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The Student Success Initiative

by Jim Robinson

On a trip to Madison, Chancellor Keating and Provost Martin met with UW System President Kevin Riley. My understanding is that due to Jack's strong stance what came out of the meeting was support for our students in the form of immediate funding. That funding became the Student Success Initiative (SSI) on the UW-Parkside campus. It seems clear that hundreds of our present and future students are going to benefit from it.

At SSI's core were the following curricular development goals:

- Improve student success in general education or lower division courses.
- Develop new approaches to academic skills courses to improve performance and retention.
- Identify and remove barriers to success in courses that serve as gateways to majors.
- Enhance students' academic success in their first year of college.
- Reduce the inequities and disparities in participation and performance between students of color and white students in specific courses and majors.

After three review sessions the following fifteen projects were approved. Individuals were not permitted to work on more than one project. The following excerpts from all the proposals will give you a sense of the breadth of the activities that are currently underway in our campus curriculum.

Chemistry 101

Gary Wood, Alice Chang, Sandy Anderson
The Peer-Led Team Learning (PLTL) model, developed through the National Science Foundation and tested nationwide, will be implemented in Chemistry 101 beginning with Fall 2006. PLTL involves students working in small groups under the guidance of a student team leader who has successfully completed the course. Students in large lecture courses are broken out into small groups of 6-8 students will meet weekly to work on carefully structured problems which are designed to be challenging and encourage group problem solving. The Chemistry 101 schedule is already structured to accommodate this model.

Computer Science 105

Timothy Knautz

Computer Science 105 will be modified so that programming concepts are taught using algorithms rather than the current programming language, JavaScript. Exam scores indicate that this element of the course is most difficult, especially for first-year students. With this change, students will focus on solving problems through programming rather than the syntax of the programming language. This approach will be based on similar strategies being pursued at other universities. It will be implemented in Fall 2007.

General Education: Learning Communities & Civic Engagement

Chris Evans, Anne Statham, Scott Thomson, John Skalbeck, Norm Cloutier, Mary Louise Edwards, Chris Zanowski

A set of three new general education courses, one each in humanities/arts, social science and natural science, will be developed to incorporate new students into a focused campus identity based on a culture of civic engagement. These courses will be linked to academic skills courses to create learning communities of 20-25 first-year students. The approach will be modeled on the principles of SENCER—Science Education for the New Civic Engagement and Responsibility, a national project that we have been involved in for several years. These courses will begin in Fall 2007.

General Education: Student Literacy-- General Science 102, Political Science 100

Fran Kavenik, Lori Allen, Ed Wallen, Anne Gurnack, Bill Murin
A literacy specialist will be utilized in each of these courses to improve performance in reading and writing during Fall 2006 and Fall 2007. Literacy assignments will be developed for each course, and the specialist will meet with each student at least twice during the semester to discuss strengths, weaknesses, and progress.

Students will have the opportunity to revise and resubmit their assignments. Student focus groups and surveys will be conducted to assess progress and perceptions of the project. Assessment also will include comparison with control sections for each course. In addition, this project may be conducted in a humanities course with funding from the General Education Committee.

General Education: Mastering Self Leadership

Kristin Holmberg-Wright

A new, one-credit general education course will be developed as one part of the road-map to success. This course will provide a context in which the students get to know themselves more completely, are introduced to skills which allow them to become personally empowered, focus on their academic path and career choices, and plan for their futures. The course will include human relations, self-management and workplace enhancement skills that students need for their present as well as future undertakings. This course will be offered beginning in Spring 2007. Based on initial assessment, it may become one component of a set of offerings for first-year students.

Geography 100

Joy Wolf

Based on research and scholarship in this field, new tools will be developed to stimulate student thought and creative development. Methods for maximizing student efficiency in comprehension through group learning will be investigated. A guide book will be written to facilitate the use of this approach across multiple instructors, which currently include faculty members, lecturers and associate lecturers. A workshop introducing the guide book and related training will be conducted in Summer 2007, with all sections of the course utilizing this format in Fall 2007.

Psychology 101

Herb Colston, Michael Gurtman
Psychology 101 will be entirely redesigned with multiple components intended to target obstacles and challenges that are most critical for the struggling student. These components involve four areas of intervention or activity: preparing students to learn, content presentation, instructional delivery, and testing schedules. Each of these components will be implemented independently over the period of Fall 2006 through Fall 2007 and assessed in a variety of ways. Peer tutors will be part of an early intervention system for students at risk (based on initial course performance) and will support for all students in the completion of the required critical analysis paper.

Sociology 101

Helen Rosenberg, Teresa Reinders, Anne Statham
Two sections in Spring 2007 will be redesigned to focus specifically on three general education competencies. Many students in this course are also taking Academic Skills courses. Consultation with Learning Assistance staff will inform the matching of goals designed for skill development with goals designed for Sociology 101. Creation of assignments and related student support will also be considered. Assessment rubrics will be developed to clarify understandings and evaluate progress. At various intervals, after specific experiences, students will be given short questionnaires asking how these experiences enhanced their learning and competence. In-depth student interviews will be conducted throughout the semester, including interviews of students who drop the course.

Computer Literacy Skills

Stu Hansen
Computing skills of entering first-year students will be assessed and correlated with their subsequent success and retention at UW Parkside. The data will also be used to determine the best mix of

computer literacy modules to offer in future semesters. A campus computer literacy requirement will be considered. Administration of the computer skills placement test will begin with a sample of first-year students in Fall 2006.

Infusing "Diversity" in the General Education Curriculum

Fay Akindes, Katherine Gregory, Farida Khan
The Center for Ethnic Studies (CES), with the support of General Education (Gen Ed), proposes a multi-faceted project to increase the rate of retention and graduation among students of color. To encourage the infusion of diversity in Gen Ed courses, the CES proposes a two-week Summer Institute for Multicultural Education at UW-Parkside. Summer Institute participants will consist of faculty and academic staff that teach or have an interest in teaching diversity issues in Gen Ed courses.

Racism and Retention

Mary Kay Schleiter, Rosanne Mason
The Department of Sociology-Anthropology and the Center for Community Partnerships propose to create partnerships with Chancellor's Leadership Council, Residence Life, First Year Experience, Office of Multicultural Affairs, General Education, Advising, and National Study Circles Resource Center. They propose to develop and conduct a research project on the impact of Diversity Circles on student success and retention for the 2007-2008 academic year.

Strengthening Spanish, French, & German 103 & 104

Gail Gonzalez, Alexander McNair, Siegfried Christoph, Aida Fill, Maria Leavitt, Evelyn Zepp, Guadalupe Rodriguez-Juarez
The funding requested in this proposal will be utilized for a series of faculty development projects aimed at strengthening the course offering of the

Modern Languages Department at the 100 level in such a way that more students not only successfully complete the sequence, but also achieve the target proficiency levels after two semesters of language instruction. The funding will underwrite a series of seminars/workshops with nationally recognized experts in the field of second-language acquisition (SLA) followed by a May-term workshop at which Modern Language instructors will develop a series of instructional modules, study-skills modules, and new assessment methods.

Curricular Changes to Improve Instruction for English Language Arts Majors and English 100 & 101 students

English Faculty/Academic Staff, David Glaub, Walter Graffin, Mary Lenard, Maria Martinez, Christine Tutlewski Starting with the new catalog (Fall 07), the English Department will introduce new course requirements designed to improve instruction and success in two important student groups: a) English Majors who intend to teach English at the middle or high school level; b) first-year students enrolled in English 100 and 101. The curricular changes will put trained Language Arts English majors into English 100 and 101 classes and into the Tutoring Center where, in both cases, they will serve in mentoring capacities to improve first-year students' writing abilities, abilities which are crucial for success and retention.

Improving The Student Success Rate in MATH 111 (College Algebra I)

Denise Widup, Richard Karwatka This project is designed to begin development of a workable model by which the D/F/W rate in MATH 111 (College Algebra I) may be reduced. One additional contact hour per week would be attached to two experimental sections of the current course during which the instructor, as well as a student-tutor, would facilitate a forum in which students'

questions would be more thoroughly addressed, appropriate study and test taking skills or mathematics would be discussed, and real world applications of MATH 111 concepts could be more deeply explored. As a further supplement to each experimental section, the associated tutor would independently oversee two hours of optional assistance for enrolled students.

This is an impressive list and it embodies many General Education courses that serve as gateways to a major. Many proposals included the use of students as peer mentors/peer advisors or some form of course design that promotes student engagement and support.

Additional support for SSI is in the form of faculty development activities. These include an ongoing discussion group. At its January meeting initial results of two projects which ran during the Fall 2006 semester were discussed, Chemistry 101 and General Education: Student Literacy. Kristin Holmberg-Wright also provided reflections on her current project, General Education: Mastering Self Leadership. Ultimately, results of the entire SSI project will be reported out campus-wide and to UW-System. Assessment data will be used to examine linkages to programmatic changes and retention rates.



Featured Teacher

By Herb Colston

My response to the invitation to write this article on my teaching philosophy was mixed. On one hand, I greatly appreciate the opportunity to share some of what I practice as an instructor. But I've also always been frustrated by the concept of a "teaching philosophy". As a Psychologist, I share my discipline's value of rigorous empirical verification of any claim we make about how people tick, including how people learn. Indeed, Psychology split from its Philosophical nest well over a century ago because of this very issue. I thus don't really have a teaching "philosophy"¹. Rather I simply attempt to put into practice some of what my specific discipline, Cognitive Psychology, has learned through empirical scientific scrutiny about how people perceive, process, comprehend (or miscomprehend), retain (or forget), classify, interpret, categorize, organize, embellish, etc., varieties of information.

Indeed, Cognitive Psychologists are uniquely well-positioned to contribute to the learning process because our research areas focus on so many of the main components of the broader process popularly termed "learning". We thus keenly know how "learning" works (or doesn't work), and can put that knowledge into practice in our instruction. Other disciplines within Psychology also contribute through their expertise in different aspects of human mind & behavior that affect learning (for instance, peer and media influences on who does what in a society [Social Psychology], how children's cognitive and other abilities develop [Developmental Psychology], how varieties of mental illness or disorder affect learning [Clinical Psychology], among many others).

In also being so focused upon issues of measurement of human ability,

skill, performance, etc., (indeed, perhaps even to a fault), Cognitive and other areas of Psychology are also well-versed in both the power and the limitations of measuring people's internal states (like whether or not someone has "comprehended" something). We are thus well-equipped at educational endeavors, both on content and methods, by virtue of our areas of research and study.

So rather than discuss some broad principle or pedagogical technique to which I just adhere for some reason, what I've decided to do in this short space instead is discuss one of many important research areas in Psychology that contributes to my teaching, that of the oft-found inverse relationship between short-term performance measures and long-term retention.

A number of studies have demonstrated that, under certain conditions, a fairly profound dissociation exists between short-term performance measures and long-term retention². To give a concrete example, consider a comparison between two tutorials for some knowledge domain—say the chemical processes underlying photosynthesis. Both tutorials contain the same amount, depth, density, etc., of information, but they are organized differently. One tutorial is very neatly organized, with perfect outline formatting, clear relationships among the component facts, progressive sequence of propositions, etc. The other tutorial, although not actively misleading, is less neatly organized. The facts might be more haphazardly arranged, the nesting of categories of information may be uneven, etc. These tutorials are then given to different students, who are first asked to evaluate the quality of the tutorials, and then after a short delay, are given a variety of tasks (relevant problems to solve, extrapolation questions, verbatim fact

recall, etc.), that provide converging measures on the degree of learning that took place.

The outcome of the short-term evaluations and outcome measures is predictable—students who took the well-organized tutorial will rate it as being better. They'll say that they learned more from it. They'll predict that they will do better on a test because of it, etc. And, they usually WILL do better on the learning/outcome measures, compared to the group who took the relatively poorly-organized tutorial. That group will rate that their tutorial was worse, that they learned less from it, that they struggled more to understand it, etc.

So far, this example pretty accurately matches the standard educational experience of taking courses. Students are exposed to varying well-organized material and then their learning is measured and their experiences are evaluated. Moreover, students' intuitions about the quality of the instruction tend to match their outcome measures—they like neatly organized material and show generally better learning from it.

But the rub comes when you add a long-term retention measure for the differently presented material. Bring the two groups of students back in six months or a year and give them converging learning measures that are novel but parallel to the short-term ones. Here, the group who worked with the less-organized material will reliably show BETTER performance than the group who was presented the well-organized material—material that that group had said they liked better, that they would learn more from, etc.

It thus appears that the initial struggle with less-organized material leads to better long-term learning and retention. When students have to impose their own organizational structure around some new material, they have difficulty at first, as

shown in the short-term learning measures. But this effort pays off in the long-term, as indicated by the improved long-term learning and retention.

If long-term learning and retention of new knowledge are important goals of education, then it behooves learning facilitators to leverage the phenomenon I've briefly described here for the ultimate benefit of students. The downside, though, is that, given the disconnect between students' impressions about the quality of instruction and the demonstrable actual gain in long-term learning and retention brought about by offloading some organizational effort onto students, instructors who are actually marshalling long-term learning may not be rated as highly in short-term course evaluations. Indeed, in these instances, bad teaching evaluations may be a good thing.

I'd like to offer my warm thanks to Jim Robinson for extending the invitation for this article.

¹ White flag to my colleagues and friends in Philosophy—although I may sound critical of Philosophy here, I am often equally or even more critical of my own sometimes too data-driven field of Psychology where many people often wouldn't know a theory if it stood up in their soup! My view is that both fields can learn from each other.

² Robert A. Bjork's work in the Psychology Department at UCLA is representative of this literature.



SENCER Regional Conference This Friday/Saturday

By Margaret Gename

The University of Wisconsin-Parkside will host the Science Education for the New Civic Engagement and Responsibility (SENCER) Midwest Regional Conference on February 9th and 10th of 2007. The National Center for Science and Civic Engagement (NCSCE), the University of Wisconsin-Parkside, and the Wisconsin Campus Compact (WiCC) is sponsoring the first Midwest Regional Science Education for New Civic Engagements and Responsibilities (SENCER) meeting, which will be held at UW-Parkside on Friday and Saturday, February 9-10, 2007.

SENCER is funded by the NSF as a national dissemination project and it is the signature program of the NCSCE. The project's aim is to improve learning in STEM disciplines through innovative courses and programs that include all disciplines. The Midwest Regional Conference will provide an opportunity to meet and exchange ideas with colleagues interested in civic engagement and the work done by SENCER and Campus Compact.

The conference begins Friday with registration from 11:45-1:00pm. The afternoon continues with several breakout sessions in which presenters from UW-Parkside, WiCC, and other campuses will

discuss civic engagement and its relation to such things as global climate change, the humanities, K-16 partnerships, the Great Lakes environment and collaborative learning projects. A reception and dinner complete the day.

The opening plenary session on Saturday will be a keynote address by David Burns, founder and principal investigator of the national SENCER organization. He is Executive Director of the National Center for Science and Civic Engagement and professor of general studies at the Harrisburg University of Science and Technology. Prior to establishing the National Center, Burns served as senior policy director for the Association of American Colleges and Universities. During his nine years with AAC&U, he established the CDC-sponsored Program for Health and Higher Education and created the Summer Symposia dedicated to exploring the power students have to improve the health of college and communities.

For complete conference schedule or to register please visit this page.
<http://www.uwmc.uwc.edu/physics/sencer/2007regionalmtg.html>

science education for new civic engagements and responsibilities



Teaching and Learning Electronic Resources

By Jim Robinson

Campus Technology Services has redesigned the way we communicate and share resources. Gone is the governance list. In its place are a number of lists with cryptic names (which actually have meaning). To locate this resource go to the UW-P homepage and type either “E-mail lists” or “email lists” in the Search box. Scroll to the bottom of the Available Email Lists page. There you will find among the choices our old friend the “governance (core)” listserve now sporting the ethereal title of dl_stf-li-li-fa-fa-ai-ai_a@lists.uwp.edu. However, to include everyone who used to be contacted by governance@uwp.edu you would also need to include the new “governance extended” list, dl_grp-gv01_a@lists.uwp.edu in the To field as well.

The other change is that, to my knowledge, most all the lists have an attachment file size limit of 50 kb. One exception is governance core for which 100 kb. is acceptable. And that leads me to the topic of this article.

Oft times the T&LC has files to disseminate that are outside the bounds of the file size allocations of the listserves. The solution is to place the information on a computer with shared network access and provide documentation in that manner. The goal and outcome is that one copy is waiting for people retrieve it rather

than duplicating the same file, as many times as there are people on the list, and sending it to each as an attachment – a blow for cloned files.

Thus, I now have two places where you can obtain Teaching and Learning Center documentation. The first is:

J:\Campus Info\Teaching and Learning Center

On this drive are files that are available to everyone on campus – students included.

Sometimes I need to limit access to teachers – i.e. not students. The agreement we have with the dissemination of the National Teaching and Learning Forum is such a case. These resources will be on the M drive, specifically for this example at:

M:\Teaching and Learning Center\NTLF Issues

Be sure to read the latest (December) issue that awaits you there.

Lastly, I will likely use an embedded link, in some future e-mail you will receive, that will enable access a document on the Teaching and Learning Center’s website as another method of information dissemination. Oh, I miss the simplicity of governance@uwp.edu.



Making Wikis Work – A UW System-Wide Collaboration (Funded by an OPID Conference Development Grant)

Congratulations to Wendy Leeds-Hurwitz who was awarded a conference development grant in collaboration with Doug Worsham of L & S Learning Support Services at UW-Madison.

Faculty around the country are using wikis to facilitate collaborative writing projects. A wiki is a website created by a community of writers. Anyone in the writing community can easily edit existing pages, or add new ones. While traditional assignments are generally written by a single author, finished, and then forgotten, wiki assignments can be written and re-written multiple times by anyone in the class at any time. When you introduce a wiki in a class, student work becomes group property instead of individual property. Peer editing is made easier, because students can easily post and edit one another's work. Group projects become substantially easier, because students have a place to post messages or notes or content that is accessible to all groups. Content beyond traditional written assignments is similarly easy to post: this includes video, audio, images, transcriptions, etc. This opens the classroom to a wider array of assignments, making students the active producers of these forms, instead of just consumers. It is empowering for students to take control in this way, and so they become more interested in the course content, and more committed to working on projects.

Several UWS campuses are piloting the use of wikis already. Others, however, are facing the challenges of implementing a new technology tool on campus. These challenges include assessing the value of wikis for teaching and learning, researching best practices, developing training materials, and choosing, installing, and supporting wiki software. To address this need, Leeds-Hurwitz and Worsham are forming a team of instructors and support staff interested in exploring the use of wikis on their system campus. The goal of this group is to share resources and expertise in the collaborative creation of a white paper on the use and implementation of wikis at each system campus. The group will meet in virtual space during spring 2007, utilizing a wiki for collaborative document creation, and internet video conferencing for meetings. The group will then be invited to meet face-to-face on April 13, 2007 at University of Wisconsin-Madison in order to facilitate discussion of who wants to do what, and what challenges they are facing in using this new technology. The group will then return to using electronic means to continue the discussion.

If you would like to join this project, please contact wendy.leeds-hurwitz@uwp.edu. There is a limit of four people from each campus within UW-System.

OPID Spring Conference Focus Is First Year Students

By Jim Robinson

The Spring OPID conference is entitled Partnering for Student Success in the First Year: Learning About Learning and will occur in Madison on March 23-24, 2007. This year there is a slightly different approach. Each institution will be sending a team of up to ten people that are engaged with First Year activities across campus. Teams will be asked to meet prior to the conference in order to prepare. At the conference, Greg Lampe, Associate Vice Chancellor for Academic Affairs at the UW Colleges, will lead the teams in preparing an *action plan* for systematic inquiry into the first year. Those teams who complete the action plan will receive up to \$1,000 for a planning activity. This might involve a campus colloquium on the first year, a program to disseminate information from the conference, bringing in a speaker around a particular topic germane to scholarly inquiry in the first year, or spending a day in a brain-storming

session to develop follow-up grant proposals.

The overarching goal of the conference is to bring people together to share the results of systematic inquiry into student learning within existing programs, ongoing scholarly projects, and the development of new projects that focus on the particular needs of first year students. This conference will look at what institutions are currently doing, how those programs are assessed, and how scholarly inquiry is or *could* be employed to enhance the success of programs and instruction.

The deadline for registering for the UW-Parkside conference team is February 16th. If you have an interest in joining the team please contact either Theresa Castor castor@uwp.edu or Jim Robinson robinson@uwp.edu.

Women's Studies/Plagiarism Mini-Conference

By Jim Robinson

On Friday, December 1, 2006 Phyllis Holman-Weisbard, UW-System's Women's Studies Librarian, was considering her trip to UW-Parkside where she would be presenting at a mini-conference. The decision was a simple one. Seventeen inches of snow had fallen overnight and Chancellor Keating had cancelled classes. Barring Mother Nature repeating her fury, the re-scheduled Women's Studies/Plagiarism Mini-Conference will occur on Friday, February 23, 2007 with the following schedule:

1:00 – 2:30 Women Studies Issues
3:00 – 3:30 Reception

3:30 – 5:00 Addressing Plagiarism: Tools and Techniques

As UW-System's Women's Studies Librarian, Phyllis has a wealth of current information to share regarding women and gender studies.

Phyllis has presented her research on Internet plagiarism nationally and will discuss the underlying value structure implicit in different ways of mentioning plagiarism in a syllabus and strategies for detecting and preventing it. We hope you can join us for these enlightening sessions

Upcoming Events

Mark your calendars for the following dates. You don't want to miss these events that are being sponsored by the Teaching & Learning Center.

Brown Bag on February 12, 2007, from noon until 1 p.m.: **General Education and Information Literacy** presented by Erika Behling, academic librarian and Kim Bartosz, associate academic librarian.

Workshop on February 14, 2007, from noon until 1 p.m.: **Navigating Advisees Through the General Education Program** presented by Lori Allen, associate professor of chemistry.

Mini-Conference on February 23, 2007, from 3 until 5 p.m.: **Women's Studies & Plagiarism Mini-Conference** featuring UW-System's Women's Studies Librarian Phyllis Holman-Weisbard. This event was rescheduled after being snowed out in December.

Brown Bag on February 28, 2007, from noon until 1:30 p.m.: **How Does Race Enter the Classroom?** This event will feature a student panel. It will take place in the Galbraith Room.

Brown Bag on March 19, 2007, from noon until 1 p.m.: **Assessment (Tentative)**.

Brown Bag on April 2, 2007, from noon until 1 p.m.: **Clickers** featuring Gary

Wood, associate professor, Chemistry Department.

Mini-Conference on April 6, 2007, from 1 until 5 p.m.: **Assessment (Tentative)**.

Workshop on April 11, 2007, from noon until 1 p.m.: **Rubrics in the General Education Curriculum** featuring Lori Allen, associate professor, chemistry, and Jim Robinson, director of the Teaching and Learning Center.

Brown Bag on April 16, 2007, from noon until 1 p.m.: **Reading & Writing Across the Curriculum** presented by Fran Kavenik, director of international studies and English professor.

Mini-Conference on May 4, 2007, from 1 until 5 p.m.: **How Does Race Enter the Classroom?** with guest speaker Dr. Camille Henderson. In 1998 she started analyzing race as the focus of her Ph.D at the University of Chicago. She used her doctoral work – an examination of historical attempts to build stable interracial communities – to develop a theoretical model of equitable and sustainable integrated environments. Her focus at the mini-conference will be to explore the ideas generated by the first two brown bag sessions on How Does Race Enter the Classroom.



UW-PARKSIDE

Teaching and Learning Center
University of Wisconsin-
Parkside
900 Wood Road, P.O. Box 2000
Kenosha, WI 53143

Phone: 262-595-2068
E-Mail: tlc@uwp.edu

TLC HOURS

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



TLC CALENDAR OF EVENTS

Teaching and Learning Center/245 Wylie

- Feb. 6, 12:30-1:30 p.m.: SoTL Meeting
- Feb. 12, 12-1 p.m.: Brown Bag-Gen Ed & Information Literacy
- Feb. 14, 12-1 p.m.: Workshop-Navigating Advisees through Gen Ed Program
- Feb. 20, 12:30-1:30 p.m.: SoTL Meeting
- Feb. 23, 3-5 p.m.: Plagiarism Mini-Conference featuring Phyllis Holman-Weisbard
- Feb. 28, 12-1:30 p.m.: Brown Bag-How Does Race Enter the Classroom?
Galbraith Room
- Mar. 6, 12:30-1:30 p.m.: SoTL Meeting
- Mar. 19, 12-1 p.m.: Brown Bag-TBA
- Mar. 20, 12:30-1:30 p.m.: SoTL Meeting
- Apr 2, 12-1 p.m.: Brown Bag-Clickers
- Apr. 3, 12:30-1:30 p.m.: SoTL Meeting
- Apr. 11, 12-1 p.m.: Workshop-Rubrics in Gen Ed Curriculum
- Apr. 16, 12-1 p.m.: Brown Bag-Reading & Writing Across the Curriculum
- Apr. 17, 12:30-1:30 p.m.: SoTL Meeting
- Apr. 30, 12-1 p.m.: Brown Bag-TBA
- May 4, 1-5 p.m.: Mini-Conference: How Does Race Enter the Classroom?
Galbraith Room

Schedule of Upcoming Teaching/Learning Events

- ⇒ **Feb. 22-23, 2007:** Shifting Landscapes: Assessment, Retention and Learning/Albuquerque, NM
- ⇒ **Mar. 1-3, 2007:** General Education & Assessment: Engaging Critical Questions, Fostering Critical Learning/Miami, FL
- ⇒ **Mar. 4-7, 2007:** Innovations Conference of the League for Innovation/New Orleans, LA
- ⇒ **Mar. 7-10, 2007:** The Chair Academy's 16th Annual International Conference-Celebrating the Diversity of Leadership/Jacksonville, FL
- ⇒ **Mar. 11-13, 2007:** Southern Regional Faculty and Instructional Development Consortium/Chattanooga, TN
- ⇒ **Mar. 16-17, 2007:** 19th Annual Lilly-West Conference-Blueprints for Student Learning/Cal Poly Pomona
- ⇒ **Mar. 26-30, 2007:** SITE 2007, 18th International Conference of the Society for Information Technology and Teacher Education/San Antonio, TX-AAACE
- ⇒ **Apr. 2-5, 2007:** 18th International Conference on College Teaching and Learning/Ponte Vedra Beach, FL
- ⇒ **Apr. 3-4, 2007:** Purdue University's Teaching and Learning with Technology Conference/West Lafayette, IN
- ⇒ **May 18-20, 2007:** The Teaching Professor Conference: Learning To Teach Across a Career/Atlanta, GA
- ⇒ **May 20-23, 2007:** International Conference on Teaching & Leadership/Austin, Texas
- ⇒ **June 3-7, 2007:** 29th Annual Summer Institute on College Teaching/Williamsburg, VA
- ⇒ **June 20-24, 2007:** 2007 Greater Expectations Institute: Campus Leadership for Student Engagement, Inclusion, and Achievement/Burlington, VT

OPID CALENDAR/2006

- ❖ Feb. 15, 2007: Underkofler Awards-Nominations due
- ❖ Mar. 15, 2007: Regents Teaching Excellence Awards-Nominations due
- ❖ Mar. 23-24, 2007: OPID Spring Conference for 2007
- ❖ Apr. 13, 2007: Faculty College 2007-Nominations due
- ❖ May 29-Jun 1, 2007: Faculty College 2007 at UW-Richland

