

Striving for Excellence

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Inside This Issue:

- 1-2 The UW Libraries Research Fellows Program
- 2 Online Course Developers Continue in Summer 2012
- 3-4 Featured Teacher: Teaching & Learning New Tricks
- 5 Community of Practice Created for Online Student Learning
- 5-6 UW-Parkside Shared Learning Goals
- 6 New York Times Reporter at UW-P
- 7 UW-Parkside's Essay Competition
- 7 Summer Grant Development
- 8 UWSA Grant Reorganization
- 8 Calendar of Events Page

The UW Libraries Research Fellows Program

by Vanaja Menon, Director, Library

During the last two bienniums, the UW Libraries jointly requested and lobbied for a significant amount of funding for shared electronic resources for all UW campuses. Our hope was to open up UW-Madison Libraries' vast electronic Resource collection to all UW faculty and staff. Although we were not successful in getting this funding, the Library directors worked together to expand access to UW Madison's electronic resources to a number of faculty across the system. The incredibly expensive licensing agreements with vendors make it difficult for Madison to make these costly resources available to all UW faculty, but they offered to

add a handful of faculty members as Research Fellows from each UW campus. The pilot group from Parkside in 2010/11 had eight members: Kathleen Barry, Patricia Cleary, Kate Gillogly, Moses Langley, Marcelo Milan, Dave Rogers, Ed Schmitt, and Wei-jun Zheng. For FY 2011/12 we were able to increase the number to 10. Ross Astoria, Rob Barber, Kathleen Barry, Patricia Cleary, Herbert L. Colston, Teresa Coronado, Kate Gillogly, Moses Langley, Tracie Lee, and Ed Schmitt were selected as Research Fellows last spring and they enjoy the rich resources at UW-Madison Libraries.

At Parkside, the selection as a Research Fellow is done through a competitive process. A selection committee that includes 3-5 faculty members and one librarian, reviews the applications from individual faculty members and selects individuals based on their research interest, availability of resources at the Parkside Library, etc. These Research Fellows are then asked by the Madison Libraries to sign a consent form stating that they will keep their NetID confidential. Once they are assigned a Madison NetID, they have access to all those electronic resources at Madison. The feedback from this initial group of Research Fellows has been extremely encouraging and shows a great need to continue with this program. Here are some excerpts:

"There are a few centers for SE Asian studies in the U.S.; Madison is among the top three, and their library collection probably rivals that of Cornell. Being able to access most of what I need to keep current in my field and, especially, do literature reviews for articles I am working on, has been a tremendous help. It makes me a 'better' scholar, in the sense of the standards of my profession..."

"...remote access to these sources has saved me probably months of legwork in tracking down and viewing microfilm arriving via Interlibrary Loan, and it has given my current book project a momentum that would not otherwise be possible. It has also provided me with countless primary source items I've culled that will be put to use in at least four of the courses I teach."

"Thank you for all your efforts here. This program is invaluable to my research and teaching as I now have direct access to key literature in my field."

"...I find that I am more engaged with my research because of my faster access to journals and resources. I use the resources quite regularly in a number of my studies. .. Not only can I accomplish things faster and with ease, but not waiting for interlibrary loan allows for seamless research time devoted to literature searches and establishing context for my studies. Having to wait significant amounts of time for references (some of which may never arrive) breaks up the research process into a disjointed haphazard endeavor..."

"This way I can keep abreast of top notch research being done in my area. It also makes me more productive, since I don't have to wait for interlibrary loans to arrive (as I said, it is rapid, but not instantaneous). Of course, by

following the major developments in my field enables me to do more research, but also to offer a better learning experience for my students..."

"Without these resources it would be painstakingly slow to obtain the research articles that I need to continue my research. I'm very satisfied and have not had any technology glitches to speak of. Thanks for your efforts to advocate for this program."

Kathy Barry, Patricia Cleary, Kate Gillogly, Moses Langley, Dave Rogers, and Ed Schmidt will be part of a panel on October 26th and they will share their experience as Research Fellows how this program helped them with their teaching and research. The program will be co-sponsored by the Teaching and Learning Center and the Library.

The Committee encourages applications from more faculty members when the call for proposal goes out next spring. Be sure to come and listen to your colleagues who are enjoying their special access to Madison's electronic resources.

Join the research fellows as they discuss their experiences in a panel discussion on Wednesday, October 26, 2011, 12:00 - 1:30 p.m. in the Hickory Room of the Student Center.

Online Course Developers to Continue in Summer 2012

by Jim Robinson, Director, Teaching and Learning Center

In the past two years thirteen new online courses have been developed and added to the curricular options for UW-Parkside students or students anywhere in the world. During the past year seven courses were developed during a month long summer workshop this past June and during the course of the summer in collaboration with co-instructors, Jim Robinson and Megan Mullen, and the staff of the Learning Technology

Center directed by Pat Eaton. Instructors of these courses shared their work at a recent Online Showcase event. At that event Associate Provost Dennis Rome in his welcoming comments indicated that there will be funding for the Online Faculty Developers workshop for the Summer 2012 semester. If you have an interest in participating next summer, look for the call for participants which will be released in the near future.

by Norm A. Cloutier, Professor of Economics

Over the past 30 years of teaching my views on how to effectively engage students have evolved. Because there is no single method or philosophical approach to achieve student learning, it is fitting for good teachers to be receptive to new ways of conveying ideas. Early in my career, I relied primarily on traditional teaching methods within a lecture format. While the traditional “chalk-and-talk” strategy has been maligned – at times unfairly, in my view – I had considerable success in the classroom by demonstrating to students how economics is pertinent to their everyday lives; and equally important, by maintaining a classroom atmosphere of openness that actively encourages questions, comments, and dialogue. While I continue to teach using the traditional method, over the years I believe I have strengthened my teaching by adopting new approaches to enhance student learning. As a student of pedagogy, I remain open to classroom innovations. The following paragraphs discuss my general approach to student learning and how I have incorporated different techniques to enhance student learning.

The Teacher-Scholar Model

One constant in my teaching has been to model for my students a teacher who himself is actively engaged in his discipline. Students become more invested in the material when they see their professor actively engaged in both contributing to the discipline and continuing to grow as a scholar. An example that has resonated with both my introductory and upper-level students is a 2003 co-authored manuscript in the *Journal of Economics and Finance Education* that reports on a classroom experiment in which grades were “sold.” The benefits that accrue to students from the inclusion of my own work go far beyond a research project’s questions and conclusions. Students not only observe more directly the techniques of social-scientific inquiry, but more importantly, it is my hope that I model for them what I desire for all my students -- that they become active life-long learners, asking questions, analyzing issues, thinking creatively and seeking solutions to problems within a solid theoretical framework.

Teaching Introductory Economics to Non-Majors

I take great pleasure in teaching economics to introductory-level students. After the retirement of a colleague about 12 years ago, I was asked to teach the introductory survey course designed for non-majors. At first I was reluctant, but now I prefer to teach introductory economics to non-majors. There is nothing like seeing the proverbial mental light bulb go on when a student is first introduced to economic principles. Teaching survey course can be a challenge because most students are taking the course as a requirement for other programs and often are entering the classroom with a dismal view of the *dismal science*. I delight in changing that attitude. At every opportunity, fundamental economic principles are linked to personal stories (both mine and the students’) and then integrated into broader lessons of the class session. In encouraging a dialogue with students, both in discussions of current events and in more formal presentations of economic theory, I make every effort to respect each student’s academic training and socioeconomic background. Coming from a family where I was the first college graduate – my mother did complete high school and my father was his own family’s first high school graduate – I believe I understand the circumstances of many of our students who are first generation college students. It is very gratifying to me to know that many of our recent majors and minors started with my course for non-majors and then decided on economics as a course of study.

Engagement and Community-Based Learning

Let me say at the outset that there are many colleagues across the campus that are doing far more in this area than me. However, for those of you who have not given community-based learning a try, I highly recommend it. Projects that focus on local issues or problems have an inherent capacity for capturing and maintaining student interest. They demonstrate to students, in very tangible ways, the usefulness of the

theoretical and empirical skills they have developed in the course. They also demonstrate that the practical application of these skills is a “messy” business, that is, students pursuing real world projects must contend with limitations that typically are not encountered in textbook examples. In confronting those limitations, students are challenged to generate creative solutions to problems. Students in my econometrics and labor market courses have been utilizing community-based projects for a number of years now. Three of my econometrics students presented their research in the spring 2011 *Symposium for Undergraduate Research and Creative Activity*.

A class-wide project completed by students in my spring labor market course is particularly noteworthy. At the request of the Executive Director of the Racine County Economic Development Corporation (RCEDC), and with the enthusiastic approval of my students, the class conducted a comprehensive study of unemployment in Racine County. Pedagogically, the challenges for me were to: (1) structure the project so that students with different levels of ability could make a contribution, (2) integrate the project into the course in such a way as to not sacrifice too much of the regular course material, while at the same time, (3) deliver a research product on time to RCEDC. This being an upper-level economics course, I was familiar with many of the students’ strengths, challenges, and statistical training. I created three student teams. Each team was assigned responsibilities that were consistent with the skill set of its members. The students delivered a 27-page report that was comprehensive and analytically sophisticated. Four of the students presented the research findings to a public meeting of Racine County Workforce Development Board. The conclusions of the study were incorporated into a report by Executive Director of RCEDC delivered to city officials. Many of the students in this project stated that it was best learning experience they had at the university.

Teaching Teachers

In 2005, I spearheaded an initiative that created the UW-Parkside Center for Economic Education (CEE). The mission of the CEE is to improve economic and financial literacy in Wisconsin by providing K-12 teachers with curriculum material

and professional development opportunities. The Center has been the department’s most coordinated and effective outreach initiative to date in improving economic literacy within our community.

It is particularly gratifying to me when our workshops, presentations, and curriculum materials motivate teachers to take on curricular changes in their own classrooms. Here is a comment from a middle school teacher who attended a 2010 workshop on incorporating economics into U.S. History:

“This workshop enticed me because it tied a subject I avoid (economics) with a subject I teach regularly (American History). I’m not just economics ignorant, I’m econ-phobic. This workshop’s lessons prove to me that I (and therefore also my students) can benefit from economics information both historically and everyday contemporary life.”

By working with teachers I have come to better appreciate the need for active learning among my own students. As a consequence, I have incorporated new topics, lessons and demonstrations in my principles and upper-level courses. For example, my students have actively explored the economics and ethics of human organ markets, and have examined the implications of changing income distribution on notions of economic justice – not the usual fair in an economics classroom.

Thanks

Finally, I would like to thank all my students who have tolerated my mistakes and pedagogical experiments gone wrong, the students who nominated me for the teaching award, and the award committee of students and colleagues who reviewed the files. I know the selection must not have been easy; there are so many fine teachers in this university.

To all my colleague dogs: keep on learning and teaching new tricks!

Norm Cloutier is a recipient of the 2011 Stella C. Gray Teaching Excellence Award.

Community of Practice Created for Online Student Learning

by Megan Mullen, Professor and Chair of Communication Department

Educational and organizational theorist Etienne Wenger describes a "community of practice as being "formed by people who engage in a process of collective learning in a shared domain of human endeavor." This is precisely what we've undertaken at Parkside as we proceed farther into the domain of online teaching and learning. Who are "our" students—collectively and individually? What do we know about them already? And how can we use this knowledge to develop and maintain the best possible online environments for them?

This is a puzzle to be pieced together not just by those who have studied and practiced online teaching, but by anyone who can speak to the broad needs and wishes of our students (and potential students). Voices ranging from instructors to student services staff to students themselves need to be part of this important conversation—one we hope will crystallize into both a set of best practices for online courses and much-needed support mechanisms for online students and their instructors. Please join us!

UW-Parkside Shared Learning Goals Proposal

by Theresa Castor, Professor, Communication Department

In Spring 2010, the Faculty Senate approved a change to the charge of the Academic Achievement Assessment Committee (AAAC) to address: "learning outcomes assessment as carried out through the University's undergraduate programs and majors." In line with this change, the AAAC has been researching initiatives to advance the campus' work on assessment of institution-wide undergraduate learning goals. As part of this work, in Spring 2010, the AAAC recommended to the Provost that the campus apply to the Higher Learning Commission Academy for Student Assessment. As participants of the academy, the institution agreed to assemble a campus team to develop an assessment project that could be used to gather data for our re-accreditation visit.

Our campus team, which we now call the 'HLC-SLO' group (Higher Learning Commission Shared Learning Outcomes), consists of representatives from across campus (i.e., CAS, SBT), from various committees (i.e., CoTL, GenEd, AAAC), and from various offices and programs (i.e., Learning Assistance, GenEd, T&LC). The team is a working and advisory group, drawing on the expertise and perspectives of our members. The team members are: Lori Allen, Theresa Castor, Kim Kelley (organizer), Susan Lincke, Daphne Pham, Jim Robinson, and

Christine Tutlewski. In November, 2010, the team attended its first Academy event in Lisle, IL and developed our campus project under the guidance of HLC consultants and peer reviewers. Our proposed project is to develop institution-wide shared undergraduate learning goals.

After researching various approaches to developing shared learning goals, the group recommended to the AAAC that the University of Wisconsin-Parkside should adopt our General Education competencies of Communication, Reasoned Judgment, and Social and Personal Responsibility as shared undergraduate learning goals. Institution-wide learning goals are important because they allow the university to articulate to students, the community, and to ourselves the key knowledge and skills that all UW-Parkside students should have attained upon graduation. It is an expectation of our accrediting agency that the institution have learning goals.

The GenEd goals were developed in 2003 based on campus-wide input and discussion. Building upon the GenEd goals would provide an elegant alignment between the foundation for learning provided through the General Education program and more advanced and specialized knowledge and skills for specific majors. Also, our General Education goals were used to

contribute to the development of the UW System shared learning goals. Our endorsement of General Education goals as shared undergraduate learning goals continues our alignment with the UW System shared learning goals. Plus, the GenEd goals are also aligned approximately with the American Association of Colleges and Universities Liberal Education and America's Promise (LEAP) Learning goals.

What does adopting shared learning goals mean? At least some of the learning goals for departments and programs should align the shared learning goals. The General Education competencies are intended as a foundation—programs should articulate levels of achievement in learning that are at more advanced levels than assumed for general education courses. We would be able to demonstrate that our graduates have both a set of competencies in their major (disciplinary-specific capabilities) and a set of competencies in areas that are important in their future work life and which are designed to encourage and support life-long learning and an informed citizenry. The students would have a better understanding of the purpose of the General Education curriculum and see the linkage between the General Education program and their selected major more clearly. Under this proposal, programs are NOT expected to adopt the General Education goals separately from their disciplinary goals. Also,

programs do not need to abandon their current goals. And, programs would not need to add additional learning goals unless such goals were compatible with the department's priorities and with helping align the program with the broader learning goals.

As an example, the Communication department has six learning goals related to the topics of identity, social justice, knowledge, messages, texts, and contexts. All of the goals address communication as an inherent part of the subject of our discipline. In addition, the program goals of social justice and contexts relate to the broader goals of social and personal responsibility. And, the program goals of knowledge and messages connect to elements of reasoned judgment because of the expectations of critical, analytic, and ethical thinking that are embedded with how program articulates our learning goals. By showing these alignments across our program learning and the proposed institutional learning goals, we are contributing to a student's learning of communication, reasoned judgment and social and personal responsibility in ways that build upon their General Education experiences and show students how these broad learning areas are applied within a specific disciplinary context.

UW-Parkside Welcomes New York Times Labor Reporter Greenhouse Nov. 4

The University of Wisconsin-Parkside hosts award-winning New York Times reporter Steven Greenhouse for student and public lectures Thursday, Nov. 3, at the campus located at 900 Wood Rd. in Kenosha. The newspaper's labor and workplace expert, Greenhouse speaks to students beginning at 12:30 p.m. and to the public at 2:30 p.m. in the Student Center Cinema.

Serving as a fulltime reporter for The Times since 1983, Greenhouse has specialized in labor and workplace issues for the past 16 years. During that time, he has written about wage trends, unions, migrant workers, child labor, and how major companies treat—and mistreat—their

workers. His investigative reporting exposed Wal-Mart for locking its workers in at night, the abysmal housing conditions for farm workers, and Toys "R" Us and other companies cheating workers by secretly erasing hours from their time cards.

An alumnus of the Columbia University Graduate School of Journalism, Greenhouse earned a law degree at New York University School of Law, where he concentrated on constitutional and labor laws. He has been stationed at The Times' Washington bureau; spent five years as an economic correspondent in Paris, and served as

a financial correspondent in the newspaper's Chicago bureau.

Greenhouse was the recipient of the 2010 Society of Professional Journalists Award for Beat Reporting which he shared with Sonny Kleinfeld for their series on flaws in New York's workers compensation system. A year earlier, he received the Hillman Prize for his

book "The Big Squeeze: Tough Times for the American Worker" (Knopf, 2008).

Admission to the 2:30 p.m. public lecture is free. The Cinema is located on the first floor of the Student Center and parking is free in Lot A (formerly the Student Center parking lot). For further information, call Julie Lee at 262-595-2261. ***

UW-Parkside First Annual Liberal Arts Essay Scholarship Competition

by Theresa Castor, Professor, Communication Department

The University of Wisconsin-Parkside will be holding its first annual Liberal Arts Essay Scholarship Competition, to be run in conjunction with the UW System's Liberal Arts Essay Scholarship competition. The winner of the Parkside competition will receive a \$200 scholarship with runner-ups receiving gift certificates from the Bookstore and campus Dining Services. Top Parkside essays may also be eligible to win two major scholarships of \$2000 in the System level competition.

This year's topic states: Liberal education is often thought of as something that happens within the classroom. How, though, have other experiences you have had on your campus helped you understand and appreciate a liberal education?

Students can choose from a variety of extra- and co-curricular experiences such as student organizations, study abroad, service learning, undergraduate research, lectures, recitals, exhibits, plays, and/or films. Essays can be about a single experience or an array of experiences, whichever best fits the development of students' own liberal education. Submissions must be original essays, 1,000-

1,250 words in length, typed, double-spaced. Each must include a title page with the following information: essay title, student's name, major, institution, college and home address, e-mail address, telephone number, and the following statement: "I hereby affirm that this is an original essay and my own work." To enter, UW-Parkside students should submit their essays to tlc@uwp.edu (with subject line "ESSAY CONTEST") by Dec. 1, 2011. Campus essay winners will be notified in early spring semester. For questions regarding the UW-Parkside Liberal Arts Essay Scholarship contest, contact Theresa Castor by email at castor@uwp.edu or by calling 595-2252. At the UW System level, winning essays are determined by a System Advisory Group for the Liberal Arts judges. Recipients of the System awards will be notified in spring 2012. In planning their essays, students can check liberal education learning outcomes at <http://www.aacu.org/leap/vision.cfm> on the web. These outcomes could help inform their understanding of the larger framework of liberal education.

Summer Grant Development Workshop

by Julie Dresen, Director, Research Administration and Grants

A call is being developed in collaboration with the Grants Office, T&L Center, and Provost's Office for participants who would like to work on grant development over the summer of 2012. New Grant Director, Julie Dresen, will provide information and support for this workshop. During several four hour sessions participants will work on the identification of

funding sources and grant proposal and budget development. The resulting grant applications must be completed by the beginning of the fall 2012 semester. A stipend will be provided to workshop participants.

UWSA Grant Reorganization

by Jim Robinson, Director, Teaching and Learning Center

Due to current fiscal constraints the UWSA array of Academic Affairs grants are being reorganized. Resources for the Office of Professional Instructional Development (OPID) conference development and undergraduate teaching and learning grants, and many others have been pooled to form two new grant opportunities. The new grant funding will work to foster change and build programs across all UW institutions to advance the goals of the Growth Agenda. The two categories will be Institutional Change grants focused on

student success and Conference and Professional Development grants to support regional, systemwide or national meetings, conferences and institutes.

The call for proposals and details will be posted soon. It appears the Applied Research grants are unchanged. See:

<http://www.wisconsin.edu/acss/grants/>

UW-PARKSIDE

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TLC HOURS

Mon. through Fri.,
8 a.m. until 4:30 p.m.



Upcoming Teaching/Learning Events

- Wed., Oct. 26:** UW Library Research Fellows Panel Discussion Brown Bag, 12-1 p.m., Hickory Room – Student Center
- Wed., Nov. 2:** First Wednesdays Session: LINK (Learning Integrated for New Knowledge) Panel Discussion, 12-1 p.m., Hickory Room – Student Center
- Fri., Nov. 11:** Internationalizing the Curriculum Brown Bag, 12-1 p.m., Overlook Lounge, WYL 272.
- Fri., Nov. 18:** Community Engagement STEM Celebration Mini-Conference, 12-4:00 p.m., Alumni Room – Student Center
- Wed., Dec. 7:** PhotoVoice Brown Bag, 12-1 p.m., Hickory Room – Student Center

T&LC Offers Formative Evaluation Service

Ever wonder what your students are thinking during the semester but you cannot find the time or are not familiar with the Qualtrics software for creating an online survey? Simply send the T&LC a word document with the questions you would like in an online survey and we will create it for you. You will receive the survey's web address and can receive the data in multiple formats. Pose either Quantitative or qualitative questions or both. For more information contact us.

OPID CALENDAR/2011-12

- ❖ Oct. 19, 2011: ISSoTL Pre-Conference: UW-Milwaukee
- ❖ Oct. 20-23, 2011: ISSoTL Conference: UW-Milwaukee
- ❖ Oct. 21, 2011: Conference Development Grants-Proposals for Spring 2012 due
- ❖ Nov. 4, 2011: 2012-13 Wisconsin Teaching Fellows/Scholars Nominations due
- ❖ Nov. 11, 2011: 2011-12 WTFS Fall Meeting
- ❖ Jan. 27, 2012: Conference Development Grants – Final Reports for Fall 2011 due
- ❖ Feb. TBD, 2012: 2011-12 WTFS Winter Meeting
- ❖ Apr. 8, 2012: Faculty College 2012- Nominations due
- ❖ Apr. TBD, 2011: 2011-12 WTFS Final Meeting
- ❖ May 29-Jun1, 2012: Faculty College 2012, UW-Richland
- ❖ Jun 18-22, 2011: 2012-13 WTFS - Summer Institute, Pyle Center, Madison, WI
- ❖ Jun 25, 2012: Conference Development Grants – Final Reports for Spring 2012 Due