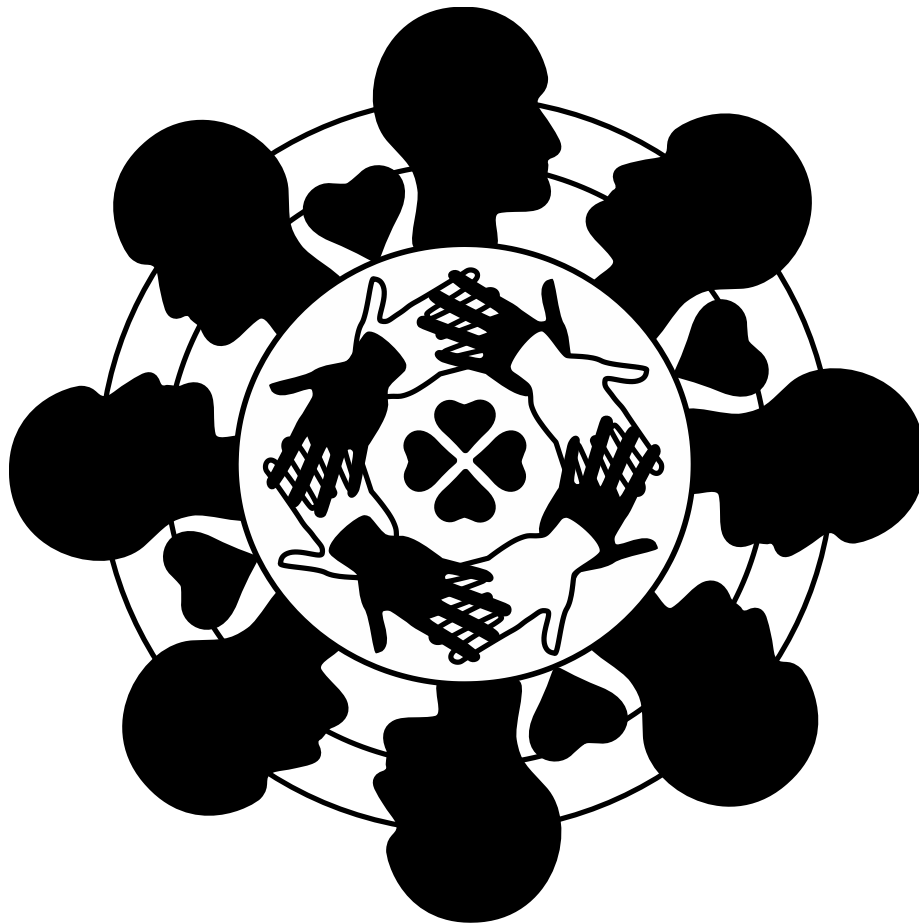


A Strategic Plan for Teaching and Learning Engagement



Heads. Hearts. Hands.

Spring 2014



University of Wisconsin
Stevens Point

A Strategic Plan for Teaching and Learning Engagement

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Introduction

From the Founders' mission to our present day work, it is clear that student learning has been and remains at the core of our work at the University of Wisconsin-Stevens Point (UWSP). This plan invites all members of the UWSP Teaching Community to engage in a process that further informs us how our teaching can promote student learning.

On August 7, 2012, Interim Provost Greg Summers charged Karyn Biasca, David Hastings, and Steve Wright with the task of designing a comprehensive framework for "conceiving a new vision for teaching and learning at UWSP." Provost Summers directed this group to offer recommendations based on the following inquiries:

- What it means for UWSP to be a "teaching institution"
- What role a future center for teaching and learning might play on campus
- The role that our shared teaching values might play in our approach to hiring, retention, tenure, and promotion

The charge resulted in a set of recommendations (Appendix I) that guided a process during the 2012-2013 academic year to produce a strategic plan for teaching and learning. A core working group comprised of individuals representing the full and diverse make-up of the UWSP Teaching Community produced the attached document, *A Strategic Plan for Teaching and Learning Engagement (SPTLE)*, which is the culmination of numerous discussions, the dissemination and analysis of campus-wide surveys (Appendix II), the integration of input from campus open forums and interviews with select members of the teaching community, and the revision of multiple drafts of each element of the plan.

The plan includes: an overall theme and graphic, vision and mission statements, a statement aligning the UWSP Strategic Plan values with core principles and values specific to teaching and learning, and broad goals aligned with more specific objectives and prioritized action steps.

Before reviewing this plan and considering its implementation, the core working group underscores the following precepts:

- In prioritizing the action steps for this plan, careful consideration has been given to necessary financial, personnel, and time resources.
- With regard to the financial commitment needed to carry out this plan, three essential "priority" action steps need to be considered:
 - A formal revision of the "Teaching, Scholarship, and Service" Document. (See Objective 4d, Action Step 1)
 - The acquisition of and resources for a full-time position to oversee the implementation of this program. (See Objective 3a, Action Step 1)
 - Immediate formation of 5 SPTLE Implementation Groups, one for each Goal, as designated in the Goals, Objectives, and Action Steps in this document. (See Objective 3a, Action Step 2)

More information and related resources can be found on the Strategic Plan for Teaching and Learning Engagement website:

<http://www.uwsp.edu/acadaff/Pages/2013-Strategic-Plan-for-Teaching-and-Learning.aspx>

Preface

The committee members who crafted the Strategic Plan for Teaching and Learning Engagement (SPTLE) employed a comprehensive view of what was considered the UWSP “teaching community” and what activities were included by the general phrase “teaching and learning.” For example, this inclusive view includes faculty and instructional staff (obviously), but also non-instructional staff (e.g., professional advisors, academic success specialists, student affairs professionals.) classified staff (e.g., lab managers, IT managers, supervisors within Residential Living and Dining Services.), and student leaders (e.g., SGA senators and officers, peer mentors, peer tutors, student managers.). So, while the phrases “teaching and learning” or “teaching community” or “learning community” are used frequently, these refer to a wide spectrum of contexts and individuals who support the educational experiences of our students, broadly understood (i.e., not just classroom-based activities). Deliberations frequently included the importance and value of undergraduate research, scholarly, and creative activities (URSCA) among some of the most transformative of these educational experiences.

When the SPTLE refers to a “scholarly approach to teaching” this is not synonymous to the “Scholarship of Teaching and Learning.” A *scholarly approach to teaching and learning* refers to educational approaches that mirror the types of approaches we find in the context of scholarship (with appropriate modifications, of course). Sometimes, the expression “reflective teaching” is also used to refer to this scholarly approach to teaching and learning. By contrast, the *Scholarship of Teaching and Learning* (SoTL) is a technical term and refers to a specific research program (that has emerged in a variety of disciplines) whose output includes scholarly articles about the teaching and learning process itself (often resulting in discrete peer-reviewed publications).

While distinct, both share some common influences in the work of Ernest Boyer (especially his book, *Scholarship Reconsidered* [1990]) and the work of Charles Glassick, Mary Taylor Huber, and Gene Maeroff (especially their book, *Scholarship Assessed* [1997]). These writers challenged professionals in higher education to acknowledge a broader conception of scholarship by recognizing that there are three category of scholarship: discovery, integration, application. Boyer argued that there was a fourth category, namely: the Scholarship of Teaching and Learning (SoTL). In this respect, Boyer was attempting to establish SoTL as a respectable form of *scholarship* (he was *not* attempting to define effective teaching). But not everyone agreed with Boyer, and the attempt to recognize SoTL as a legitimate form of scholarship faced considerable resistance.

Seven years later, Glassick, Huber, and Maeroff argued in *Scholarship Assessed* that all forms of scholarship share the following six general characteristics: (i) clear goals, (ii) adequate preparation, (iii) appropriate methods, (iv) significant results, (v) effective dissemination, (vi) reflective critique. While the details are still debated, these six characteristics of scholarly activity have influenced much of the work in teaching and learning. These six characteristics of scholarship were used to build the case that SoTL was a legitimate and worthy form of *scholarship*. However, resistance to this idea persisted throughout the 1990s and 2000s.

Even today, there are still plenty of professors who are reject SoTL as a form of scholarship, while others recognize SoTL as scholarship (even if they are *not* interested in pursuing SoTL as part of their own scholarship). And so the battle continues in many disciplines across the country.

But all of that is about what counts as *scholarship*. These folks were *not* trying to define *effective teaching*.

Regardless of one’s take on the debate over whether or not SoTL should count as a legitimate form of scholarship, the six characteristics noted above emerged as a useful framework for those who were

interested making improvements to their own teaching (in general, not for the purposes of SoTL). Especially during the last 10 years, with the push toward focusing on student learning outcomes, assessment, and “closing the loop” (using feedback gathered during teaching to make improvements), these six characteristics have been used to help shape a (more generic) *scholarly approach to teaching and learning*. Taken together, these six characteristics represent a very useful framework to approach teaching and learning in a systematic and transparent manner. The “cycle of inquiry” embodied by the six characteristics of scholarship have proved to be a useful and effective framework when applied to general questions about effective teaching and meaningful student learning.

So, what we find is that these six characteristics are at the root of both traditions (the *scholarly approach to teaching and learning* and the *Scholarship of Teaching and Learning*). In other words, this broader conception of scholarship advanced by these writers has been applied to both a *scholarly approach to teaching* and to the *Scholarship of Teaching and Learning*. While these are distinct (*scholarly* is not synonymous with *Scholarship*), they do share these common elements.

In the SPTLE document, a *scholarly approach to teaching and learning* and the *Scholarship of Teaching and Learning* (SoTL) are both discussed, but the intent was not to conflate SoTL with what it means to be an effective teacher. In the context of recognizing and rewarding effective teaching, for example, the intention was to advocate for a *scholarly approach to teaching and learning* as the general model, drawing upon all six characteristics (described above). Sometimes this was abbreviated as “a reflective approach to teaching” or “reflective teaching” but those short-hand expressions might have been confusing. The aim of these expressions was to invoke the six characteristics as they are applied to a *scholarly approach to teaching and learning*, not necessarily to the *Scholarship of Teaching and Learning*.

Indeed, the more generic tradition (a scholarly approach to teaching and learning) is reflective of the kinds of broadly inclusive commitments described at the beginning of this Preface. In short, a scholarly approach to teaching and learning can be applied in the classroom, the lab, the studio, and the library. Likewise, a scholarly approach to teaching and learning can be applied to student-centered undergraduate research, scholarly, and creative activities. A scholarly approach to teaching and learning can also be used to help design meaningful hybrid and online learning modules, effective internship and practicum experiences, as well as transformative community engagement and service-learning opportunities.

These six characteristics of scholarship can also be applied to educational experiences that go beyond what is typically thought to be traditional contexts, such as academic advising, career exploration, peer tutoring and peer mentoring, leadership gained through student government, volunteering, athletics, and student employment. These are all part of student learning at UWSP, and so in the SPTLE document, these educational experiences are included in the generic phrase “teaching and learning” that is used frequently.

While based on the insights provided by the six characteristics of scholarship described by Glassick, Huber, and Maeroff, a scholarly approach to teaching and learning and the generic term “teaching and learning” are meant to embody a systematic approach to arranging educational experiences that result in meaningful and relevant student learning. The six characteristics of scholarship help all of us engage in cycles of inquiry, develop patterns of problem solving, and refine our approaches to deliberate practice that ultimately lead to deep and sustained student learning.

Heads. Hearts. Hands.

A Strategic Plan for Teaching and Learning Engagement

University of Wisconsin-Stevens Point

Heads

“Activities and capacities not infrequently lie dormant until quickened into life by the inspiring breath of a real teacher...”

Theron B. Pray
First President, Stevens Point Normal School
1894

Hearts

“It is all about learning...”

Stephen R. Bondeson
Professor of Chemistry
Associate Vice Chancellor for Teaching, Learning, & Academic Programs
2006

Hands

“It will be important to honor our traditions of teaching and learning excellence while at the same time develop an ambitious set of aspirations, goals, and desired accomplishments.”

Greg Summers
Provost and Vice Chancellor for Academic Affairs
2012

Vision, Mission, and Values for Teaching and Learning Engagement

VISION

The University of Wisconsin-Stevens Point will be an institution that highly values and supports excellence in teaching and successful student learning in and out of the classroom.

MISSION

The University of Wisconsin-Stevens Point is a community of learners with students at the core of what we think, value, and do.

VALUES

Our work in teaching and learning directly aligns with the values of the Strategic Plan at UW-Stevens Point:

- Community engagement
- Critical thinking
- Diversity and inclusivity
- Lifelong learning
- Professional Development
- Research, scholarly and creative activity
- Student-centered environment
- Sustainable management of natural resources and other resources

To guide our work specifically in teaching and learning engagement as a teaching community at UW-Stevens Point we VALUE the following CORE PRINCIPLES:

- I. A student-centered learning community
- II. Practices that promote deep and profound learning in and out of the classroom, studio, library, and lab
- III. The synergistic relationship between teaching, learning, and research
- IV. The recognition, reward, and ongoing professional development that supports effective teaching for all members of the teaching community

To further define what we value related to teaching and learning, we offer the following SPECIFIC VALUES for to each core principle:

I. A student-centered learning community

- A. Teaching as a socially-situated activity imbedded in interaction across campus
- B. Diverse perspectives and ongoing inclusive pedagogy
- C. A campus culture that embraces a comprehensive General Education Program (GEP)
- D. Academic advising as a component of the teaching process and a means of informing us about student learning

II. Practices that promote deep and profound learning in and out of the classroom, studio, library, and lab

- A. Practices that actively engage students in learning
- B. Collaborative and interdisciplinary approaches to teaching and learning
- C. Ongoing assessment to promote learning
- D. Experiential learning and the importance of connecting teaching and learning to community needs

III. The synergistic relationship between teaching, learning, and research

- A. Discipline-specific research informs our teaching
- B. Educational practices that are supported by current learning theories
- C. Mentoring students through research, scholarly, and creative activities

IV. The recognition, reward, and ongoing professional development that supports effective teaching for all members of the teaching community

- A. Ongoing scholarly work in teaching and learning
- B. The definition and ongoing evaluation of effective teaching
- C. A systematic and accountable process of reflective teaching as a core component of a retention, promotion, and tenure system

Goals and Objectives for Teaching and Learning Engagement

GOALS

Considering what we VALUE as a teaching community, we are committed to the following broad GOALS:

- 1) Develop and enhance *current* professional development offerings in teaching and learning.
- 2) Design, plan, and implement *new* professional development opportunities in teaching and learning.
- 3) Design and propose a *centralized operation* to coordinate, promote, and support ongoing professional development in teaching and learning for the entire UW-Stevens Point teaching community.
- 4) Design and implement a revised process of *recognizing and rewarding* effective teaching.
- 5) Explore pedagogy and curriculum development related to different instructional modalities and their impact on student learning.

OBJECTIVES

To support each broad GOAL, we have identified the following SPECIFIC OBJECTIVES:

- 1) Develop and enhance *current* professional development offerings in teaching and learning.
 - 1a. Create ongoing support for annual Teaching and Learning Conference and explore ways to enhance that experience.
 - 1b. Using CPS Teaching Partner Program as a model, work to offer this experience as an integral part of ongoing professional development in teaching and learning campus-wide.
 - 1c. Improve and enhance ways of communicating to the entire UW-Stevens Point teaching community professional development events, workshops, initiatives, and programs that are available both campus-wide and system-wide.
 - 1d. Support and develop current professional development opportunities modeling those offered in the Scholarship of Teaching and Learning, e-Portfolio, Backward Design, Assessment, Instructional Technology, and other teaching and learning related practices campus-wide.
 - 1e. Maintain, support, and enhance efforts in professional development of teaching and learning specifically for new faculty.

2) Design, plan, and implement *new* professional development opportunities in teaching and learning.

- 2a. Explore current and innovative practices that create time for teaching staff to design, explore, try/fail/succeed, and rework student-centered teaching practices with full support within the retention/tenure/annual review process. Consider load-release opportunities and concepts such as “professional amnesty” and “teaching sabbaticals.”
- 2b. Explore opportunities to create time for professional development common to the entire UW-Stevens Point teaching community.
- 2c. Establish regular professional development through on-campus workshops, mentoring of new faculty, and faculty learning communities.
- 2d. Commit ongoing financial support to enable faculty and staff to engage in the larger SoTL conversation by attending and presenting at state, national, and international conferences
- 2e. Engage UW System peer institutions in collaborative projects in teaching and learning.
- 2f. Re-establish the FACETS program and revitalize and develop previous efforts in offering a campus-wide publication on teaching and learning.
- 2g. Develop and implement ongoing professional development opportunities in teaching and learning for instructional academic staff.
- 2h. Explore ways of connecting academic advising to teaching and learning through professional development activities and conversations.
- 2i. Work with the Director of General Education (and related personnel) to identify concepts, theories, and challenges that directly are linked to teaching and learning and the General Education Program (GEP).

3) Design and propose a *centralized operation* to coordinate, promote, and support ongoing professional development in teaching and learning for the entire UWSP teaching community.

- 3a. Design an institutional structure that connects all facets of the UW-Stevens Point teaching community.
- 3b. Integrate cross-college collaborations into teaching and learning professional development planning, programs, and ongoing events.
- 3c. Design a centralized webpage for ongoing discussions, collaborations, and dissemination of current best practices and research findings generated from both internal and external projects.

- 3d. Develop a list of resources, such as books and journals, for ongoing discussions, collaborations, and dissemination of current best practices and research findings generated from both internal and external projects.
- 3e. Assess current space, research off-campus spaces, and identify and propose new space needs for ongoing discussions, collaborations, and dissemination of current best practices and research findings generated from both internal and external projects.

4) Design and implement a revised process of *recognizing and rewarding* effective teaching.

- 4a. Implement a campus-wide conversation to define effective teaching.
- 4b. Examine the criteria used from department to department to determine if faculty/staff have satisfied the teaching aspect of their position when considering retention, tenure, and promotion.
- 4c. Ensure that the priority of teaching and learning in the evaluation of teaching is communicated during the recruiting, interviewing, and hiring process.
- 4d. Recognize the significance of reflective practices and methods of inquiry into teaching and learning, including SoTL, as an integral part of the retention, promotion, and tenure processes.
- 4e. Explore current and innovative practices in the evaluation of teaching, including the reflective, peer, student, and administrative evaluation processes.

5) Explore pedagogy and curriculum development related to different instructional modalities and their impact on student learning.

- 5a. Place student learning at the forefront in the design and implementation of assessment instruments across campus.
- 5b. Research and incorporate teaching strategies that are efficacious for greatest student learning and engagement.
- 5c. Engage in regular and intentional reflection on teaching practices, student engagement, learning outcomes, and student learning.

For more information, please visit the Strategic Plan for Teaching and Learning Engagement website: <http://www.uwsp.edu/acadaff/Pages/2013-Strategic-Plan-for-Teaching-and-Learning.aspx>.

Appendix I:

A New Vision for Teaching and Learning at UWSP

*A Framework for Developing a Strategic Plan for Teaching and Learning Engagement
2012-2013*

Our Charge

On August 7, 2012, Interim Provost Greg Summers charged Karyn Biasca, David Hastings, and Steve Wright with the task of designing a comprehensive framework for “conceiving a new vision for teaching and learning at UWSP.” Provost Summers directed this group to offer recommendations based on the following inquiries:

- What it means for UWSP to be a “teaching institution”
- What role a future center for teaching and learning might play on campus
- The role that our shared teaching values might play in our approach to hiring, retention, tenure, and promotion

This report is the collective response to this charge from Provost Summers from discussions held by Professors Biasca, Hastings, and Wright during the month of August 2012. The following set of recommendations will serve as a framework for developing a strategic plan for teaching and learning engagement at UWSP.

Foundational Precepts

In considering a structure for developing a strategic plan, it is essential to list the following principles or “foundational precepts”:

Provost Summers’ Charge Specifics

- It will be important to honor our traditions of teaching and learning excellence while at the same time develop an ambitious set of aspirations, goals, and desired accomplishments.

Existing Mission Statement and Strategic Plan Specifics

- The UW System Mission states that “Each university shall: Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and through university-sponsored cultural, recreational, and extracurricular programs.”
- Teaching and Learning is at the core of The University of Wisconsin-Stevens Point’s Mission Statement.
- The first theme in the current UWSP Strategic Plan is “We shall advance learning.”

Preliminary Plan Discussion Points

- A teaching institution is one that applies scholarship and scholarly thinking to the classroom.
- Currently, teaching effectiveness is measured through peer evaluations and responses to The Student Evaluation of Course Instruction as stated in the UWSP Teaching, Scholarship, and Service Document.
- At UWSP, excellence in the classroom is expected and required therefore we must offer faculty, at all levels, the resources to succeed.
- New faculty usually have little or no training in the classroom.
- Teaching and learning methods and themes can be applied universally, regardless of the teaching discipline.
- Interconnectedness is more important in today's teaching.

Fundamental Questions

- What does it mean to be a teaching institution?
- What does success look like in teaching and learning?
- How do we measure effective teaching? What evidence is needed?
- How can we make student learning visible?
- How do we engage all participants from the UWSP Teaching Community in the process of reflection of and inquiry into one's teaching?
- How can a scholarly approach to teaching and learning become a part of the UWSP Teaching, Scholarship, and Service Plan?
- How can we connect faculty research practice to teaching in the classroom?

A Recommendation for a Framework for Developing a Strategic Plan

Who will be involved in developing this plan?

- A group referred to as The Strategic Plan for Teaching and Learning Engagement Steering Committee with the following participants:
 - ◆ Michael Demchik – Professor of Forestry (CNR)
 - ◆ Maureen Giblin – Director – Tutoring Learning Center
 - ◆ David Hastings – Professor of Music (COFAC)
 - ◆ Angie Kellogg – Director – Student Academic Advising Center
 - ◆ David Ozsvath – Professor of Geology (COLS)
 - ◆ Pam Terrell – Assistant Professor of Communicative Disorders (CPS)
 - ◆ Steve Wright – Professor of Chemistry (COLS)

- Consultants not serving on the Steering Committee:
 - ◆ Karyn Biasca – Professor of Paper Science and Engineering (CNR)
 - ◆ Paula DeHart – Professor of Education (CPS), Assessment Coordinator
 - ◆ James Sage – Interim Associate VC for Teaching, Learning, and Academic Programs
- Task Forces organized around the general topics of
 - ◆ Defining good teaching
 - ◆ Measuring teaching
 - ◆ Supporting teaching
 - ◆ Rewarding teaching
- Members of the UWSP Teaching and Learning Community

When will this work happen and when will the Strategic Plan be finished?

- The Steering Committee will meet every two weeks.
- Task Forces from the Steering Committee will meet as needed.
- Consultants will be called upon for input when needed.
- The Strategic Plan will be finished by May 3rd of 2013.

How will this work be accomplished?

- “Ten Keys to Successful Strategic Planning for Nonprofit and Foundation Leaders” by Richard A. Mittenenthal will serve as a guideline for our process.
http://www.tccgrp.com/pdfs/per_brief_tenkeys.pdf
- While other Strategic Plan models specifically for Teaching and Learning will be reviewed, “The University of Regina Strategic Plan for Teaching and Learning” will be used as a model for this work:
- http://www.uregina.ca/home/strategic/theplan/documents/Strat_Plan_Teaching.pdf
- In addition to work during and away from Steering Committee and Task Force meetings, the UWSP teaching and learning community will be involved in this process through surveys, focus groups, and departmental visits modeled after the process recently used by the UWSP Assessment Subcommittee.

What will be accomplished?

- As charged by Provost Summers, a Strategic Plan for Teaching and Learning Engagement at UWSP.
- The Preliminary Planning Group added “Engagement” to the plan title to emphasize that while teaching and learning do take place at UWSP, it is the engagement piece of this work that needs to be strategically planned.

Appendix II:

Teaching and Learning Survey Response Summary

Spring 2013

Shari Ann Summers, Ed.D.
Policy Analysis and Planning

In the Spring semester of 2013, the Teaching and Learning Strategic Planning Committee requested feedback from the UWSP campus community on our current state of teaching and learning practices and policies, as well as a request of what the shortcomings are regarding teaching and learning. The committee designed a two question online survey and held several listening sessions as well. The listening sessions had limited attendance (15-20) and survey garnered had a total of 58 respondents.

1) *What do you currently see or experience that demonstrates UWSP is a place that values and supports teaching and learning?*

A third of the responses pertained to the variety of campus wide teaching workshops that UWSP has held and the impact of the Teaching and Learning Conference. In general, the respondents were pleased with the quality and range of the opportunities. Another set of responses spoke to the impact of the college level, departmental level or specialized support programs for teaching and learning. These include CPS Teaching Partners Program, peer mentoring programs, CPS Adjunct Boot Camp, Brown bags to discuss teaching and learning, and Faculty College.

An additional third of the responses praised UWSP for its dedicated faculty who are focused on learning and teaching. In general, these responses indicate the environment at UWSP is student centered and committed to student learning in the classroom as well as by fostering a climate that encourages shared research opportunities between faculty and students. In addition, the institution seems to support this dedication to quality faculty by limiting adjunct hiring and focusing on hiring Ph.D. full time faculty.

Another portion of the responses seem to indicate that administration values and supports teaching. Administration demonstrates this commitment through alignment of tenure and promotion with teaching priorities, declaration that teaching is a priority, and allowing faculty to control the content in their courses. Respondents also identify support in the form of availability of funds to attend teaching conferences, grant support for teaching and scholarship activities, and Continuing Education's and administrations support for curriculum development. A smaller number of responses indicated significance of administration's decision to maintain smaller class sizes, technology support programs, LRC programs and academic advising. Response themes frequencies are presented in Table 1.

Table 1. Response Theme Frequencies of Supportive of Teaching and Learning

Response Themes	n	%
UWSP has quality opportunities for training and sharing	17	32%
UWSP has a dedicated faculty focused on student learning in and out of the classroom	18	34%
Leadership and administration values and supports teaching	11	21%
UWSP as an Institution has support programs and services that encourages teaching and learning	7	13%
Total	53	100%

2) *What would you like to see or experience that would demonstrate UWSP is a place that values and supports teaching and learning?*

While the majority of comments indicate our current offerings to support teaching and learning are high quality, a number of responses to this questions indicate that there is a need for increased quantity and variety of opportunities including a designated center staffed with faculty with expertise in this area. Continuing in this vein, the responses indicate that there is a need for more honest peer review, greater transparency such as sharing syllabi, and more resources supporting teaching and learning best practices.

Another interesting theme that emerges is around the relationship between teaching, scholarship, and the impact on hiring, promotion, and tenure. This theme comprised a third of the responses. Some feel our campus should (or already are) committed to the Scholarship as Teaching and Learning model and others express concern that there is lack of support for this model. There seems to be a wide range of expectations for teaching and scholarship as it relates to hiring, tenure and promotion. Some feel strongly that there is too much emphasis on research, some express concern that there isn't enough value placed on research and its impact on teaching. One respondent supports the development of two separate tracks for tenure and promotion, one geared towards research and one towards teaching. This wide range of opinions speaks to not only to the discrepancy in the value place on teaching and/or scholarship, but its relationship to tenure and promotion decisions.

A less commonly reported theme, but important none-the-less, centered on how UWSP as an institution should address the issues of low morale and its impact on teaching and learning. A recurrent theme indicated dissatisfaction with low pay as well as the policies that allow for inconsistent pay among faculty, adjuncts, lab courses, and for Continuing Education courses. In addition, some respondents felt that there was little acknowledgement of quality teaching compared and that the emphasis was often place on scholarship activities. Finally, there was concern about the general condition of facilities; walls in need of painting, poor lighting, old and antiquated furniture.

There was some concern expressed about the general lack of funds and grants available for faculty scholarship, teaching and learning scholarship, student driven scholarship, assessment activities training, and conferences centered on teaching and learning. There were several comments that expressed dismay at the overall lack of financial commitment towards advancing use of technology to support learning in and out of the classroom.

Some of the comments pointed towards institutional level concerns, most pertaining to enrollment management issues. Several wanted to manage enrollments more consistently to reduce bottlenecks and overloads, and several just wanted to limit overall enrollment. Some comments pointed toward the need to reduce/manage class sizes and offer support for a myriad of course styles, such as workshop, increased summer courses, credit for Prior Learning Assessments (PLA) and increased online delivery.

To a lesser degree, some comments focused on the preparedness of our incoming student population, our faculty's perceptions about quality of students, and its impact on teaching and learning. Some comments pointed to the need to address the UWSP's overall climate of learning, more specifically towards non-major courses. It also spoke to a need for assistance in dealing with the needs and issues of this student population. Response theme frequencies are located in Table 2.

Table 2. Response Theme Frequencies of Potential Ideas that Support Teaching and Learning

Response Themes	n	%
Increase the variety and number of opportunities for training & sharing of teaching related best practices	10	16%
Establish expectations around scholarship and teaching consistent with UWSP mission	21	32%
Address campus teaching climate and morale issues	8	12%
Address campus support for teaching, learning, & scholarship	9	13%
Develop awareness of the institutional-enrollment management related issues and how they affect teaching and learning	9	13%
Incoming student population and services concerns and its effect on teaching and learning	7	11%
Total	64	100%

A comprehensive list of themes and illustrative comments gleaned from the survey and open forums are provided in the following tables.

Q1) What do you currently see or experience that demonstrates UWSP is a place that values and supports teaching and learning?

Response Themes &/or Sub Themes	Illustrative Comments
1. UWSP has quality opportunities for training and sharing <ul style="list-style-type: none"> ◆ TLC ◆ Academic Year workshop series ◆ Summer Workshop (backward design, e-portfolio) ◆ Assessment workshops and support ◆ Teaching related grant opportunities ◆ Specialized support programs (CPS Teaching Partners, informal peer reviews, learning lunches, learning circles) 	<p><i>The January Teaching Conference annually reinforces and deepens our commitment to teaching, and the University should be commended for continuing this tradition even in challenging times.</i></p> <p><i>CPS sponsors a Teaching Partners program to facilitate faculty to faculty conversations about optimizing teaching.</i></p> <p><i>I do love all the opportunities we are presented with to improve different facets of our teaching, whether it be the backward design workshops, the ePortfolio classes, or faculty college. I've also appreciated all the work that's been done with regard to assessment.</i></p>
2. UWSP has a dedicated faculty focused on student learning in and out of the classroom <ul style="list-style-type: none"> ◆ Dedicated teaching professionals ◆ Student centered teachers, respectful teachers & caring ◆ Dedication to hiring Ph.D. faculty ◆ Full-time faculty teaching courses (adjuncts used sparingly) ◆ Dedication to research opportunities that encourages learning for students ◆ Commitment to students through experiential learning and capstone opportunities (Gen. Ed.) 	<p><i>The presence of top quality teachers is one thing. The respect and honors given to top quality teachers is also good.</i></p> <p><i>Dedicated teachers that put in many hours with full loads, and still finding time to engage the students individually.</i></p> <p><i>UWSP faculty are dominantly Ph.D.'s that work closely with students in the classroom, laboratory and in the field preparing them to succeed at UWSP and to develop skills to enable them to engage in productive careers as a result of this hands on training.</i></p>
3. Leadership and administration values and supports teaching <ul style="list-style-type: none"> ◆ Tenure and promotion aligned with teaching priorities ◆ Funds to attend teaching conferences ◆ Reduced load first year to focus on teaching ◆ Grants support by campus and college for teaching and learning opportunities ◆ CE curriculum development financial support ◆ Faculty control content of courses 	<p><i>Faculty have freedom in designing and delivering courses.</i></p> <p><i>Teaching and learning was an important aspect of my tenure decision.</i></p> <p><i>Support for professional development such as grants.</i></p> <p><i>As a first year professor, I was pleased to find a three-three load in my first year - and careful consideration given to scheduling - so that I could prep my classes to the highest level possible. It sends a strong signal that my teaching is valued and support exists for making sure I do my very best right from the start.</i></p>

<p>4. UWSP as an Institution has support programs and services that encourages teaching and learning</p> <ul style="list-style-type: none"> ◆ Enrollment , try to maintain small class sizes ◆ Technology support (IPads, updates in classrooms) ◆ Academic Advising ◆ Supportive LRC and UWSP's Dept. of Education ◆ D2L support ◆ Student Affairs contributions to learning 	<p><i>The Classroom upgrades – technology.</i></p> <p><i>Small class size.</i></p> <p><i>The recognition that learning occurs out of the classroom (res. halls, student orgs, part-time jobs, etc)</i></p> <p><i>Smallish class sizes, particularly in the humanities.</i></p> <p><i>Great support from library staff for both our students and faculty.</i></p>
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Q2) What would you like to see or experience that would demonstrate UWSP is a place that values and supports teaching and learning?

Response Themes &/or Sub Themes	Illustrative Comments
1. Increase the variety and number of opportunities for training & sharing of teaching related best practices <ul style="list-style-type: none"> ◆ Teaching and Learning Center (with faculty staff, expertise) ◆ More workshop opportunities (college, campus) ◆ More specialized support programs (peer mentoring, book reading circles, faculty learning communities, website resources) ◆ Keynotes at T&L Conference, increased conferences ◆ Foster more collaborations among departments and colleges ◆ Increase transparency of curriculum, shared syllabi 	<p><i>I would also love to have more support from the institution, and/or organized peer groups, to help faculty transition our research/scholarship from the R1 environment (where most of us have done our research as PhD students and/or postdocs prior to coming here) to the expectations and mission, facilities, time, etc., available at UWSP.</i></p> <p><i>Dedicated center and staff to provide support for faculty in their teaching.</i></p> <p><i>Perhaps a mentoring program to support new faculty in their study and practice of teaching - particularly for those who have focused on their area of expertise/discipline</i></p>
2. Establish expectations around scholarship and teaching consistent with UWSP mission <ul style="list-style-type: none"> ◆ Support and recognition for Teaching/Scholar model ◆ More support for scholarship and research by faculty ◆ Alignment of hiring, tenure and promotion policies with teaching expectations ◆ Dual Track model, scholarship vs. teaching ◆ Recognition of teaching related research as scholarship ◆ Support, release time, and acknowledgement that scholarship activities with students as teaching & learning 	<p><i>A place for the scholarship of teaching and learning (Sot) [sic] as part of our clear evaluation of faculty, not sacrificing traditional scholarship, but bolstering it and making it part of the teacher/scholar model we seem to value.</i></p> <p><i>It seemed odd to me that I had to spend my first 5 years working on publications that ended up being totally unrelated to the type of work; that I could ultimately do at UWSP, yet I was told to do this to meet tenure expectations.</i></p> <p><i>This is VERY easy.; The campus needs to support research MUCH more.; We cannot just be a teaching school....(sic). This type of research fuels our teaching, but also enhances the classroom experience.</i></p> <p><i>...the one-on-one mentorship of students by faculty in pursuit of scholarly achievement should not be seen as a detraction from the faculty member's real job , but should be seen as the gold standard of TEACHING</i></p>

<p>3. Address campus teaching climate and morale issues</p> <ul style="list-style-type: none"> ◆ Foster a climate of recognition and acknowledgement amongst/by peers for good teaching ◆ Salary increases ◆ Develop Consistent Pay policies for CE, Adjunct, Overloads, lab vs. classroom ◆ Upgrade facilities, facelifts, paint, lighting, furniture etc...) ◆ Set expectations of faculty to support all learning, not just major courses ◆ Manage faculty perceptions of students, embrace all of our current student population 	<p><i>A salary that enables faculty to work and live with dignity.</i></p> <p><i>Changing and/or updating policies and practices ;that affect instructor pay would help to show campus values faculty who are trying to serve students;.; This is not just about increasing pay in general, but changing the policies that seem to devalue instructors.</i></p> <p><i>A major change in the campus culture. I am appalled by the number of faculty I've met who seem indifferent to or even hostile toward attempts to enhance student learning, particularly in general education.</i></p>
<p>4. Address campus support for teaching, learning & scholarship</p> <ul style="list-style-type: none"> ◆ Increase financial and other means of support for assessment ◆ Increase financial opportunities for student/faculty research endeavors ◆ Increase funding for faculty research and scholarship ◆ Increase funding and support for teaching related scholarship activities ◆ Increase technology in classrooms and for online learning environments 	<p><i>There is very little support for professors to get away during the year to pursue legitimate and important research that; will reflect well on the University community</i></p> <p><i>UWSP needs to consider increased funding for release time for faculty to work individually and collectively in realigning courses to meet the GEP changes, particularly through experiential and interdisciplinary learning. UWSP must also recognize that experiential learning and interdisciplinary learning and communication within the discipline are intense learning experiences; for which; faculty do not receive sufficient support.</i></p>
<p>5. Develop awareness of the institutional-enrollment management related issues and how they affect teaching and learning</p> <ul style="list-style-type: none"> ◆ Reduce bottlenecks, frustrating to students and faculty delays progression of learning ◆ Limit waitlists, pressure ◆ Manage overloads, effects quality and research ◆ Stop increasing enrollments ◆ Smaller Class Sizes ◆ More flexible course offerings and options (i.e. summer, online, workshop models, more experiential learning options, PLA, after hours course offerings) ◆ Manage utilization of adjuncts, focus on Ph.D. faculty ◆ Increase faculty hires, not administration 	<p><i>More class sections added for bottleneck courses. When students can't get into courses they need and/or want this contradicts the premise that UWSP is a place that values and supports teaching and learning.</i></p> <p><i>Smaller class sizes. FYS is a wonderful beginning. We need to go further. Students cannot find their intellectual voice when they cannot participate in real discussion because the class is too large</i></p> <p><i>Also hire more tenure-track faculty instead of the over-abundance of adjuncts.</i></p> <p><i>Our students and faculty are doing more with less and our heaviest resource investments are being made at the top of the institution. It is a difficult balancing act to improve organizational efficiency and optimize the student/faculty/content exchange.</i></p>

<p>6. Incoming student population and services concerns and its effect on teaching and learning</p> <ul style="list-style-type: none"> ◆ Recruit more prepared students ◆ Set institutional expectation of learning ◆ Educate students on the impact of working on persistence and performance ◆ More effective advising ◆ Increase collaboration within Divisions that support experiential learning ◆ Increase tuition waivers/support for graduate populations ◆ Increased support for faculty on managing students' needs 	<p><i>I also often wonder about the ability of the students who enter our University. Teaching is much more difficult if students are not prepared for University classes.</i></p> <p><i>We need to be more overt about setting expectations for our students: that they have an active role to play in the academic culture of the institution. More ceremony about what it means to be a member of this voluntary community and why being engaged is so critical important & benefits all other members of the community.</i></p> <p><i>More collaboration between academic affairs and student affairs. Teaching and learning occurs both inside and outside of the classroom.</i></p>
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Appendix III:

A Concept Plan for the UWSP Teaching and Learning Collaborative

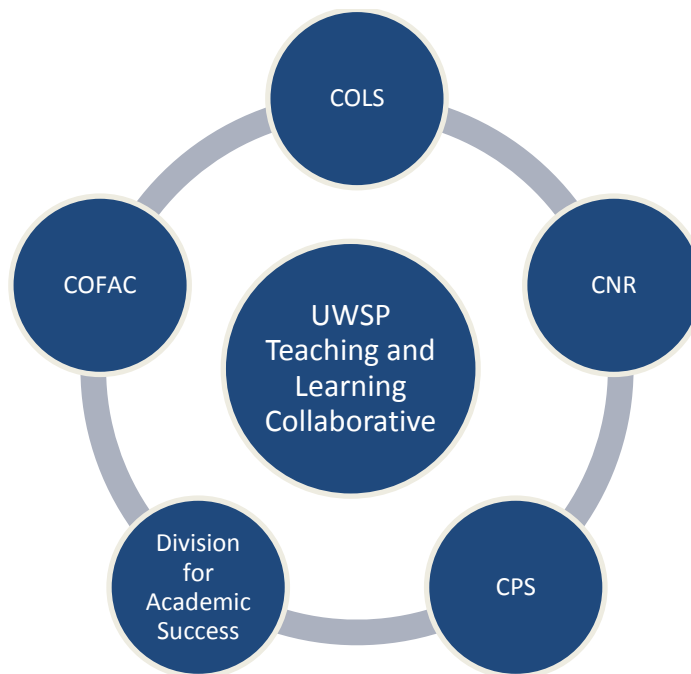
Concept and Purpose:

A centralized operation to coordinate, promote, and support ongoing professional development in teaching and learning for the entire UWSP teaching community.

This operation will include physical and virtual space and will consist of 5 branches, including 4 Colleges and the Division for Academic Success.

The purpose of this collaborative operation will be:

- To have a centrally located space to coordinate and facilitate teaching and learning programs and collaborations
- To have five branches campus-wide to support college and program specific teaching and learning interests
- To encourage inter-branch collaborations
- To centrally locate resources, physically and virtually, for teaching and learning.



Appendix IV:

Commonly Used Terms, Titles, Abbreviations, and Acronyms

What follows is an alphabetical list of commonly used terms, titles, abbreviations, and acronyms used in the Strategic Plan for Teaching and Learning Engagement (SPTLE).

AVC AVC-EM AVC-PBG AVC-TLAP	Associate Vice Chancellor Associate Vice Chancellor for Enrollment Management Associate Vice Chancellor for Personnel, Budgets, and Grants Associate Vice Chancellor for Teaching, Learning, and Academic Programs
Colleges COFAC COLS CNR CPS	One of the four (4) Colleges on the UW-Stevens Point campus: College of Fine Arts and Communication College of Letters and Science College of Natural Resources College of Professional Studies
Dean	Chief Academic Officer in each the Colleges (listed above).
Faculty Adjuncts Instructors Staff	Usually refers to tenured or tenure-track faculty. Common term used to refer to instructional academic staff members. Broad term used to refer to both faculty and adjuncts. Common term used to refer to non-instructional staff members, including Academic Advisors, Academic Department Associates, Administrators, Lab Assistants, Research Assistants, Program Directors, Tutors, etc. Note: throughout the SPTLE, we understand that the UWSP Teaching Community (see below) includes faculty, adjuncts, and staff (as well as learning that happens between and among students).
First-Year Seminar (FYS)	Part of the new General Education Program (GEP), the First-Year Seminar (FYS) effort recruits faculty and instructors all across campus based on a cohort model of professional development.
GEP	The General Education Program at UW-Stevens Point
Heads, Hearts, Hands	The term “heads” refers to thinking/cognition The term “hearts” refers to values/dispositions/passion The term “hands” refers to action/behavior While the phrase “heads, hearts, hands” has multiple origins and multiple meanings, many people remember Steve Bondeson expressing this integrated concept, namely: that UWSP must challenge and support students along all three dimensions.
Inclusive Excellence (IE)	Terms used by Association of American Colleges and Universities (AAC&U) within the context of their Liberal Education and America’s Promise (LEAP) initiative. Inclusive Excellence (IE) is defined as the “guiding principle for access, student success, and high-quality learning. It is designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations.”
Inclusive Pedagogy	Inclusive Pedagogy refers to the specific ways that Inclusive Excellence (above) can be incorporated into various aspects of the teaching and learning environment.
Learning Community	The term “learning community” refers generically to a group-based approach to intentional learning. Learning communities are either spontaneous or planned; in some cases, learning communities are formed for a specific purpose or goal while in other cases learning communities arise out of a shared affinity for a topic. Learning communities have been used in the context of a traditional classroom setting (for group work), in the context of shared governance (ad hoc groups making policy recommendations), or in the context of professional development.

Learning Theory (or Theories)	Organizing frameworks that blend theory and practice with respect to the process(es) by which people learn and develop in different context; learning theories usually include cognitive, emotional, physical, and/or social aspects of the learning environment.
Liberal Education and America's Promise (LEAP)	Liberal Education and America's Promise (LEAP) is the comprehensive effort started by the Association of American Colleges and Universities (AAC&U).
Partnership for Thriving Communities	The Partnership for Thriving Communities is an outgrowth of the May 2011 Strategic Plan. The Partnership for Thriving Communities identifies four aspects of thriving communities, including: Healthy, Vibrant, Sustainable, and Prosperous
Pedagogy	Refers to the systematic investigation of effective teaching methods. (See also: Teaching and Learning)
Professional Development	Refers to a wide range of opportunities (presentations, workshops, trainings, etc.) that are provided for faculty and staff.
Service-Learning	Refers to the pedagogical technique that combines civic engagement (community service) with specific learning goals through structured and meaningful reflection. Service-Learning is a type of experiential learning and is similar to internships, practicum experiences, and fieldwork.
Scholarship of Teaching and Learning (SoTL)	Systematic inquiry that uses appropriate evidence-based research methods to gain insights about student learning and generates findings that are peer reviewed and publicly disseminated. (Many more definitions are available; this is merely one example.)
SPTLE ("plan")	Refers to the Strategic Plan for Teaching and Learning Engagement. The term "plan" refers to the Strategic Plan for Teaching and Learning Engagement.
Teaching and Learning	Generic term that refers to the overall mission of education. The term "teaching and learning" can be used in a variety of contexts, such as referring to a "teaching and learning center" or a "teaching and learning workshop." (See also: Pedagogy) Throughout the SPTLE document, "teaching and learning" is meant to be used broadly, and should be read to include the types of education that occurs in traditional classroom settings, but also laboratories, studios, the library, internship practicum experiences, student teaching, service-learning, undergraduate research, scholarly, and creative activities (URSCA), advising, as well as a range of co-curricular and extra-curricular activities (student employment, volunteering,
Undergraduate Research, Scholarly, and Creative Activity (URSCA)	Refers to the national trend to recognize the educational importance of involving undergraduates in research, scholarly, and creative activities. This phrase (and acronym) are identified within AAC&U's LEAP initiative as a "high impact" educational practice. Sometimes referred to simply as "undergraduate research," this concept emphasizes the importance of student-centered research efforts that are quite appropriate at an institution like UWSP (as compared to the type of research that could be carried out without the involvement of undergraduate students).
UWSP	Refers to the University of Wisconsin-Stevens Point
University Strategic Plan	Refers to UWSP's comprehensive, campus-wide Strategic Plan (from May 2011) that identified four main areas: Advance Learning, Honor our Legacy, Leverage Resources, Enhance Living. Related to this May 2011 Strategic Plan is the Partnership for Thriving Communities, which provides a detailed and systematic way to achieve the Strategic Plan. The Partnership for Thriving Communities includes four main areas: Healthy Communities, Vibrant Communities, Sustainable Communities, and Prosperous Communities. Recently, the UWSP Faculty Senate endorsed a new version of the University Strategic Plan that combines the May 2011 version with the Partnership for Thriving Communities. Henceforth, this combined version is referred to as the University Strategic Plan.

UWSP Teaching Community	Refers to faculty, adjuncts, and staff members who engage students in meaningful and relevant educational experiences. This includes classroom-based instructors (faculty and adjuncts) along with the vast array of support staff (advisors, program managers, tutors, etc.).
UW System	Refers to the University of Wisconsin System, including UW System Administration along with the vast network of two-year and four-year institutions across the state of Wisconsin, as well as UW Extension.

Appendix V:

Action Steps, Timeline, Responsibilities, & Resources

Objective 1) Develop and enhance *current* professional development offerings in teaching and learning.

Objective 1	Action Step #	Action Steps	Timeline	Time Code	Who is Responsible	Resources Needed	Resource Code
Objective 1a. Create ongoing support for annual Teaching and Learning Conference and explore ways to enhance that experience.	1	Repurpose current Teaching and Learning Conference Planning Committee with additional members	2013-2014-ONGOING	1	Conference Planning Committee	Time, Personnel	0
	2	Plan and Present Annual Teaching and Learning Conference. Rework decision process for theme, offer timely proposal deadlines, and consider new general format based on input from conference survey.	2013-2014-ONGOING	1+	Conference Planning Committee	Time, Personnel, Funds	\$
	3	Plan 2 Special Events for the 2013-2014 year: Inclusive Pedagogy and Scholarship of Teaching and Learning	2013-2014	1	D. Hastings, J. Sage, Inclusive Excellence Community, SGA	Time, Personnel, Funds	\$\$
	4	Plan Spring 2014 Teaching and Learning Series	2013-2014	1	Conference Planning Committee	Time, Personnel, Funds	\$
Objective 1b. Using CPS Teaching Partner Program as a model, work to offer this experience as an integral part of ongoing professional development in teaching and learning campus-wide.	1	Research details about CPS Teaching Partner Program	2013-2014	1	SPTLE Implementation Group 1	Time, Personnel	0
	2	Design and plan a proposal for Teaching Partner Program campus wide starting Fall 2014. Use Cohort Model (FYS)	2013-2014	1	SPTLE Implementation Group 1	Time, Personnel	0
	3	First Cohort present at Annual Teaching and Learning Conference 2015	2015	2	UWSP Teaching Partner Program Cohort Group 1	Time, Personnel	0

	4	Plan ongoing UWSP Teaching Partner Program to start Fall 2015	2015 ONGOING	2+	SPTLE Implementation Group 1	Time, Personnel, Funds	\$\$
Objective 1c. Improve and enhance ways of communicating to the entire UWSP teaching community professional development events, workshops, initiatives, and programs system-wide and campus-wide.	1	Compile a list of all events and programs related to professional development. Include UW System and campus-wide events.	2013-2014-ONGOING	1+	Academic Affairs, AVCTLAP	Time, Personnel	0
	2	Distribute annual professional development schedule during Zero Week	2013-2014-ONGOING	1+	Academic Affairs, AVCTLAP	Time, Personnel	0
	3	Research, plan, and design a website for teaching and learning at UWSP. Consider including a Website link and the SPTLE on the UWSP home page	2013-2015	2	SPTLE Implementation Group 1	Time, Personnel, Funds	\$\$
Objective 1d. Support and develop current professional development opportunities modeling those offered in the Scholarship of Teaching and Learning, e-Portfolio, Backward Design, Assessment, Instructional Technology, and other teaching and learning related practices campus-wide.	1	Assess 2012-2014 professional development events campus-wide and share results with SPTLE Implementation Group 2.	2013-2014	1	SPTLE Implementation Group 1	Time, Personnel	0
	2	Modify current professional development offerings to inform future summer programs, teaching conference needs, and additional professional development program needs. Share results with SPTLE Implementation Group 2.	2013-2014-ONGOING	1	Conference Planning Committee, AVCTLAP	Time, Personnel	0
Objective 1e. Maintain, support, and enhance efforts in professional development of teaching and learning specifically for <u>new</u> faculty and staff.	1	Review and assess current offerings in <i>New Faculty and Staff Orientation</i> and weekly programming. Share results with SPLTE Implementation Group 2.	2013-2014-ONGOING	1	SPTLE Implementation Group 1	Time, Personnel	0

Objective 2) Design, plan, and implement *new* professional development opportunities in teaching and learning.

Objective 2	Action Step #	Action Steps	Timeline	Time Code	Who is Responsible	Resources Needed	Resource Code
Objective 2a. Explore current and innovative practices that create time for teaching staff to design, explore, try/fail/succeed, and rework student-centered teaching practices with full support within the retention/tenure/ annual review process. Consider load-release opportunities and concepts such as “professional amnesty” and “teaching sabbaticals”.	1	Research existing programs inside and outside of the UW System regarding issues of workload balance in teaching/scholarship/service.	2013-2014	1	SPTLE Implementation Group 2	Time, Personnel	0
	2	Research professional journals in higher education regarding the issue of workload balance in teaching/scholarship/service.	2013-2014	1	SPTLE Implementation Group 2	Time, Personnel	0
	3	Propose a 'Memorandum of Understanding' planning process for academic departments for the purpose of designing an annual plan balancing teaching, scholarship, and service within each tenure-track and post-tenure position workload.	2013-2015	2	SPTLE Implementation Group 2, Academic Affairs Committee, Provost	Time, Personnel	0
Objective 2b. Explore opportunities to create time for professional development common to the entire UWSP Teaching Community.	1	Research existing programs inside and outside of the UW System regarding issues of workload balance and professional development.	2013-2014	1	SPTLE Implementation Group 2	Time, Personnel	0
	2	Research professional journals in higher education regarding the issue of workload balance and professional development.	2013-2014	1	SPTLE Implementation Group 2	Time, Personnel	0
	3	Meet with the Registrar, Associate Registrar, AVC-TLAP and AVC-EM to discuss class-schedule-revision concept and other ways to create time for professional development in teaching and learning.	2013-2014	1	SPTLE Implementation Group 2	Time, Personnel	0
	4	Devise and propose to the Office of Academic Affairs and Faculty Governance a <i>Professional Development Time Plan</i> based on 2b Action Steps 1-3.	2013-2015	2	SPTLE Implementation Group 2	Time, Personnel, Funds	\$\$

Objective 2c. Establish regular professional development through on-campus workshops, mentoring of <i>new</i> faculty, and faculty learning communities.	1	Design and implement a system or process that seeks input from the UWSP Teaching Community, guidance from this strategic plan, and input from Provost and AVC-TLAP for professional development needs in teaching and learning.	2013-2014-ONGOING	1+	SPTLE Implementation Group 2	Time, Personnel	0
	2	Revise as needed, annually, offerings for <u>new</u> faculty orientation and veteran members of the UWSP Teaching Community in teaching and learning professional development.	2013-2014-ONGOING	1+	SPTLE Implementation Group 2	Time, Personnel	\$\$
Objective 2d. Commit ongoing financial support to enable faculty and staff to engage in the larger SoTL conversation by attending and presenting at state, national, and international conferences	1	Compile campus-wide evidence of ongoing support for travel, lodging, and registration fees campus-wide.	2013-2015	2	SPTLE Implementation Group 2	Time, Personnel	0
	2	Research current presentation opportunities for SoTL work and compile a projected-cost list including typical registration costs, application criteria, and general-estimated travel costs.	2013-2014	1	SPTLE Implementation Group 2	Time, Personnel	0
	3	Assess current selection process for Wisconsin Teaching Fellows and Scholars and propose any needed changes to that process.	2013-2014	1	SPTLE Implementation Group 2	Time, Personnel	0
	4	Assess current selection process for UW System and OPID Faculty College and propose any needed changes to that process.	2013-2014	1	SPTLE Implementation Group 2, AVCTLAP	Time, Personnel	
	5	Design a proposal with a detailed budget, clear rationale, and comprehensive design for an ongoing program of engaged SoTL work for the entire UWSP Teaching Community.	2013-2015	2	SPTLE Implementation Group 2	Time, Personnel	\$\$

Objective 2e. Engage UW System peer institutions in collaborative projects in teaching and learning.	1	Disseminate on-line resources from UW-System peer institutions, including the UW-System SoTL Leadership Site, to the UWSP Teaching Community.	2013-2014-ONGOING	1+	OPID Administrative and Faculty Representatives	Time, Personnel	0
	2	Design a SoTL data base for the UWSP Teaching Community listing past and current SoTL projects - including projects from past and present Wisconsin Teaching Fellows and Scholars.	2013-2014-ONGOING	1+	SPTLE Implementation Group 2	Time, Personnel	0
	3	Organize and establish a learning community of past and present Wisconsin Teaching Fellows and Scholars for the purpose of sharing SoTL work and stimulating interest in the WTFS Program.	2013-2014-ONGOING	1+	SPTLE Implementation Group 2	Time, Personnel, Funds	\$
	4	Identify potential collaborative teaching and learning projects with other UW System institutions and explore potential grant support through the current UW System Growth Agenda Grant process.	2013-2014-ONGOING	2	SPTLE Implementation Group 2, Director of the Office of Research and Sponsored Programs	Time, Personnel	\$\$\$
Objective 2f. Re-establish the FACETS program and revitalize and develop previous efforts in offering a campus-wide publication on teaching and learning.	1	Review concepts and design of the UWSP FACETS program.	2013-2015	2	SPTLE Implementation Group 2	Time, Personnel	0
	2	Research existing institution-generated scholarly publications inside and outside of the UW System.	2013-2015	2	SPTLE Implementation Group 2	Time, Personnel	0
	3	Design a proposal with a detailed budget, clear rationale, and comprehensive design for a new FACETS program.	2013-2015	2	SPTLE Implementation Group 2	Time, Personnel	0
	4	Design a new UWSP scholarly publication in support of teaching and learning.	2015-2016	3	SPTLE Implementation Group 2	Time, Personnel, Funds	\$\$

Objective 2g. Develop and implement ongoing professional development in teaching and learning for Adjunct Faculty.	1	Consult with Adjunct Faculty, Deans, Department Chairs, Division Heads, as well as the Director of General Education, to identify professional development needs for Adjunct Faculty.	2013-2014	1	SPTLE Implementation Group 2	Time, Personnel	0
	2	Design and propose a plan that enables Adjunct Faculty to adhere to the core principles of the SPTLE.	2013-2015	2	SPTLE Implementation Group 2	Time, Personnel, Funds	\$\$
	3	Invite Adjunct Faculty to Annual Teaching and Learning Conference, Spring Teaching and Learning Series, and any other teaching and learning professional development offerings.	2013-2014-ONGOING	1+	SPTLE Implementation Group 2	Time, Personnel, Funds	\$
Objective 2h. Explore ways of connecting academic advising to teaching and learning through professional development activities and conversations.	1	Work with current Advising Task Force exploring ways of connecting academic advising to teaching and learning.	2013-2014-ONGOING	1+	Advising Task Force	Time, Personnel	0
	2	Invite UWSP Professional Advising Staff to attend and propose to present at the UWSP Annual Teaching and Learning Conference, Spring Teaching and Learning Series, and other teaching and learning professional development events.	2013-2014 ONGOING	1+	SPTLE Implementation Group 2, Conference Planning Committee	Time, Personnel	0
Objective 2i. Work with the Director of General Education (and related personnel) to identify concepts, theories, and challenges that directly are linked to teaching and learning and the GEP.	1	Meet with GEP Implementation Team to identify specific issues related to the GEP and teaching and learning.	2013-2014 ONGOING	1+	SPTLE Implementation Group 2, GEP Implementation Team	Time, Personnel	0
	2	Design and plan ongoing professional development opportunities for GEP instructors and advisors.	2013-2015 ONGOING	2	GEP Implementation Team	Time, Personnel, Funds	\$\$

Objective 3) Design and propose a *centralized operation* to coordinate, promote, and support ongoing professional development in teaching and learning for the entire UWSP teaching community.

Objective 3	Action Step #	Action Steps	Timeline	Time Code	Who is Responsible	Resources Needed	Resource Code
Objective 3a. Design an institutional structure that connects all facets of the UWSP teaching community.	1	Create a full-time position to oversee the implementation of this program.	2013-2014	1	Academic Affairs	Personnel, Funds	\$\$
	2	Form 5 SPTLE Implementation Groups, one for each Goal, as designated in the Goals, Objectives, and Action Steps in this document.	2013-2014	1	Academic Affairs	Personnel	0
	3	Build a concept model from May 2, 2013 SPTLE Meeting discussion. (See Appendix III)	2013	1	SPTLE 2013 Summer Task Force		0
	4	Describe in detail the potential function of the part of the institutional structure that includes physical space and how this structure will meet the needs of the UWSP mission for Teaching and Learning. (See appendix III)	2013	1	SPTLE 2013 Summer Task Force		0
Objective 3b. Integrate cross-college collaborations into teaching and learning professional development planning, programs, and ongoing events.	1	Include cross-college collaborations within the Annual Teaching Conference and Spring Series proposal criteria.	2013-2014 ONGOING	1+	Conference Planning Committee	Time, Personnel	0
	2	Design, plan, and offer a workshop on developing Interdisciplinary Courses, Certificates, Minors, and Majors	Fall 2013	1	GEP Implementation Committee	Time, Personnel	0
	3	Design, plan, and offer a Cross-College Collaboration Learning Community opportunity campus-wide.	2013-2016	3	SPTLE Implementation Group 3	Time, Personnel, Funds	\$\$
	4	Form Faculty Learning Communities specifically related to teaching, learning, and assessment in the GEP.	2013-2016	3	GEP Implementation Committee	Time, Personnel	0

Objective 3c. Design a centralized webpage for ongoing discussions, collaborations, and dissemination of current best practices and research findings generated from both internal and external projects.	1	Build a concept model from May 2, 2013 SPTLE meeting discussion. (See Appendix III)	2013	1	SPTLE 2013 Summer Task Force		0
	2	Describe in detail the potential function of the part of the institutional structure that includes virtual space and how this structure will meet the needs of the UWSP mission for teaching and learning.	2013-2014	1	SPTLE Implementation Group 3	Time, Personnel	0
	3	Research teaching and learning virtual space inside and outside of the UW System with attention to cost, personnel structure, and function.	2013-2014	1	SPTLE Implementation Group 3	Time, Personnel	0
	4	Propose virtual space needs supporting the SPTLE including cost, ongoing budget and personnel as well as the detailed report from 3a. Action Step #2.	2013-2014	1	SPTLE Implementation Group 3	Time, Personnel, Funds	\$\$\$
Objective 3d. Develop a list of resources, such as books and journals, for ongoing discussions, collaborations, and dissemination of current best practices and research findings generated from both internal and external projects.	1	Consult with UW System peer institutions' learning centers, OPID, and the SoTL Leadership Site for existing lists of physical resources.	2013-2014	1	SPTLE Implementation Group 3	Time, Personnel	0
	2	Consult with UWSP SoTL scholars and other members of the UWSP teaching Community for existing lists of physical resources.	2013-2014	1	SPTLE Implementation Group 3	Time, Personnel	0
	3	Request student work hours (Experiential Learning) to organize and compile a working list of physical resources.	2013-2014 ONGOING	1+	SPTLE Implementation Group 3	Time, Personnel, Funds	\$
	4	Considering existing resources in the LRC, CAESE files, and other UWSP locations and considering outcomes of Objective 3d. Action Items 1 and 2, compile a wish list of teaching and learning physical resources.	2013-2015	2	SPTLE Implementation Group 3	Time, Personnel, Funds	\$\$

Objective 3e. Assess current physical space, research off-campus physical spaces, and identify and propose new physical space needs for ongoing discussions, collaborations, and dissemination of current best practices and research findings generated from both internal and external projects.	1	Research teaching and learning centers inside and outside of the UW System with attention to cost, personnel structure, and function.	2013-2015	2	SPTLE Implementation Group 3	Time, Personnel, Funds	\$
	2	Consider planning and grant support for "Technology Suites" modeled after the new CPS Technology Suite, but designed after discipline-specific needs for each College.	2013-2015	2	Deans, LRC Director, Provost, VCs, AVCs	Time, Personnel, Funds	\$\$\$
	3	Propose physical space needs supporting the SPTLE including cost, ongoing budget, personnel, location as well as the detailed report from 3a. Action Step #2.	2013-2016	3	SPTLE Implementation Group 3	Time, Personnel, Funds	\$\$\$

Objective 4) Design and implement a revised process of *recognizing and rewarding* effective teaching.

Objective 4	Action Step #	Action Steps	Timeline	Time Code	Who is Responsible	Resources Needed	Resource Code
Objective 4a. Implement a campus-wide conversation to define effective teaching.	1	Include "Effective Teaching" as a conference-keynote theme for the 18th Annual Teaching Conference as a way to kick-off the conversation campus-wide defining effective teaching.	2013-2014	1	Conference Planning Committee	Time, Personnel	0
	2	Design guidelines for an inter-department or inter-program conversation about effective teaching.	2013-2014	1	SPTLE Implementation Group 4, Assessment Coordinator	Time, Personnel	0
	3	Request from each department or program a brief overview of their collective definition of effective teaching.	2014-2015	2	SPTLE Implementation Group 4, Provost, Academic Affairs Committee	Time, Personnel	0
	4	Compile information from each department/program overview.	2014-2015	2	SPTLE Implementation Group 4	Time, Personnel	0
Objective 4b. Examine the criteria used from department to determine if faculty/staff have satisfied the teaching aspect of their position when considering retention, tenure, and promotion.	1	Request from each department/program criteria used to determine if faculty/staff have satisfied the teaching aspect of their position when considering retention, tenure, and promotion.	2013-2014	1	SPTLE Implementation Group 4, Provost, Academic Affairs Committee	Time, Personnel	0
	2	Compile criteria from each department/program from 4b. Action Step 1.	2013-2014	1	SPTLE Implementation Group 4	Time, Personnel	0

Objective 4c. Ensure that the priority of teaching and learning in the evaluation of teaching is communicated during the recruiting, interviewing, and hiring process.	1	Request from each department/program current practices when recruiting, interviewing, and hiring faculty regarding teaching and learning concepts, applications, and expectations.	2013-2014	1	SPTLE Implementation Group 4, Provost, Academic Affairs Committee	Time, Personnel	0
	2	Compile information from Objective 4c. Action Step 1.	2013-2014	1	SPTLE Implementation Group 4	Time, Personnel	0
	3	Present compilation from Objective 4c. Action Step 2 to Provost and Academic Affairs Committee for further action.	2013-2014	1	SPTLE Implementation Group 4	Time, Personnel	0
Objective 4d. Recognize the significance of reflective practices and methods of inquiry into teaching and learning, including SoTL, as an integral part of the retention, promotion, and tenure processes.	1	Informed by Objective 4c, Actions Steps 1-3, revise the 'Teaching, Scholarship, Service' document to reflect the Vision, Mission, and Values for teaching and learning at UWSP.	2013-2014	1+	SPTLE Implementation Group 4, Academic Affairs Committee, Provost	Time, Personnel	0
Objective 4e. Explore current and innovative practices in the evaluation of teaching, including the reflective, peer, student, and administrative evaluation processes.	1	Revise the current student evaluation form and process. Consider current models such as the "Idea System" at Kansas State that includes a summative piece to faculty evaluation that is seen by administration and a formative piece that is not seen by administration.	2013-2015	2	SPTLE Implementation Group 4, Academic Affairs Committee, Faculty Affairs Committee	Time, Personnel	0
	2	Revise the current peer evaluation process. Consider "one-problem-to-change" concept and other innovative concepts that promote an ongoing annual reflective process that focuses on student learning.	2013-2015	2	SPTLE Implementation Group 4, Academic Affairs Committee	Time, Personnel	0
	3	Design and implement professional development for Department Chairs and Division Heads and their work in the process of mentoring, developing, and evaluating their own teaching staff.	2013-2014 ONGOING	1+	SPTLE Implementation Group 4, AVCPB	Time, Personnel	0

Objective 5) Explore pedagogy and curriculum development related to different instructional modalities and their impact on student learning.

Objective 5	Action Step #	Action Steps	Timeline	Time Code	Who is Responsible	Resources Needed	Resource Code
Objective 5a. Place student learning at the forefront in the design and implementation of assessment instruments.	1	Form learning communities that explore how assessment probes student learning.	2013-2014 ONGOING	1+	SPTLE Implementation Group 5	Time, Personnel	0
	2	Offer ongoing professional development opportunities off campus exploring trends and developments in student learning research.	2013-2014 ONGOING	1+	SPTLE Implementation Group 5	Time, Personnel, Funds	\$\$
	3	Design and offer summer workshops as well as on-campus professional development opportunities exploring trends and developments in student learning research.	2013-2014 ONGOING	1+	SPTLE Implementation Group 5	Time, Personnel, Funds	\$\$
Objective 5b. Research and incorporate teaching strategies that are efficacious for greatest student learning and engagement.	1	Design and implement an institution-wide system supporting and linking faculty research and undergraduate research to ongoing teaching and learning practices and curriculum development.	2013-2014 ONGOING	1+	SPTLE Implementation Group 5	Time, Personnel, Funds	\$
	2	Design and implement an institution-wide system supporting and linking Service-Learning to ongoing teaching and learning practices and curriculum development.	2013-2014 ONGOING	1+	SPTLE Implementation Group 5	Time, Personnel, Funds	\$
	3	Design and implement an institution-wide system supporting and linking Inclusive Pedagogy to ongoing teaching and learning practices and curriculum development.	2013-2014 ONGOING	1+	SPTLE Implementation Group 5	Time, Personnel, Funds	\$
	4	Design and implement an institution-wide system supporting and linking distance and on-line Learning to ongoing teaching and learning practices and curriculum development.	2013-2014 ONGOING	1+	SPTLE Implementation Group 5	Time, Personnel, Funds	\$

Objective 5c. Engage in regular and intentional reflection of teaching practices, student engagement, learning outcomes, and student learning.	1	Design and implement an institution-wide system supporting discipline-specific learning communities that regularly reflect on teaching practices, student engagement, learning outcomes, and student learning.	2013-2014 ONGOING	1+	SPTLE Implementation Group 5	Time, Personnel, Funds	\$
	2	Design and implement an institution-wide system supporting cross-disciplinary learning communities that regularly reflect on teaching practices, student engagement, learning outcomes, and student learning.	2013-2014 ONGOING	1+	SPTLE Implementation Group 5	Time, Personnel, Funds	\$