University of Wisconsin-Stevens Point

Teaching-Learning Resources Annual Report 2002-2003

Welcome to the division of Teaching-Learning Resources at the University of Wisconsin-Stevens Point. "TLR" provides learning resources, technology training, and academic tutoring across the disciplines on campus in support of student and faculty academic success. The departments and units within Teaching-Learning Resources are the University Library, the Tutoring-Learning Center, University Archives, Assistive Technology, and the Computer Guide program. The units of TLR are all located in the James H. Albertson Center for Learning Resources. Below are the highlights of TLR activities and services from 2002-2003.

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The Physical and Cultural Heart of UWSP

University Library Remodel: The Library's lobby remodel was completed for the fall semester of 2002. The construction includes barrier-free security gates for ease of access at the West and East entrances, a single service point and offices for circulation, reserves, and interlibrary loan, a grand staircase from the lobby to the popular periodicals area on the second floor, slanted ceilings and enhanced lighting to amplify the atrium opening to the second floor, and a vaulted, barrel ceiling to expand the illusion of height and open space in the atrium area. Comfortable furniture was added as well, inviting conversation and study. In spite of increasing remote access to services and resources, during the fall semester alone the more welcoming and efficient facility attracted 77% more users than the previous fall, with over 209,000 library visitors. For the entire academic year, use of the facility increased 32%.

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Student-Centered Excellence

Assistive Technology: A free service to students, faculty, and staff at UWSP. The focus of the program is to serve people with disabilities, but it is open to all who would like to use adaptive equipment to work more efficiently. Assistive Technology now has 3 computer stations with Kurzweil 3000 reading software, JAWS, Inspiration organizing software, and Dragon Naturally Speaking, a speech recognition program. In addition, the following aids are available to students on a daily loan basis: Alpha Smart portable keyboard, Franklin speller, Quicktionary reading pens, and a portable electronic talking dictionary.

Student-Centered Excellence (continued)

In 2002-03, there were 10 regular and 8 occasional users of the services of Assistive Technology. Each semester, 5 classes came for demonstrations of the available programs, including follow-up training for several students. Some instructors came for demonstrations as well. Increasing numbers of prospective students are inquiring about the program and each year more students are becoming regular users, especially of the Kurzweil program.

Computer Guide Program: Following a successful move to a more visible and receptive location in the LRC (Room 432), the Computer Guide Program continued serving students, faculty, and staff who needed basic computer training. Individual tutoring and group sessions were offered in Word, Internet Explorer, PowerPoint, Excel, Outlook, FrontPage, Windows, and other functions and software such as scanning, Inspiration, etc. Broader awareness of the program through advertising saw announcements placed in the Student Message of the Day and Message of the Day, and posters and brochures were made available in computer labs, the Tutoring-Learning Center, the Non-Traditional Office, the Multicultural Resource Center, and the University Library.

Group FrontPage Sessions were held in the lower level of the Allen Center for Anne Hoffman's Health Advocate HPW 399 course. During 2002-2003, the program served 49 individual clients through 117 appointments.

The University Library provides a rich array of print, media, and electronic resources in support of student academic success. In 2002-2003, the overall collection size increased .7%, by over 8,000 items, to 1,936,878. The Library's instructional offerings, consisting of credit and non-credit classes offered by Library Faculty (Learning Resources 101 and Computer and Information Systems 102: The Internet: Accessing & Evaluating Information), and classroom sessions for individual classes grew again in 2002-2003, with a 12% increase in the numbers of students served by classroom presentations (5,841), and a 15% increase in the number of actual presentations (233). Users seeking reference assistance increased 23%, with over 48,000 reference transactions.

The Tutoring-Learning Center (TLC): The TLC offers unique support of student success across the disciplines. The staff assists faculty in teaching, focusing a good part of their energies on first-year students. However, the needs of upperclassmen and special student populations such as non-native speakers and those with learning disabilities are addressed as well, along with deep involvement in mentoring tutors—those "apprentices" in the disciplines.

The TLC is a full-service tutorial center, offering four main programs: the Integrated Reading and Writing Program (one to one), English '57 (credit-bearing; one to one), the Reading Adjunct Program (credit-bearing; group), and Content-Area Tutoring (mainly group with one to one for students with special needs).

Student-Centered Excellence (continued)

For the 2002-2003 academic year, the TLC offered tutorials to 21% of the student body. During fall 2002, 1,170 students received 11,007 half-hour tutorials offered by a peer-student staff numbering 103. The spring 2003 semester saw 885 students served in 9,922 tutorials led by a student staff of 127. While in the previous academic year the TLC also served 21% of the student body, in 2002-2003 they actually served 70 more students.

Student Retention and Success: First-year students account for more than a third of TLC service: during fall 2002, 38%, during spring 2003, 35%. Novice learners do well when they model the academic behaviors of successful older students. It is positive for first-year students to see upperclassmen—particularly the tutors themselves—also participating in tutorial learning. The TLC director, Bobbie Stokes, served as co-chair, along with Steve Bondeson of the Chemistry Department, on the Ad Hoc Committee for Student Success. The nineteen-member campus committee produced a final report that offered five recommendations designed to improve even further the campus conditions for first-year students.

Underserved Student Populations: In the **Tutoring-Learning Center**, two populations of students often require more intensive assistance with their coursework. Many non-native speakers, such as Foreign Students and Hmong citizens, and many students with learning disabilities find that they greatly improve their academic success when they are able to individually meet with TLC tutors. The TLC regularly sees many non-native speakers and Learning-Disabled students each semester. "Regularly' means more than once a week for some students; for example, two of the special-population students each participated in 24 Reading/Writing tutorials during spring 2003.

Mentoring peer tutors as people and as apprentices in a discipline: The TLC professional staff encourages peer tutors to connect with their respective faculty mentors/advisors. Staff members spend time listening and responding to peer tutors, often working with tutorial issues but almost as often advising them about how to prepare for their next career stage. Each semester the TLC offers two to three Tutor Coops, each working with a member of the TLC professional staff on a pre-professional project. **Judy Peplinski's** (pictured at right) Tutor Coop for spring 2003, Erin Faye, helped edit the English '57 publication described below. **Maureen Giblin** was Tutor Coop Amy Sawyer's mentor for spring 2003. Amy, a Reading/Writing and a Content-Area Tutor, researched the connections between music and literacy development in "Music's Effect on Literacy and Thought Processes," and presented her paper at The Fourth Annual College and Letters and Science Undergraduate Research Symposium.

Excellence in writing: In 2002-2003, the TLC sponsored two publications that encouraged quality student and tutor writing, *The Practicum Tutor* and *English '57.* The publications are coordinated by Judy Peplinski. *The Practicum Tutor* is prepared each semester by the Reading/Writing Tutors in Practicum. In the spring, Practicum Tutors each created two papers—one piece of exploratory writing in any genre except poetry, and a Tutor's Autobiography that described their respective lives as tutors, complete with narrative, description, philosophy and practices. *The Practicum Tutor* appears in hard-copy and online versions. *English '57* came out of the English '57 Series courses that are led by TLC Reading/Writing Tutors. Throughout the spring semester, *'57* peer tutors encouraged their students to prepare publication-quality pieces. Judy Peplinski, along with a peer Tutor Coop, solicited, edited, and

Student-Centered Excellence (continued)

published both a hard copy and online version of the '57 publication entitled "'57 Varieties: Selected Works from English '57."

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The Wisconsin Idea - Outreach and Partnerships

Community Partnerships: In 1904, UW President Charles Van Hise laid the foundation for the Wisconsin Idea: "the beneficent influence of the University available to every home in the State." In 2002-2003, the UWSP University Library, more so than at any other UW institution's library, is the embodiment of that idea. While UWSP's *Central Wisconsin Idea* "strengthens Central Wisconsin's workforce and economy," it is the University Library that has closely partnered with the area's cultural, educational, and social institutions to enhance the cultural life of the area. Almost 300 community and university users' daily access special historical, human services and information databases on the Web created, hosted and maintained by the University Library in its partnerships with community agencies. Over 107,000 users in 2002-2003 accessed a wealth of resources that include historic photos, burial data, obituaries, an index to a local newspaper, the Web site of the county library, a directory of area Web sites, and a human services directory. The *Central Wisconsin on the Web* guide, the only area Web guide in Wisconsin produced by an academic institution, has been selected for inclusion in Google's *Wisconsin Guides and Directories*.

A major new regional resource became available in December 2002. **University Archives** published *the Index to the 1850, 1860, 1870, 1880, and 1900 U.S. Censuses of Portage County, Wisconsin*. The Web database is searchable by names, townships and years, with detailed introductions to each census year in the index including the names of enumerators (the census takers), county boundaries, the information that was to be recorded, and details on the context of Portage County within the entire U.S. Census.

In addition to hosting and maintaining the online catalog of the **Portage County Public Library**, the Library's strong community partnerships also include providing wireless Internet access to the Public Library, including the main building and the Plover branch (since 1998) and providing their staff with e-mail via the UWSP Microsoft Exchange system. The wireless connection was the first of its kind (connection between a public and academic library) in the nation, and the shared catalog platform the first of its kind in Wisconsin. The University Library also hosts the Portage County Public Library's Web site, as well as the Web site and research collections of the Portage County Historical Society.

Established in June 1993, the UWSP Library's **Foundation Collection** is one of only three Cooperating Collections in the state of Wisconsin formally affiliated with the national Foundation Center in New York (Marquette University and UW-Madison are the other two). The Foundation Collection serves as a resource for information on private foundations, grants and

The Wisconsin Idea - Outreach and Partnerships (continued)

philanthropy for the surrounding area in support of community and business partnerships. This service is available to individuals seeking grants or scholarships, local non-profit groups and larger institutions. Resources include print directories, reference tools, and databases that focus on foundation and grant seeking activities, and are available to patrons free of charge with the exception of printing costs. The Foundation Collection offers workshops and orientations to the university and community at large. During 2002-2003, three workshops were presented to 125 attendees. Approximately 100 users per semester visit the Foundation Collection, representing non-profit organizations, grant makers and individuals.

UW-System and campus partnerships also play a large role, as the University Library has since 1990 hosted and maintained the library catalogs of the 13 **UW-Colleges**. UWSP was the first library "hub" site in the UW-System. On campus, the Library has partnered closely with the LRC-housed **Museum of Natural History**, developing and maintaining the Web site for the heralded Menominee Clans Story and the new interpretive multimedia kiosk in the Library's lobby.

Included in one of the UW-System's new UW-Digital Collections Projects, the "Wisconsin Pioneer Experience," is material from the **UWSP Archives** on the life of George "Daddy" Salter of Juneau County. Salter is said to have killed many Native Americans in retaliation for his wife's murder at their Town of Clearfield tavern. The Wisconsin Pioneer Experience is a digital collection of diaries, letters, reminiscences, speeches and other writings of people who settled and built Wisconsin during the 19th century. The project has been made available through the partnership of the Council of University of Wisconsin Libraries (CUWL) and the Wisconsin Historical Society (WHS).
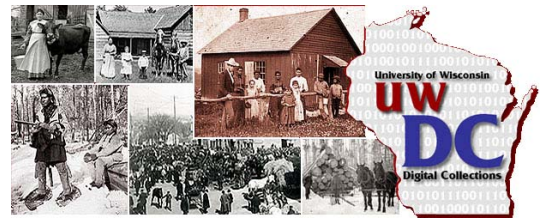
The Tutoring-Learning Center partnered with faculty to serve students from nearly every discipline on campus. Just one of the TLC's four programs—Content-Area Tutoring—during 2002-2003 offered tutoring in 120 separate courses (and in multiple sections of courses), taught by 84 faculty in 22 disciplinary areas.

Technology-Enhanced Learning and Research

The University Library's **Universal Borrowing**, nicknamed "UB," was fully implemented in 2002-2003 by libraries across the UW-System, allowing students and faculty to locate and request library materials online from other UW campuses, with receipt within 48 hours. The system is truly the beginning of the concept of a single, "UW Library Collection." UB provides access to the rich subject and research collections that are located throughout the state, supported by an infrastructure that includes a robust 5-day a week van delivery service. During the year, UWSP users made almost 4,000 UB transactions, borrowing more materials than any other library outside of UW-Milwaukee, clear evidence that the service has been highly successful on our campus.

Technology-Enhanced Learning and Research (continued)

Digital vs. Print: In spite of the increasing trend for students to use only digital materials, the overall circulation of the Library's print resources actually increased by .38% to 97,000 items. The electronic and print reserve collections make available over 5,000 documents for individual classes and students. Although reserve documents are available online, the print reserve collections increased circulation by 44% in 2002-03, with over 9,300 items checked out. Their digital counterparts, however, won the battle, with over 78,000 e-reserve checkouts. Use of all of the library's electronic resources increased 17% this year with 1.7 million searches performed. The largest gain was in the 890,900 searches performed on the library's catalog, an increase of 67% over 2001-2002.

myUWSP: Version 2 of "*myUWSP*," the UWSP student portal launched in January 2003 featuring the library's new personalized services that include customizable lists of e-journals, indexes, databases, and reserve readings. The custom lists allow students and faculty to easily bookmark access to their frequently used research journals, databases, and reserve readings, saving searching through thousands of titles each visit. The new portal service also provides fast and easy search access to the Library's catalog, to Interlibrary Loan forms, and to recommended Web sites on the *Virtual Reference Desk.*
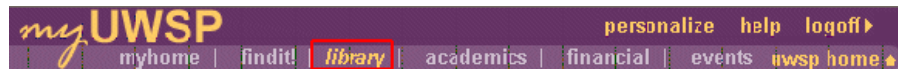
Wireless: In January 2003, the University Library activated the very first wireless demonstration rooms on the UWSP campus. Located in LRC Rooms 107, 310, and 604, the new teaching spaces feature state-of-the art lecture and demonstration facilities in a wireless networked environment. Instructors and workshop leaders have the option of providing lecture-based instruction through the traditional teaching station and projector, or providing hands-on experiences with wireless laptop computers. 18 laptops, housed in mobile carts, are available whenever needed for hands-on use. By fall of 2003, the entire LRC will have wireless access, with laptop checkout available. The laptop computers receive the Internet through wall-mounted wireless hubs. (the photo shows Assistant Professor Nerissa Nelson opening the mobile laptop cart---nicknamed the "COW" for "computers on wheels"---in preparation for a class.)

The Tutoring-Learning Center's in-house computer lab maintains eight stations for tutorials. One booth has applications for assisting selected students with learning disabilities. Another—new this year—will accommodate wheelchairs. The TLC also has a Document Design station with a state-of-the-art scanner and design applications. This workstation supports, for example, the efforts of the students in Professor Dan Dieterich's Editing and Publishing course (English 349), who produce a commercial book each year.

Tutor Talk: For the past 15 semesters the TLC Tutor Practicum instructors have included a Public Folders component in this credit-bearing Writing Emphasis course. This required component, titled "TutorTalk," is designed to encourage peer tutors taking Practicum to delve more deeply into course

Technology-Enhanced Learning and Research (continued)

readings, lead discussions, and to write responses to their classmates' insights. Participating in formal online course conversation enables tutors to assist students across campus in learning how to deal with similar course requirements using technology.

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Faculty and Staff Activities

Professional activities: The 37 Faculty, Academic Staff, and Classified Staff in the TLR maintain a high professional profile. During 2002-03 they produced 35 scholarly papers, publications, exhibits, and reviews, served as 9 panel chairs or members at professional conferences, presented 13 clinics and outreach programs, received 4 grants, attended 43 professional conferences, were members of 49 professional groups, served on 51 professional committees, and chaired or held offices on 9 professional committees or societies.

Highlights of this activity included:

Cathy Palmini, Associate Professor in the University Library, published "The Broad Lakes Roll Between Us: Wisconsin Women's Letters Home" in *Inland Seas: the Quarterly Journal of the Great Lakes Historical Society*, 59/1 (Spring 2003): 46-57. The article presents the firsthand accounts of four mid-1800s women settlers who made the perilous journey from the eastern United States or Europe via steamship across the Great Lakes to new Wisconsin homes. On sabbatical during the Spring semester of 2002-03, Cathy researched her next project, "Loneliness and Landscape: Women's Voices from Settlement Arizona and Wisconsin" in Tucson, at the Arizona Historical Society Archives and the University of Arizona Archives. "Loneliness and Landscape" will compare the writings (diaries, letters, and reminiscences) of Wisconsin and Arizona pioneer women with special attention to expressions of loneliness and response to landscape.

Four of the six professional members of the **Tutoring-Learning Center** staff—**Maureen Giblin**, **Judy Peplinski**, **Alice Randlett**, and **Bobbie Stokes**—each presented papers at national conferences. **Janet Jurgella** presented "Re (de)fining Our Selves" at the state convention of the Wisconsin Council of Teachers of English and Language Arts.

Maureen Giblin of the Tutoring-Learning Center's Reading Adjunct Program, traveled to the College of the Menominee Nation in Keshena to present a program on study skills and test anxiety. She also published an article in the refereed *American Reading Forum Yearbook Online* (Volume XXII, 2002): "Apprenticing in the Disciplines: A Sociocultural Model for Post-Secondary Reading Instruction."
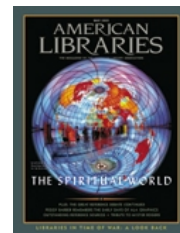
Faculty and Staff Activities (continued)

Patti Clayton Becker, Associate Professor in the University Library, published "In Time of War" in *American Libraries*, 34/5 (May 2003): 54-57. "A foreign enemy unexpectedly attacks the United States. Shocked and angered, the nation overlooks bitter political differences and rallies around the president. As the military mobilizes the defense industry expands. Fearing another attack, people worry about home front safety and threats to the nation's transportation system and energy and water supplies. It seems that the American way of life is under siege. Sound familiar? Sound like recent history? The US since 9-11, perhaps? On the contrary, the scenario just described refers to events that began sixty years ago, when Pearl Harbor ushered the United States into the Second World War." Patti's introduction to the article launches a fascinating glimpse of the similar experiences of libraries now and in World War II. During the 8-week 2003 summer session, she was asked to teach the History of American Librarianship at the UW-Madison School of Library and Information Studies.

Known statewide and stateside for his efforts to promote accessibility, the University Library's Associate Professor **Axel Schmetzke** took his message to an international stage. Following his organization and moderation of a panel on "Accessibility of Online Resources for Users With Disabilities: An Overview of the Latest Research" at the June 2002 Annual American Library Association (ALA) Conference in Atlanta, he delivered a paper in July, "The Accessibility of Online Library Resources for People with Print Disabilities: Research and Strategies for Change" at the 8th International Conference on Computers Helping People with Special Needs (ICCHP) in Linz, Austria; his paper was published in the conference proceedings (Berlin: Springer Verlag). During summer 2002 he also presented "Die Zugänglichkeit der 'Neuen Medien' an amerikanischen Universitäten" ("Accessibility of 'New Media' at American Universities") at a colloquium organized by ZIFF (Zentrale Institut für Fernstudienforschung), FernUniversität, Gesamthochschule Hagen, Germany. Axel is acknowledged as one of accessibility's leading advocates, and has done extensive research and writing on topics related to technology and information resources for the disabled. He serves on the Editorial Advisory Board of the Journal Library Hi Tech, where he was guest editor of two theme issues: *Accessibility of Web-based Information Resources for People with Disabilities* (Volume 20, Numbers 2 and 4). Axel has brought his considerable expertise to the campus, playing a pivotal role on the UWSP Online Accessibility Task Force, a committee that drafted a new accessibility policy for the university.

Arne Arneson, the Director of Teaching-Learning Resources, served as chair of the 2002- 2003 Board of Directors of the Wisconsin Library Services (WiLS). WiLS, made up of 483 Wisconsin libraries, offers services in areas of shared bibliographic information, resource sharing, in-service training and other cooperative activities relating to the changing nature of information technology. Member libraries include the entire UW System, private academic institutions, technical colleges, public libraries and library systems, K-12 private school associations and public school districts and government and corporate special libraries throughout the state. Arneson also served as Chair of the Council of University of Wisconsin Libraries (CUWL) Strategic Directions Task Force during 2002-2003.

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New Faculty and Staff

In January 2003, **Terri Muraski** joined the Library Faculty as the first-ever Access Services Librarian! Terri comes to UWSP with an MLS from the University of South Florida, and a BA in English from Ripon College. Her experience includes ten years at UW-Stout, where she managed the ILL and Serials departments, developed the library Web site, served as an instruction and reference librarian, and developed services and resources for nontraditional and diversity students and students with disabilities. She was instrumental in developing and teaching online Internet literacy classes for distance learning at Stout.

Yan Liao is a new Library Faculty Cataloger/Reference/Instruction Librarian. Assistant Professor Liao comes to us from the University of Hawaii at Manoa, where she has served as a cataloging assistant and reference intern in the Business, Humanities, and Social Sciences Department. In the cataloging department, she performed copy and original cataloging of English and Chinese language materials.   Her experience at Manoa also included teaching English to adult learners and graduate students. She holds graduate degrees in Library Science, English as a Second Language, and American Studies. Yan's undergraduate degree is in English Language and Literature. Her Library Science and ESL degrees are from the University of Hawaii at Manoa, and her undergraduate and MA in American Studies degrees are from Sichuan University in Chengdu, China.

Nicole Garrity Arnold joined the staff of the Tutoring-Learning Center as Coordinator of Content-Area Tutoring, beginning January 13 for two semesters. Nicole, originally from California, holds a B.A. in English from the University of California at Riverside; is a graduate of the Teacher Education Program, University of Redlands; and has a M.S.T. in English from UWSP. She holds a New York teaching certificate and a California teaching credential--both in English. In the fall of 2002 she coordinated the Professional Writing Competency Program for UWSP's School of Education, while also providing writing support to more than 50 graduate Education students, and teaching two sections of Freshman English.   Before coming to UWSP, she was an English teacher at Heritage Junior High School, New Windsor, New York. Nicole's husband David is a faculty member in the UWSP English Department.

Retiring Faculty and Staff:

In 2002-2003, Teaching-Learning Resources saw the retirement of two dedicated professionals with over 67 years of combined service to UWSP.

Barbara Paul, Associate Professor in the University Library, came to UWSP in 1967. She holds a Bachelor of Science degree from UWSP, and master's degrees in history and library science from the University of Nebraska-Lincoln and UW-Madison. Barb has published four scholarly works, two of them with her husband, Dean of Letters & Science Justus Paul. In 1999 Greenwood Press published their *Wisconsin History: An Annotated Bibliography*, the only comprehensive, up-to-date bibliography on Wisconsin's 150-year history since 1947. The first collaboration for the couple was *The Badger State: a Documentary History of Wisconsin* (Grand Rapids: Eerdmans, 1979). Barb has published two other scholarly bibliographies, *The Germans After World War II* (Boston: G. K. Hall, 1990) and *The Polish-German Borderlands* (Westport, Conn: Greenwood Press, 1994).

Retiring Faculty and Staff (continued)

Professor Alice Randlett, an expert in academic literacy and reading, who served both as the Reading Adjunct Program Coordinator in the Tutoring-Learning Center and as a member of the library faculty, retired after thirty-two and one-half years at UWSP in January 2003. Alice developed the Reading Adjunct Program (RAP), an innovative and nationally-renowned offering through the Tutoring-Learning Center. RAP enables students in various disciplines to develop their skills in reading in content areas, with trained peer leaders helping small groups of students hone their reading skills by discussing and writing about what they read. Alice, who also worked as a reference and instruction librarian, began UWSP's Tutor in the Library Program that provides students with paraprofessional on-the-job experience while working with reference librarians. An acquisitions librarian earlier in her career, she helped build an extensive library collection in women's studies and helped develop the Women's Studies Program at UWSP. From 1977 through 1989, she served on an advisory group to the UW-System Women's Studies Librarian's Office. She also served on the UW-System Scholarly Communications Committee, a group convened in 1989 to discuss electronic publishing and its impact on the academy. Her participation led to her early involvement with distance education at UWSP, both as instructor and reference services provider. She holds bachelor and master's degrees from UWSP, a master's in library science from Rosary College, and a Ph.D. from UW-Madison. Her dissertation, *Learning to be Remedial*, was recognized as outstanding by the International Reading Association in 1989.

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