

**Administrative Service Faculty**

**Special Incentive Award Report**

**Innovation Work Study Program: Five Year Review**

**Greg Peterson, Financial Aid Director**

**May 1, 2009**

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## **Innovation Work Study Program Narrative**

The Innovation Work Study Program was begun in the fall of 2004. In line with the original New University/L21 goals it offers WSU faculty and staff the opportunity to request new Work Study positions focused on out-of-classroom learning experiences for students. The program is designed to encourage faculty and staff to examine and consider projects and initiatives in their areas of the University that could be advanced by student Work Study assistance. While earning their Work Study appointments, the positions offer students an educational out-of-classroom learning opportunity.

Over the past five years more than fifty separate departments have supported 85 separate positions, most spanning several years. There have been a total of 223.5 individual single year positions funded for a cumulative amount of \$491,700. These are all new Work Study positions made available to WSU students by the University's support of this initiative.

The Innovation Work Study program operates as traditional Work Study but with University supported funding. The program was originally envisioned to be part of the Innovation Fund but was established under general operating and operates today with an annual base budget of \$100,000. Student eligibility is based upon financial need through the Free Application for Federal Student Aid (FAFSA). Work Study is awarded to students through the traditional financial aid awarding process without regard to whether students might eventually be involved in a Federal, State or Innovation Work Study position.

The unique characteristic of the program is in its mechanism of allotting funds to University departments to hire traditionally eligible Work Study recipients. Individual faculty and staff identify needs in their departments and areas of expertise that could be supported by student employment assistance and for which no funding exists. Through these employment opportunities students acquire and apply new skills related to their educational experience and outside of their individual classroom settings. The focus is on learning and practical application of learning while providing needed and previously unavailable student support for faculty and staff.

Each spring semester an assessment of existing Innovation Work Study positions is conducted. Departments with existing positions are asked to survey the value of their position(s) and determine whether the position(s) should be renewed for the next academic year. Those positions that have been occupied by students and have proven to be of value to the departments are renewed for another year of funding. Once this review is complete it is possible to identify whether and how many new Innovation Work Study positions could potentially be funded for the next academic year. A Request for New Positions is then distributed to all faculty/staff by email. Faculty and staff have the opportunity to propose positions which would both be of value to them and offer learning experiences for students.

New proposals are reviewed by designees of the Vice President of Academic Affairs and the Vice President for Student Life and Development. To the extent that funds are available for new positions, those positions that meet the selection criteria are funded and departments are notified. The positions, whether new or renewed, may then be advertised on the WSU Student-to-Work job posting website managed by the Career Services Office. Once eligible Work Study students are selected for positions the hiring process follows the traditional Work Study steps.

As the program has aged, the statistics on new and renewed positions demonstrate a growing trend toward renewal of existing positions. In the first year the program funded 26 positions. In the second

year the program funded 39 positions. Of those positions 21 were new and 18 were renewed positions. This represents a renewal rate of approximately 46%.

In the third year the program funded 46.5 positions. Of those positions 15.5 were new and 31 were renewed positions. This represents a renewal rate of approximately 67%.

In the fourth year the program funded 56.5 positions. Of those positions 15 were new and 41.5 were renewed positions. This represents a renewal rate of approximately 73%.

In the fifth year the program funded 55.5 positions. Of those positions 8 were new and 47.5 were renewed positions. This represents a renewal rate of approximately 85%.

While the size of the program has more than doubled in its five year history, the renewal rate has improved from 46% in the second year to 85% in the fifth year. Renewal is entirely voluntary on the part of department supervisors and has involved completion of the assessment survey as a condition of renewal. Again, the positions had been designed by faculty and staff to provide student support with tasks of value to departments, of educational value to students and for which funding had previously not existed. The renewal rate is compelling evidence of the continuing value of this student assistance to the individual faculty and staff who have designed the positions.

It has also been found that some positions have served to benefit certain departments for a limited number of years. In some instances a need for assistance existed for a year or two and then ceased to exist. The flexibility of offering these positions annually by RFP has allowed some departments to acquire funding during a finite period of need and conclude the funding when the period of need had elapsed. Particularly in the later years of the program it has been this flexibility exercised by certain departments which has allowed new positions to become available. If the renewal rate were at or near 100% no new positions would be available to the University community. Since the number of available new positions has diminished each year new funding may be needed if the program is to grow. Obviously, financial constraints will mitigate the ability to support growth in this program at this time. These considerations are beyond the scope of this study.

However, demand for this program may be addressed by examining the extent to which requests have been refused throughout the program's history. The approval process has involved an initial review and signoff by the Dean or Vice President of the College or Division within which the requesting department resides. As a result, since inception, the merit of requests for positions has matched the basic tenets of the program. In the first two years each position that was approved by the appropriate Dean or Vice President was able to be funded. In each of the second and third years there were 8 positions voluntarily non-renewed. In the fourth year there were 5 positions voluntarily non-renewed and in the fifth year there 9 positions voluntarily non-renewed. Funding capacity, including voluntary non-renewals and requests for new positions, was reached in the third year. As a result, the fourth year was the first time that new position requests were first unable to be funded. In the fourth year there were 13 position requests that were unable to be funded. In the fifth year there were 23 position requests that were unable to be funded. Had these positions been funded, the fourth year would have included 69.5 positions and the fifth year would have included 78.5 positions. It is apparent that in these most recent two years demand for the program has outstripped capacity.

There is one major disadvantage to the structure of this program which has been expressed by faculty and staff each year. It relates to the fact that the program is specifically designed to fund the Work Study awards of eligible students. Unless a student qualifies for Work Study through the Federal Financial Aid Need Analysis the student is unable to participate. Because of the out-of-classroom

learning associated with Innovation positions the applicant pool is sometimes limited by certain required skills. Combining the Work Study component and the required skill component has sometimes led to a prohibitively small applicant pool.

In addition to support for out-of-classroom learning, one of the original goals of this program was to expand access to Work Study for financially needy students. Institutional support of the program has resulted in enlarging the size of the Work Study eligible population actually able to receive Work Study employment. Since this is the population of WSU students with demonstrated financial need it is a laudable goal to see achieved. If the program were expanded under these criteria it might be possible to support the entire Work Study eligible population with employment, leading to lower reliance on borrowing. Unfortunately, this does exclude a large segment of the WSU student body from the formal out-of-classroom learning opportunity. There are many excellent out-of-classroom learning opportunities within the range of student help employment at WSU. Many positions have always offered informal learning experiences within their position descriptions without necessarily having been structured with an educational intent. However, student help and non-Innovation Work Study positions are not necessarily educational in nature. Those students who do not qualify for Work Study based on financial need are therefore excluded from these positions by the nature of the program.

It would be ideal if all WSU students interested in funding a portion of their educational costs by working for WSU could be considered for any position without regard to whether the position was eventually funded by Student Help or Work Study. If all departments had the ability to hire students for their positions without Student Help/Work Study restrictions the departments would benefit from a less limited student applicant pool. If all students had access to positions without these restrictions all students would have access to positions that offer an out-of-classroom educational experience. Such a structure has been explored at WSU in the past without success. There are administrative limitations within the University's accounting structure that prohibit development of the necessary recordkeeping. However, the potential benefit to the University community may warrant closer examination of this possibility.

In any event the program's growth to capacity in a five year period appears to demonstrate its value to the University. This report contains samples of the annual surveys completed by faculty and staff who served as supervisors for students in these positions. The responses to survey questions address the value of individual positions to both the departments in which the students worked and to the students themselves.

## Innovation work Study Program: Analysis of Types of Positions

Over the course of a five year period a wide variety of Innovation Work Study positions has been funded in over fifty distinct WSU departments. While the positions have ranged widely in scope they may be broadly categorized into the following types of positions: Tutor, Program Assistant, Graphic/Web Design, Research, Lab Support, Teaching Assistant, Intern and Liaison. The appendices specify the number of positions per year that have been funded within these broad categories. A brief definition of each type of position is offered below. This is followed by several examples of surveys in which supervisors and students describe their experiences with the positions envisioned by them and funded through this initiative.

**Tutor positions** have provided academic support in specific departments and often with specific courses. In these instances the positions have provided the opportunity to apply learning from lower level courses and were often designated for involvement with specific courses. These positions have also provided advising guidance in utilizing resources in areas such as the disability Resource Center and Career Services.

**Program Assistant positions** support the implementation of a wide variety of existing WSU programs and activities. Many are in academic departments such as Travel Study and OCED. Others support programs such as the Ambassador Program in Study Abroad or College Bound Pipeline. Many existing programs have benefited from having new student support which has allowed implementation in ways that was not previously possible.

**Graphic/Web Design positions** have ranged from web site development to the application of graphic arts skills. Students in these positions are utilizing skills acquired in the classroom in a practical application setting. Both academic and administrative departments have been supported by students in these types of positions.

**Research positions** have supported faculty/staff research on specific topics as defined by the supervisor in the request for the position.

**Lab Support positions** have expanded the capability of faculty to deliver classroom laboratory experiences for students. Students in these positions utilize skills acquired in the classroom in a practical application setting.

**Teaching Assistant positions** support faculty in the classroom and in student support settings. Some of these positions border on tutoring but the primary role has been to provide the support to faculty in preparation and in teaching.

Students in **Internship positions** are receiving educational experience in a role defined in conjunction with their faculty supervisor. The positions are diverse and individualized to the purpose of the specific internship.

**Liaison positions** involve some sort of outreach activity generally with an entity in the community such as the Women's Resource Center. These positions often involve interaction with a client base such as the SPED School after School Program by serving as a liaison with parents and children.

**From: Cathy Schmidt, Ph.D.**

**Chair, Music Department**

Greg,

This position has been very valuable to our department this year and I feel like it has been extremely successful. Our graphic designer has been very reliable and has gone from needing a great deal of supervision to needing very little. We've had a few rocky patches coordinating this new way of doing things with publications, but they've been very helpful and have given Ben some of the technical help he has needed to deliver his designs to them in the appropriate formats. I am not an expert in graphic design, but I feel Ben's designs have grown stronger throughout the year and we are pleased with the work he is producing. In all honesty, I don't know how publications would have been able to deal with the large amount of design work we have needed this year.

Perhaps the only down side is that when he is in the office he is tying up the office computer and space that is usually taken up by work study doing other department work. Since he has been very good about coming in early in the morning and late in the afternoon, this has only become an issue when he has worked later than usual in the morning or needed to come in mid-day to finish a project. Still, that is a small price to pay to have the work done in our office so we can proof and revise on the spot.

I think that Ben has also felt it has been very beneficial to him and is using some of the work he has done for us in his portfolio. He has been in some of the New University discussions talking about the value of this work experience and seems quite satisfied with what he has been able to do here. It really is almost like working as a professional designer. The music faculty brings him work, he brings those proofs, makes corrections as needed and sends the design to publications for plates and printing.

The short answer is, yes, this position has been of value to both our department and to the student and we would very much like to continue the position next year. Since Ben is graduating, we would need to find another graphic design student but, if the funding is approved, we will begin to work on that right away.

Let me know if you need any further information.

Cathy

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**From: Kevin Possin**  
**Department of Philosophy**

Hi Greg,

Thanks for getting back to me so quickly on this.

Erin Friedrich, Nursing Major, has worked out beautifully as a Lab Assistant/Tutor in our Critical Thinking Lab. I am proud of the work she has done and happy we can continue to have her services for next year.

Erin is very diligent and cares a great deal about the CT Program and about the students taking Critical Thinking. She monitors exams in the Lab and tutors students who have questions. All the while, she is honing her own critical thinking skills and her interpersonal communications skills--essential for her profession as a nurse.

Because of Erin, I was able to extend the Lab hours and better accommodate the non-traditional students enrolled in Critical Thinking. Feedback for doing so has been very positive.

Because student demand for Critical Thinking will be great in the fall, all of us in the Critical Thinking Program would certainly appreciate any extra help you could provide by means of the New U Work-study Program. I have some very worthy candidates for Lab Assistants that may well be eligible for work-study.

Thanks from all of us for your support of the CT Program,

Kevin

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**From: Peggy Sannerud**  
**Dept. of Theatre and Dance**

Hello Greg -

Yes, the student in the position of Production Assistant has been very important to the department this year (after some trouble finding the right student for the job). I would very much like to continue this position into next year. If you would like some concrete evidence, please see our departmental website. Jeremiah has been instrumental in its design and implementation, and continues to come up with new ideas to make it work better without micromanaging. He has taken on a number of projects, like duplication and distribution of archival photo CDs to cast and crew, and is learning a lot about front of house theatre activities.

<http://www.winona.edu/thad/thadhome.html>

please let me know if you need any more information about this – I think it is working well and should be continued.

--Peggy Sannerud  
Production Manager  
Winona State University  
Dept. of Theatre and Dance

**From: Tamara Berg, PhD, Director, and Women's Studies Program**

This position (actually, I have been employing 2 students as Troy "lent" me one of his unfilled positions) has been very successful--I just met with the students involved and the Director of the Women's Resource Center last week to do an assessment of the year and we all agree that it has been a great partnership. The students are going to be getting me their reflections on the experience, including their thoughts on the value of their work in regard to their educational/future goals by the end of April. I can certainly pass this on to you.

So, yes, I would like to continue this WS position for next year. Thanks for your help with this, Tamara

Hi Greg and Troy, I just wanted you to see what Alisha Kruger had to say about her New U work study position. Cheers, Tamara

Dear Tamara,

Thank you, for allowing me to have the work-study experience at the Women's Resource Center this past year. Working at the Women's Resource Center has been more meaningful work to me than what I have previously done through a desk assistant work-study job. All of the activities that I do at the WRC will help, enrich, and benefit my future of working in society.

The activities that I do at the WRC:

- Advocate walk-in clients and scheduled appointments
- Receptionist
- Refer clients to places that can better serve them
- Visit local businesses handing out WRC brochures explaining our services
- Research the legislature for current bills and issues on domestic violence and sexual assault and issues that involve non-profit organizations
- Update the legal posters of the workplace
- Take deposits to the bank and run other errands
- Take inventories of supplies
- Assist clients with filling out an order for protection and harassment orders
- Carry the main crisis line at least 3 week nights a month and one weekend a month,
- Assist in writing grants: United Way Grant
- Assist in helping victims to a safe home

Working at the Women's Resource Center has really opened my eyes to the reality of domestic violence and sexual assault. It has captivated me to be more knowledgeable in the area of violence and sexual assault and has made me more confident to speak up in class when these topics are mentioned and share my knowledge and experiences.

As being a pre law/business administration student having the ability to work in a non-profit organization is amazing. I am learning so much and every day of "work" is exciting for me. I love going to my work-study job, which helps energize me to do what I really want to do in the future; become a non-profit attorney for women and specialize in cases of domestic violence and sexual assault or work for a non-profit organization as an administrator.

Prior to my work-study position at the WRC, I sometimes thought about victims of sexual assault and domestic violence but didn't know how to help them or even talk about it. Now it has become part of my everyday life and I am happy and confident to talk about it with anyone. The advocate training and experience has helped me be confident with communicating with people in uncomfortable, scary, and risky situations and has really made me quick on answering difficult questions. I have learned how to help people and give people advice without actually telling them what I think is right or what to do; which I learned through training is a huge difference and is what sometimes helps save victims in a tragic incident. Many of my friends look up to me because of my knowledge, experience, and my strive to want to continue helping and ending domestic violence and sexual assault. They trust me with their own problems and come to me for advice and I have become very good at being an advocate for everyone, not just WRC clients.

This work-study position at the WRC has been an incredible experience for me and can be for anyone who is interested in helping out at a non-profit organization.

Even if someone is not interested in non-profit organizations the responsibility, confidence, knowledge, and education of a "real world" experience with real people in real tragic situations is breath taking and heart aching at the same time. After I had handled my first crisis line phone call as an advocate, I had felt like I had just saved a life, and in reality I possibly could have. What I have done and what I will even do tomorrow at my work-study job is indescribable. We never know what each day is going to consist of and I feel very fortunate to be able to have this work-study opportunity to enrich women's and families lives'.

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**From: Toby Dogwiler**

**Department of Geoscience**

Greg,

The Stars Flume Lab Coordinator position has been a mutual success for the department and the student worker. Rachel Ebbers (the Flume Lab Coordinator) has worked throughout the year at developing curriculum materials, display cases, and a web site for the flume lab. Her experience in these tasks has a direct application to her major and future career--Earth Science Teaching.

I would like to continue this position next year. Rachel is available, so we would anticipate hiring her again. Rachel just notified me that she has been awarded a work study allocation for the summer (\$1600, I think). Would it be possible to continue the position this summer with her \$1600 allocation, and then also for next year with the additional \$2200? The Geoscience department could benefit greatly from Rachel's continued participation as we bring this new facility fully on-line.

Sincerely,

Toby

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Toby Dogwiler

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From: Vicki Decker, Director

Career Services, SAC & WINGS

From: Robert Newberry

Marketing Department

Greg,

To continue our community partnership work in academic, career development and philanthropy student employment is critical. In addition to the substantial ongoing work developing structure and processes necessary to enhance partnering, we expect numerous projects emerge throughout next year that require significant attention. Jess would be invaluable in assisting on those projects as well. Thus, between the ongoing efforts and emerging initiatives a work study position would be extremely useful for next year.

We believe that Jess has gained from this experience – her ability to coordinate planning sessions, assist with agenda development, taking and disseminating minutes, assisting with the design and set up for the NU conference display, doing reports, etc. In addition, she has grown to understand the essence of our partnering efforts and the importance of those efforts to WSU. Overall we are very happy with her efforts. For this reason we would be quite pleased if she were to join us again next year.

Thank you for your assistance in this matter.

Vicki & Robert, Co-Chairs Linking Community to Learning Work Group

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**From: Joanne Beck**

**Winona State University Counseling Center**

Greg,

I consulted Pat Ferden, Counseling Center Chairperson, and she concurs that the Counseling Center would like to continue the New University Work Study position for the 2005-2006 academic year. We feel this position has been beneficial to our department in providing better service to WSU students.

I am attaching a document which outlines the 4 major goals we established for the position and the accomplishments that were achieved. We are looking forward to having a student work with us next year.

**NEW UNIVERSITY WORK STUDY POSITION**

**COUNSELING CENTER**

**2004-2005 SCHOOL YEAR**

We established 4 major goals for this position at the beginning of the school year. They are listed below and each one is followed by the accomplishments of Linnea Hexum, the work-study student hired for the position.

- I. To improve communication and teaching skills while specifically working with students using the DISCOVER Program.  
Linnea spent time with Lynda Brzezinski, counselor, and Joanne Beck, office manager, being trained to assist students in using the Discover Program. She has helped students learn how to use this valuable tool while they search for a major. She has helped the counselors present the DISCOVER Program to many groups. Linnea has gained communication and teaching skills while helping students individually or working with groups during the past school year. She has enabled the Counseling Center to provide faster and more efficient service to students.
- II. To improve knowledge and skills in using computer software programs and educational resources on campus.  
The main purpose in hiring a work study student was to assist our department in helping students use the computer program DISCOVER. Linnea said she has "learned the program and how to present the information in a precise and informative way". She has also learned how to help students take the STRONG Interest Inventory and is very skillful in using several software programs. She used this skill while developing several bookmarks, information sheets, and brochures for students. We feel this position aided her in learning about the resources available on campus, since she directed students to the proper resources. Linnea has assisted the counselors in researching counseling materials. After doing the research, Linnea made helpful suggestions to the counselors regarding the purchasing of needed resources.
- III. To improve organizational skills in planning and layout of a brochure about the DISCOVER Program.  
Linnea accomplished the above goal exceeding expectations. She was in charge of laying out, writing the material, and taking charge of completing the project. She planned and distributed the completed brochures to offices around campus. The Counseling Center Staff is very pleased with the results.
- IV. To improve the workflow and aesthetics of the Resource Room so it would become a better facility for student use.  
Linnea offered suggestions and helped rearrange the Resource Room so we could accommodate more students and make better use of our limited resources. The Counseling Center Staff valued her input and assistance with bulletin boards, arrangement of resources, etc. We have seen an increase in the number of students making use of our Resource Room.

## Survey Responses 2005-06

### Innovation Funds Work Study positions

May 2006

Diane Palm, Health Services: Marketing/Public Relations - Jennifer Irish

Greg,

I have included my comments as well as the student's comments to your questions. I put hers in italics. Thank you for this opportunity. It was WONDERFUL!!

Diane

#### **What new skills or knowledge did the student gain through this position?**

*I gained knowledge about designing a website, how to publicize a major relocation of a business and what are the most effective ways to do so. I also learned what information is important to the audience of Student Health Services and the best ways to advertise such information.*

#### **Did this position offer the student opportunities to apply new skills or knowledge?**

*Yes, after attending a Dreamweaver class, I was then able to apply those skills I learned to design a website for Health Services. I also gained knowledge as to how a "medical" site should look and what information should be provided.*

#### **Did you find the position to be of value to you?**

This position was a great value to the Health Service. The student focused publicity, innovation and energy allowed us to do things we have not been able to do in the past. Of course with the move to Wabash, this publicity was even more important. We found that most students were aware of the move and had at least an inkling of where were!

#### **Has the student who held the position gained experience of value from the position?**

*"I have gained so much experience from this position! Designing ads for the Winonan, writing news releases, working on the website and designing posters are all things that have helped me gain experience. Also, helping to campaign the move from Maxwell to Wabasha taught me a lot about how to inform an audience and make information known. Having things published is great for my portfolio and the experience I gained will be an extra boost on my resume. I have gained a lot of work that will be useful for when I put together my portfolio and when interviewing with prospective employers."*

#### **Would you like to renew this position for the next academic year?**

We would definitely want to renew this position. It is of great benefit to the student and to the department.

*"I can work here next year but only for the fall semester. If I can't fill this position I would hope to obtain a job at the front desk of Health Services."*

**Survey Responses 2005-06**

**Innovation Funds Work Study positions**

**May 2006**

Danielle Krasaway, Health Services: RAES Wellness room Program Coordinator - **Kelvin Hagen**

I included my response to your email below concerning the L21 work study position that I was granted this year for my department. If you need any additional information let me know.

**What new skills or knowledge did the student gain through this position?**

**The student, Kelvin Hagen, gained networking skills with various departments on campus, recruitment techniques and skills for programs, the knowledge of how to design and implement programs, how to advertise successfully, and time management and multitasking skills.**

**Did this position offer the student opportunities to apply new skills or knowledge?**

**This position offered the student opportunity to utilize all of the new skills and knowledge that he learned.**

**Did you find the position to be of value to you?**

**I found the position to be extremely valuable to me because I was able to focus on other parts of the health education job and leave the program planning and promotion to the student. Also, he student gave new a new insight and perspective that I would not have had if he was not working for me.**

**Has the student who held the position gained experience of value from the position?**

**Yes, he gained practical knowledge about program planning and implementation, along with all the components that go into it, which helped him in his educational goals in the field of exercise science.**

**Would you like to renew this position for the next academic year?**

**Yes, I would definitely like to renew this position for next academic year.**

**Survey Responses 2005-06**  
**Innovation Funds Work Study positions**  
**May 2006**

Sheryl Emerson, Cultural Diversity: Student Network System Analyst – Heath Sershen

**What new skills or knowledge did the student gain through this position?**

Heath shared with us that he learned a lot about the different cultures and how they celebrate their ethnicity by adding the information to the website.

**Did this position offer the student opportunities to apply new skills or knowledge?**

Heath learned more about the (then new) WSU portal and all of its different applications.

**Did you find the position to be of value to you?**

Yes, it was very convenient to email Heath information about an upcoming event and it would just appear on our website.

**Has the student who held the position gained experience of value from the position?**

I believe so. He had the opportunity to work with a fast paced office. He had the task of taking work direction from several people.

**Would you like to renew this position for the next academic year?**

Absolutely!!

## **Survey Responses 2006-07**

### **Innovation Funds Work Study positions**

**May 2007**

Michael Turgeon, Athletics: Science Support Group Leader – Richard Kropacek

This year's L21 Work Study position of Science Support Group Leader in the Athletics department appears to have most recently been filled by Richard Kropacek. Would you briefly respond to the following questions so that we can continue to evaluate the L21 Work Study initiative?

Fall semester I could not find anybody who was qualified to teach Anatomy and Physiology who received work study. I talked with Ruth Schroeder and she said it would be all right if I switch it to math & static's where I had a huge need in the athletic department. I hired Scott Sherman and Richard Kropacek as part of the L21 grant.

#### **What new skills or knowledge did the student gain through this position?**

Both students gained the knowledge of working with students in a subject who struggled. They had to vary their instruction because each student had different needs depending on the course and learning styles of the student.

#### **Did this position offer the student opportunities to apply new skills or knowledge?**

Both men were allowed to apply information they learned in their math courses to teaching students who are learning math.

#### **Did you find the position to be of value to you?**

Because of this position the student-athletes that use the resources have increased their grades significantly. One female student-athlete who works about 6 hours a week with Scott or Richard has increase her grade from her first test of 22% to on the edge of receiving a C this semester.

#### **Has the student who held the position gained experience of value from the position?**

Both students have gained extensive experience with teaching students who are struggling in math & statistics.

#### **Would you like to renew this position for the next academic year?**

Yes, it is a added value to our athletic department.

Are there any grants at WSU that allow funding for student help positions?

## Survey Responses 2006-07

### Innovation Funds Work Study positions

May 2007

Prof. Joyati Debnath, Math & Statistics: Instructor Aide - Caroline Carr

Here is my reply, attached as a word document, to this message. I have also added Caroline's comments. I sincerely thank you for this opportunity and would very much like to renew the position for next year. Please let me know if this is what you needed.

#### **Q1. What new skills or knowledge did the student gain through this position?**

As you know Caroline Carr filled this year's L21 Work Study position of Instructor Aide in the Mathematics and Statistics department. She is a joined major with Mathematics Education-Secondary Teaching and Statistics and enjoying 3.90 overall GPA. It has been a great experience to have Caroline working in this position. She worked with me closely and assisted my students understanding of the subject matter by explaining the deeper meaning of the mathematical concepts developed in the class lectures and how they relate to the real-life word problems and modeling problems. Working in this position she gained many new skills and the most important of which is communicating mathematics at different levels to students. See student's comment below.

*Caroline's Comments: Through this position, I have had the opportunity to work more closely with students than I would otherwise. I have been able to both instruct and grade papers. In instructing, I have gained confidence in myself as a teacher and have become more comfortable with the material. I have learned that you don't fully understand something unless you can teach it to someone else. Through paper grading, I have been able to take note of common misconceptions and mistakes students make. I am able to see the thought process of students as they tackle problems. Currently, I plan to teach math or stats at some grade level (high school or undergraduate), so all of these skills will be of great service to my future.*

#### **Q2. Did this position offer the student opportunities to apply new skills or knowledge?**

This position offered many new opportunities to the student. She visited classrooms of lower level math classes and walked around helping other students with their individual troubles with mathematical concepts. This requires confidence of what she knows in mathematics and ability to earn respect from other students in that classroom. She was able to study through different students' work while grading their papers and decides how these can be evaluated, what's missing and what comments and suggestions will be helpful for the students. These are great opportunities for her since she would be the future teacher for high school students.

*Caroline's Comments: Due to this position I have had the opportunity to visit Professor Debnath's classes and apply skills of handling students with their questions in a classroom environment, which is very different from what I experience as a tutor. I have also been able to see how students work, and, used my mathematical skills to evaluate their work through grading. I have gained many new skills. I*

*have learned how to handle a classroom of students, how important it is to break math problems into smaller steps, and how to evaluate the work of students.*

**Q3. Did you find the position to be of value to you?**

Yes, I found this position being extremely valuable to me. Students of my lower level math classes were very comfortable to discuss issues with Caroline and felt she was very helpful. It also helped me to concentrate on the overall learning of the students as well as experiences learned by Caroline. Between Caroline and me we were able to offer more effective learning experiences to the students and better evaluations on their assignments.

*Caroline's Comments: I most certainly found this position to be valuable. This position tested my skills and gave me the opportunity to experience what it will be like to be an educator in the college level. The skills I have used in this position are very different from the skills I could obtain from the standard math tutoring position, and so I feel very grateful to have had this experience.*

**Q4. Has the student who held the position gained experience of value from the position?**

I believe the student who held the position gained experiences of great value. Many of our secondary mathematics education major students either move to graduate school or start teaching mathematics in high school after the completion of their undergraduate degree. Although students do a semester of student teaching before graduation, this is not enough to build confidence. Through this position the student gained:

Concrete understanding of mathematical concept

Substantial ability in conveying and connecting mathematical applications to the real world

Higher job opportunities for teaching and/or research positions

Superior performance in the graduate school

Better Interpersonal skills with higher level of intellectual experiences

Develop flexible personality

*Caroline's Comments: All the experience I have obtained in this position will be used in my future. I will one day be a math instructor, and I have had the opportunity to experience firsthand what it will be like. This position will help me get either a teaching position, or a TA position when I go to graduate school.*

**Q5. Would you like to renew this position for the next academic year?**

I would very much appreciate the opportunity to renew this position for next academic year. Thank you.

*Caroline's Comments: I would be honored to work with Joyati again in the next academic year as an instructor's aide.*

**Survey Responses 2006-07**

**Innovation Funds Work Study positions**

**May 2007**

Kay Pedretti, Biology

2 of the 3 were filled today. The Biology Lab Teaching Assistant was not filled although I would be interested in having it back next year..

Lab Assistant was filled by Samantha Ehlert-this position was valuable to me, the student learned equipment maintenance, troubleshooting, calibration and sample evaluation as well as solution making and lab maintenance. The student was able to apply skills from Biology and Chemistry classes

Anatomy was filled by Christopher Goettl-this position was valuable to me, the student was able to apply skills from Biology classes. The student mentored students and performed routine maintenance of lab equipment to keep open lab time running smoothly.

## Survey Responses 2006-07

### Innovation Funds Work Study positions

May 2007

Narayan Debnath, Computer Science: Teacher's Assistant – Ken Thorson (Fall), Jesse Benson (Fall), Clay Smith (spring). Here is the L21 work study report for 2006-07 and the information you requested. See attachment. I would like to continue the position next year and I request for renewal of the position for the entire year 2007-08. Thanks for your help.

#### **The following students in computer science department were involved in the L-21 Wok study project during 2006-07:**

Ken Thorson (Fall Semester)

Jesse Benson (Fall Semester)

Clay Smith (fall and Spring Semester)

#### **What new skills or knowledge did the student gain through this position?**

This position significantly helped the students to gain new experiences, skills, and knowledge in the following areas.

- (a) The students got involved, along with the instructor, in teaching/helping/assisting in the class room on algorithm and problem solving, did directly interact and communicate with the first year students, and gained confidence while answering questions that students asked during the class. These students would not have this opportunity without this project and support.
- (b) They learned how to interact and learn in the laboratory environment, and learned how to deal with technical questions inside a class room from students as well as different problem solving techniques, and thus helped improve their own program design and implementation skills.
- (c) They learned how to organize and prepare technical presentations and slides for effective presentations using Power Point.
- (d) They learned how to maintain web sites for effective class room lectures.
- (e) They learned how to get involved in the undergraduate research projects, in writing technical reports, and in preparing technical presentations.

#### **Did this position offer the student opportunities to apply new skills or knowledge?**

The knowledge and experiences gained in this position did and will help the students to directly apply in the following areas

- (a) The students become successful in higher level course work and capstone/Honors projects
- (b) They are prepared to apply this skill for future research, critical thinking and Graduate school.
- (c) They can prepare themselves better for future employment by having improved communication skills and knowledge in problem solving techniques.
- (d) They did show confident in oral presentations in higher level courses as well as in assisting/instructing inside a class room and/or laboratory environment.

#### **Did you find the position to be of value to you?**

YES, this L21 work study project was of great value to me and it helped me in many ways during this year. It gave me an opportunity to closely work with the students and constantly guide these students by offering suggestions and feedback, which directly helped in student growth and development. I was able to work on undergraduate research projects with the students. The students, in turn, got involved in research, technical writing and preparation of technical presentation using software tools. This is directly related to scholarly activities and research at WSU. I was able to monitor students' progress in learning concepts of software engineering and software tools. Moreover, because of the help that I received from these students in the beginning courses, I was able to serve the first year students more effectively in the class room, and such a service becomes essential for better retention rate in the computer science major.

#### **Renewal Request:**

I would like to continue the position next year and so I request for renewal of the position for the entire year 2007-08.

**Survey Responses 2006-07**

**Innovation Funds Work Study positions**

**May 2007**

Jacqueline Hatlevig, Nursing: Internship in Research – Charles Mandler, Jordan Mickelson

First Charles Mandler is no longer my L21 Work Study. Jordan Mickelson now is my work study. However, I will evaluate Charles as I did have some problems.

**What new skills or knowledge did the student gain through this position?**

The position called for someone to do some independent work gathering articles and library work. Charles did not always let us know what or where he was working this was a problem. He should have learned how to summarize data from a National survey of colleges and universities, type research transcripts and do library work.

**Did this position offer the student opportunities to apply new skills or knowledge?**

I know that the work study I have now has been very busy and has learned allot about shared web pages, collecting and tallying data also.

**Did you find the position to be of value to you?**

This position was good. Charles had a few problems with being on time, communicating when he would be late, turning in his hours and making excuses. He also liked to talk and sit on his computer working on email.

**Has the student who held the position gained experience of value from the position?**

I know that Jordan thinks so. I do not believe that Charles did. I had complaints about him from both secretaries and approximately 5 faculty. His had difficulty with hygiene, doing tasks when asked etc.

Jordan is prompt, polite, very interested in the work. I had him meet with me and professional fund raisers for Matty's place. This was a good learning experience.

**Would you like to renew this position for the next academic year? Yes I would.**

From: Dr. Maudie M. Williams

To: Administrator Greg Peterson

Re: Innovation Fund Work Study Survey

Date: July 7, 2008

Evaluation of the Innovation Fund Work Study initiative

(Involving Nicholas Daniel Hartlep)

As an Undergraduate Education Major in the WSU Teacher Education Program, Nicholas Daniel Hartlep worked in the College Empowerment Pipeline Program for more than 4 years (2002-2006). Following graduation in 2006, he was inducted into the GIP/Graduate Program. And for the Innovation Fund Work-Study Position, he was an excellent candidate/excellent fit for recommendation: leadership position of Office Assistant for the College Empowerment Pipeline Program. For Nicholas, this P-12 College Bound Pipeline Program offered an opportunity for him to advance his leadership skills in education and develop strong interpersonal connections with underrepresented populations.

**Did this position offer the student opportunities to apply new skills or knowledge?**

- In the College Empowerment Pipeline Program, Nicholas was quite effective in helping me to develop A NEW COURSE ABOUT COLLEGE FOR MIDDLE SCHOOL STUDENTS. This approach has offered an opportunity for students to spend longer hours throughout the school year with a pre-college curriculum preparation course.
- Under the leadership of Nicholas Hartlep, this course is offered one Saturday per month through The College Pipeline Empowerment Program and has engaged Education Students Majors enrolled in EDU 308 (Human Relations and Student Diversity) and EDU 459 (The Professional Educator) in a mentoring/tutoring process for targeted low-income middle school children in Winona/Rochester.
- Under the leadership of Nicholas Hartlep, the new course is nationally based and uses an interactive curriculum to get students thinking about high school, college, and careers on a personal, interactive, and "real world" level.
- Throughout the school year of 2007-2008, Nicholas learned new approaches to involve numerous entrepreneurs representing meaningful jobs and careers that many low-income students may not find possible for them to attain. Prominent people representing various organizations became engaged to help this middle school population to learn about educational possibilities and to make informed decisions related to their career ideas and choices.
- In 2007-2008, this course also provided investigation projects and challenges related to various career fields on a personal, interactive, and real world level.
- In 2007, the leadership skills being mastered by Nicholas Daniel Hartlep in this Innovation Fund Work-Study Position were demonstrated in the following MMEP State of Students of Color State Conference Presentation:

Williams, M. P. and **Hartlep, Nicholas Daniel**, "Creating Connections and Building Meaningful Relationships with Multicultural Populations: Empowering Pre-Service Teachers in Closing the Academic Achievement Gap. Workshop Presented at The MMEP State of Students of Color Conference, St. Paul, Minnesota – November, 2007.

**Did you find the position to be of value to you?** This project seeks to mainstream the College Empowerment Pipeline Program which is presently serving as a community-based initiative and major instrument in improving the recruitment and retention of students traditionally underrepresented in higher education. It has implemented

numerous pre-college initiatives aimed at easing the transition of underrepresented students from high school to college and seeks to continue those activities.

Since the implementation of this position, we have been able to specialize in the preparation of upper high school youth in preparation for college and have introduced topics related to personal goal assessment, understanding what college is all about, connecting family to the education process, career and personal strategic planning, and \*ACT/SAT Study/Review/Test Taking

**Has the student who held the position gained experience of value from the position?**

*Short-term Results:* Creating the connections to targeted low-income minority populations for improved academic improvements.

*Status in 2008:*

- Nicholas Hartlep has helped to engage Education Students enrolled in EDU 308 (Human Relations and Student Diversity) and EDU 459 (The Professional Educator) in a mentoring/tutoring process especially for youth enrolled in grades 9-12.
- Nicholas Hartlep has developed collaboration with MMEP/Minnesota Minority Education Program and has been working with a new program: COLLEGE ACCESS MATTERS (The Opportunity for College Access Programs in Minnesota).
- In 2007-2008, this program helped 20 students (Winona/Rochester) to successfully graduate from high school.
- In 2007-2008, approximately 10 students graduating from Rochester/Winona have enrolled at Winona State University.

**Would you like to renew this position for the next academic year?**

Definitely! This position provides the evidence needed by MNSCU to satisfy the following MNSCU Initiative:

**Raising Minnesota's Participation and Achievement in Post-secondary Education by meeting the needs of Students with Diverse Backgrounds and Education Goals (Access and Opportunity)**

**From:** O'Callaghan, Robin L  
**Sent:** Monday, April 13, 2009 5:56 PM  
**To:** Duellman, Joy B  
**Subject:** Re: Innovation Work Study Appointment

I would like to renew the Work Study position of TV Production Assistant. Without the position much of what we do in the broadcasting major would be extremely difficult if not impossible to do. This position is responsible for maintaining and checking out gear. On an average semester we check out the 6 sets of gear at least 400 times. Without the assistant it would be very difficult for to keep up and maintain good working equipment. The person also takes on special video projects which are a great portfolio builder for them. They also assist students with video editing and camera questions. This position is vital to our program's future.

Thank you

*Robin O'Callaghan*  
*Winona State University*  
*Mass Communication Department*  
*Howell 130*  
[ROCallaghan@winona.edu](mailto:ROCallaghan@winona.edu)  
*507-457-5117*

To: Paula O'Malley

From: Greg Peterson, Financial Aid Director

Re: Innovation Work Study appointment

Date: April 7, 2009

We are in the process of identifying the Innovation Work Study positions to renew for the 2009-10 academic year.

Since you were the supervisor for the Work Study position of TE Certification/ Admission this year would you please summarize your experience with this position?

This student learned how to communicate more effectively by following directions, asking questions, and retaining knowledge to complete tasks more independently. The student also learned how to problem solve and work more independently when providing answers to students at the front office desk. This student learned how to complete quality work, as well as, exhibit critical thinking skills while completing task in the office.

This student has applied new skills in the area of working as a team with the other work study students in the office who mentored this work study student. This student gained knowledge and skill about the Education Department program operations. She gained knowledge about policies and procedures with admission to the College of Education. This student also gained skills and knowledge about working with Excel Spreadsheets, student files, and the overall organization of general office procedures. This student gained a lot of knowledge about working with diverse populations and working on a team. This student mainly gained confidence in her work and her professional demeanor. She has gained skills in using the Internet to obtain information and other Microsoft Office programs.

Would you also indicate whether you are interested in renewing the position for next year?

Yes, I would like to renew this position for the next academic year.

**Our student was senior Amanda Anderson, a graphic design major. The Arts Administration department challenged her to work on a variety of design and writing tasks: department website development, event posters, event programs and a department logo. We strived to give her an experience similar to that of designer-customer. This resulted in good dialogue, constructive critiques of her work, and expectations of constant improvement and growth. We saw excellent work from Amanda throughout the year, with a focus on listening, meeting deadlines, customer satisfaction and artistic development. Yes, we want to renew the position next year.**

Greg Neidhardt

Arts Administration Faculty

PAC 209

[gneidhardt@winona.edu](mailto:gneidhardt@winona.edu)

Kathy Peterson

Arts Administrator

PAC 103

[kpeterson@winona.edu](mailto:kpeterson@winona.edu)

Joy and Greg,

We are definitely excited and interested in the possibility of continuing this appointment. Overall, this was a successful position and it definitely met the goals of being beneficial for the department and particularly for the student.

As a department, we were able to have the lab opened for student use outside of class time. This is particularly beneficial for students in our courses to practice skills, collect lab data, analyze data on lab equipment, conduct student research, review lab activities, etc.. It also allowed a couple of labs to have an extra assistant (i.e. the student worker) to answer questions, help set-up, and troubleshoot problems. The student worker was also able to help the department in terms of basic maintenance of equipment, which in the past had almost been non-existent.

For the student worker, I believe this position was just as (or maybe more) beneficial. The major benefit to the student is the improved depth of understanding of lab activities and equipment. Although some of the equipment he had used in class before, much of the equipment was completely new to him. For most of the equipment, he was able to learn about, understand, and apply the equipment to proper use. He was often involved in setting up some of the lab equipment, troubleshooting, and reviewing lab procedures. He definitely obtained a much deeper understanding of the lab software and equipment compared to other students. Finally, because he would also be involved in helping to explain equipment/procedures to other students, this opportunity to 'teach' further enhanced his overall learning.

The only downside from our specific position is that our worker was only able to work about 6 hours/week. Although this obviously saved work-study money, it would have been nice to have someone who could have committed closer to 10 hours. The reason he could only work 10 hours was because of his other commitments, which is obviously understandable, and he did a great job with the time that he had. However, I believe we could have hired a worker without so many commitments if we were able to post the job opening earlier.

In summary, we are definitely interested in continuing with this work-study appointment. It is beneficial for both our department and is truly a learning experience for the student worker. If this position is renewed, it would be helpful to know as soon as possible so we can start advertising to eligible students. If you need any additional information about this position, please feel free to contact me.

Phil

Phil Appicelli, Ph.D., CSCS

Professor, Exercise and Rehabilitative Sciences

359 Maxwell Hall

Winona State University

Winona, MN 55987

[pappicelli@winona.edu](mailto:pappicelli@winona.edu)

507-457-5388 (w)

## Innovation Funds Initiative 2008-9

### College Work Study

### REPORT

Kevin Possin

Philosophy Department

kpossin@winona.edu

#### **Position: Undergraduate Education Researcher**

**Position Description:** To do statistical analysis so as to investigate various hypotheses about trends at the university level. For example, what is the relation between grade inflation and student satisfaction ratings, and other interesting questions inspired by Valen Johnson's fascinating book, *Grade Inflation: a Crisis in College Education*.

**Matthew Horel was awarded an Innovation Funds Initiative Work-study position as Undergraduate Education Researcher under my supervision [2007-8] and did a fine job on the following projects.** He prepared the data, analyzed it using appropriate statistical methods, and supplemented it with literature searches in helpful ways. He was also good at explaining his results and methods to me in a non-technical fashion. I think we both benefited from the joint studies described below; I know I certainly did. I'm happy to have worked with Matt.

#### **1. A Paired t-test for Individuals, done on the pre- and post-course scores for the students taking the Cornell Critical Thinking Test Level Z in sections of Critical Thinking [PHIL 110] for Spring 2008.**

Using this sample of students [N=195], I demonstrated an effect size [Cohen's *d*] of .589SD improvement in the critical thinking skills of my students. According to the latest meta-analyses, the effect size of four years' of baccalaureate course work on the development of CT skills ranges from .55SD to 1.0SD [Pascarella & Terenzini, 2005, *How College Affects Students*], so, this reconfirms my previous Outcomes Assessment studies [using various OA tests] that my Critical Thinking course continues to enhance the critical thinking skills of WSU students substantially.

#### **2. A Bivariate Fit Analysis of Philosophy Department Outcomes Assessment Survey Data**

The survey results for the Philosophy Department for fall 2007 and spring 2007 were analyzed and only the following were discovered.

- A negative correlation of rated Difficulty of the course to Favorability of Course:  $-.395$ .
- A negative correlation of rated Difficulty of the course to Favorability of Instructor:  $-.306$ .

**3. A Bivariate Fit Analysis of Philosophy Department faculty data: rated Quality [RQ] and rated Ease [RE] on Ratemyprofessors.com as compared to rated Quality [SQ] and rated Difficulty [SD] on the Philosophy Department Outcomes Assessment Survey.**

The following correlations were found, indicating that rated quality is significantly affected by rated ease of the course:

RQ to RE  $.89$

RQ to SD  $-.97$

RE to SQ  $.72$

RE to SD  $-.97$

SQ to SD  $-.87$

RQ to SQ  $.94$

**4. A Bivariate Fit Analysis of Philosophy Department faculty at three Arizona Universities: Rated Ease [RE] and rated Quality [RQ] on Ratemyprofessors.com as compared to GPA.**

Northern Arizona U.	Arizona State U.	U of Arizona
RQ to RE $.02$	RQ to RE $.48$	RQ to RE $.27$
RE to GPA $.11$	RE to GPA $.36$	RE to GPA $.31$
RQ to GPA $.36$	RQ to GPA $.11$	RQ to GPA $.18$

While the data show positive correlations, they are not embarrassing, like they are at WSU.

**5. the creation of a Margin of Error Calculator, using Microsoft Excel. This little app allows the user to key in the sample's known relative frequency and the sample size and gets the estimated value's margin of error, even for very small relative frequencies and very small sample sizes.**

**6. A t-test on Independent Groups, comparing the logical understanding of 'only if' and how it functions as a conditional statement, between students who have taken Critical Thinking [PHIL 110] and those students who have not. The data were gathered using a four-item Survey/Quiz.**

[This project is still in progress and will be described in my Final Report.]

**From:** Dickenson, Deborah L  
**Sent:** Thursday, April 09, 2009 8:45 AM  
**To:** Duellman, Joy B  
**Subject:** RE: Innovation Work Study Appointment

Greg: We changed our focus to marketing last year. Amy was valuable to our department last year, as in the past. With our move to Wabasha Hall, we were suspecting it may affect our client traffic. Amy assisted us with promotional and presentational information in designing poster/flyers/handouts to make students aware of our move and the services we offer. Her marketing class even made it a class project to design new and innovative ideas on how to make the counseling center less scary to students and more interesting and inviting. Amy has gained valuable knowledge and experience that she can take with her as she pursues her Advertising career.

Yes, we would like to renew for next year. Since Amy is graduating, we will need to possibly change the focus for the next school year. I am meeting with Pat Ferden, my supervisor, to discuss this. Once I have a student hired next fall to replace Amy, do you need their name or is that irrelevant to the renewal process?

Debbie

\*\*\*\*\*

*Debbie Dickenson, Office Manager*

*Winona State University Counseling Center*

*220 Wabasha*

*507-457-5330*

Administrative Service Faculty  
Special Initiative Award Application – FY09

Innovation Fund Work Study Program Five Year Review

Submitted by: Greg Peterson, Financial Aid Director

June 27, 2008

Rationale:

The Innovation Fund Work Study Program was begun in the fall of 2004. In line with the original New University/L21 goals it offers WSU departments and individuals the opportunity to request new Work Study positions focused on out of classroom learning experiences for students. The Program is designed to encourage faculty and staff to examine and consider projects and initiatives in their areas of the University that could be advanced by student Work Study assistance. While earning their Work Study appointments, position(s) should offer students an educational out of classroom learning opportunity.

The program now has a five year history with a good deal of data and narrative associated with the University's experience. This project involves examining the history of the Innovation Fund Work Study Program both in terms of data and survey narrative. It is intended to assess the value of this initiative both to students and to individual departments and faculty/staff who have participated.

Goals:

The primary goal is to assess whether the program demonstrates continued value to the University. The program's yearly growth will be tracked over the five year period in which the program has been in existence. This will include examining the types of departments that have participated during this period and their longevity. It will also examine the types of departments that have applied for participation without success.

Each year department supervisors and in some cases students, have been completing surveys which have assessed their experiences with the positions that have been created. The project will assess and summarize this extensive narrative information. The goal will be to assess the tenor of department and student experience and synthesize these narrative reactions to their experiences.

The result of this evaluation will be to propose and justify recommendations about the future of this initiative. Does this initiative demonstrate value for its cost? How should the University revise the goals and/or implementation of the program? Should the program be curtailed, expanded, redesigned to meet different needs? Based upon the historical length of this program and the available data the time seems appropriate for this evaluation.

Timeline:

The project would begin during the fall semester of 2008 and conclude before the end of the spring semester of 2009.

Assessment Plan:

The project in itself is an assessment of the Innovation Fund Work Study Program. The success of this assessment project would be evaluated by the final report and by its contribution to decisions by the University on the future of the Program.

Award Amount Requested:

The requested remuneration for completion of this project is \$5,000.

Special Incentive Grant: Greg Peterson													
Appendix 1													
Innovation Work Study		04/05 year		05/06 year		06/07 year		07/08 year		08/09 year		Total	Total
Department	Cost Center	# of Pos	\$ for Pos	# of Pos	\$ for Pos								
Interpreter Services	215035	1	\$2,200	1	\$2,200		\$0		\$0		\$0	2	\$4,400
Athletics Academic Advising	334671		\$0		\$0	1	\$2,200	1	\$2,200	2	\$4,400	4	\$8,800
Athletics Women's Administration	219001	1	\$2,200		\$0		\$0		\$0		\$0	1	\$2,200
VP University Advancement	215024			1	\$2,200	1	\$2,200					2	\$4,400
Media Services	212002		\$0		\$0		\$0		\$0	1	\$2,200	1	\$2,200
Study Abroad	215003		\$0	2	\$4,400	2	\$4,400	1	\$2,200	1	\$2,200	6	\$13,200
Conferencing	331021		\$0		\$0	1	\$2,200	1	\$2,200		\$0	2	\$4,400
Outreach and Continuing Education	217041		\$0	1	\$2,200		\$0		\$0		\$0	1	\$2,200
Office of Continuing Education	217029		\$0	2	\$4,400	4	\$8,800	4	\$8,800	2	\$4,400	12	\$26,400
Rochester Center	216055		\$0		\$0	1	\$2,200		\$0		\$0	1	\$2,200
Retiree Center			\$0		\$0		\$0	1	\$2,200	1	\$2,200	2	\$4,400
Accounting			\$0		\$0		\$0		\$0	1	\$2,200	1	\$2,200
Economics Finance	210020	2	\$4,400	2	\$4,400	2	\$4,400		\$0		\$0	6	\$13,200
Management Info Systems	210008	4	\$8,800	3	\$6,600	2	\$4,400		\$0		\$0	9	\$19,800
NCATE	210101		\$0	1	\$2,200		\$0		\$0		\$0	1	\$2,200
Health Education and Rehab Science	210522		\$0	1	\$2,200		\$0		\$0	1	\$2,200	2	\$4,400
Physical Education Sport Science	210105	1	\$2,200	2	\$4,400	2	\$4,400	2	\$4,400	1	\$2,200	8	\$17,600
Counselor Education	210113		\$0	1	\$2,200	1	\$2,200	1	\$2,200	1	\$2,200	4	\$8,800
Educational Leadership	210103		\$0	1	\$2,200	1	\$2,200	1	\$2,200		\$0	3	\$6,600
Education	210102	1	\$2,200	1	\$2,200		\$0	1	\$2,200		\$0	3	\$6,600
Special Education	210113	1	\$2,200	1	\$2,200	1	\$2,200	1	\$2,200	1	\$2,200	5	\$11,000
Dean of Education	210200		\$0		\$0		\$0		\$0	1.5	\$3,300	1.5	\$3,300
Maxwell Child Center	214015		\$0		\$0		\$0	2	\$4,400	2	\$4,400	4	\$8,800
Psychology	210109	3	\$6,600		\$0	1	\$2,200	3	\$6,600	3	\$6,600	10	\$22,000
Music	201205	1	\$2,200	1	\$2,200	3	\$6,600	3	\$6,600	3	\$6,600	11	\$24,200
English	210509		\$0		\$0		\$0		\$0	1	\$2,200	1	\$2,200
1st Nations Learning Community	214058		\$0	1	\$2,200	1	\$2,200	1	\$2,200		\$0	3	\$6,600
History	210515		\$0		\$0		\$0	1	\$2,200	1	\$2,200	2	\$4,400
Philosophy	210516	1	\$2,200	1	\$2,200	1	\$2,200	2	\$4,400	2	\$4,400	7	\$15,400

<b>Arts Administrator</b>	210528		\$0		\$0		\$0	1	\$2,200	1	\$2,200	2	\$4,400
<b>Theater/Dance</b>	210534	1	\$2,200	1	\$2,200	1	\$2,200	1	\$2,200	1	\$2,200	5	\$11,000
<b>Mass Communication</b>	212007	1	\$2,200		\$0	1	\$2,200	1	\$2,200	1	\$2,200	4	\$8,800
<b>Global Studies</b>	215019		\$0		\$0	1	\$2,200	2	\$4,400	2	\$4,400	5	\$11,000
<b>Women's Studies</b>	219014		\$0	1	\$2,200	1	\$2,200	1	\$2,200	1	\$2,200	4	\$8,800
<b>Nursing</b>	210520	1	\$2,200	2	\$4,400	2	\$4,400	3	\$6,600	2	\$4,400	10	\$22,000
<b>Geoscience</b>	210502	1	\$2,200	1	\$2,200	2	\$4,400	4	\$8,800	5.5	\$12,100	13.5	\$29,700
<b>Biology</b>	210503		\$0	3	\$6,600	3	\$6,600	3	\$6,600	3	\$6,600	12	\$26,400
<b>Computer Science</b>	210517		\$0		\$0	0.5	\$1,100	0.5	\$1,100	0.5	\$1,100	1.5	\$3,300
<b>Math</b>	210519		\$0		\$0	1	\$2,200	2	\$4,400	2	\$4,400	5	\$11,000
<b>Advising Services</b>	211002		\$0		\$0	2	\$4,400	2	\$4,400	2	\$4,400	6	\$13,200
<b>Admissions</b>	213001		\$0		\$0		\$0	1	\$2,200	1	\$2,200	2	\$4,400
<b>Career Services</b>	213004	1	\$2,200	3	\$6,600	2	\$4,400	2	\$4,400	2	\$4,400	10	\$22,000
<b>Counseling Center</b>	213008	1	\$2,200	1	\$2,200	1	\$2,200	1	\$2,200	1	\$2,200	5	\$11,000
<b>Inclusion and Diversity</b>	216085		\$0		\$0	1	\$2,200	1	\$2,200	1	\$2,200	3	\$6,600
<b>Inclusion and Diversity MW</b>	216088		\$0	1	\$2,200	1	\$2,200	1	\$2,200	1	\$2,200	4	\$8,800
<b>Security Services</b>		1	\$2,200	1	\$2,200		\$0		\$0		\$0	2	\$4,400
<b>Health Services</b>	335000		\$0		\$0	2	\$4,400	2	\$4,400	2	\$4,400	6	\$13,200
<b>International Students</b>	216070	1	\$2,200	2	\$4,400		\$0		\$0		\$0	3	\$6,600
<b>Registrar</b>	213003	1	\$2,200		\$0		\$0	1	\$2,200	1	\$2,200	3	\$6,600
<b>Off campus contract</b>			\$0		\$0		\$0	1	\$2,200		\$0	1	\$2,200
<b>New University</b>	214022	1	\$2,200		\$0		\$0		\$0		\$0	1	\$2,200
<b>Totals</b>		26	\$57,200	39	\$85,800	46.5	\$102,300	56.5	\$124,300	55.5	\$122,100	223.5	\$491,700
Types of positions		26		39		46.5		56.5		55.5		223.5	
Tutor		5		5		8		6		7		31	
Program Assistant		7		16		14		14		10.5		61.5	
Graphic/web Design		3		3		5		7		7		25	
Research		2		4		3		3		3		15	
Lab Support		6		5		6		8		10.5		35.5	
Teaching Assistant		0		0		5.5		9.5		11.5		26.5	
Intern		2		3		2		4		3		14	
Liaison		1		3		3		5		3		15	

Innovation Work Study		2004-05	Appendix 2		
Department	Cost Center	# of Positions	\$ for Positions	Job title/Position description	Types of positions
Interpreter Services	215035	1	\$2,200	Peer Assistant/Tutor: Assist eligible students to utilize the resources available at the Disability Resource Center. Also a peer tutoring component primarily focused on developing reading and/or writing skills.	Tutor
Athletics Women's Administration	219001	1	\$2,200	Intern	Intern
Economics Finance	210020	1	\$2,200	Integrate course materials onto web and provide research assistance.	Graphic/web Design
Economics Finance	210020	1	\$2,200	Tutor in Economics - finance	Tutor
Management Info Systems	210008	1	\$2,200	Research Assistant	Research
Management Info Systems	210008	1	\$2,200	Research Assistant	Research
Management Info Systems	210008	1	\$2,200	MIS Tutor	Tutor
Management Info Systems	210008	1	\$2,200	Operations Management Tutor.	Tutor
Physical Education Sport Science	210105	1	\$2,200	RTTR Travel Study Assistant: The position gains first hand knowledge of the intricacies involved in the coordination, promotion, delivery and evaluation of domestic and international travel-study programs.	Program Assistant
Education	210102	1	\$2,200	Technology Intern: Facilitate group of WSU and WSHS students in the Emerging Voices Program.	Intern
Special Education	210113	1	\$2,200	Assist with advising from student's perspective, help SPED students with computer applications, assist with coordination of School After School Program by serving as liaison with parents, children, and department	Liaison
Psychology	210109	1	\$2,200	Cryostat technician. Prepare CSN tissue for thin sectioning and histological procedures.	Lab Support
Psychology	210109	1	\$2,200	Lab Assistant: Operant Conditioning Laboratory.	Lab Support
Psychology	210109	1	\$2,200	Lab Assistant: Operant Conditioning Laboratory.	Lab Support
Music	201205	1	\$2,200	Assistant: Graphic Design applications in Music Performance	Graphic/web Design
Philosophy	210516	1	\$2,200	Critical thinking Lab Assistant: Monitor Critical Thinking [Phil 110] students as they take exams and after becoming proficient with the CT curriculum tutor students in the Critical Thinking course.	Lab Support
Theater/Dance	210534	1	\$2,200	Production Assistant: Assist Production Manager in day-to-day operations of theatrical production.	Program Assistant
Mass Communication	212007	1	\$2,200	Student coordinator - New U Linking community to Learning. Support the activities of the New U initiative Group.	Program Assistant
Nursing	210520	1	\$2,200	Skills Lab Assistant.	Lab Support
Geoscience	210502	1	\$2,200	Flume Lab Coordinator primarily responsible for helping to develop ten community outreach initiatives of the new WSU Geoscience Sediment Transport and Rivers Studies Flume Lab	Lab Support

<b>Career Services</b>	213004	1	\$2,200	Resume Review Assistant: Assist clients of the Career Services Office with resume construction and related career development considerations such as career objective articulation, identification and acquisition of transferable skills, succinct articulation of personal knowledge and abilities.	Program Assistant
<b>Counseling Center</b>	213008	1	\$2,200	Career Tutor: Assist students in using the Discover Program, the STRONG Interest Inventory and other resources to research careers and major fields of study.	Tutor
<b>Security Services</b>	214010	1	\$2,200	Student Security position.	Program Assistant
<b>International Students</b>	216070	1	\$2,200	Global Diversity Assistant	Program Assistant
<b>Registrar</b>	213003	1	\$2,200	Assistant to the Registrar: Assist with special projects such as web site development and online forms development.	Graphic/web Design
<b>New University</b>	214022	1	\$2,200		Program Assistant
<b>Totals</b>		26	\$57,200		

Types of positions	26
Tutor	5
Program Assistant	7
Graphic/web Design	3
Research	2
Lab Support	6
Teaching Assistant	0
Intern	2
Liaison	1

Innovation Work Study	Cost	2005-06	\$ for	Appendix 3	
Department	Center	# of Positions	Positions		Types of positions
Interpreter Services	215035	1	\$2,200	Peer Assistant/Tutor: Assist eligible students to utilize the resources available at the Disability Resource Center. Also a peer tutoring component primarily focused on developing reading and/or writing skills.	Tutor
VP University Advancement	215024	1	\$2,200	Web designer for writing, designing and content management of the Alumni Relations and Advancement web site in collaboration with the Development and Alumni Relations Directors.	Graphic/web Design
Study Abroad	215003	1	\$2,200	Coordinator, Ambassador Program: Manage student ambassador program and assist director in institutionalizing program. Manage requests for Ambassador from Orientation and other Classes and schedule tabling and other outreach.	Program Assistant
Study Abroad	215003	1	\$2,200	Coordinator, Ambassador Program: Manage student ambassador program and assist director in institutionalizing program. Manage requests for Ambassador from Orientation and other Classes and schedule tabling and other outreach.	Program Assistant
Outreach and Continuing Education	217041	1	\$2,200	Tau Conference Center Assistant: Assist with logistical details, task management, financial management and provide exceptional customer service to all WSU and external clients using the Tau Conference Center.	Program Assistant
Office of Continuing Education	217029	1	\$2,200	Program Assistant, Development: Support the Director of OCED in execution of the University's outreach activities for regional economic development and travel study.	Program Assistant
Office of Continuing Education	217029	1	\$2,200	Program Assistant, Training: Support OCED staff in execution of University's activities in customized training, leadership training and conferences.	Program Assistant
Economics Finance	210020	1	\$2,200	Integrate course materials onto web and provide research assistance.	Research
Economics Finance	210020	1	\$2,200	Tutor in Economics - Finance	Tutor
Management Info Systems	210008	1	\$2,200	Research Assistant	Research
Management Info Systems	210008	1	\$2,200	MIS Tutor.	Tutor
Management Info Systems	210008	1	\$2,200	Operations Management Tutor.	Tutor
NCATE	210101	1	\$2,200	NCATE Assistant: Assist the College of Education in preparation for NCATE accreditation.	Program Assistant
Health Education and Rehab Science	210522	1	\$2,200	Health Website Designer: Continue the development of the health advocacy website, "I Want to Know", for WSU students.	Graphic/web Design
Physical Education Sport Science	210105	1	\$2,200	RTTR Travel Study Assistant: The position gains first hand knowledge of the intricacies involved in the coordination, promotion, delivery and evaluation of domestic and international travel-study programs.	Program Assistant
Physical Education Sport Science	210105	1	\$2,200	RTTR Travel Study Assistant: The position gains first hand knowledge of the intricacies involved in the coordination, promotion, delivery and evaluation of domestic and international travel-study programs.	Program Assistant
Counselor Education	210113	1	\$2,200	Research Assistant: Assist professor in two huge, year-long research studies involving data gathering, organization, and analysis. Attention to detail and reliability are essential.	Research
Educational Leadership	210103	1	\$2,200	Research Assistant: Assemble and document, interview and process data for a case statement on New University by Dr. Gray and also assist with Education Summit 2006 preparations.	Research
Education	210102	1	\$2,200	Technology Intern: Facilitate group of WSU and WSHS students in the Emerging Voices Program.	Intern

<b>Special Education</b>	210113	1	\$2,200	Assist with advising from student's perspective, help SPED students with computer applications, assist with coordination of School After School Program by serving as liaison with parents, children, and department	Liaison
<b>Music</b>	201205	1	\$2,200	Assistant: Graphic Design applications in Music Performance	Graphic/web Design
<b>1st Nations Learning Community</b>	214058	1	\$2,200	Assist faculty/staff in this Learning Community with logistical planning, student and contact recruiting, travel, and workshop development. Serve as a liaison between the dominant Caucasian culture and First Nations cultures and help facilitate connections between tribal communities and LC members. Assist faculty in the development of lesson plans that serve as the basis for this new first-year experience for future WSU students.	Liaison
<b>Philosophy</b>	210516	1	\$2,200	Critical thinking Lab Assistant: Monitor Critical Thinking [Phil 110] students as they take exams and after becoming proficient with the CT curriculum tutor students in the Critical Thinking course.	Lab Support
<b>Theater/Dance</b>	210534	1	\$2,200	Production Assistant: Assist Production Manager in day-to-day operations of theatrical production.	Program Assistant
<b>Women's Studies</b>	219014	1	\$2,200	Service Learning Liaison: Assist with building a guide book for service learning as a collaborative project with the Women's Resource Center of Winona.	Liaison
<b>Nursing</b>	210520	1	\$2,200	Internship in Research: Work on a research project related to a Learning for the 21st Century Expansion project. Purpose of this research project is to conduct a survey of accredited baccalaureate college and universities in the US regarding child abuse and neglect curricula.	Intern
<b>Nursing</b>	210520	1	\$2,200	Internship in Research: Work on a research project related to a Learning for the 21st Century Expansion project. Purpose of this research project is to conduct a survey of accredited baccalaureate college and universities in the US regarding child abuse and neglect curricula.	Intern
<b>Geoscience</b>	210502	1	\$2,200	Flume Lab Coordinator primarily responsible for helping to develop ten community outreach initiatives of the new WSU Geoscience Sediment Transport and Rivers Studies Flume Lab	Lab Support
<b>Biology</b>	210503	1	\$2,200	Lab Tutor/Supervisor: Provide students with access to the Anatomy lab for review and reinforcement of their knowledge from labs.	Lab Support
<b>Biology</b>	210503	1	\$2,200	Lab Teaching Assistant: Provide direct support to faculty members as they teach labor intensive biology labs. Assist lab students with skills in their weekly labs. -	Lab Support
<b>Biology</b>	210503	1	\$2,200	Chemical solution Master: Provide direct assistance to the Lab Specialists in the Biology Department. Primary mixer of the various solutions that are made for Biology Labs.	Lab Support
<b>Career Services</b>	213004	1	\$2,200	Student Coordinator New U linking community to learning. Support activities of the New U Initiative Group.	Program Assistant
<b>Career Services</b>	213004	1	\$2,200	Resume Review Assistant: Assist clients of the Career Services Office with resume construction and related career development considerations such as career objective articulation, identification and acquisition of transferable skills, succinct articulation of personal knowledge and abilities.	Program Assistant
<b>Career Services</b>	213004	1	\$2,200	Resume Review Assistant: Assist clients of the Career Services Office with resume construction and related career development considerations such as career objective articulation, identification and acquisition of transferable skills, succinct articulation of personal knowledge and abilities.	Program Assistant
<b>Counseling Center</b>	213008	1	\$2,200	Career Tutor: Assist students in using the Discover Program, the STRONG Interest Inventory and other resources to research careers and major fields of study.	Tutor
<b>Inclusion and Diversity MW</b>	216088	1	\$2,200	College Bound Pipeline Student Connector: Develop responsibilities for implementing leadership skills for connecting to under-represented and under-served populations in the service region of WSU. Work with college Pipeline Program.	Program Assistant

<b>Security Services</b>	214010	1	\$2,200	Student Security position.	Program Assistant
<b>International Students</b>	216070	1	\$2,200	Global Diversity Assistant	Program Assistant
<b>International Students</b>	216070	1	\$2,200	Global Diversity Assistant	Program Assistant
<b>Totals</b>		39	\$83,600		

Types of positions	39
Tutor	5
Program Assistant	16
Graphic/web Design	3
Research	4
Lab Support	5
Teaching Assistant	0
Intern	3
Liaison	3

Innovation Work Study		2006-07	Appendix 4		
Department	Cost Center	# of Positions	\$ for Positions		Types of positions
Athletics Advising	334671	1	\$2,200	Science Support Group Leader: Provide tutoring support to groups of student athletes.	Tutor
VP University Advancement	215024	1	\$2,200	Web designer for writing, designing and content management of the Alumni Relations and Advancement web site in collaboration with the Development and Alumni Relations Directors.	Graphic/web Design
Study Abroad	215003	1	\$2,200	Coordinator, Ambassador Program: Manage student ambassador program and assist director in institutionalizing program. Manage requests for Ambassador from Orientation and other Classes and schedule tabling and other outreach activities.	Program Assistant
Study Abroad	215003	1	\$2,200	Coordinator, Ambassador Program: Manage student ambassador program and assist director in institutionalizing program. Manage requests for Ambassador from Orientation and other Classes and schedule tabling and other outreach activities.	Graphic/web Design
Conferencing	331021	1	\$2,200	Tau Conference Center Assistant: Position allows student to assist with logistical details, task management, an financial management and to provide exceptional customer service to WSU and external clients using the Tau conference Center.	Program Assistant
Office of Continuing Education	217029	1	\$2,200	Program Assistant, Training: Support OCED staff in execution of University's activities in customized training, leadership training and conferences.	Program Assistant
Office of Continuing Education	217029	1	\$2,200	Program Assistant, Training: Support OCED staff in execution of University's activities in customized training, leadership training and conferences.	Program Assistant
Office of Continuing Education	217029	1	\$2,200	Program Assistant, Development: Support the Director of OCED in execution of the University's outreach activities for regional economic development and travel study.	Program Assistant
Office of Continuing Education	217029	1	\$2,200	Program Assistant, Development: Support the Director of OCED in execution of the University's outreach activities for regional economic development and travel study.	Program Assistant
Rochester Center	216055	1	\$2,200	Student Development (S.P.I.R.I.T.) Coordinator	Program Assistant
Economics Finance	210020	1	\$2,200	Integrate course materials onto web and provide research assistance.	Research
Economics Finance	210020	1	\$2,200	Tutor in Economics - Finance	Tutor
Management Info Systems	210008	1	\$2,200	Research Assistant MIS Tutor. Operations Management Tutor.	Tutor
Management Info Systems	210008	1	\$2,200	Research Assistant Operations Management Tutor.	Tutor
Physical Education Sport Science	210105	1	\$2,200	RTTR Travel Study Assistant: The position gains first hand knowledge of the intricacies involved in the coordination, promotion, delivery and evaluation of domestic and international travel-study programs.	Program Assistant
Physical Education Sport Science	210105	1	\$2,200	RTTR Travel Study Assistant: The position gains first hand knowledge of the intricacies involved in the coordination, promotion, delivery and evaluation of domestic and international travel-study programs.	Program Assistant
Counselor Education	210113	1	\$2,200	Research Assistant: Assist professor in two huge, year-long research studies involving data gathering, organization, and analysis. Attention to detail and reliability are essential qualities.	Research
Educational Leadership	210103	1	\$2,200	Research Assistant: Assemble and document, interview and process data for a case statement on New University by Dr. Gray and also assist with Education Summit 2006 preparations.	Research

<b>Special Education</b>	210113	1	\$2,200	Assist with advising from student's perspective, help SPED students with computer applications, assist with coordination of School After School Program by serving as liaison with parents, children, and department	Liaison
<b>Psychology</b>	210109	1	\$2,200	Teaching Assistant in Statistics: Assist in constructing practice exams and review sheets and in other areas of study.	Teaching Assistant
<b>Music</b>	201205	1	\$2,200	Assistant: Graphic Design applications in Music Performance	Graphic/web Design
<b>Music</b>	201205	1	\$2,200	Assistant: Band manager	Teaching Assistant
<b>Music</b>	201205	1	\$2,200	Assistant: Band manager	Teaching Assistant
<b>1st Nations Learning Community</b>	214058	1	\$2,200	Assist faculty/staff in this Learning Community with logistical planning, student and contact recruiting, travel, and workshop development. Serve as a liaison between the dominant Caucasian culture and First Nations cultures and help facilitate connections between tribal communities and LC members. Assist faculty in the development of lesson plans that serve as the basis for this new first-year experience for future WSU students.	Liaison
<b>Philosophy</b>	210516	1	\$2,200	Critical thinking Lab Assistant: Monitor Critical Thinking [Phil 110] students as they take exams and after becoming proficient with the CT curriculum tutor students in the Critical Thinking course.	Lab Support
<b>Theater/Dance</b>	210534	1	\$2,200	Production Assistant: Assist Production Manager in day-to-day operations of theatrical production.	Program Assistant
<b>Mass Communication</b>	212007	1	\$2,200	Production Assistant: Assist and lead on video editing projects for several University departments.	Program Assistant
<b>Global Studies</b>	215019	1	\$2,200	Global Studies tutor: Assist with Japanese and English language skills with students from Japan and Korea.	Tutor
<b>Women's Studies</b>	219014	1	\$2,200	Service Learning Liaison: Assist with building a guide book for service learning as a collaborative project with the Women's Resource Center of Winona.	Liaison
<b>Nursing</b>	210520	1	\$2,200	Internship in Research: Work on a research project related to a Learning for the 21st Century Expansion project. Purpose of this research project is to conduct a survey of accredited baccalaureate college and universities in the US regarding child abuse and neglect curricula.	Intern
<b>Nursing</b>	210520	1	\$2,200	Internship: Work on a research project related to a Learning for the 21st Century Expansion project. Purpose of this research project is to conduct a survey of accredited baccalaureate college and universities in the US regarding child abuse and neglect curricula.	Intern
<b>Geoscience</b>	210502	1	\$2,200	Flume Lab Coordinator primarily responsible for helping to develop ten community outreach initiatives of the new WSU Geoscience Sediment Transport and Rivers Studies Flume Lab	Lab Support
<b>Geoscience</b>	210502	1	\$2,200	Flume Lab Coordinator primarily responsible for helping to develop ten community outreach initiatives of the new WSU Geoscience Sediment Transport and Rivers Studies Flume Lab	Lab Support
<b>Biology</b>	210503	1	\$2,200	Lab Tutor/Supervisor: Provide students with access to the Anatomy lab for review and reinforcement of their knowledge from labs.	Lab Support
<b>Biology</b>	210503	1	\$2,200	Lab Teaching Assistant: Provide direct support to faculty members as they teach labor intensive biology labs. Assist lab students with skills in their weekly labs.	Lab Support
<b>Biology</b>	210503	1	\$2,200	Chemical solution Master: Provide direct assistance to the Lab Specialists in the Biology Department. Primary mixer of the various solutions that are made for Biology Labs.	Lab Support
<b>Computer Science</b>	210517	0.5	\$1,100	Teacher's Assistant: Provide assistance in the classroom for first year students with algorithm and problem solving. Provide support in the laboratory environment.	Teaching Assistant

<b>Math</b>	210519	1	\$2,200	Math & Statistics Instructor Aide: Provide classroom support to students in Mathematics Education-Secondary Teaching an Statistics.	Teaching Assistant
<b>Advising Services</b>	211002	1	\$2,200	Peer Assistant/Tutor: Assist eligible students to utilize resources available at the Disability Resource Center. Also peer tutoring primarily focused on developing reading and/or writing skills.	Tutor
<b>Advising Services</b>	211002	1	\$2,200	Peer Assistant/Tutor: Assist eligible students to utilize resources available at the Disability Resource Center. Also peer tutoring primarily focused on developing reading and/or writing skills.	Tutor
<b>Career Services</b>	213004	1	\$2,200	Student coordinator - New U Linking community to Learning. Support the activities of the New U initiative Group.	Program Assistant
<b>Career Services</b>	213004	1	\$2,200	Student coordinator - New U Linking community to Learning. Support the activities of the New U initiative Group.	Program Assistant
<b>Counseling Center</b>	213008	1	\$2,200	Career Tutor: Assist students in using the Discover Program, the STRONG Interest Inventory and other resources to research careers and major fields of study.	Tutor
<b>Inclusion and Diversity</b>	216085	1	\$2,200	Student Network System Analyst	Graphic/web Design
<b>Inclusion and Diversity</b>				College Bound Pipeline Student Connector: Develop responsibilities for implementing leadership skills for connecting to under-represented and under-served populations in the service region of	
<b>MW</b>	216088	1	\$2,200	WSU. Work with college Pipeline Program.	Program Assistant
<b>Health Services</b>	335000	1	\$2,200	Wellness website design	Graphic/web Design
<b>Health Services</b>	335000	1	\$2,200	Publicity Coordinator. - RAES Wellness Room Program Coordinator.	Teaching Assistant
		46.5	\$102,300		
<b>Types of positions</b>		46.5			

Tutor	8
Program Assistant	14
Graphic/web Design	5
Research	3
Lab Support	6
Teaching Assistant	5.5
Intern	2
Liaison	3

Innovation Work Study		2007-08		Appendix 5	
Department	Cost Center	# of Positions	\$ for Positions		Types of positions
<b>Athletics Advising</b>	334671	1	\$2,200	Science Support Group Leader: Provide tutoring support to groups of student athletes.	Tutor
<b>Study Abroad</b>	215003	1	\$2,200	Coordinator, Ambassador Program: Manage student ambassador program and assist director in institutionalizing program. Manage requests for Ambassador from Orientation and other Classes and schedule tabling and other outreach activities.	Program Assistant
<b>Conferencing</b>	331021	1	\$2,200	Tau Conference Center Assistant: Position allows student to assist with logistical details, task management, financial management and provide exceptional customer service to WSU and external clients using the Tau conference Center.	Program Assistant
<b>Office of Continuing Education</b>	217029	1	\$2,200	Program Assistant, Development: Support the Director of OCED in execution of the University's outreach activities for regional economic development and travel study.	Program Assistant
<b>Office of Continuing Education</b>	217029	1	\$2,200	Program Assistant, Development: Support the Director of OCED in execution of the University's outreach activities for regional economic development and travel study.	Program Assistant
<b>Office of Continuing Education</b>	217029	1	\$2,200	Program Assistant, Training: Support OCED staff in execution of University's activities in customized training, leadership training and conferences.	Program Assistant
<b>Office of Continuing Education</b>	217029	1	\$2,200	Program Assistant, Training: Support OCED staff in execution of University's activities in customized training, leadership training and conferences.	Program Assistant
<b>Retiree Center</b>		1	\$2,200	Graphic Project Coordinator	Graphic/web Design
<b>Physical Education Sport Science</b>	210105	1	\$2,200	RTTR Travel Study Assistant: The position gains first hand knowledge of the intricacies involved in the coordination, promotion, delivery and evaluation of domestic and international travel-study programs.	Program Assistant
<b>Physical Education Sport Science</b>	210105	1	\$2,200	RTTR Travel Study Assistant: The position gains first hand knowledge of the intricacies involved in the coordination, promotion, delivery and evaluation of domestic and international travel-study programs.	Program Assistant
<b>Counselor Education</b>	210113	1	\$2,200	Research Assistant: Assist professor in two year-long research studies involving data gathering, organization, and analysis. Attention to detail and reliability are essential.	Research
<b>Educational Leadership</b>	210103	1	\$2,200	Research Assistant: Assemble and document, interview and process data for a case statement on New University by Dr. Gray and assist with Education Summit 2006 preparations.	Research
<b>Education</b>	210102	1	\$2,200	Technology Intern: Facilitate group of WSU and WSHS students in the Emerging Voices Program. Assist with advising from student's perspective, help SPED students with computer applications, assist with coordination of School After School Program by serving as liaison with parents, children, and department	Intern
<b>Special Education</b>	210113	1	\$2,200		Liaison
<b>Maxwell Child Center</b>	214015	1	\$2,200	Children's Center Teacher 2 positions	Teaching Assistant
<b>Maxwell Child Center</b>	214015	1	\$2,200	Children's Center Teacher 2 positions	Teaching Assistant
<b>Psychology</b>	210109	1	\$2,200	Teaching Assistant in Statistics: Assist in constructing practice exams and review sheets and in other areas of study.	Teaching Assistant
<b>Psychology</b>	210109	1	\$2,200	Teaching Assistant in Statistics: Assist in constructing practice exams and review sheets and in other areas.	Teaching Assistant
<b>Psychology</b>	210109	1	\$2,200	Teaching Assistant in Statistics: Assist in constructing practice exams and review sheets and in other areas.	Teaching Assistant
<b>Music</b>	201205	1	\$2,200	Assistant: Graphic Design applications in Music Performance	Graphic/web Design

<b>Music</b>	201205	1	\$2,200	Assistant: Band manager	Teaching Assistant
<b>Music</b>	201205	1	\$2,200	Assistant: Band manager	Teaching Assistant
<b>1st Nations Learning</b>				Assist faculty/staff in this Learning Community with logistical planning, student and contact recruiting, travel, and workshop development. Serve as a liaison between the dominant Caucasian culture and First Nations cultures and help facilitate connections between tribal communities and LC members.	
<b>Community</b>	214058	1	\$2,200	Assist faculty in the development of lesson plans that serve as the basis for this new first-year experience for future WSU students.	Liaison
<b>History</b>	210515	1	\$2,200	Primary document Assistant	Research
<b>Philosophy</b>	210516	1	\$2,200	Critical thinking Lab Assistant: Monitor Critical Thinking [Phil 110] students as they take exams and after becoming proficient with the CT curriculum tutor students in the Critical Thinking course. - Undergrad Education Research.	Lab Support
<b>Philosophy</b>	210516	1	\$2,200	Critical thinking Lab Assistant: Monitor Critical Thinking [Phil 110] students as they take exams and after becoming proficient with the CT curriculum tutor students in the Critical Thinking course. - Undergrad Education Research.	Lab Support
<b>Arts Administrator</b>	210528	1	\$2,200	Writer: web design, graphic arts	Graphic/web Design
<b>Theater/Dance</b>	210534	1	\$2,200	Production Assistant: Assist Production Manager in day-to-day operations of theatrical production.	Program Assistant
<b>Mass Communication</b>	212007	1	\$2,200	Production Assistant: Assist and lead on video editing projects for several University departments.	Program Assistant
<b>Global Studies</b>	215019	1	\$2,200	Global Studies tutor: Assist with Japanese and English language skills with students from Japan and Korea.	Tutor
<b>Global Studies</b>	215019	1	\$2,200	Global Studies tutor: Assist with Japanese and English language skills with students from Japan and Korea.	Tutor
<b>Women's Studies</b>	219014	1	\$2,200	Service Learning Liaison: Assist with building a guide book for service learning as a collaborative project with the Women's Resource Center of Winona.	Liaison
<b>Nursing</b>	210520	1	\$2,200	Internship in Research two positions: Work on a research project related to a Learning for the 21st Century Expansion project. Purpose of this research project is to conduct a survey of accredited baccalaureate college and universities in the US regarding child abuse and neglect curricula.	Intern
<b>Nursing</b>	210520	1	\$2,200	Internship in Research: Work on a research project related to a Learning for the 21st Century Expansion project. Purpose of this research project is to conduct a survey of accredited baccalaureate college and universities in the US regarding child abuse and neglect curricula.	Intern
<b>Nursing</b>	210520	1	\$2,200	Internship in Research: Work on a research project related to a Learning for the 21st Century Expansion project. Purpose of this research project is to conduct a survey of accredited baccalaureate college and universities in the US regarding child abuse and neglect curricula.	Intern
<b>Geoscience</b>	210502	1	\$2,200	Flume Lab Coordinator primarily responsible for helping to develop ten community outreach initiatives of the new WSU Geoscience Sediment Transport and Rivers Studies Flume Lab	Lab Support
<b>Geoscience</b>	210502	1	\$2,200	Geoscience Collections Curator, Instructor Aid & Tutor	Lab Support
<b>Geoscience</b>	210502	1	\$2,200	WRC Outreach Coordinator	Liaison
<b>Geoscience</b>	210502	1	\$2,200	Flume Lab Coordinator primarily responsible for helping to develop ten community outreach initiatives of the new WSU Geoscience Sediment Transport and Rivers Studies Flume Lab	Lab Support
<b>Biology</b>	210503	1	\$2,200	Lab Tutor/Supervisor: Provide students with access to the Anatomy lab for review and reinforcement of their knowledge from labs.	Lab Support

<b>Biology</b>	210503	1	\$2,200	Lab Teaching Assistant: Provide direct support to faculty members as they teach labor intensive biology labs. Assist lab students with skills in their weekly labs.	Lab Support
<b>Biology</b>	210503	1	\$2,200	Chemical solution Master: Provide direct assistance to the Lab Specialists in the Biology Department. Primary mixer of the various solutions that are made for Biology Labs.	Lab Support
<b>Computer Science</b>	210517	0.5	\$1,100	Teacher's Assistant: Provide assistance in the classroom for first year students with algorithm and problem solving. Provide support in the laboratory environment.	Teaching Assistant
<b>Math</b>	210519	1	\$2,200	Math & Statistics Instructor Aide: Provide classroom support to students in Mathematics Education-Secondary Teaching an Statistics.	Teaching Assistant
<b>Math</b>	210519	1	\$2,200	Math & Statistics Instructor Aide: Provide classroom support to students in Mathematics Education-Secondary Teaching an Statistics.	Teaching Assistant
<b>Advising Services</b>	211002	1	\$2,200	Peer Assistant/Tutor: Assist eligible students to utilize the resources available at the Disability Resource Center. Also a peer tutoring component primarily focused on developing reading and/or writing skills.	Tutor
<b>Advising Services</b>	211002	1	\$2,200	Peer Assistant/Tutor: Assist eligible students to utilize the resources available at the Disability Resource Center. Also a peer tutoring component primarily focused on developing reading and/or writing skills.	Tutor
<b>Admissions</b>	213001	1	\$2,200	Web Design/ Imaging supervisor	Graphic/web Design
<b>Career Services</b>	213004	1	\$2,200	Student coordinator - New U Linking community to Learning. Support the activities of the New U initiative Group.	Program Assistant
<b>Career Services</b>	213004	1	\$2,200	Student coordinator - New U Linking community to Learning. Support the activities of the New U initiative Group.	Program Assistant
<b>Counseling Center</b>	213008	1	\$2,200	Career Tutor: Assist students in using the Discover Program, the STRONG Interest Inventory and other resources to research careers and major fields of study.	Tutor
<b>Inclusion and Diversity</b>	216085	1	\$2,200	Student Network System Analyst	Graphic/web Design
<b>Inclusion and Diversity</b>				College Bound Pipeline Student Connector: Develop responsibilities for implementing leadership skills for connecting to under-represented and under-served populations in the service region of WSU.	
<b>MW</b>	216088	1	\$2,200	Work with college Pipeline Program.	Program Assistant
<b>Health Services</b>	335000	1	\$2,200	Wellness Website Design	Graphic/web Design
<b>Health Services</b>	335000	1	\$2,200	Publicity Coordinator. - RAES Wellness Room Program Coordinator.	Program Assistant
<b>Registrar</b>	213003	1	\$2,200	Assistant to the Registrar: Assist with special projects such as web site development and online forms development.	Graphic/web Design
<b>Off campus contract</b>		1	\$2,200		Liaison
<b>Totals</b>		56.5	\$124,300		

<b>Types of positions</b>	56.5
Tutor	6
Program Assistant	14
Graphic/web Design	7
Research	3
Lab Support	8
Teaching Assistant	9.5
Intern	4
Liaison	5

Innovation Work Study		2008-09	Appendix 6		
Department	Cost Center	# of Positions	\$ for Positions		Types of positions
Athletics Advising	334671	1	\$2,200	Science Support Group Leader: Provide tutoring support to groups of student athletes.	Tutor
Athletics Advising	334671	1	\$2,200	Science Support Group Leader: Provide tutoring support to groups of student athletes.	Tutor
Media Services	212002	1	\$2,200	Application support Trainer	Program Assistant
Study Abroad	215003	1	\$2,200	Coordinator, Ambassador Program: Manage student ambassador program and assist director in institutionalizing program. Manage requests for Ambassador from Orientation and other Classes and schedule tabling and other outreach activities.	Program Assistant
Office of Continuing Education	217029	1	\$2,200	Program Assistant, Development: Support the Director of OCED in execution of the University's outreach activities for regional economic development and travel study.	Program Assistant
Office of Continuing Education	217029	1	\$2,200	Program Assistant, Training: Support OCED staff in execution of University's activities in customized training, leadership training and conferences.	Program Assistant
Retiree Center		1	\$2,200	Graphic Project Coordinator	Graphic/web Design
Accounting		1	\$2,200	Research Assistant - Lean Accounting	Research
Health Education and Rehab Science	210522	1	\$2,200	Exercise Science Lab Supervisor	Lab Support
Physical Education Sport Science	210105	1	\$2,200	RTTR Travel Study Assistant: The position gains first hand knowledge of the intricacies involved in the coordination, promotion, delivery and evaluation of domestic and international travel-study programs.	Program Assistant
Counselor Education	210113	1	\$2,200	Research Assistant: Assist professor in two huge, year-long research studies involving data gathering, organization, and analysis. Attention to detail and reliability are essential.	Research
Special Education	210113	1	\$2,200	Assist with advising from student's perspective, help SPED students with computer applications, assist with coordination of School After School Program by serving as liaison with parents, children, and department	Liaison
Dean of Education	210200	1	\$2,200	Teacher Education Certification/Admissions	Teaching Assistant
Dean of Education	210200	0.5	\$1,100	Teacher Education Certification/Admissions	Teaching Assistant
Maxwell Child Center	214015	1	\$2,200	Children's Center Teacher 2 positions	Teaching Assistant
Maxwell Child Center	214015	1	\$2,200	Children's Center Teacher 2 positions	Teaching Assistant
Psychology	210109	1	\$2,200	Teaching Assistant in Statistics: Assist in constructing practice exams and review sheets and in other areas of study.	Teaching Assistant
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Psychology	210109	1	\$2,200	Teaching Assistant in Statistics: Assist in constructing practice exams and review sheets and in other areas of study.	Teaching Assistant
Music	201205	1	\$2,200	Assistant: Graphic Design applications in Music Performance	Graphic/web Design
Music	201205	1	\$2,200	Assistant: Band manager	Teaching Assistant
Music	201205	1	\$2,200	Assistant: Band manager	Teaching Assistant
English	210509	1	\$2,200	Human Rights Commission Intern	Intern
History	210515	1	\$2,200	Primary document Assistant	Research
Philosophy	210516	1	\$2,200	Critical thinking Lab Assistant: Monitor Critical Thinking [Phil 110] students as they take exams and after becoming proficient with the CT curriculum tutor students in the Critical Thinking course. - Undergrad Education Research	Lab Support

				Critical thinking Lab Assistant: Monitor Critical Thinking [Phil 110] students as they take exams and after becoming proficient with the CT curriculum tutor students in the Critical Thinking course. -	
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<b>Arts Administrator</b>	210528	1	\$2,200	Writer: web design, graphic arts	Graphic/web Design
<b>Theater/Dance</b>	210534	1	\$2,200	Production Assistant: Assist Production Manager in day-to-day operations of theatrical production.	Program Assistant
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<b>Geoscience</b>	210502	1	\$2,200	WRC Outreach Coordinator	Liaison
<b>Geoscience</b>	210502	1	\$2,200	Lab technician & TA	Lab Support
<b>Geoscience</b>	210502	0.5	\$1,100	Flume Lab Coordinator primarily responsible for helping to develop ten community outreach initiatives of the new WSU Geoscience Sediment Transport and Rivers Studies Flume Lab	Lab Support
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<b>Career Services</b>	213004	1	\$2,200	Student coordinator - New U Linking community to Learning. Support the activities of the New U initiative Group.	Program Assistant
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<b>Inclusion and Diversity</b>	216085	1	\$2,200	Student Network System Analyst	Graphic/web Design
<b>Inclusion and Diversity</b>				College Bound Pipeline Student Connector: Develop responsibilities for implementing leadership skills for connecting to under-represented and under-served populations in the service region of	
<b>MW</b>	216088	1	\$2,200	WSU. Work with college Pipeline Program.	Program Assistant
<b>Health Services</b>	335000	1	\$2,200	Wellness Website Design	Graphic/web Design
<b>Health Services</b>	335000	1	\$2,200	Publicity Coordinator. - RAES Wellness Room Program Coordinator.	Program Assistant
<b>Registrar</b>	213003	1	\$2,200	Assistant to the Registrar: Assist with special projects such as web site development and online forms development.	Graphic/web Design
<b>Totals</b>		55.5	\$122,100		

<b>Types of positions</b>	55.5
Tutor	7
Program Assistant	10.5
Graphic/web Design	7
Research	3
Lab Support	10.5
Teaching Assistant	11.5
Intern	3
Liaison	3