point community.⁸⁹

Some internships are discipline-specific, including the following:

- Communication;⁹⁰
- Geography and Geology;⁹¹ and
- Practicum experiences for physical education majors.⁹²

Internships of various kinds are also available through the departments of Sociology, Political Science, Arts Management, Web and New Media Technology, Physics, Psychology, and Business Administration.⁹³

Career Services provides strong support for local, national, and international internships. The website provides a directory of internships through UWSP, several directories of internships through external agencies and entities, and advice for students seeking internships.⁹⁴

Semester Abroad⁹⁵

UWSP offers eight semester-long programs and more than a dozen short-term trips run over the Winter Interim and the Summer break. More than one in five UWSP graduates have taken advantage of the Semester Abroad program.⁹⁶

Student Research Opportunities

UWSP students have many opportunities to conduct research, and funding is designated for student research and for students to present research at professional meetings.

- Student Research Fund: The Student Research Fund (SRF) will provide undergraduate and graduate students with funds to support expenses incurred during the performance of, or in reporting the results of, their independent research.⁹⁷

- L&S Undergraduate Research Symposium: Since 2000 the College of Letters and Science has hosted an annual symposium to showcase student research. Students from every department and division in the College display their research through poster and oral presentations.⁹⁸
- CNR Student Research Symposium: The Symposium Research Grant provides undergraduate students with funds to support expenses incurred during the performance of their independent research or scholarly activities.⁹⁹
- Athletic Training majors design and complete research projects as part of their senior seminar.¹⁰⁰
- Clinical Laboratory Science students present research findings and case studies in lecture and poster sessions at the state annual meeting and symposium.¹⁰¹
- UWSP Online Student Journal: The UWSP Journal is devoted to highlighting the best student work from across the University's four colleges. This on-line journal is an example of UWSP's commitment to student-centered excellence. Each year work from the previous academic year is selected for publication. The selection process is rigorous and is conducted by an editorial board comprised of faculty representing each college. The work selected is submitted to a faculty referee who is a specialist in the particular field.

The UWSP Journal is designed to encourage UWSP students to work toward publication and presentation of their work.¹⁰²

The Experiential Learning Program

In this program, run by the Student Academic Advising Center, a UWSP student has the opportunity to seek credit for college-level learning obtained by experiences outside traditional academic settings.¹⁰³

The Tutoring-Learning Center (TLC)

The TLC:

- provides tutorial services to students in reading and writing;
- provides tutorial services in content-specific areas;
- provides the credit-bearing English 57 series in which students design their own writing courses in areas that interest them while they improve their writing skills;

- provides the credit-bearing Reading in the Disciplines courses by faculty request (peer tutor led);
- provides professional assistance to selected students with learning challenges;
- recruits, selects, prepares, and mentors a cadre of 125-135 peer-tutors;
- provides the credit-bearing, writing emphasis, Tutor Practicum course for Reading/Writing Tutors;
- provides one-on-one help to students in using the University's main technology programs (the "Computer Guides" program);
- provides on-going staff development for all peer tutors; and
- mentors the Coop Interns who research and submit their individual literacy projects for presentation and publication.

Content area tutoring is available to all students, with special assistance in the form of free tutoring given to students enrolled with Disability Services, Student Support Services, and Multicultural Affairs.¹⁰⁴

Freshman Interest Groups (FIGs)

These are groups of first year students who live near one another in the same hall and enroll in the same block of "core" courses (typically two to four courses). FIGs are living-learning communities in which every community member is valued and encouraged. A FIG's core courses are carefully chosen to support students in making a strong start at their university education and help them to graduate on time. There are FIGs for undeclared/undecided majors and also students with interests in the Life Sciences, Natural Resources, and General Degree Requirements. Peer educators in each of the halls organize programs and activities for the FIG group in that hall. The hall director and the peer educator support the faculty teaching the FIG courses in multiple ways.

WWSP 90FM

UWSP's Campus Radio Station¹⁰⁵ is "the largest student-operated radio station in the entire Midwest." The station provides students with opportunities to experience all facets of radio production and broadcasting. The station has a community focus that is evident from their quarterly solicitations of programming ideas from listeners. Listeners report areas of community concern, and the station develops programming on those topics.¹⁰⁶

Student Publishing Experiences

- Cornerstone Press is a small-run publishing "company" run by students taking English 349, Editing and Publishing. Cornerstone Press is not a commercial press but rather an avenue through which students can learn the ins and outs of the publishing industry. Cornerstone carefully chooses a manuscript and publishes the chosen manuscript. Cornerstone edits, designs and manages the marketing for the book. In past years, one manuscript was chosen to be published. In 2006, the staff chose two manuscripts;¹⁰⁷

- *Barney Street* is the annual UWSP literary magazine that publishes student poetry and prose;¹⁰⁸ and
- *The Pointer* is the weekly student-run newspaper.¹⁰⁹

The Museum of Natural History

The UWSP Museum of natural History is a professionally-maintained academic resource that addresses diversity and relationships in nature and among cultures. The museum provides an opportunity for greater public understanding and appreciation for the world in which one lives through exhibitions, education, research, and public service. The Museum of Natural History is a program affiliated with the College of Letters & Science. Lesson plans have been developed to compliment the exhibits in the museum; these plans target specific grade levels. The museum has many elementary-aged school visitors every year.¹¹⁰

The Paper Machine

The Paper Science program is unique in owning its own paper machine. A variety of courses are offered utilizing this machine, providing rare opportunities for hands-on experiences.¹¹¹

The Water and Environmental Analysis Lab

This lab offers “analytical, research, and educational services to the public,” including analysis of residential drinking water and consultation on groundwater management practices.¹¹²

The CPS Café

The CPS Café operates as a food service business, open to the public for the purpose of giving dietetic students experience in all aspects of food service operation and management. The goal of the Café is to provide homemade, healthful food from local, sustainable farms and to manage production in an environmentally friendly manner.¹¹³

Lecture and Performance Series

UWSP Faculty and Guests lecture and performance series provide students with learning opportunities in non-traditional environments. Some examples of these series include

The Humanities Forum

This lecture series is an opportunity for UWSP faculty and staff to share their current research interests with one another. Recent topics:

- Matthew Davis, English, “Brotherhood and Blood in Civil War-Era America.”
- Ben Ofori-Amoah, Keith Rice, and Eric Larsen, Department of Geography/Geology, “A presentation on the Uganda GIS Training Project, a four-year project being funded by the Rockefeller Foundation” and “GIS in Uganda: Technology Transfer to the Heart of Africa.”

- Nancy LoPatin-Lummis, History, “Parliamentary Reform, Election Rigging and Partisan Politics in Early Victorian Britain.”
- Beverley David, Foreign Languages, “Where/When Christianity and Islam Meet: The Case of Abuja, Nigeria.”

The Letters and Science (L&S) Forum

Recent topics include:

- “The Place of Faith in Today’s World,” a panel discussion with Professor of Religious Studies Donald Fadner, and Philosophy Professors Karin Fry and David Chan (Moderator: Professor Corinne Dempsey).

Guest Presentations

Recent guest presentations sponsored by various departments and programs include:

- **Judge Barbara Crabb:** “Native American treaty rights.”
- **Tia Nelson:** “Preserving Wisconsin’s Public Lands Legacy.”
- **“A talk with Sri Chaitanyananda from the Sri Rajarajeshwari Goddess Temple in Upstate New York.”**
- **Latvian film director Dzintra Geka:** a public screening of her latest documentary “Once There Was Siberia.”
- **Marge Piercy:** an evening presentation on her most recent novel, *Sex Wars*
- **Sompop Jantraka,** two-time Nobel Peace Prize nominee for his fight against child trafficking.¹¹⁴
- **Don Hellison:** “Reflective Teaching: The Impact.”

Also, the Global Environmental Management Education Center (GEM) regularly sponsors an international series of speakers which is open to the public.¹¹⁵

Service-Learning Opportunities

Service-learning opportunities are available for students in many disciplines and programs, including the following:

- The Student Involvement and Employment Office offers fall and spring involvement fairs, in which local community service organizations recruit volunteers for various positions;
- The Association of Community Tasks (ACT), facilitated by the Student Involvement and Employment Office, coordinates the efforts of a large number of student volunteers. ACT has five core volunteer placement options: individual volunteering (over ninety programs in 35 agencies); tutoring (placement in community schools); community group projects; Hunger Clean-Up (a fund raiser for the community in which volunteers clean parks, schools, etc.); and the campus blood drive.

- The Student Involvement and Employment Office also coordinates UWSP's Wisconsin Campus Compact Membership. The Wisconsin Campus Compact (WiCC) is the state chapter of a nationwide association of college and university presidents dedicated to encouraging public and community engagement. Its mission is to promote service that develops students' citizenship skills and values, encourages campus-community partnerships and assists faculty in integrating student engagement into their teaching and research. As an example, the AmeriCorps/Vista Service-Learning Program is part of the campus compact and was created to develop or strengthen service-learning and civic initiatives between UWSP and the local community. The VISTA coordinator works directly with faculty members to design service-learning projects (for example, the College of Natural Resources Paper Science Department's recycling project with Paper Science majors and school districts).
- UWSP has had student representatives at the Student Civic Leadership Institute. The goal of the Student Civic Leadership Fellow Program is to enable students to become agents of civic change on their campuses and in their local communities. These students were then responsible for working locally with faculty, staff, local community members, and other students to support/implement a local civic engagement initiative. One of these students also authored a \$500 Wisconsin Campus Compact grant through the Pew Trust.
- Residential Living offers the opportunity for new students to participate in the "Labor of Love." Each year, on the day before classes begin, new students take part in a community service experience in which they perform services ranging from picking up litter around the city, to cleaning area churches, to washing fire trucks. This event provides students with an opportunity to serve and to learn more about the community, as well as connect with other students experiencing their first full weekend as UWSP students.

Other Examples of Service-Learning

- UWSP's College of Natural Resources is working collaboratively with UW-Platteville and UW-River Falls to "create a service-learning network linking key academic institutions and their respective faculty expertise in natural resources, agriculture, and life sciences."¹¹⁶
- UWSP International Programs offers a semester abroad to Chengdu, China that incorporates service-learning. According to the Study Abroad program website, "Through this service-learning opportunity [students] contribute to [their] host community in Chengdu by lending [their] expertise as a native English speaker to local schools, tutoring students or teachers, or other service options."¹¹⁷

- The Communicative Disorders program offers service-learning experiences that form rich community service-learning projects such as inpatient and outpatient speech-language and swallowing services for St. Michael's Hospital in Stevens Point, speech-language and hearing services for preschoolers and children from the Stevens Point Area Public Schools, hearing diagnostics for the Early Intervention program, speech-language services to Hospice of Portage County, and hearing screening for the Migrant Farm Workers Program.¹¹⁸
- UWSP's Service-Learning Coordinator: According to the CAESE website, "In spring of 2005 the Wisconsin Campus Compact in collaboration with UWSP placed a Service-Learning Coordinator at UWSP. Michele Dickinson, the Service-Learning Coordinator, works with the community and UWSP faculty to develop service-learning projects for UWSP students."¹¹⁹
- Achieving Career Exploration through Service (ACES): "is a one-credit pass/fail class that is offered only to sophomore and above students who live in the residence hall. The class is a combination of career exploration activities, resume/cover letter building and writing, interview information, and service-learning projects. Each student is required to choose a service-learning project on campus or in the community and devote a minimum of ten hours to the project. Class participants share in a final presentation how the experience benefited both them and the organization and detailing the skills they learned in the process."¹²⁰

Service-learning has been an important priority at UWSP for some time. In 2000, service-learning was promoted through the CELT (Center for the Expansion of Learning and Teaching) project, a virtual resource center for educators, parents and students. This project began with a grant, written by two UWSP professors, that funded a three-year process where master teachers trained other teachers in the Stevens Point Area schools. The primary purpose of the CELT Project was to create a forum for exploring the intersections and connections between advanced technologically assisted instruction and multiple intelligences and brain-based learning. An additional purpose was to train area teachers in both technology and specified newer educational trends with the intent that they become teacher-trainers for the district.¹²¹

Important initiatives in service-learning are being undertaken in the departments of Philosophy and Psychology as well.¹²²

3c-5

UWSP employs, when appropriate, new technologies that enhance effective learning environments for students.

UWSP is a very technology-oriented campus and tends to be on the leading edge of new technology developments. A few examples of this include:

- the use of classroom response systems (“clickers”) in a number of classrooms;
- the many courses employing Desire2Learn (D2L), a web-based course-management system; and
- laptop computer checkout for students and faculty in the Learning Resource Center.

These topics will be covered in greater detail in section 3d.

3c-6

UWSP’s systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.

Although no specific assessment program at UWSP addresses these strategies, activities, and technologies separately, assessment of these methods and means is built into the University’s larger assessment program. For example, service-learning courses undergo the same type of assessment scrutiny as other more traditional courses, and are analyzed for their effectiveness in achieving learning objectives, and action to improve effectiveness is identified and implemented when resources permit.

Core Component 3c Conclusion

UWSP has developed a wealth of programs and strategies to facilitate learning in varied environments. Programs take into account both the physical and cultural diversity of the student population, as well as diversity of learners and learning styles in general. Advising programs are multi-layered, offering peer and faculty advising as well as numerous print resources and targeted advising groups. UWSP is rich in resources for learning in settings beyond the traditional classroom, such as service-learning opportunities, semester abroad programs, internships, and residence hall programs, among others.

Core Component 3d

UWSP's learning resources support student learning and effective teaching.

UWSP provides numerous learning resources to support student learning and effective teaching. Many of these resources have already been discussed in this chapter, but further attention will be given here to some select resources.

3d-1

UWSP ensures access to the resources (research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching.

UWSP is committed to securing access to its resources for all of its students, faculty, and staff. This is accomplished in a variety of ways, from scheduling sufficient hours for computer labs to complying with laws and statutes protecting people with disabilities.

Access to Campus Facilities

- **James H. Albertson Learning Resource Center:** Easy and flexible access to one of UWSP's central learning resources, the James H. Albertson Learning Resource Center, known colloquially as the library or the LRC, is obviously crucial to UWSP's mission. Hours are posted online.¹²³ Weekday hours during the academic year extend to midnight or 1:00 a.m., though various special collections may have somewhat shorter hours. The LRC houses numerous group study and quiet study areas. Rooms for group study may be reserved by students at the main circulation desk. Other services that support teaching and learning include bibliographic instruction and Reference Services. The library also provides technical assistance to patrons with disabilities.¹²⁴
- **Computers:** Access to computers is also vital for student success. The University has fifteen general access computer labs located in the various academic buildings, and thirteen computer labs in student residence halls. There are over 700 computers in student computer labs in academic buildings, in the DawgNet kiosks in academic and non-academic buildings, and in residence hall computer labs. Information Technology recently expanded one of the labs for 24-hour operation. The lab is only closed overnight on weekends, when demand has proven insufficient to justify the extended hours.¹²⁵ Lab locations and hours of operation are conveniently listed on web sites, which also contain links showing work schedules of lab staff. Computer labs may be reserved for instruction; the policy on reserving computer labs can be found on the reservations website.¹²⁶
- **Remote Lab service:** Information technology has added a further component of accessibility with its Remote Lab service. Through this feature, students, faculty and staff off campus may access databases, software, and other computing features that were previously only accessible from computers on campus.¹²⁷

- Lab access: UWSP also maintains several clinical labs to help support the research of its faculty and students. Labs in the Communicative Disorders program are open during student clinic hours; however, graduate students pursuing independent research projects for which more extensive lab access is required may be issued keys to the labs. Undergraduates involved in research projects are generally closely mentored by faculty.

The Department of Health Sciences operates two labs used by students. These labs are open during daytime hours, and senior level students can check out keys for after-hours use. The two labs are used for all the sub-disciplines: hematology, immunology, immuno-hematology, clinical chemistry, diagnostic microbiology, parasitology, mycology and molecular pathology. One of the labs is smaller than the other, and because its size limits its usefulness, it is used for preparing lab tests, which are then actually performed in the larger lab. The Department of Health Sciences also operates a separate Resource Room with computers and journals for student and staff use.

- Health/athletic facilities: In addition to computer facilities and clinical laboratories, UWSP provides its students, faculty, and staff with numerous athletic facilities, generally located either in the Health Enhancement Center (HEC) or the Cardio Center. Resources in the HEC Center include the Aquatic Center,¹²⁸ which houses an eight lane, 126 by 60 foot pool, a diving well with one three-meter and two one-meter diving boards, and a thirty by thirty foot warm water instructional therapeutic pool to serve the handicapped, elderly, and young children.

The HEC Center is also home to the 54,000 square-foot Multi-Activity Center (MAC).¹²⁹ The MAC contains tennis courts, a 200 meter indoor track, and a 2,800 square foot climbing wall. The MAC is home of intramural sports such as indoor volleyball, basketball and indoor soccer, which use both the Berg and Quandt Gymnasiums. These full-sized gymnasiums offer a total of five full-length basketball courts and two smaller courts and are open to the campus community when teams are not practicing.¹³⁰ Also located in the MAC is the Strength Center,¹³¹ which contains facilities for athletes and recreational and serious weight lifters.

UWSP students, faculty, staff, retirees, and alumni can also access health and wellness training and equipment at the Cardio Center.¹³² The Cardio Center offers cardio and strength-building facilities and personal trainers. It is also the home of Outdoor EdVentures, which provides equipment rental and experiential programs in outdoor awareness, environmental ethics, and wilderness travel.

A short list of additional educational resources that UWSP makes available to its students, faculty, staff, and the public, includes:

- The Blocher Planetarium and UWSP Observatory: These are open to students and the public on clear Monday, Tuesday, and Wednesday evenings whenever classes are in session.¹³³

- **The Paper Machine:** The Department of Paper Science and Engineering received a donation of a paper machine in 1991. Although the machine needed extensive updating requiring over \$2 million, it is now fully operational and valued at over \$8 million. This is a unique situation: no other Paper Science program in the country has a machine that matches UWSP's in usefulness as an educational tool. The machine is used in nearly every Paper Science course taught in the department as well as outreach courses through University Credit Outreach/Extension.¹³⁴
- **Practice rooms and rehearsal spaces:** Students may use practice rooms in the Noel Fine Arts Center whenever the building is open. Rehearsal rooms may be checked out by students with faculty permission when the building is open.¹³⁵ In addition, residence halls also have practice rooms for student use.

Access for Students, Faculty, and Staff with Disabilities

UWSP complies with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) of 1990. Under these laws, students with disabilities are guaranteed physical and programmatic access, as well as accommodations or reasonable modifications in the instructional process to ensure full educational opportunity. Qualified students with disabilities have the same opportunities as other students to participate in campus programs and activities, including academic, research, occupational training, and counseling programs, housing, health services, student services, physical education, transportation, and extracurricular activities. Additionally, students with impaired sensory, manual, language, or processing skills may use educational auxiliary aids or services such as taped texts, readers, interpreters, note takers, tape recorders, adapted classroom equipment, and other similar services or equipment. The complete disability access policy can be viewed on the UWSP website.¹³⁶

UWSP has also developed an Online Accessibility Policy. The ultimate goal of this policy is to ensure a fully accessible online infrastructure, with priorities given to campus-wide web resources; department websites intended to provide information on department missions, programs, and activities; most frequently used course-related websites; and, with certain exceptions, all online resources, including web pages that are newly procured or created or that are undergoing a major overhaul. The complete policy can be viewed on the UWSP website.¹³⁷

This wide array of resources is indicative of UWSP's commitment to accessibility to all learning resources, both in terms of physical location access and access to all segments of our community, including differently-abled individuals.

3d-2

UWSP evaluates the use of its learning resources to enhance student learning and effective teaching.

UWSP evaluates the use of its learning resources in many different ways. Detailed below are its assessment of use patterns of library materials, campus laboratories, and information technology.

Evaluation of Library Resources Use

The James H. Albertson Learning Resource Center collects data on use by patrons in many different areas. Many of these statistics are reported in the biennial National Center for Education Statistics (NCES) Academic Libraries Survey. Data from the most recent survey, completed in 2006, are available in the Virtual Resource Room ¹³⁸with 2004 data shown for comparison.

Comparison of these statistics reveals that professional library staffing has declined since 2004 by 2.5 FTE. Other (non-professional, non-student) staffing remained approximately level, and student staffing increased by 3.65 FTE. The budget for library staffing declined by 3.6%.

The same survey compares expenditures on books, serials, and other materials in 2004 and 2006. One-time expenditures during the period declined from \$338,951 to \$187,474, a decrease of \$151,477 or 45%. The library has ongoing commitments to serial subscriptions, the costs for which have increased at alarming rates in the past few years. The library has attempted to delete subscriptions that do not receive high use, as well as consolidate so that it does not own both physical and electronic subscriptions to the same serials. Still, serial subscriptions are a source of major budgeting concern. Additionally, the library is mandated by UW System to subscribe to certain bibliographic utilities and databases: System receives special rates that apply if all UW campuses subscribe to these services, thus adding to costs for UWSP even if the services are low-use items.

The NCES survey supplies other useful data demonstrating that UWSP evaluates the use of its learning resources. For example, the survey shows that UWSP was a net exporter of Interlibrary Loan materials in 2006, providing nearly 7,500 items to other libraries, while receiving almost 4,400. The use of the Universal Borrowing system, through which UWSP library patrons may order items from other UW libraries with a much shorter wait than the typical Interlibrary Loan, has no doubt changed UWSP's Interlibrary Loan usage.

The NCES survey also tracks circulation transactions: general circulation transactions decreased between 2004 and 2006 from 101,440 to 86,335. This probably reflects a growing trend among students toward dependence on the Internet for data to include in research papers and projects. Reserve circulation transactions increased between 2004 and 2006 from 9,120 to 9,742. Reference transactions in a typical week fell from 1,385 to 858 (38%); the gate count also fell from 10,876 to 9,854 (9%). The drop in reference transactions is likely due in part to decreased staffing, but also to changing student research habits.¹³⁹

An 8% budget increase was requested by the library director for 2007-08, but was denied. According to the request, the faculty purchasing budget is at an all time low, with faculty ability to purchase new items projected to be virtually eliminated by 2010.¹⁴⁰ This dilemma coincides with the launch of several new academic programs, such as the Health Sciences Major, Non-Western Art, and the Communicative Disorders doctorate, with the result that the library may lack appropriate resources to support these new programs.

Evaluation of Campus Laboratories

Modernization of campus laboratories is another important example of UWSP's evaluation of its instructional resources. UW System provides funds for Laboratory and Classroom Modernizations as well as General Computer Access funding. Requests for laboratory modernization funds are evaluated on the basis of the enhancement they would bring to student experiences. Typical funded proposals replace equipment that is too old to be repaired or is otherwise functioning poorly, or technology that is out of date.

Lab modernization funds have remained fairly constant since at least 1998, although in the spring of 2004 they were cut by approximately \$15,000. Modernization projects funded for 2007-08 total \$470,418. These funds have been used to add technology equipment such as computers, projectors, and sound and video equipment to classrooms. The funds also update laboratory spaces such as the Clinical Laboratory Science Lab, which is used for courses in Clinical Chemistry, Clinical Hematology, Diagnostic Microbiology, and Immunohematology. The lab required new instruments, a modern safety hood, a refrigerator, and a biological freezer for specimen storage, replacement of deteriorated cabinetry and countertops, and updated electrical wiring and plumbing. The program received approximately \$60,000 for these upgrades.¹⁴¹

Evaluation of Information Technology Use

Information Technology (IT) collects data on computer laboratory use; these data are used to make decisions on improvements to enhance student learning. In 2005-06, IT reported that labs were used at about 50% capacity, but that the demand for larger labs for use by classes was increasing. The reduced individual demand is likely due to more students having their own computers on campus, and the increased availability of wireless access throughout campus. To meet the demand for labs for bigger classes, some larger labs (over thirty workstations) have been developed.

Information Technology also has a laptop loan program for students. In 2005-06, 45 laptops were available for students to check out; the computers are available at the main circulation desk in the library. These computers are in almost constant use, showing this to be a popular and valuable program.¹⁴²

3d-3

UWSP regularly assesses the effectiveness of its learning resources to support learning and teaching.

In addition to the data in section 3d-2, some other data relating directly to assessment are included here.

Many of the supporting services at UWSP employ extensive assessment processes to ensure that learning resources function at high levels. Some of the support units employ external accreditation.

The James H. Albertson Learning Resource Center (the library) is one learning resource that conducts considerable assessment, much of which is reported in their Annual Report.

The library includes approximately two million physical items, with access to millions more electronic resources. In addition, library faculty offer credit and non-credit courses and support other faculty in their courses. Demand for library instruction and class presentations has steadily increased since 1998. A survey conducted in 2003 indicated patron (student and faculty) desire for longer hours, more quiet spaces, and enhanced periodical holdings. These findings have helped the library to improve their services and offerings.¹⁴³

UWSP Student Affairs areas make important contributions to student learning, and these entities have also implemented assessments in the past few years. Assessment reports for Admissions, Career Services, the Counseling Center, the Disability Services Office, Financial Aid, the Foreign Student/ESL Office, Health Services, the Helen Godfrey Child Care Center, Multicultural Affairs, New Student Orientation Programs, Registration and Records, Residential Living, and University Centers may be found in the Virtual Resource Room.¹⁴⁴ A few highlights of assessment in the student services areas include the following:

- Admissions has added extra tour guides on Mondays and Fridays to reduce the size of campus tour groups;
- Disability Services has increased the number of volunteer readers (in its text-to-tape program) and sign language interpreters; and
- The Registrar's Office has enhanced online transcript requests and made course history (unofficial transcripts) accessible and printable online.

These assessment activities allow support and service departments to adjust their procedures and serve their constituencies better, supporting learning and teaching in both direct and indirect ways.

Assessment is also undertaken at the Gesell Institute Early Childhood Center at UWSP, a learning resource that provides education students with an opportunity to observe developmental processes in young children, to observe master teachers, and to apply the principles learned in those observations to the education of the children at the institute. The institute's assessment activities have led to accreditation from the National Association for the Education of Young Children (NAEYC), the nation's leading organization of early childhood professionals. The accreditation program was created in 1985 to set professional standards for early childhood education and to help families identify high-quality child care and early education programs. Programs are accredited by NAEYC for a five-year period.¹⁴⁵

UWSP support services have greatly increased their assessment activities over the past few years, as can be seen in their assessment reports and from the preceding examples. Assessment activities are serving to support student learning both directly and indirectly through library programs and student service departments.

3d-4

UWSP supports students, staff, and faculty in using technology effectively.

UWSP takes great pride in the amount of technology available to support teaching and learning. Technology is available in myriad forms. A few examples include classroom outfitting, wireless access, and computer labs and other computer functions.

Classrooms

Classrooms on campus provide a variety of technological capabilities. These include wired internet connectivity (100% of classrooms), wireless access (98%) computers (87%), LCD projectors (87%), DVD/VCRs, sound playback and/or recording equipment, video cameras and monitors, classroom response systems (clickers), and document cameras.¹⁴⁶ In many cases, special software needed for teaching in a particular room is also available. For example, SmartMusic¹⁴⁶ music accompaniment software is available in rooms where students will be performing with this program. Similarly, classrooms where Geographic Information Systems (GIS) are used have access to ESRI, the standard GIS software package.

Wireless access

Although students are not required to own laptop computers, all buildings on campus have wireless access. Students can also check out laptops from the Learning Resource Center.

Computer Labs

Many labs provide specialized equipment for various uses. For example the Computer Music Center in the Music Department has Mac computers equipped with special music notation and sequencing software, and a lab in the Communication Arts Center specializes in video editing.¹⁴⁷

Remote Lab

Information Technology has recently implemented the Remote Lab, a service whereby students, faculty, and staff can temporarily turn their personal computer into a lab computer, complete with all lab software and access. This is achieved via a web interface requiring the user to enter a user identification and password. The service is very valuable to anyone working off campus; for example, library indexes and databases that normally can only be accessed from computers on campus can be accessed via Remote Lab. Students who wish to work after hours when most labs are closed, or any member of the University community who wishes to work from home or a remote location, can take advantage of this service.¹⁴⁸

Support

Support for these various types of technology is provided primarily by Information Technology, which employs approximately 45 staff FTEs and 31 student FTEs as part of their central staffing. An additional seven decentralized FTEs are attached to specific colleges. The central staff members support campus technology through various functions including outfitting labs and problem-solving through the Help Desk, Workstation Support, and other programs. The decentralized staff members include College Technology Representatives. Each college is assigned a technology support person from Information Technology, support staff members who are housed in their respective colleges to problem-solve classroom equipment, order hardware and software for their colleges, and assist faculty with technology needs.¹⁴⁹

3d-5

UWSP provides effective staffing and support for its learning resources.

Staffing and support for learning resources are areas of concern in some cases. For example, although the director of Information Technology characterized the staffing level in his area as “adequate,” he added the caveat that one can always do more with additional resources. Recent computer security breaches, such as the ones that have jeopardized various government records, have created a shift in priorities, so that some IT resources are being diverted from student learning applications to security. The IT director also expressed concern over the UW System’s increasing momentum toward a set of common applications across all system campuses. This is an unfunded enterprise (not yet a mandate) with an estimated cost of \$400,000, an amount that UWSP is not in a position to absorb.

Concerns in the Learning Resource Center are more acutely expressed, although they stem, in part, from similar circumstances. The library’s budget has not increased as salaries and other expenses have increased, with the result that available dollars are almost entirely encumbered by salaries of existing staff. Still, the acquisitions budget has dwindled alarmingly. The library director is concerned about the library’s ability to support new academic programs with library materials.

Despite these problems, there is still a great deal for which to be grateful in the area of learning resources, including their staffing and support, as the bulk of this section demonstrates.

3d-6

UWSP’s systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

As discussed in section 3c-4, partnerships between the University and various external constituents involving service-learning, internships, and student research opportunities are vital components of the UWSP learning experience. The Center for Academic Excellence

and Student Engagement (CAESE) has sponsored several workshops and speakers related to service-learning. Details related to service-learning courses are covered in section 3c-4. In addition to these types of partnerships, other innovations seem to be limited only by faculty imagination. For example, a number of UWSP faculty have developed Learning Objects, self-contained units or lessons with a specific learning objective, content, interactivity, and assessment or evaluation.¹⁵⁰ These learning objects were developed with the assistance of the Instructional Media and Information Technology staff., and are just some of the many learning innovations developed by UWSP faculty.

3d-7

Budgeting priorities reflect that improvement in teaching and learning is one of UWSP's core values.

Impacts of budget considerations have already been discussed in relation to the Learning Resource Center, Information Technology, and the Laboratory Modernizations program. These are some of the major areas where budget impacts on learning resources. Other areas impacted by budget priorities within Academic Affairs include Travel, Tuition Reimbursement, Summer Course Redesign, Summer Diversity Stipends, and Summer General Education Research Stipends. Some of these programs are offered on an ad hoc basis (e.g. one year only), and others are ongoing. The one-time programs are typically offered in response to an initiative or identified area of need. Many of these programs are described in detail in Chapter 4 of this report.

One major budgeting area that has not yet been discussed is the area of compensation for instructional staff. Clearly, the faculty is one of the University's most important learning resources. UWSP has experienced considerable erosion of salaries for teaching staff, especially when compared to surrounding states. According to 2006-07 salary data compiled by the American Association of University Professors and published on the *Chronicle of Higher Education* website, UWSP is significantly behind Master's degree granting institutions in neighboring states such as Minnesota, Michigan, and Iowa, as well as being below the average for comparable schools in Wisconsin (see Table 4.1).¹⁵¹

Table 4.1: Faculty Salary Comparisons

Average salaries	Full Professor	Associate Professor	Assistant Professor
Minnesota	\$74,400	\$59,500	\$51,500
Michigan	\$75,700	\$59,700	\$50,700
Iowa	\$79,100	\$62,400	\$51,900
Wisconsin	\$68,700	\$56,200	\$49,900
UWSP	\$66,900	\$54,900	\$45,700

Although no empirical evidence (for example, exit interviews) exists to prove that non-competitive salaries cause faculty to leave or cause potential faculty to turn down offers of employment, anecdotes show that this is true in some cases. Comparatively lower average salaries for the state of Wisconsin form part of this problem, which is compounded by UWSP salaries being below the average for the state. It will be difficult for UWSP to remain competitive in the future with this salary situation.

Core Component 3d Conclusion

This closer look at learning resources at UWSP reveals much that is working very well, and a few things that could be improved. Access to learning resources such as the library and computer labs is extensive and well-documented. Furthermore, UWSP accessibility policies, both physical and online, ensure that all students and staff have access to these resources. Evaluation and assessment of learning resources and ancillary services are high priorities, with units gathering data and taking action to improve their services based on those data. Fiscally, support varies. Some of the learning resources are reasonably well funded (e.g. Laboratory Modernizations and Information Technology) while others are not (e.g. the Library and faculty salaries). Library trends are particularly troubling; however, overall, resources seem to be adequate to provide students with high-quality, varied and sufficient materials for learning. Planning will be essential to ensure the continuation of high quality, variety and sufficiency.

Chapter 3 Notes

- ¹ General Degree Requirements are listed at www.uwsp.edu/instres/Assess/plan.htm#purposes.
- ² Accreditation Reports of individual programs: AA EA 130.01-130.10.
- ³ Program Level Evaluation and Assessment, Including Departmental Mission, Vision, Values, and Goals Statements: SA AP 215.
- ⁴ Program Assessment Methods Matrix: AA AP 115.04.
- ⁵ *University Handbook*, Chapter 7, Section 3, p. 21: www.uwsp.edu/menu/handbook06-07/CH7-8%2006-07.pdf.
- ⁶ *University Handbook*, Chapter 7, Section 3, p. 26: www.uwsp.edu/menu/handbook06-07/CH7-8%2006-07.pdf.
- ⁷ Assessment and Program Review Reporting Cycle, 2007-2015: AA AI 110.58.3.
- ⁸ *Annual Reports* of the Assessment Subcommittee: AA AI 110.02.1 through 110.02.7.
- ⁹ AASCU *Final Report*, p. 3: AA AI 110.03.8.
- ¹⁰ Schedule of CAAP tests and senior surveys: www.uwsp.edu/instres/assess/gdr_timeline.htm.
- ¹¹ Program Assessment Methods Matrix: AA AP 115.04.
- ¹² *Tenth Annual Assessment Report*: AA AI 110.02.7.
- ¹³ *Tenth Annual Assessment Report*, AA AI 110.02.7.
- ¹⁴ *Tenth Annual Assessment Report*: AA AI 110.02.7.
- ¹⁵ Program Assessment & Program Review Impact on Planning/Budget Decisions: AA RE 165.18.
- ¹⁶ Evaluation of UWSP Assessment Program, 1999-2003: AA AI 110.62.
- ¹⁷ Evaluation of UWSP Assessment Program, 1999-2003, pp. 7 ff: AA AI 110.62.
- ¹⁸ Evaluation of UWSP Assessment Program, 1994-1999, p. 10: AA AI 110.61.
- ¹⁹ Curriculum Proposal Procedure, *University Handbook*, Chapter 7, pp. 3-4: www.uwsp.edu/menu/handbook06-07/CH7-8%2006-07.pdf.
- ²⁰ Types of Graduate Courses, *University Handbook*, Chapter 5, p.50: www.uwsp.edu/menu/handbook06-07/CH5-6%2006-07.pdf.
- ²¹ Common Data Set, worksheet CDS-I: www.uwsp.edu/instres/Common_Data_Set_2006_2007.xls .

- ²² Academic Freedom Policy, *University Handbook*, Chapter 5, p. 25:
www.uwsp.edu/menu/handbook06-07/CH5-6%2006-07.pdf.
- ²³ UWSP Scholarship and Service Report: AA RE 165.24.
- ²⁴ New Faculty Orientation schedule: AA FD 140.17.1 to AA FD 140.17.5.
- ²⁵ UW System OPID Website: www.uwsa.edu/opid/about/index.htm.
- ²⁶ UW System Wisconsin Teaching Fellows website:
www.uwsa.edu/opid/wts_wtf/index.htm.
- ²⁷ List of UWSP participants in Wisconsin Teaching Fellows program:
www.uwsa.edu/opid/wtf/directory.htm#Stevens_Point
- ²⁸ UW System Faculty College website: www.uwsa.edu/opid/conf/fc.htm.
- ²⁹ Sponsored Program Funding Opportunities At UWSP For 2006-2007:
www.uwsp.edu/grantsup/Sponsored%20Program%20Sheet.pdf.
- ³⁰ Curriculum Development Guide, p. 4: www.uwsp.edu/grantsup/CurrDevGuide.doc.
- ³¹ Curriculum Development Guide, p. 4: www.uwsp.edu/grantsup/CurrDevGuide.doc.
- ³² Academic Staff Professional Development Program, p. 2:
www.uwsp.edu/grantsup/Academic%20Staff%20Guidelines.pdf.
- ³³ Academic Staff Professional Development Program, p. 2:
www.uwsp.edu/grantsup/Academic%20Staff%20Guidelines.pdf.
- ³⁴ Faculty Alliance for Creating and Expanding Teaching Strategies (FACETS): AA FD 140.02 and www.uwsp.edu/education/facets/.
- ³⁵ FACETS website: www.uwsp.edu/education/facets/about/index.html.
- ³⁶ Annual University Teaching Conferences: AA FD 140.10.
- ³⁷ College of Professional Studies Focus on Teaching/Active Learning:
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- ³⁸ College of Professional Studies Focus on Teaching/Active Learning:
www.uwsp.edu/cps/resources/learning/.
- ³⁹ North, Joan. "Encouraging the Campus Focus on Learning and Teaching":
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- ⁴⁰ Malone, Janet, and Marty Loy. "When a College Really Supports Teaching: What Does it Look Like?" www.uwsp.edu/cps/resources/learning/data/whenacollege.shtm.
- ⁴¹ College of Professional Studies, Teaching Learning Resources links page:
www.uwsp.edu/cps/resources/learning/websites.shtm.
- ⁴² Pit Crew topics: www.uwsp.edu/admin/acadaffairs/caese/FacultyEvents/index.htm.

⁴³ Teaching and Learning Discussions: AA FD 140.16; Located at Public Folders; All Public Folders; University Offices, Services, and Governance; Academic Affairs; Teaching and Learning; Teaching and Learning Discussion; UWSP Teaching Perspectives Discussions.

⁴⁴ *Teaching, Scholarship, and Service*, p. 2:
www.uwsp.edu/admin/acadaffairs/Personnel/Teaching%20Scholarship%20Service%202006-07.doc

⁴⁵ *Teaching, Scholarship, and Service*, p. 4:
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⁴⁶ *Teaching, Scholarship, and Service*, p. 4:
www.uwsp.edu/admin/acadaffairs/Personnel/Teaching%20Scholarship%20Service%202006-07.doc.

⁴⁷ Student Evaluation of Course Instruction form, *University Handbook*, Chapter 4, p. 38: www.uwsp.edu/menu/handbook06-07/CH4D%2006-07.pdf.

⁴⁸ *University Handbook*, Chapter 4, p. 56: www.uwsp.edu/menu/handbook06-07/CH4A%2006-07.pdf

⁴⁹ University Awards Subcommittee: FG AW 541; *University Handbook*, pp. 59-63: www.uwsp.edu/menu/handbook06-07/CH5-6%2006-07.pdf

⁵⁰ *University Handbook* Chapter 6, p. 59: www.uwsp.edu/menu/handbook06-07/CH5-6%2006-07.pdf.

⁵¹ *Teaching, Scholarship, and Service*: AA PU 160.4.

⁵² CAESE Website: www.uwsp.edu/admin/acadaffairs/caese.

⁵³ Teaching/Learning Center Survey results: AA AI 110.65-69.

⁵⁴ Position Description of Director of Teaching/Learning Center: AA AP 135.25.

⁵⁵ UW System's Institute for Race and Ethnicity website:
www.uwm.edu/Dept/IRE/syllabi_bank/campuses/Stevens_Point.html

⁵⁶ Teaching and Learning Resource Network: AA FD 140.07.

⁵⁷ Teaching and Learning Resource Network: www.uwsp.edu/it/tlrn/index.htm.

⁵⁸ Reading in the Disciplines program: www.uwsp.edu/tlc/reading_adjunct_main.shtm.

⁵⁹ *Catalog* description of Writing Emphasis program:
www.uwsp.edu/news/uwspcatalog/general.htm.

⁶⁰ Leadership Site in SoTL:
www4.uwm.edu/LeadershipSite/projectdetail.cfm?projectid=30.

- ⁶¹ National Teaching and Learning Forum: www.ntlf.com.
- ⁶² UWSP Scholarship and Service Report: AA RE 165.24.
- ⁶³ Faculty Survey of Student Engagement report: AA AI 110.05.5.
- ⁶⁴ FSSE and NSSE Comparisons 2004: AA AI 110.05.4.
- ⁶⁵ NSSE 2006: AA AI 110.05.3.
- ⁶⁶ 2002 Alumni Survey: www.uwsp.edu/institres/Alum_Surv_2002.htm.
- ⁶⁷ Multicultural Affairs Office: www.uwsp.edu/multicultural/; Multicultural Resource Center: www.uwsp.edu/multicultural/mrcr/index.htm.
- ⁶⁸ Office of Assistive Technology website:
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- ⁶⁹ Online Accessibility Policy and Implementation Plan:
www.uwsp.edu/it/policies/adapolicy.htm.
- ⁷⁰ Disability Services Office accommodations: www.uwsp.edu/special/disability/.
- ⁷¹ Dedicated Residence Halls and Living Communities:
www.uwsp.edu/resliving/HallsRooms/options.htm.
- ⁷² Multicultural Events List: www.uwsp.edu/multicultural/mrcr/events.htm.
- ⁷³ UWSP Advising Policy: www.uwsp.edu/advising/pdfs/UWSPAdvisingPolicy.pdf.
- ⁷⁴ Upward Bound program website: www.uwsp.edu/special/upbound/index.htm.
- ⁷⁵ New Student Orientation website: www.uwsp.edu/reg-rec/orientation/index.asp.
- ⁷⁶ Native American Center website: www.uwsp.edu/multicultural/NativeAm/Index.htm.
- ⁷⁷ SAAC Mission Statement: www.uwsp.edu/advising/.
- ⁷⁸ Registration and Records statement on advising: www.uwsp.edu/reg-rec/advising.htm.
- ⁷⁹ Business and Economics Small Group and Peer Advising:
www.uwsp.edu/business/advising/Index.htm#SmlGrp;
www.uwsp.edu/business/advising/PeerAdvrs.htm.
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www.uwsp.edu/cnr/studentssuccesscenter/pac.htm.
- ⁸¹ Treehaven website: www.uwsp.edu/CNR/treehaven/.
- ⁸² Central Wisconsin Environmental Station website: www.uwsp.edu/cnr/cwes/.
- ⁸³ London Internship website:
www.uwsp.edu/studyabroad/factsheets/london_intern_sem1or2.htm.

- 84 See the following sources for information on internships in the College of Natural Resources (CNR) and the division of Health Promotion and Human Development:
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<https://www.uwsp.edu/hphd/sites/internships.shtm>.
- 85 Soil Science Internship website: www.uwsp.edu/cnr/soils-waste/aboutsoil.aspx#Internships.
- 86 Land Use Planning internship:
www.uwsp.edu/cnr/landcenter/Internship/internprog.html.
- 87 Medical Technology clinical practicum: www.uwsp.edu/hlthsci/MedTech/default.asp.
- 88 Interior Architecture internship: www.uwsp.edu/IA/Academics/ProgramDesc.asp.
- 89 Health Promotion practicum: www.uwsp.edu/cps/Overview/HealthProOverview.htm.
- 90 Communication internships: www.uwsp.edu/comm/callen/internship/index.htm.
- 91 Geography and Geology internships: www.uwsp.edu/geo/career.html.
- 92 Physical Education practicum:
www.uwsp.edu/cps/Overview/PhysEdAthTrainOverview.htm.
- 93 UWSP College of letters and Science: www.uwsp.edu/cls
- 94 UWSP internship directory:
www.uwsp.edu/career/PracticalExperience/Internships.htm.
- 95 UWSP Study Abroad program: www.uwsp.edu/studyabroad/.
- 96 UWSP At A Glance: www.uwsp.edu/admissions/scanpt2.aspx.
- 97 Student Research Fund website: www.uwsp.edu/grantsup/SRFUND.DOC.
- 98 L&S Undergraduate Research Symposium: www.uwsp.edu/cls/symposium_page.htm.
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- 100 Athletic Training Senior Seminar:
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- 101 Clinical Laboratory Science State Annual Meeting:
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- 102 Student Online Research Journal: www.uwsp.edu/grantsup/studentresearch/.
- 103 Experiential Learning Program: www.uwsp.edu/news/uwspcatalog/experiential.htm.
- 104 Content Area Tutoring through the Tutoring/Learning Center:
www.uwsp.edu/tlc/facultyinformation.shtm.
- 105 WWSP, UWSP's Campus Radio Station: www.uwsp.edu/stuorg/wwsp/.

- ¹⁰⁶ WWSP Listener Survey:
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- ¹⁰⁷ Cornerstone Press: www.uwsp.edu/english/cornerstone/.
- ¹⁰⁸ *Barney Street*: www.uwsp.edu/stuorg/univwriters/barney_street.htm.
- ¹⁰⁹ *The Pointer*: <http://pointer.uwsp.edu/>.
- ¹¹⁰ Museum of Natural History lesson plans: www.uwsp.edu/museum/lessonpl.htm.
- ¹¹¹ Paper Machine: www.uwsp.edu/papersci/Program/facilities.html.
- ¹¹² Water and Environmental Analysis Lab: www.uwsp.edu/cnr/etf/.
- ¹¹³ CPS Café: www.uwsp.edu/hphd/sites/Cafe/cpsCafe.shtm.
- ¹¹⁴ Sompop Jantraka lecture: www.uwsp.edu/news/pr/skJantrakaLecture.htm.
- ¹¹⁵ GEM Speaker Series: www.uwsp.edu/cnr/gem/Events.htm.
- ¹¹⁶ Service-Learning Network grant announcement:
www.uwsp.edu/news/pr/tmCNRServiceLearningGrant06.htm.
- ¹¹⁷ Service-Learning in Chengdu, China:
www.uwsp.edu/studyabroad/factsheets/Chengdu2006.htm.
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- ¹²¹ Center for the Expansion of Learning and Teaching (CELT):
www.uwsp.edu/education/celtProject/GenInfo/grant%20history/grant_history.htm-#Abstract.
- ¹²² UWSP Department of Philosophy: www.uwsp.edu/philosophy/; UWSP Department of Psychology: www.uwsp.edu/psych/index.htm.
- ¹²³ Library Hours: <http://library.uwsp.edu/admin/hours.htm>.
- ¹²⁴ NCES Academic Libraries Survey, question 42: AA AP 115.06.
- ¹²⁵ Information Technology Annual Report July 2006, p. 4: AA RE 165.23.
- ¹²⁶ Computer Lab locations: www.uwsp.edu/it/labs/locations/; Computer Lab hours: www.uwsp.edu/it/labs/hours/; Computer Lab reservations: www.uwsp.edu/it/labs/reservations/labres/index.htm.
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- 129 Multi Activity Center hours: www.uwsp.edu/hesa/facilities/mac.shtm.
- 130 Gyms: www.uwsp.edu/hesa/facilities/gyms.aspx.
- 131 Strength Center hours: www.uwsp.edu/hesa/facilities/strengthcenter.shtm.
- 132 Cardio Center website: www.uwsp.edu/centers/cardiocenter/index.asp.
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- 144 Assessment Reports for Student Services units: SA AP 215.02 through 215.14.
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- 146 Core Data Survey, p. 13: AA AP 115.08.
- 147 Special use computer labs: www.uwsp.edu/it/labs/news/.
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