

**Winona State University  
Five Years Later:**

**A Report on the Impact of the  
New University/  
Winona Experience/  
Learning for the 21<sup>st</sup> Century (L21)/  
Innovation Funding  
Experience**

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## PREFACE

This document is a before and after snapshot of WSU. It is not meant to be an in-depth, all-encompassing assessment of all the New University/Winona Experience/Learning for the 21<sup>st</sup> Century/Innovation Funds initiatives. There was no single standard for evaluating projects, especially early on, and many of the later initiatives are still “too new” for meaningful assessment. This document instead focuses simply on what has survived and what has fallen by the roadside.

Second, this report is a “snapshot” of a moving target. In the five-six months spent collecting data, actions planned may have already been completed (or abandoned) or plans changed. Please bear in mind “current status” is a relative term.

Third, this report is not meant to be a comprehensive fiscal analysis. Such a complex undertaking is the province of the university accountants. Dollar amounts cited throughout this document reflect only initial allocations. One can not add everything up to determine “total” expenditures. In fact, many initiatives came in “under budget” and funds were recouped and reallocated, or funds were carried forward and a “one year” allocation actually covered two or more years’ worth of activities.

Finally, this report only “follows the money,” the 144 cost centers specifically established to fund activities specifically labeled New University, Winona Experience, Learning for the 21<sup>st</sup> Century (L21) and Innovation Funds accounts. It does not cover actions of many faculty and staff who embraced the principles of the overall endeavor and initiated changes at no cost or within budget.

## ABSTRACT

In June 2003, Winona State University began a planning process to create a “new university.” Faculty, staff, students and administrators engaged in visioning sessions, benchmarking visits, literature reviews and other activities to identify the characteristics that would be the hallmark of a university preparing students for life in the 21<sup>st</sup> century.

This was a massive undertaking. Some 253 individuals are on record as having participated in study groups, work groups, grant projects and institutional activities. This total does not include those who attended visioning conferences and brown bag lunches nor does it include a count of the students who participated in these activities as well as those students who were (and continue to be) directly impacted by the curricular and extracurricular changes that have occurred. Employees represented every college, 36 academic departments and programs, 25 program units and all administrative offices. (

There has been tremendous change. Curricular changes focused on interdisciplinary offerings, hands-on experiences, team teaching, experiential learning, and out-of-classroom experiences such as internships and travel study, study abroad and service learning. In tandem with curricular change, there appears to be a heightened interest in research on campus, and the university now sponsors an annual spring student-faculty symposium.

The Center for Mississippi Studies and the Residential College themed living and learning communities promote interdisciplinary work. The new community liaison officer and the Center for Engaged Research Teaching and Scholarship continue to expand and promote out-classroom learning. The new faculty development program will encourage a growing commitment to experiential learning.

In the area of student services, the university has just established the integrated academic services center and in fall 2008 will break ground for a new wellness center. Expanded tutoring, supplemental instruction activities and career development services are available. In terms of the first-year experience, a Common Book program has been implemented. The university also now employs an arts and lectures administrator. The Integrated Academic Services program and the Wellness Center initiative broke down silos between administrative offices. A newly proposed “one-stop shop” for faculty and staff to be constructed in Maxwell Hall will co-locate other service units and offer opportunities for cross-office interaction.

The combined efforts of the overall initiative have resulted in expanded ties with the community. Partnerships with area schools have expanded. Internships and service learning projects have strengthened or established new relationships with area businesses and service agencies. OCED has expanded contacts through a variety of initiatives. An expanded University Advancement staff is securing increased external funding.

Initiatives were successful when large collaborative groups worked as teams and projects “fit” into the existing university structure and traditional practices. Difficulties were encountered when only one or two advocates spearheaded an initiative, there was a lack of infrastructure (or restructuring) to sustain initiatives, and limitations imposed by collective bargaining unit agreements could not be resolved.

## INTRODUCTION

In June 2003, Winona State University President Darrell W. Krueger decided to challenge the Winona State community to create a “new university.” A charge “to dream” was given to faculty, staff and students at a “Framing Our Destiny” Leadership Retreat on August 25-26, 2003. What ensued was an institution-wide visioning, planning and implementation effort that was meant to fundamentally change the university. Five years later, it is time to examine the impact of the “new university” initiative. What were the successes? What were the failures? What are the lessons learned? Most importantly, what has changed?

## A BRIEF HISTORY

In fall 2003, four Study Groups were charged with researching “best practices” and identifying initiatives that could form the core of a “new University.” As work progressed, an additional Study Group was established to focus on Rochester Center possibilities. The Study Groups and their assignments were:

*Philanthropy* – How do we develop a “culture of philanthropy” at WSU and increase private giving and public support?

*Business/Community Partnership Development* – How can WSU cultivate external relationships and create entrepreneurial lifelong learning opportunities for students, faculty and external partners?

*Services and Student Support* – How can we transform delivery of student services to promote synergy and “a culture of caring” and more closely link in-class and outside-of-class experiences?

*Program Excellence/Quality Study Group* – How can we optimize scholarship, teaching and learning at WSU?

*Rochester Center* – What “new university” activities are appropriate for the Rochester campus?

A Steering Committee consisting of constituency group representatives, administrators and study group representatives was established to facilitate communication between the Study Groups. To guide the overall process, three visioning conferences were facilitated by an external consultant (November 24-26, 2003; March 22-23, 2004; and May 10-12, 2004).

By spring 2004, the “big ideas” that emerged via the Study Groups included:

- Define and promote experiential learning
- Develop a full-blown academic service learning program
- Develop internships and remote internship sites service learning programs
- Establish three Centers of Distinction (linked to Academics and the world)
- Center for Mississippi River Studies
- Center for Economic Development
- Center for the Arts
- Develop Center for Teaching and Learning

- Develop a First-Year Experience Program (interdisciplinary studies with purposeful connections) through learning communities and vibrant experiences)
- Develop a Global & Interdisciplinary Learning Through Travel Study program
- Establish a Student Portfolio (reflection on learning) program
- Develop a capstone experience
- Develop a fine arts & lecture series (engaging, connected student activities)
- Establish an Integrated Academic Services Model
- Develop a holistic (four-year) career development program
- Develop a Multi-Cultural Learning Center in Rochester
- Develop ESL and Language Acquisition programs in Rochester
- Develop a Study Abroad program for working adults in Rochester
- Expand fund-raising and communications staffing in University Advancement
- Establish a Wellness Center/Health Park
- Provide grantwriting incentives
- Employ Associate Deans
- Increase opportunities for student employment

Another 858 “emerging” ideas were generated through the visioning conferences, brown bag lunch discussions, a Blackboard discussion site and suggestions from departments, committees and individuals. These were grouped by functional subject areas and duplicates were deleted, resulting in a final list of 303 ideas. These were referred to the administration for consideration.

In fall 2004, eight new Work Groups were established to develop implementation plans for selected “big ideas” in an effort that was now referred to as the “Winona Experience.” A Steering Committee (constituency group representatives, administrators and work group representatives) was established to facilitate communication between groups. The “ideas” to be addressed were:

Academic Initiatives – capstone experiences, portfolio development and review (majors and University Studies), interdisciplinary approach to university studies (first two years, learning communities), interdisciplinary Centers of Distinction, out-of-class experiences (internships [local and distant], service learning, travel study [domestic and international], field study, study abroad, etc.) and academically-oriented student employment opportunities

Experiential Learning Institute – a center for teaching and learning and faculty and staff professional development

Wellness – a “one-stop” center for holistic wellness promotion

Technology/Portal - Technology/portal development for use in various Winona Experience initiatives such as student services, portfolios and others, taking into consideration consistency of structure and use and making recommendations for implementation and future use

Campus Activities Coordination - coordination and expansion of campus activities including lectures and special events

Integrated Academic Services – establishing integrated academic services in a co-located area)

WSU-RC Multicultural Learning Initiative – establishing a Multicultural Learning Initiative to promote inclusive excellence on the Rochester campus

Linking Community to Learning - philanthropy-advancement, college involvement, grants, partnership resource network, and career development

Mid-summer 2005 saw the arrival of a new President, Dr. Judith Ramaley, who broadened the feel and scope of the endeavor when she changed the name of the New University/Winona Experience initiative to “Learning for the 21<sup>st</sup> Century,” which promptly became known by the acronym L21. The nomenclature “L21” is gradually evolving into the terminology “Innovation Funds.” The focus of new investments is on activities in which members of the community seek to:

- Learn differently.
- Work together differently.
- Make a meaningful difference.

The obvious question is: Is WSU a different institution than it was in 2003?

## IMPLEMENTATION

Throughout the study, planning and implementation phases, funding was made available for exploration of ideas complementing the evolving principles of the overall initiative. At different stages, internal requests for proposals focused on generating “big ideas,” developing implementation plans, blending the culture of learning with the culture of community, developing interdisciplinary and community-based initiatives and supporting student-faculty research and creative scholarly activity.

There were 25 Challenge Grants awarded for FY04 and 26 Challenge Grants awarded for FY05; 14 Phase I awards were made in summer 2005, 28 Phase 2 awards in FY06 and 15 Phase 3 awards in FY07. Some early awards had a “rolling” application deadline, which means they may have been started at any time during a given FY. Many awards required extensions and work spanned two or more years. As a result, some awards led to the L21/Innovation Funded projects, some led to other awards, some overlapped and some were independent.

The Appendix of Awards describes all the above awards as well as the L21/Innovation funds that were established over the last five year. Funding mechanisms were as follows:

Announcement - December 1, 2003 (Proposals were accepted on a rolling basis until the end of the academic year)

Grant Title - Winona Experience: Generating “Big Ideas” Request for Proposals from Departments and Units in Academic Affairs (a.k.a. Challenge Grants -- FY04)

Purpose – “Funding to support efforts that will gather knowledge, provide models of change, and create 'big ideas' that will advance the development of the Winona Experience vision”

Awards – \$3,000 - \$8,000 for reassigned time for a process or project coordinator; support resources such as materials, documents, common readings; support to enable departmental or unit retreats and learning processes; travel to other institutions to gather knowledge of best practice and other models; external consultants to provide expert input or guide processes;

student or staff support to gather, compile and disseminate resources for use in design development; or other relevant uses.

Announcement – December 15, 2004 (Announcement date is approximate.) - Proposals were accepted on a rolling basis until the end of the academic year.

Grant Title – Winona Experience Study and Implementation Planning Challenge Grants Awards (a.k.a. Challenge Grants – FY05)

Purpose – “To complete study and prepare comprehensive implementation plans or initialize implementation strategies for initiatives that will propel The Winona Experience from vision to reality”

Awards – Up to \$8,000 for resource materials; travel to other institutions to gather knowledge of best practice and other models; external consultants to provide expert input; retreats to develop implementation plans; reassigned time for a project coordinator or grantwriter; student or staff support to gather, compile and disseminate resources for use in implementation planning; or other relevant expenses.

Announcement – April 20, 2005 (Announcement date is approximate.) - Proposals were due between May 11, 2005, and May 31, 2005 (for summer projects).

Grant Title – Implementation Plan Request – Phase I (a.k.a. Winona Experience Grants)

Purpose – To support work on “plans that will begin the implementation of the Winona Experience key Academic Initiatives (that) will create the foundation and stimulate the transformation of Winona State University.” Application categories included Investment in Purposefully-Designed Learning Opportunities, Investment in Person and Learning -- Academically-Related Work Experience, Investment in the Person -- Guiding Academic and Life-Long Goals, and Investment in Place – From Taking Care of Campus to Improving the World.

Awards – Unspecified amounts for resources materials; travel, software, external consultants/speakers/presenters; reassigned time for specific project implementation; student or staff support; development or training resources or other relevant expenses.

Announcement – Announcement of establishment of initial L21 accounts was made in fall 2005.

Grant Title – L21 accounts, now known as Innovation Funds accounts.

Purpose – These accounts were established to support the major initiatives identified through the work of the Study Groups and Work Groups.

Awards – A total of \$1,170,800 was allocated in FY06, \$400,000 in FY07 and \$365,623.52 in FY08.

Announcement – Announcement date is approximate. Proposals were due November 29, 2005.

Grant Title – Learning for the 21<sup>st</sup> Century Phase II Implementation Proposals: Interdisciplinary and/or Community-based Initiatives (a.k.a. Phase II Awards)

Purpose – “To implement and/or design NEW interdisciplinary and /or community-based learning initiatives which contribute to and/or complement the expansion of Learning for the 21<sup>st</sup> Century activities”

Awards – Up to \$10,000 for resource materials, research supplies, reassigned time or summer duty days, a project coordinator, student or staff support or other relevant expenses.

Announcement – April 14, 2006 with final proposals due June 13, 2006

Grant Title – L21 Request for Proposals - Innovation in the Academic Agenda (a.k.a. Round 3 Awards)

Purpose – Support for Student-Faculty Research and Creative Scholarly Activity such as disciplinary and interdisciplinary research, creative scholarly activity, integrated capstone

experiences, research on class redesign and/or applying the science of learning, research on community-based learning or leadership development, and faculty/staff involvement in civic engagement and creating solutions.

Funding – Up to \$12,500 for resource materials, research supplies, reassigned time or summer duty days, research student stipends, a project coordinator, student or staff support or other relevant expenses.

## **WHAT IS DIFFERENT**

The following sections list changes that have been made in the categories of curriculum, student services, community relationships, faculty development, research, inclusion/diversity and recent innovation funding initiatives. (The Appendix of Awards provides more detailed information on all cost 144 centers tracked in preparation of this document.)

### **Curriculum Changes**

Curriculum change focused on five main areas: 1) the development and redesign of courses or programs, 2) instigation of internships, 3) creation of service learning opportunities, 4) expanded travel studies opportunities, and 5) internationalizing the campus.

#### ***Courses and Programs***

##### Art

The art department developed and offered a two-credit Drawing for the Sciences course for science students. The course will be offered each spring.

##### Arts Administration

A new interdisciplinary degree in Arts Administration will be offered in fall 2008.

##### Biology

The Biology Department created a nationally-accredited program in Clinical Laboratory Science (CLS).

Two faculty redesigned the megasection BIO241 course Basics of Life (required for first-year biology majors) using a crime scene investigation theme. Teaching BIO241 rotates between three faculty. Two of them have offered the Crime Scene Investigation version three times and plan to continue to do so.

One faculty member redesigned the BIO242 course (freshmen biology for majors) to focus less on conventional lab exercises and to instead include a research component. Each student completes a 13-week project that culminates in a presentation at a local school. The course continues to be offered annually.

##### Computer Science

The Computer Science Department made a comprehensive change in the curriculum with the development of four new interdisciplinary tracks: 1) computer information systems (business administration and management information systems & operations), 2) bioinformatics (biology and chemistry), 3) human computer interaction (psychology) and 4) geographic information systems (geoscience and geography). The first tracks were offered in fall 2005. (Currently the geographic information systems track is not being offered until the overall number of computer science majors increases.)

A revised Computer Science minor was offered in fall 2006 and a new Computer Technology minor was offered in spring 2008.

Faculty developed and team-taught a new interdisciplinary course, CS245 Mathematical Foundations of Algorithms, in fall 2005. The course is now offered each fall as CS275, Mathematical Foundations of Algorithms.

### Chemistry

In fall 2005, faculty developed an interdisciplinary Forensic Science course (satisfying the University Studies Critical Analysis area) to meet the needs of Criminal Justice majors and other non-chemistry majors. The course is offered each spring and includes a field trip to the Bureau of Criminal Apprehension in Saint Paul.

### Child Advocacy Studies

Faculty developed an interdisciplinary Child Advocacy Studies (CAST) curriculum with internships to provide professionals working with children a common knowledge base for responding to child maltreatment. Three courses were developed and offered in 2005-2006. Today, WSU offers an 11-semester-hour Child Advocacy Studies minor. Nine regional universities have entered into discussions to develop CAST curriculum standards and host sites. Discussions on establishing a Child Advocacy Center and a search for funding for same began in fall 2006. A Board of Directors is in place and a needs assessment for a capital campaign has been completed. Discussions of a possible merger with the Family & Children's Center are underway.

### Education

In fall 2005 a significantly revised Investigative Science 1 course was offered as an interdisciplinary class (biology, chemistry, education, geoscience, and physics) required for certain elementary education majors. It's offered each semester.

The WSU Education Department, Rochester Public Schools and Winona Area Public Schools developed a Post-Baccalaureate Teacher Licensure program to provide innovative, alternative pathways to Teacher Licensure for people who already possess a Baccalaureate degree in an appropriate content area. Six students completed this program in June 2007 and six students began the program in Summer 2007.

In terms of a potential K-12 reading licensure program, course structures have been readied, syllabi prepared, and market demand has been assessed in preparation for MnSCU approval.

### English

The English Department developed a comprehensive TESOL (Teaching English to Speakers of Other Languages) program. WSU offers an M.A. English-TESOL, a B.S. Major TESOL (Licensure), a B.A. Minor TESOL and a B.A. Major Applied Linguistics. TESOL certificate options are available for international students. In summer 2008, an English Language Center began offering summer programs for international students to improve their language skills.

### Health Exercise and Rehabilitative Science

A study completed provided justification for improving HERS laboratory facilities. The new hi-tech laboratory installed in third floor Maxwell Hall will provide students more sophisticated hands-on experiences.

### Interdisciplinary

The Center for Mississippi River Studies was constructed “by gathering existing river related endeavors, amplifying them and creating new student-focused opportunities.” Key to the Center’s establishment was the summer 2005 acquisition of the *WSU River Explorer* houseboat to be used as a floating classroom for river-related courses and other experiential learning opportunities. There are now 56 river-related courses in 15 departments and numerous community outreach offerings.

### Physical Education and Recreation

The departments of Physical Education & Recreation and Marketing created an 18-credit-hour online interdisciplinary graduate level Sports Management program of study. The program is an emphasis within the Educational Leadership Master of Science Degree program. It can also stand alone as a Sports Management Graduate certificate program.

### Mass Communication

The Mass Communications Department secured new digital cameras and editing equipment allowing it to expand hands-on experiences for broadcast students.

### Math

A faculty team developed and taught an experiential learning focused Math 100 course in fall 2005 and spring 2006 semesters. The course materials were shared with other faculty and distributed to in-service teachers. While the lead faculty member has not taught the course again, the modules developed, that addressed experiential learning, probability, statistics, networks and logic, are being used in other courses.

### Social Work

Participants developed and offered a course on Multicultural Issues in a weekend seminar format in fall 2005. The course is designed to empower Social Work students to better serve diverse populations and includes intensive community-based service learning projects. The course has been offered four times on the Rochester campus. The course will be offered on the Winona Campus during the fall 2008 term and will be offered each spring in Rochester.

### Special Education

Faculty developed an Early Childhood Special Education graduate level degree program involving an advisory group of administrators from 30 school districts. The program is expected to be offered in fall 2008. Work on an undergraduate program in the same field will take place in 2008-2009 with an estimated implementation date of fall 2009. An emotional behavioral disorders licensure program will also be developed.

### Theatre and Dance

An interdisciplinary arts class was developed which requires team teaching by a THAD instructor, either in Theatre or Dance, and an instructor from another department. The specific topic for the first offering was “an interdisciplinary and collaborative approach to the concept of Time through the fields of dance and geoscience.” “Making Interdisciplinary Connections” (THAD295) was offered in spring 07 and spring 2008. Offering the course each year is dependent on funds being available to support two faculty salaries. There are no plans to offer the current course next year.

## ***Internships***

### Business Administration

Students in Strategic Management (BUSA495) course completed projects to learn about international connections at Ashley Furniture, Fastenal, Ticona, Watkins and Watlow. Through those contacts, a Topics in Business-Doing Business in China (BUSA 376) course was developed and offered in spring 2007 and spring 2008. The department plans to incorporate the course into the curriculum on a continuing basis.

### Communication Studies

The Communication Studies Department is more systematically using alumni contacts to place students in better internships, specifically in Minneapolis and Chicago. Faculty are also working closer with alumni employed at Fastenal in order to improve on opportunities there.

### Computer Science

Community-based learning was incorporated into two Computer Science courses in 2006-2007. Students in CS471 and CS482 participated in two collaborative projects, one with Federated Insurance (Owatonna) and one with WSU-OCED. The spring 2008 CS471 class worked with Mugby Junction. The faculty member plans to incorporate such experiences in future sections of the two courses.

### Management Information Systems & Operations

In spring 2007, students in the Management of Information Technology in Practice (MIS482) class completed internship experiences at the City of Lewiston, Merchants Bank- Winona, Seven Rivers Alliance, Small Business-Lewiston, Small Business-Winona, WSU-Information Technology, WSU-International Office, WSU-Library, WSU-OCED and WSU-Water Resources Board. The faculty member deemed the effort too time intensive to continue without financial support for summer work and academic year funding for a work study student.

### Psychology

A psychology professor attempted to develop internship program for liberal arts and sciences majors university-wide. An application process and policy was developed and 12 possible sites were identified. After two years, the comprehensive program was abandoned as being too labor-intensive without an adequate infrastructure. However, the faculty member will continue offering internships within the psychology department.

### Statistical Consulting Center

A Statistical Consulting Center, to be housed in Maxwell Hall in fall 2008, will give statistics students hands-on experiences in study design and data analysis by providing statistical consulting for research being conducted internally by faculty and staff and for external projects conducted by partners in the WSU community.

## ***Service Learning***

### Nursing

The Nursing Department in Rochester enhanced community health experiences for seniors in academic year 2005-06 through development of a new service learning model and expanding opportunities. Faculty crafted experiences with agencies targeting five populations: the elderly at the Rochester Senior High Rises, school-age children in Rochester and Byron, high risk families, adult immigrants and refugees through the Hawthorne Education Center and pregnant women at the Olmsted Medical Center. Students participating invest approximately 80 hours in

community service between fall and spring semester. The faculty hope to expand efforts in the Rochester Public Schools in cooperation with the Mayo Clinic.

In a one-time project in fall 2006, students in the Community Health course conducted a survey on health needs among the Latino/Hispanic and Hmong communities. This resulted in a grant proposal funded by the Center for Integrated Health Science Education and Practice (CIHSEP) which “aimed to teach undergraduate health promotion students effective practice in diverse settings.” Community/student collaborations produced pamphlets and posters on such issues as diabetes in the Hmong population, Hmong Youth programming, alcoholism among Hispanics and breast screening for Hispanic women.

### Paralegal

A Community Based Paralegal Clinic was established in cooperation with the Southeast Minnesota Legal Services office and the Center for the Protection of Children. The Clinic is a non-credit, community service program where students voluntarily arrange their own experiences. The Paralegal Clinic has worked with the Mayo Clinic to add another partner, Latino Unidos.

### Residential College

WSU offers a 6-credit travel seminar (3 credits RESC150, Insights and Implications: Service-Learning in St. Croix; 3 credits WS348, Topics in Women’s and Gender Studies: Gender, Race, and Class in St. Croix) with an 11-day service component at three service learning sites on the island of St. Croix in the U.S. Virgin Islands (Queen Louise Home for Children; Women’s Coalition of St. Croix; U.S. Fish and Wild Life Services). It has been offered for the past three years (including May 2008).

### University-Wide

In 2007-08, WSU established a Center for Engaged Teaching, Research and Scholarship (with a half-time Director) to focus on increasing opportunities for all students to experience engaged learning through supporting faculty, partners and students in courses and projects that connect discipline-based research with community issues. Fall highlights included work on local flood relief, receipt of a \$20,000 Minnesota Campus Compact Water Project grant, development of a web site and a “Beyond the Books” service learning guide.

In spring 2007, a course again offered students an opportunity to perform community service projects in New Orleans, and the All-University CERTS Committee began meeting and to work on expanding the “Day in the Community” idea, planning for long-term flood recovery efforts and designing programs for 2008-2009 to increase the number of engaged courses/course-components offered.

### ***Travel Study***

A policy and procedure was developed for travel study course proposals along with course evaluation instruments. Travel Study Programs are offered through and managed by OCED. The Travel Study program is proving to be an attractive student offering and is continuing to expand. Often travel involves service learning. For example, Geoscience has joined with College of Education and College of Business faculty in their on-going project in Costa Rica to study the impact of the development of tourism and create a plan for sustainable tourism development in Playa Dominical. Often travel study opportunities involve short trips overseas. (Formal Study Abroad programs are coordinated by the office of the Dean of International Studies.)

### ***Internationalizing the Campus***

Prior to the “new university,” international programming was decentralized. International students were served in Student Services. The College of Liberal Arts organized study abroad opportunities and ACEED (forerunner of Outreach and Continuing Education-OCED) offered a variety of travel studies programs. Now all international activities are integrated and coordinated by an Associate Vice President for Academic Affairs/Dean of International Studies. OCED still administers travel studies, but in close contact with the International Studies office.

Evidence of program integration is seen in such events as International Education Day and Study Abroad Days which are designed to recruit American students. The Director of International Students and Cultural Outreach reports to this Dean, as does the Assistant Director who is temporarily assigned part-time to administer Study Abroad activities. (A search for a full-time Study Abroad Director is under consideration.)

Coordination with the Registrar, Financial Aid, and Business Offices at WSU has streamlined the study abroad process. The Study Abroad website has been expanded, is user friendly and has a downloadable general application form for all programs. WSU offers programs now at 11 schools in ten countries.

In addition to students studying abroad (in both “directions”) visiting scholars have been invited to WSU. Faculty exchanges and administrator visits have been arranged with Misra and Hebei University of Technology (HUT).

In summer 2008, an English Language Center began offering summer programs for international students to improve their language skills. WSU also has made changes in its Residence Life program to “internationalize” students’ life experiences. In FY06, a student coordinator was employed to provide guidance and supportive programming for international and American students who chose to pair up as roommates. The pairings (70-80 rooms) continued in FY07, but without supportive programming. FY09 will see a restoration of programming.

## **STUDENT SERVICES**

### ***Arts and Lectures***

The institution now has an Arts and Lectures Administrator who coordinates Lyceum activities, maintains an arts calendar and web site, and works with the Great River Shakespeare Festival and Frozen River Film Festival. The new office will provide internship opportunities for students enrolling in the new arts administration program.

A separate project, The Mission of the American Democracy Project (ADP), is an American Association of State College and Universities (AASCU) initiative taking place on 219 AASCU campuses. The project “seeks to create an intellectual and experiential understanding of civic engagement for undergraduates. The program was initiated with university funding prior to FY08. Generally, 6-7 informative events are planned each year -- films, panel discussions and lectures -- on such topics as the “military-industrial complex,” the Supreme Court, Facebook, counterterrorism and high education funding.

Though not funded through the new university initiative, it would be remiss to omit mention of two programs that developed in harmony with the goal to offer meaningful extracurricular experiences. The library now hosts a weekly academic year Athenaeum program of lectures, discussions and performances “that explore and enhance the intellectual life of the University and the region,” and the English Department hosts an annual Celebration of the Book series of lectures, presentations and other “book-related” activities.

The departments of theatre and dance, music, and art collaborated to promote all the “arts” on campus, presenting a showcase during orientation week in fall 2005, during which demonstrations of dance, music and theatre were held in the PAC and an ice cream social was held at the Watkins gallery. While faculty believed the impact of this project was positive, the timing of the event proved to be problematic. First, organizing the event involved a significant summer time commitment (unpaid) on the part of the faculty, and second, student performers, particularly the musicians and dancers, did not have sufficient time to rehearse before the event. It has not been repeated.

One unique interdisciplinary initiative resulted in a new permanent art display on campus in spring 2006. The project involved students in developing an interpretative “path” from the Science Laboratory Center atrium up the stairs to the third floor of the building. The pathway consists of art students’ prints and ceramic pieces that were created based on concepts of evolutionary biology with a focus on the Precambrian Era. As a whole, the works illustrate (in geologic time) the evolutionary history of planet Earth. The works were produced by two art classes (ceramics and printmaking).

### ***First-Year Experience***

Two major changes in the first-year experience grew out of the new university initiative: the Common Book project and linked “learning and living” courses at the Residential College. The Common Book project, initiated in fall 2005, connects incoming first-year students with readers in the university and the community as they join together in the reading of a “Common Book.” In concert with the shared reading are numerous extracurricular events and activities related to the content and theme of the shared text. Readership and participation and use of the book in the curriculum have increased each year.

In fall 2006, the Residential College offered first-year introductory seminars (in lieu of the traditional orientation courses) and piloted linked courses in the Residential College. There was insufficient funding to continue the project. The Residential College now supports continued offering of the linked “living and learning courses” in the Residential College and nine themed opportunities will be available next year. The program continues to evolve, with development of an Oxford-like “house” structure to be established in fall 2008 with a goal of more fully integrating academics into the social fabric of the university.

Two new initiatives were implemented in Orientation, a parents’ first-week card program and a “Transfer Day of Business” program. The parents’ first-week card program is continuing. The Transfer Day of Business was replaced. One faculty member partnered with local sporting goods store to offer an “Outdoor Orientation” program, but the program required a great deal of time and effort on the part of the business partner and it will not be offered again.

### ***Integrated Academic Services***

One of the most significant and most visible changes in student services was the Integrated Academic Services initiative. Plans were developed to redesign and integrate enrollment processes, and co-locate and integrate technological support in the “one-stop shop.” Participating areas are Admissions, Advising & Retention, Career Services, Financial Aid, Parking the Register’s Office and Student Accounts. The Integrated Academic Service Center moved into “old” Maxwell in summer 2008. Obviously, it is too early to assess the impact of the change.

### ***Mentoring/Tutoring Services***

The Supplemental Instruction initiative provides academic assistance through regularly-scheduled, informal study sessions in which students learn how to integrate course content and study skills while working together under the guidance of a student who has already excelled in the course. While the program has been successful, it has suffered from “not going to base” that is, with funding uncertain from year-to-year, employees can only be hired on a fixed term basis, creating year-to-year turnover.

Advising and Retention also worked with several departments to combine current tutoring services. A centralized webpage for Academic Assistance across campus ([www.winona.edu/tutoring](http://www.winona.edu/tutoring)) was created, and the number of peer tutors employed was greatly expanded. In 2008, this Academic Assistance Center (AAC) will move to a larger location in Krueger Library and initial discussions have begun to invite other departments to house their tutors in the Library.

A Leadership/Mentoring course, ED498, was developed. During spring semester 2005 two sections of ED115, Improving Reading and Study Skills, were offered to students placed on academic warning at the end of fall semester 2004. Students in one of the ED115 sections received the additional benefit of being matched with student mentors, orientation leaders who had completed a 1-credit leadership class, ED498. Analysis suggested the use of mentors did not have a significant impact on student outcomes. The course ED115 continues to be offered, but rather than matching students with mentors, participants are encouraged to take advantage of the Supplemental Instruction tutoring services now available.

A separate Mathematics and Statistics Tutoring Center, involving upper-level students as tutors for their peers in introductory courses, will begin operations in fall 2008.

Also as a separate initiative, the Marketing Department developed a mentor program linking incoming freshmen with upper-class Marketing students in a section of the Introduction to Higher Education course. The program was offered for three years, but the instructor left the department and the course was discontinued.

### ***Career Development***

Staff was expanded with the addition of a full-time administrative assistant and a full-time associate director in Winona and a half-time career services position in Rochester. The number of one-on-one student appointments and workshops and class presentations has increased, allowing the area to serve more students. Eleven podcasts are available online and accessible 24/7. An online Student2Work initiative, developed in collaboration with the Financial Aid office, offers area employers and campus departments access to a site where they can post student

help openings, work study positions available on and off campus, and area part-time job openings. Prior to expansion, career services were offered in Rochester one day a month during the academic year. Today, a Rochester-based half-time career counselor is available on a daily basis. Staff in both Winona and Rochester piloted an alumni mentoring program last year in collaboration with Alumni Affairs.

### ***Wellness***

Construction on a new Wellness facility will begin in fall 2008. The facility will house the Fitness Center, Counseling Center, Health Services, and the Wellness Resource Room currently located in Wabasha Hall. It will also be home to the Resource Advocacy Education and Support (RAES) program which trains students to become student health advocates.

Several separate initiatives complemented the wellness initiative. The Health Service sought and secured full 3-year accreditation in March 2006. A faculty member identified resources and developed a nutritional resource web site. A pilot student-athlete wellness and substance abuse prevention program encouraged WSU to begin participating in fall 2006 in the NCAA Champs/Life Skills program. Another project designed, implemented and evaluated a social norming marketing campaign to reduce underage and high risk alcohol use among first-year students. The campaign, carried out in the Residence Halls during the 2006-07, may be reviewed by Health Services to determine if they would like to include some or all of it into their ongoing alcohol prevention programming. Student coaches were trained to work with students with disabilities in developing personal wellness plans and a nutrition site specifically for students with disabilities was developed. A graduate student continued the program through 2008.

## **COMMUNITY RELATIONSHIPS**

### ***Area Schools***

The National society of Collegiate Scholars (NSCS) developed a Planning for College Success Program that focused on tutoring, mentoring and coaching middle school students. For the middle school students, this program promoted pursuing a college career and provided assistance to help students increase their academic abilities. The program continues to operate with WSU student volunteers, providing them experiential learning and leadership opportunities through the planning and coordination of events.

The P-12 College Bound Pipeline Program offers an opportunity for student majors in teacher education (and other academic majors, as well) to develop strong interpersonal connections with underrepresented populations and help to create a meaningful pipeline for their entrance into college. Since 2005, the program has expanded with development of a new course about college for middle school students, which offers an opportunity for students to spend longer hours throughout the school year in pre-college curriculum preparation. The course is offered one Saturday per month through The College Pipeline Empowerment Program and engages student education majors in ED308 (Human Relations and Student Diversity) and ED459 (The Professional Educator) in a mentoring/tutoring process for targeted low-income middle school children in Winona/Rochester.

In collaboration with Minnesota Minority Education Program (MMEP), another program was introduced: COLLEGE ACCESS MATTERS (The Opportunity for College Access Programs in Minnesota). This course specializes in the preparation of upper high school youth for college.

Another project piloted a field experience for education majors with the After School Club, an extended school day program for ethnically and socio-economically diverse students at Willow Creek Middle School in Rochester. WSU students cooperated with two teachers and conducted classroom observations and provided academic and mentoring services in a weekly program. The Education Department is currently considering a plan for back to back scheduling of two methods courses during the junior year, which would provide time frames to place students in area schools on an ongoing basis.

The STRIDES (Striving to Reach Individual Dreams and Educational Success) program, in fall 2005 and spring 2006, provided 6-8<sup>th</sup> grade middle school girls with an after-school program that offered homework help, mentoring, and themed projects and activities. The purpose of the program was to promote girls' physical and mental well-being and self-esteem. Unfortunately, lack of funding at the middle school level eliminated the staff involved in their after-school program and WSU did not have the resources to support the program on its own.

A recent initiative, Amistad, created intercultural exchanges between WSU students and Latino K-12 students in the St. Charles School District. These exchanges are coordinated through Big Brothers Big Sisters of Greater Winona. During weekly, one-hour sessions, WSU students mentor K-12 Latino students across curriculum areas, engage in athletic and creative learning activities, and assist in English language development if needed. Simultaneously, the K-12 students expand the college students' understanding of Latino students' cultures.

The Child Care Center also positioned itself for expanded relationships with area schools. In 2003-2004 staff conducted a self-study and the Center was accredited by National Association for the Education of Young Children (NAEYC) in 2005. In 2005-2006 staff initiated an individual portfolio assessment system that dovetailed with State of Minnesota "Indicators of Progress" for early learning which undergoing continuous refinements. The Children Center Director also developed partnerships with the regional Head Start agency and District #861. The current Madison Project offers a full-day, full-service early education program lodged in a local elementary school and serves 18-month old children through kindergarten-age students. ED413 (Development in Infancy) and ED416 (Early Childhood Education I) are intricately entwined in the Madison Project and students in ED413 are required to complete 30 hours in that Practicum. The Head Start program is a unique inclusive model (offered at both the Maxwell and Madison sites.) An infant/toddler partnership will be piloted in 2008.

Finally, WSU Winona State University explored developing a Winona/Southeast Minnesota Center for Teacher Mentoring which would provide a stronger support system for incoming public school teachers. A faculty member completed advanced cognitive coaching training in summer 2007, which allows her to advise K-12 teacher mentors on the principles of cognitive coaching and to make presentations describing the process. During the 2007-08 academic year, she advised 12 Winona school teacher mentors and mentored 3 WSU students in cognitive coaching principles. She has sat in on and observed cognitive coaching training sessions –part of the requirements for completing the certification program. The final step to becoming a certified co-trainer is to participate as a co-trainer, which the faculty member intends to do on her own. She also intends to offer a presentation on cognitive coaching during fall 2008 faculty professional development days. The possibility of becoming a center for training will be pursued through discussions with the College of Education.

### ***Economic Development/Entrepreneurship***

Staff in Outreach and Continuing Education (OCED) explored establishment of an Economic Development Center, a Center for Economic Education and/or an Entrepreneurial Center. In the end, no formal “Centers” were established, but OCED’s outreach and community engagement activities, particularly those related to economic development have greatly expanded.

One new university supported initiative led to a \$219,965 Minnesota Job Skills Partnership Grant through which a process was developed to incorporate “Lean” principles into Winona Health. A health care solutions service has been established in OCED to advise other organizations interested in the Lean system. A member has also been working with three community colleges to develop five standardized lean training modules, three of which have been completed. Workshops and conferences were offered in 2007 and 2008.

### ***University Advancement***

A graphic designer and a writer were added in the publications office and an assistant alumni relations director was added to Alumni Affairs. The increased staff has allowed for development of a new *Currents* magazine, expanded targeted marketing efforts, and increased collaboration with Admissions in marketing, development of an online community for alumni and friends and development of additional alumni chapters. New marketing efforts may have contributed, in part, to an increase in applications from new first-year students and transfer students. Foundation income and assets have increased.

### **Faculty Development**

The current New Faculty initiative welcomes new faculty to WSU, providing support and professional development opportunities that are aligned with WSU's commitment to engaged teaching, interdisciplinary courses and revision and development of curriculum, including use of new educational technologies and establishing new minors. The new faculty join together to receive information about current methodologies and engage in discussions about student learning. They have taken on special projects to develop courses, evaluate student learning outcomes and develop learning opportunities outside the classroom. The program continues to evolve based on feedback received.

An Initiative to Promote Excellence in Student Learning (IPESL) offered a series of faculty colloquiums on a variety of topics which provided tools to address improvement of student learning in reading, writing, math, science and/or critical thinking. The program ran from January 2007 through summer 2008. Faculty were required to incorporate tools and/or topics discussed into a course of their choice. The project was initially funded by MnSCU and there is no intent to continue the program.

However, recently a Visiting Scholars fund was established to support brief visits by scholars with expertise in a variety of areas. To date, only one visiting scholar has been brought to campus. Associate Professor of Environmental Science Martin Thoms, University of Canberra, came to campus for a brief visit in fall 2006. Thoms, an internationally known inland rivers expert, made a number of classroom presentations. Funds have been carried forward to support future visits.

A separate initiative addressed the need to better engage students in megasections, but it was quickly determined that there was “no-one-size-fits-all” solution. Most faculty worked on courses individually or on a one-on-one basis. Hence, it is difficult to assess what specific changes may have been made. A number of faculty experimented with “clickers” (student response pads), using them to electronically collect responses from students in terms of pre- and post-assessment of understanding the material or using them to survey the class anonymously on sensitive topics. A standard type of clicker was identified and currently they are used in about six classes a semester.

## **Research**

An annual Student-Faculty Research Symposium was established in spring 2007. The symposium offers a venue for students across campus to display the results of their capstone experiences, student research and creative projects grants, independent studies and other projects. Also in 2007, WSU became a member of the Council for Undergraduate Research, based on the recommendations of faculty who attended a grantwriting conference through new university funding.

## **Biology**

A collaborative research project with Town and Country Veterinary Hospital determined the prevalence and risk factors of equine herpes virus 1 (EHV-1) disease in horses in Winona and surrounding areas. Students enrolled in Independent Study (BIO400) and Capstone (BIO499) [participated in the research. The study discovered EHV-1 was prevalent in the area and that horses in the 1- 2-year-age group may be at greater risk of disease and require more frequent booster vaccinations.

## **Chemistry**

A variety of student research projects were supported. One student conducted research on pharmaceuticals in the local water supply, one studied the effect of water quality on mayflies, and four students in Topics in Environmental Chemistry worked on a feasibility study on the use of solar panels to heat the Memorial Hall swimming pool. They were unable to secure funding to put their plan into effect.

## **Engineering**

A team of students, faculty and members of the Winona Composites Consortium identified a list of projects that would benefit the local composites industry, promote Winona as a composites hot-bed, and provide students with opportunities to work on and learn from community-based projects. One project was selected to start the series. The project was to build a bus shelter made of composite materials on campus. Funding to support the project was obtained through a student research, but the student who received the research grant did not complete the project. His faculty sponsor, on sabbatical in 2007-2008, may re-initiate the project upon his return.

## **Interdisciplinary**

Four research projects involving multiple departments were supported. In the first study, students in an Anatomy and Physiology (BIO212) class collected data on the effects of cranberry juice ingestion on blood glucose and insulin in college-aged students. Then students in Biology (BIO499) and Movement Science Research Data Collection (HERS412) ran statistical analyses of the data, which the BIO212 students used to write laboratory reports. In the second study, students in Movement Science Research Design (HERS390) and Movement Science Research Data Collection (HERS412) designed and conducted a study to measure the effects

of cranberry juice ingestion on delayed onset muscle soreness. (Students in Biology (BIO499) assisted in the data collection.) Students in Chemistry Capstone (CHEM430) performed an analysis on the results. In the third study, students in Biology Capstone (BIO 499) and Movement Science Research courses (HERS390, 412) studies the effects of cranberry juice ingestion on blood glucose, insulin, and lipids in diabetics. The last study involved students in HERS Practicum in Cardiopulmonary Rehabilitation (HERS361), Movement Science Research courses (HERS 390, 412) and the BIO499 Senior Capstone course: They studied the effects of cranberry juice ingestion on cardiovascular response at rest and during treadmill exercise in cardiac rehabilitation patients.

### Psychology

A two-faceted psychology study completed. One facet of this project examined whether student outcomes varied if a student's learning orientation was focused on learning the material or getting a good grade. Those results were inconclusive. Another facet focused on in-class use of laptops. Results indicated 81% of the students who used laptops in class spent an average of 23% of their time multitasking (email, instant messaging, surfing the net, playing games, etc.) Some 64% of the students reported laptop use by fellow students was a significant distracter and, perhaps most significant, the more students used their laptops in class, the lower their class performance.

### Student Affairs

A feasibility study was conducted to measure and increase on-campus awareness of and support of purchasing locally produced foods. An online pre-survey was conducted in March 2006. A three-evening educational program involving films and discussions facilitated by local farmers was then offered and a post survey was conducted in April 2006. The overall statistical differences between the pre- and post-survey responses were not significant. While this particular project is not ongoing, the recently formed Campus Climate Committee has a food sub-committee and discussions on local food choices are continuing. The Chair of the subcommittee has arranged meetings between local growers and Chartwells food service to consider possible collaborations.

### Inclusion/Diversity

In addition to the partnerships with area schools and service learning initiatives focusing on underserved populations, several projects focused on inclusion and diversity. A local task force in conjunction with the MCARI (Minnesota Collaborative Anti-Racism Initiative) organized an Understanding and Dismantling Racism workshop on Sept. 28, 2005 and a dinner on November 29, 2005 to bring together representatives from the community. Work with the MCARI group was suspended in favor of taking an "inclusive excellence" approach to addressing diversity.

The Rochester Center supported development of diverse, innovative community partnerships, and curricular and co-curricular programs, services and training opportunities in Rochester. Work to date has focused on development of community connections and recruitment and retention of historically underrepresented and underserved students. Work was also done on the creation of a certificate in Multicultural learning. One course was developed and offered. The course was integrated with community experiences and offered to degree seeking, as well as community members. Additionally, a community based minority recruitment program for teacher education was developed. The Director of MLI resigned in the fall of 07 thus, work slowed in 2007-2008. A search for a replacement failed and the position is being re-thought.

In Winona, a group worked to produce a multi-media learning object that focuses on cultural differences and difficulties that immigrant newcomers face. The learning object, intended for use by workers and managers in businesses and social agencies as well as by WSU students, was disseminated in January 2006. Project FINE continues to use it for diversity training in companies, and in government and community agencies.

### **Recent Innovation Funding Initiatives**

Late in 2007, Innovation Fund cost centers were established for the Office of Academic Affairs, each College, and other areas staffed by faculty (Counseling Center and Library) to support activities in harmony with the Innovation Funds philosophy. A Climate Commitment/Sustainability account was also recently established.

In some cases, activities have not as yet been initiated. At the time of this document's preparation, no report was available from the Colleges of Business and Nursing & Health Sciences, nor was there a report available on the Climate Commitment/Sustainability account. It is assumed activities will begin this summer or next year.

The College of Liberal Arts has supported a number of projects: a student internship to develop the Arts Administration program web site, a number of undergraduate research experiences, travel study exploration, development of an online music course and English course, production of a documentary on the Dhaka slums, development of an interdisciplinary environmental neurotoxicology program and a Global Studies internship program, a project for students to serve as election judges, students' organizing Southeast Minnesota History Day, Spring 2008 Celebration of the Book and faculty research.

The College of Science and Engineering has supported faculty and K-12 teacher development and faculty grantwriting efforts. Specifically, the College collaborated with the Department of Education and the Lyceum Committee to support Lyceum and workshops for university faculty and area K-12 teachers on the subjects of educational research, science education, and tests of cognitive reasoning. A biology faculty member received support for preparation of a grant proposal to the National Science Foundation, Division of Environmental Biology, Ecosystem Cluster; a chemistry faculty member received support for preparation of an EPA Environmental Education grant and a MN CERTs (Clean Energy Resource Teams) grant; and a geoscience faculty member received support for preparation of grant proposals to the National Science Foundation (NSF) Math Science Partnership (MSP) and the NSF CCLI (Course, Curriculum, and Laboratory Improvement) program. Funds also provided matching funds for a MnSCU Center for Teaching and Learning grant (\$30,000).

The College of Education supported collaboration with the Department of Science & Engineering and the Lyceum Committee to support Lyceum and workshops for university faculty and area K-12 teachers on the subjects of educational research, science education, and tests of cognitive reasoning; faculty travel support; student travel support; external program review; technological purchases; a minority recruitment meeting and promotion of the Sports Management Program.

The Library has supported library faculty and staff development, supporting visits from librarians and trips to other libraries and a library staff retreat. As a follow-up to the retreat, funds supported an assessment day activity involving "listening to the students" and a subsequent "listen to the faculty" forum.

In the Counseling Center, a faculty member attended a “Depression on College Campuses” conference with the theme of “Creating Healthy Communities” and focused on model programs that provided interesting and creative ideas. Another counselor attended a MnSCU Student Affairs conference on Access and Opportunity. The Center’s technology system was also upgraded.

Academic Affairs supported faculty members in understanding and beginning work with projects like the Open Learning Initiative through attendance of a seminar at Carnegie Mellon University. The attendees have become active contributors to the development of an emerging Math Achievement Center.

## **WHAT DIDN'T HAPPEN**

The CPA curriculum revision was going to be revised to develop a 150-semester-hour completion curriculum to meet the legislative requirements for taking the CPA exam. Then MnSCU came up with the 120-credit-hour standard for baccalaureate graduation. Hence, while data was collected, the actual revision was put on hold.

Initially, there were proposals to establish a number of Institutes and Centers. Two came to fruition—the Center for Mississippi River Studies and the Center for Engaged Research, Teaching and Scholarship. Some of the activities proposed to be conducted through these Centers still came into being. For example OCED took on many activities proposed for the Economic Development Center, the Center for Economic Education and the Entrepreneurial Center. A Regional Center for the Arts was not, pursued, though faculty from the “arts” departments entered into new cross-departmental dialogs on the state of the arts on campus. A Center for Urban Policing floundered because its champion left the university. College of Science and Engineering faculty explored establishment of a Nanoscience and Engineering Center, but decided not to pursue it at this time. A Center for Leadership, Ethics and Social Action, which would have developed a minor in that field, would have required significant financial support and the concept was not pursued. In fact, the key drawbacks to establishing Center establishment appeared to be costs and questions about the appropriateness of faculty release time.

There was much discussion about providing professional development opportunities for new faculty, continuing faculty and staff on all levels. However, only a development program for new faculty is offered. Plans for establishing a Center for Teaching and Learning were quashed when the Faculty Senate’s Faculty Development Committee questioned the legitimacy of an L21 Learning Community taking on those activities. As far as staff development goes, no advocate appeared to emerge to champion the cause of staff development.

WSU developed a portal, but its usage by departments other than Information Technology and eLearning appears to be sporadic. Information on the inactive parts of the site is often out-of-date or inaccurate.

Exploration on developing a Global Web-based MIS Program with schools in Iran, Malaysia and Hong Kong was unsuccessful due to differences in curriculum requirements and the expense of the program.

A Triad Partnership Program to involve employers more intensely in the curriculum did not go forward due to lack of release time to market and manage the concept and a somewhat lack of interest on the businesses part

Some new courses and workshops failed to attract students. A Topics in the Humanities Native Pathways course, and a nanoscience and nanotechnology workshop and a summer Shakespeare course offered through OCED failed to draw enough enrollments, possibly because of lack of sufficient marketing. An MTED100 course was offered as a math elective twice and failed to secure enough enrollments. Participants believed its lack of university studies status may have had an impact on enrollments.

Plans to revise STAT110 were put on hold by illness and lack of faculty response.

No systematic university-wide plan to incorporate capstone experiences into the curriculum was proposed. If any new capstone courses have been developed, they were done on an individual departmental basis.

The two champions for implementing university-wide use of student portfolios left the university after one year of piloting the project. The logistics of evaluating the portfolios were never resolved. No satisfactory staffing/funding strategy could be determined.

Composites Consortium Initiative – A student plan to construct a bus shelter made of composite materials floundered when the faculty sponsor for the research grant supporting the work went on sabbatical.

A plan to create an Ed.D. concentration in International Leadership with Charles University in Prague in Czechoslovakia floundered when the project's advocate left the university.

## **SUMMARY**

Curriculum Changes There has been tremendous change at the university, dramatic and visible in some cases, such as the integration of academic services in Maxwell Hall and the soon to be constructed Wellness Center; moderate and less visible in others, such as a single redesigned course within a department. Of the 144 cost centers tracked in preparation of this document, less than 20 could be considered “failures.” The word failure is pejorative, however. Some of these “failures” were simply ideas that just didn’t work, or were too expensive to pursue.

In terms of curriculum change, many courses and programs developed and/or redesigned focused on interdisciplinary offerings and hands-on experiences. Several new courses involved interdisciplinary teams of faculty and team teaching. While few of these courses are still team taught, the courses themselves are still offered.

Student response to interdisciplinary and/or team taught courses was positive. They enjoyed the “connections” and the variety inherent in having different teachers instructing them. Faculty involved in team teaching also enjoyed partnering to teach a course and reported positive student outcomes. Unfortunately, while it appears that it would be beneficial to pursue infusing more interdisciplinary and team taught courses into the curriculum, several factors prevent the university from doing. First the faculty collective bargaining agreement has no provision for paying faculty for team taught courses. Paying two faculty full salaries to teach one course is cost prohibitive. Second, it removes (at least one of) the faculty from teaching departmental

courses. It also raises the issue of which department pays for the course and gets “credit” for teaching those credit hours.

A handful of curricular projects were not completed for a variety of reasons – disagreement within a department, lack of continued funding, and circumstances beyond the participants’ control, such as illness. In the cases of new courses were developed that failed to draw enough enrollments, suspected reasons for these failures included poor marketing, lack of general interest in the particular topic and lack of university studies status. In addition, projects that had a single strong advocate “championing the cause” were lost by the wayside when that champion left the university. Even if there were two advocates, loss of one often made the project flounder.

Much of the anticipated curriculum changes involved experiential learning and out-of-classroom experiences. This led to increased experimentation with internships. One faculty member explored the possibility of arranging internships on a multi-department basis, but this proved to be too much for one faculty member to do without supporting infrastructure. Even within a department, arranging and monitoring internships is a time-intensive endeavor. While some individuals have been successful in this area, it appears that without offering some financial incentive or release time and/or staff support, internships at WSU will be limited to the efforts of individual faculty.

Efforts to develop out-of-classroom experiences also involved service learning. Like internships, arranging the experiences can be time consuming, however, in this case, unlike internships, the university is investing in an infrastructure to support service learning. In fall 2007, a Center of Engaged Teaching, Research and Scholarship (with a half-time director) was established to support development of service focused courses. Unlike arranging internships on a by-student basis, service learning courses often deal with multiple students who work at a single site for a short period. Faculty may find the experiences easier to manage.

The other type of out-of-classroom experience to be explored was travel study. Some times used in connection with service learning, travel study appears to appeal to students and faculty. On the one hand, travel is simply appealing. But the main reason travel study may seem to be better established than internships and service learning is because there was already an infrastructure (OCED) in place to support implementation once the parameters for the practice were in place.

In the area of student services, the position of arts and lectures administrator, the integrated academic services center and the soon-to-be constructed wellness center are too new to be evaluated. The expanded tutoring, supplemental instruction activities and career development services are heavily utilized and effective. In terms of the first-year experience, the Common Book program has proven popular and is expanding, but it is not required university-wide. This is an area that may warrant additional study.

The combined efforts of the overall initiative have resulted in expanded ties with the community. Partnerships with area schools have expanded. Internships and service learning projects have strengthened or established new relationships with area businesses and service agencies. OCED has expanded contacts through such initiatives as a new Inventors and Entrepreneurs Club of Winona, Entrepreneurship Camps for immigrants and youth in alternative learning environments, programs on social entrepreneurship, the Leadership Academy, a faculty-in-residence program that allow WSU faculty to spend summers at area companies to learn, research, and work. and the Business Sentiment Survey for Southeastern Minnesota, which is

released at Winona's annual Economic Summit. Finally improved marketing and fund-raising has generated more income and good will.

A learning community developed a plan to establish an Experiential Learning Institute (ELI) to provide continuing faculty and staff development opportunities, however, an existing faculty development committee, appointed by the Faculty Senate, questioned the legitimacy of an L21 Learning Community taking on faculty development activities. The plan was abandoned and there are currently no plans to establish a separate institute. Instead, the administration chose to focus on new faculty professional development. This was clearly a case where the collective bargaining committee and appointment structure of the university prevented the initiation of implementation plans. There appears to be a heightened interest in research on campus. The number of students applying for internal research, creative projects and travel grants has increased (possibly spurred by an increase in the amount of awards this year). The university has also showing its commitment to research and creative projects via public recognition in an annual spring student-faculty symposium.

Efforts in the area of inclusion/diversity are difficult to assess. Most innovative funding in this area focused on the Rochester campus, which lost its Multicultural Director in fall 2007 and has not as yet, been able to identify a replacement.

There are a number of lessons that can be culled from this overall experience of redesigning the university. First, it takes more than one or two advocates to initiate lasting change. Loud advocates may initiate activities, but it requires a larger collaborative mass working together to actually make change happen.

Infrastructure matters. Areas that expanded staff were able to expand services and produce results. Projects or ideas without a source of continuing infrastructure moved slowly, if at all. The collective bargaining unit contracts and an emphasis on credit-hour production as measurement are deterrents to reassigning faculty to significant out-of-classroom responsibilities. The inability to develop a strategy for compensating faculty conducting student portfolio evaluations is a case in point. Also, university-wide curriculum requirements such as ones for student portfolios, internships, service learning and first-year experiences, cannot be mandated. The departmental structure works against interdisciplinary coursework and the faculty's collective bargaining agreement does not allow for team teaching.

Still, when one looks at the overall number of successful projects completed, it is impressive. When one considers there is no easy way to gauge what may have been undertaken without special funding, it is even more so.

## **CONCLUSION**

So, is WSU a different institution than it was in 2003? Yes. Despite the difficulties, more students are involved in internships, service learning opportunities, travel study and study abroad programs. More students are pursuing research and creative projects. They are "learning differently." The new arts and lectures administrator, the Common Book program, the community liaison officer and the Center for Engaged Research Teaching and Scholarship should continue to expand and promote out-class-room learning. The new faculty development program will encourage a growing commitment to experiential learning.

Within the faculty, there were numerous projects that involved cross-department collaboration. The Center for Mississippi Studies and the Residential College themed living and learning

communities will continue to promote the value of interdisciplinary work. The Integrated Academic Services program and the Wellness Center initiative broke down silos between administrative offices. A newly proposed “one-stop shop” for faculty and staff to be constructed in Maxwell Hall will co-locate other service units and offer opportunities for cross-office interaction. The new advisory committee structure may also provide opportunities to “work together differently.”

Did the new university/Winona Experience/L21/Innovation “make a meaningful difference?” Some individual project assessments suggest it did. Some initiatives are just too new to allow for meaningful assessment. Some are barely of the ground. Some, like the physical Wellness Center, do not exist as yet.

Five years is an infinitesimal amount of time in an institution’s lifetime. The actual final impact may not be apparent until five or ten years down the road. In some ways, the change in WSU is just beginning.

# APPENDIX OF AWARDS

## 2003-2004 – Challenge Grants FY04

### **Winona Experience: Generating “Big Ideas” Request for Proposals from Departments and Units in Academic Affairs**

A total of \$113,422.90 was awarded to support 25 “FY04 Challenge Grant” awards in 2003-2004. Note that the total given is for original award amounts. Many projects did not use all the funds allocated. The balances were returned to a holding account to support additional future activities.

#### **The “CPA” Curriculum**

Project Director and Participants: William Ortega, James Hurley and Gloria McVay

Award: \$7,400

Purpose: Minnesota enacted legislation effective July 2006 requiring students to complete 150 semester hours prior to taking the certified public accountant (CPA) exam. This would require a restructuring of the Accounting Department’s curriculum. Participants conducted a benchmarking study involving literature review, interviews, surveys and university visits in order to determine what other schools had done to develop the 150-semester-hour curriculum.

Short-term Results: Data was collected in summer 2004 and the curriculum was under development.

Status in 2008: No changes have been made in the curriculum as of yet, but the issue will be revisited when the department begins discussing MnSCU’s initiative to impose a 120-credit-hour standard for baccalaureate graduation system-wide.

#### **Enhancing the Orientation Experience**

Project Director and Participants: Barb Oertel, Jean Bellman, Amber Evans, Maggie McDermott and Nicci Port

Award: \$750

Purpose: Five representatives of the New Student Orientation Committee attended a two-day National Orientation Directors Association workshop to gather information on ways to develop and enhance the Orientation Program.

Short-term Results: Two new initiatives were implemented, a parents’ first-week card program and a “Transfer Day of Business” program.

Status in 2008: The parents’ first-week card program is continuing. The Transfer Day of Business was discontinued and replaced by Transfer Thursdays for one year. Transfer Thursdays will be replaced next year by a Transfer Registration and Transfer Orientation program during orientation week.

#### **Developing a Student Mentoring/Leadership Course**

Project Director and Participants: Barb Oertel, Maggie McDermott and all members of the Advising and Retention Department

Award: \$2,500

Purpose: The ultimate goal of this project was to enhance peer tutoring at WSU. Participants conducted a literature review and collaborated with on-campus departments to develop of a Student Leadership/Mentorship Course to prepare orientation leaders to become mentors for at-risk students.

Short-term Results: Developed a course proposal/model for a Leadership/Mentoring class.

Status in 2008: This project led to a FY05 Challenge Grant, “Academic Warning Mentoring Program,” through which the course was offered.

### **Developing Centralized Tutorial Services**

Project Director and Participants: Barb Oertel, Jill Quandt and all members of the Advising and Retention Department

Award: \$3,500

Purpose: This study sought to address the widely decentralized tutoring services available on campus. Participants conducted a literature review, visited other universities and attended a National Tutoring Association Conference to determine how to best establish a centralized tutoring/academic support center.

Short-term Results: The project resulted in proposed model for a centralized tutoring/academic support center which would combine all current services except Student Support Services (federally regulated) and the Writing Center (provides Graduate Student teaching assistantships).

Status in 2008: A centralized webpage for Academic Assistance across campus ([www.winona.edu/tutoring](http://www.winona.edu/tutoring)) was created in fall 2005. This challenge grant led to FY06 L21 funding, allowing Tutoring Services to greatly expand the number of peer tutors and to develop the L21 “Supplemental Instruction” program in collaboration with faculty from several departments including Biology, Chemistry, Geoscience, Math, and Psychology. In 2006, this Academic Assistance Center (AAC) moved to a larger location in Krueger Library. A Psychology Teaching Assistant and tutors working with Taiwanese exchange students shared the space with the AAC. A move to an even larger location in Krueger Library is planned for summer 2008 and initial discussions have begun to invite other departments to house their tutors in the Library.

### **Career Services Benchmarking Visits**

Project Director and Participants: Vicki Decker

Award: \$1,649.50

Purpose: The Director of Career Services made benchmarking visits to the Georgia Institute of Technology and the University of Tennessee, Knoxville.

Short-term Results: Information was gathered on a cooperative education program, an undergraduate professional internship program, and career services operations, particularly organization and staffing levels.

Status in 2008: The benchmarking visits led to a plan for a centralized cooperative education program, but funds for staffing were not available. A variety of improvements – presentations, online additions, etc. -- were initiated based on ideas gathered during the visit.

### **Children’s Center Benchmarking Visits**

Project Director and Participants: June Reineke and Maxwell Children’s Center staff

Award: \$2,475

Purpose: Participants made benchmarking visits to UW-LaCrosse, Gunderson Lutheran, and Rochester and Minneapolis corporate centers, and attended the National Coalition of Campus Children’s Centers conference.

Short-term Results: The staff identified specific goals in 2004-2005 to: 1) examine the current child care environments using National Association for the Education of Young Children (NAEYC) guidelines, 2) refine practicum field experiences, and 3) study current documentation/assessment practices. The Children Center Director also began exploring possible partnerships with the regional Head Start agency and District #861.

Status in 2008: The Children’s Center was accredited by NAEYC in November 2005. Refining of practicum field experiences took place and assessment practices were addressed with a FY05

Challenge Grant, “Documentation: Our Journey for Purpose in Teaching and Learning.” With that award, the Center initiated an individual portfolio assessment system that dovetailed with State of Minnesota “Indicators of Progress” for early learning. The system is still being refined prior to conducting a more formal assessment. The FY05 Challenge Grant also led to a Phase 2 initiative, “Partnership in Lifelong Learning.”

Status in 2008: The current Madison Project offers a full-day, full-service early education program lodged in a local elementary school and serves 18-month old children through kindergarten-age students. Ed 413 (Development in Infancy) and Ed 416 (Early Childhood Education I) are intricately entwined in the Madison Project and students in Ed 413 are required to complete 30 hours in that Practicum. The Head Start program is a unique inclusive model (offered at both the Maxwell and Madison sites.) An infant/toddler partnership will be piloted in 2008.

### **Enhancing Internships**

Project Director and Participants: Rita Rahoi-Gilcrest and Kelly Herold

Award: \$7,450

Purpose: The initial purpose of this project was to explore alumni interest in establishing a Global Communication Center on campus and to increase alumni involvement in the department’s internship program. Participants made benchmarking visits and conducted alumni and business interviews and discovered there was no interest in a Global Communication Center, but there was a great deal of interest in “job shadowing.” Alumni also had suggestions for continuing education presentations.

Short-term Results: The two faculty participants incorporated consulting and interviewing assignments involving alumni contacts into their Interviewing and Organizational Communication courses. Rahoi-Gilcrest also initiated contacts with the continuing education department to discuss possible presentations.

Status in 2008: The Department is more systematically using alumni contacts to place students in better internships, specifically in Minneapolis and Chicago. Faculty are also working closer with alumni employed at Fastenal in order to improve on opportunities there. The Department is committed to enhancing alumni contacts, recently hosting an event in Winona during homecoming weekend.

### **Applied Tracks in Computer Information Systems**

Project Director and Participants: Tim Gegg-Harrison, Joan Francioni and Bhaskar Iyengar

Award: \$7,556

Purpose: In February 2004, the Computer Science Department approved a comprehensive change in the curriculum. Through this grant, participants conducted research to define the contents of four new interdisciplinary tracks: 1) computer information systems (business administration and management information systems & operations), 2) bioinformatics (biology and chemistry), 3) human computer interaction (psychology) and 4) geographic information systems (geoscience and geography).

Short-term Results: A final department recommendation was prepared for presentation in fall 2004.

Status in 2008: The curriculum was approved spring 2005 and the first tracks were offered in fall 2005. (Currently the geographic information systems track is not being offered until the overall number of computer science majors increases.) Presently 30-40% of computer science majors are pursuing studies in one of the applied tracks. The first degree for completion of an applied track was awarded in spring 2008. Assessment of the tracks, in terms of students’ post-graduation employment, will not be possible for several years. However, a description of the curriculum-revision effort and the final curriculum were published by the national Computer Science Education organization in Proceedings of the 38th SIGCSE Technical Conference on

Computer Science Education, Covington, Kentucky, March 2007. This award also led to FY05 Challenge Grants “Applied Tracks in Computer Science” and “Developing Expertise in Bioinformatics – The Initial Implementation of Bioinformatics Track within the Computer Science Curriculum,” as well as the Phase II award “Implementing Bioinformatics Courses for Computer Science Curriculum.”

### **Economic Development Center**

Project Director and Participants: Gabriel Manrique

Award: \$8,000

Purpose: This study involved surveys, internal and external discussions, stakeholder meetings, university visits and attendance of an economic summit in order to develop a proposal for establishing an Economic Development Center and a Center for Economic Education at WSU.

Results: A proposal to establish one or both of the centers was submitted to the New University Director in May 2004.

Status in 2008: This award, along with a Phase 1 “Regional Development/Partnerships” grant, laid the groundwork for the L21 initiative “Regional Economic Development Center” which evolved into OCED’s outreach and community engagement activities in AY06. The Center for Economic Education was not established because the National Council for Economic Education requires the at least half-time assignment of a full-time, tenured faculty member to such Centers. The project director could not take on those responsibilities at that time because he was selected to assume interim administrative duties. The option of establishing a Center remains viable.

### **Exercise Physiology/Movement Science/Biochemistry Laboratory**

Project Director and Participants: Randolph Miller

Award: \$645.50

Purpose: The project studied the possibility of converting the existing HERS Laboratory into a Hi-Tech facility. Benchmarking visits were made to Exercise Physiology labs at Colorado State University, the University of Northern Colorado and the University of Wyoming. Available space and dollars appeared to be the greatest barriers at WSU.

Short-term Results: The final report recommended short-term improvements that could be made during the renovation of Memorial Hall (third floor). The long-term recommendation was to design a new, modern laboratory in the Gateway Center, the New Wellness Center or a re-modeled Maxwell Hall.

Status in 2008: The short-term improvements were not made, but the report did justify the need for improvements. A new hi tech HERS laboratory is now installed on the 3<sup>rd</sup> floor of Maxwell Hall.

### **Global Outreach Program**

Project Director and Participants: Marzi Astani

Award: \$8,000

Purpose: This project supported a feasibility study to determine the risks and benefits of offering an online “Global Web-based MIS Program” in Iran and the U.S.,

Short-term Results: The study on Iran was completed, but course transfer problems presented difficulties. However, a possibility of offering the program in Malaysia was identified. This option was to be explored further.

Status in 2008: This project continued as a FY05 Challenge grant, “Offshore MIS Program.” An agreement with Malaysia could not be reached, however, primarily because the project proved to be too expensive.

### **Trends 2004 Conference**

Project Director and Participants: Joe Whetstone

Award: \$1,332

Purpose: The award supported attendance of the Trends 2004 conference.

Short-term Results: No report is available.

Status in 2008: The Project Director has left the university and the impact of his attendance of the conference cannot be assessed.

### **Entrepreneurial Center**

Project Director and Participants: Barb Larsen

Award: \$1,258

Purpose: This study explored the possibility of establishing a WSU Entrepreneurial Center. A benchmarking visit was made to the Center for Entrepreneurship at Wichita State University.

Short-term Results: The information and ideas collected were shared with other Institute for Lifelong Learning (now OCED-Outreach and Continuing Education) staff.

Status in 2008: The Center at Wichita receives substantial outside support from alumni. WSU has been unable to emulate the Center at Wichita due to lack of funds.

### **The Role of the Library in the New University**

Project Director and Participants: Joe Mount, Russ Dennison, Kendall Larson

Award: \$5,000

Purpose: Two panel discussions with external librarians were held and attended by approximately 50 WSU faculty and staff as well as guests from University Center Rochester, St. Mary's University, MINITEX and Minnesota State University, Mankato.

Short-term Results: Discussions centered on new technologies and practical initiatives and guided developments of the requirements for a new Dean of the Library.

Status in 2008: Participants were pleased with the event and praised WSU's efforts, but there was no specific, continuing, long-term impact.

### **Business Partnerships and Student Mentoring**

Project Director and Participants: Robert Newberry, James Bovinet, Bruce Klemz, Bill Murphy, Russ Smith, Mark Young

Award: \$7,706

Purpose: This was a two-pronged initiative. One prong focused on interviewing businesses and alumni to explore a Triad Partnership Program. This would involve employers' complete immersion in the curriculum. The second prong was development of a mentor program that would link incoming freshmen with upper-class Marketing students. A section of Introduction to Higher Education would be designed to include potential mentors.

Short-term Results: In terms of the partnering project, most businesses are interesting in internship programs because they see them as recruiting vehicles. Immersion in the curriculum is not an attractive option. Several firms did agree to participate in the Professional Selling course in fall semester, but on a limited basis. The mentoring program matched new students with upper level student mentors. Each mentor was assigned 6 students. In fall 04, 36 students in an orientation class for marketing majors participated. In fall 05, 30 participated. The mentors advised the mentees throughout the year, helping with pre-registration, giving advice, etc. Feedback from both the mentors and mentees was positive.

Status in 2008: The Triad Partnership program never progressed past the exploration stage, because it was estimated it would take a half-time release to manage the partnership and funding was not available. The Department funded the mentoring program for one additional year, but the orientation instructor moved to the administration and the program stopped. The current Dean of the College of Business is considering ways to revive the program.

### **Development of a Mathematics and Statistics Laboratory**

Project Director and Participants: Jeffrey Anderson and Christopher Malone

Award: \$7,950

Purpose: This project sought to develop a plan for establishing a Mathematics and Statistics Laboratory. Benchmarking visits were made to Iowa State University, University of Wisconsin-Madison; the Chicago-area universities of National Louis University, DePaul University and University of Illinois; and the Milwaukee-area universities of University of Wisconsin and Marquette University.

Short-term Results: A plan was prepared for presentation to the Department in fall 2004. The proposed laboratory would involve upper-level students offering tutoring for their peers in introductory courses.

Status in 2008: Plans have been refined and the Tutoring Center will begin operations in fall 2008.

### **Regional Center for the Arts**

Project Director and Participants: Cathy Schmidt, David Bratt, Gretchen Cohenour, Rich MacDonald, Anne Plummer, Dominic Ricciotti, Paul Vance and other performing and fine arts faculty

Award: \$11,200

Purpose: This project focused on examining what would be needed to make WSU a regional center for the arts and arts education. The study involved campus visits, an interdisciplinary retreat and attendance of annual meetings. One possibility suggested was to establish a School of Performing and Visual Arts within the College of Liberal Arts.

Short-term Results: Campus visits were completed and the proposed project was revised to schedule an intensive retreat in with Neil Archer Roan in January 2005 to meet with all faculty and staff.

Status in 2008: A FY05 Challenge grant funded Roan's return to campus in January 2006 at which time he worked with the arts administrator (hired in 2006) and arts faculty on developing goals. During January 2008 faculty development days, 10-12 arts faculty held a short two-hour "retreat" to review goals and assess the current situation. While no Center is being developed, progress is evident in the establishment of the position of arts administrator, development of the arts administration academic program, development of the Frozen River Festival, etc. A Performing Arts Center (PAC) renovation committee has been established to discuss remodeling ideas and/or additions that may be possible when the radio facilities move to Phelps Hall.

### **Center for Mississippi River Studies**

Project Director and Participants: Drake Hokanson, Brian Aldrich, James Armstrong, Gretchen Cohenour, Michael Delong, Jeanne Franz, Kelly Herold, Joe Mount, James Reidy, Paul Vance and Alex Yard

Award: \$9,000

Purpose: This project explored the possibility of creating a center-based, interdisciplinary program focused on the Mississippi River. Participants visited the Center for Prairie Studies at Grinnell College and the Center for Great Plains Studies at the University of Nebraska-Lincoln. The original proposal also called for a visit by an external consultant and a planning retreat.

Short-term Results: The proposed project was revised to schedule on-campus consultant visits in fall 2005 and a planning retreat in December. A search for a vessel for a floating classroom began.

Status in 2008: Along with a FY05 Challenge Grant, "Implementation planning for Interdisciplinary River Course Cluster," this FY04 challenge grant was the precursor of the L21 funded Mississippi River initiative which is now supports the "Interdisciplinary River Studies"

initiative. River studies have been integrated into the WSU curriculum and the social fabric of the university.

### **Infusing Internationalism into All Segments of WSU**

Project Director and Participants: Linda d'Amico, Ruth Forsythe, C. K. Kwai and Terri Markos  
Award: \$2,620

Purpose: Participants made a benchmarking visit to Montclair State University's Global Education Center. Forsythe explored curricular initiatives and faculty development, D'Amico investigated study abroad initiatives. Markos examined international student programming. Kwai assessed funding models, recruitment strategies and residence life.

Short-term Results: A proposal was developed for a New University initiative.

Status in 2008: The proposal developed through this visit led to a reorganization of international programs on campus and two L21 initiatives "Global Perspectives" in FY06 and "International Programming" in FY07. Prior to the "new university," international programming was decentralized. International students were served in Student Services. The College of Liberal Arts organized study abroad opportunities and ACEED (forerunner of Outreach and Continuing Education-OCED) offered a variety of travel studies programs. Now all international activities are coordinated by an Associate Vice President for Academic Affairs/Dean of International Studies. The Director of International Students and Cultural Outreach reports to this Dean, as does the Assistant Director who is temporarily assigned part-time to administer Study Abroad activities. (A search for a full-time Study Abroad Director is under consideration.) OCED handles domestic travel study activities.

### **Geoscience Participation in Interdisciplinary Sustainable Tourism Development Project**

Project Director and Participants: Cathy Summa and Toby Dogwiler  
Award: \$4,570

Purpose: The participants accompanied College of Education and College of Business faculty and a group of 16 students on a trip to Costa Rica to explore the feasibility of the Geoscience Department's participation in an on-going project studying the impact of the development of tourism and the creation of a plan for sustainable tourism development in Playa Dominical.

Short-term Results: The participants and students created the first ever map of Dominical. Future plans were made that would involve science students in the trips, allowing for assessing the water quality and include trips to visit active volcanoes.

Status in 2008: The project is on-going with annual trips sponsored this year through the university's Travel Studies program. (Faculty leaders are taking a summer off.) The visits will resume next year.

### **Marketing Conference**

Project Director and Participants: Jenny Lamberson  
Award: \$1,888

Purpose: The purpose of this study was to explore ways to increase revenue streams at WSU through attendance of a conference on Effective Seminar/Conference Marketing.

Results: Information and ideas gathered were shared with Institute for Lifelong Learning (now OCED-Outreach and Continuing Education) staff.

Status in 2008: Information from the conference helped inform planning, budgeting and design of the marketing pieces as well as the OCED website. OCED has used some of the tips gathered to create more consistency in marketing pieces in order to establish a "brand."

### **Charting New Visions: NAFSA Conference**

Project Director and Participants: Linda d'Amico and Teri Markos  
Award: \$3,400

Purpose: This project studied the possibility of establishing a Global Education Center at WSU. Participants attended the NAFSA Annual Conference to gather information.

Short-term Results: Participants recommended establishment of a Center for Local to Global Connections which would coordinate all globalizing activities and efforts, particularly better coordinating International Student Services with Study Abroad activities. They also recommended pursuing site visits to Universidad de Guanajuato in Mexico and London College of Communications in Britain.

Status in 2008: WSU international services and study abroad programs are now closely linked and integrated as a result of a re-organization of activities under an Associate Vice President for Academic Affairs/Dean of International Studies. Evidence of the integration is seen in such programs as International Education Day and Study Abroad Days which are designed to recruit American students.

### **Sociology Department Retreat**

Project Director and Participants: Brian Aldrich and the faculty of the Departments of Sociology and Social Work with Criminal Justice and Geography

Award: \$3,185

Purpose: Participants held a one-day retreat to generate department proposals for the New University.

Short-term Results: Ideas generated included: 1) a commitment to increased “cyber learning” activities, 2) a commitment to expanded and improved use of DARS in student advising, 3) a more systematic use of the University Studies program to support “reading, writing and critical thinking,” 4) development of a cross-program “Center for Urban Policing,” 5) improvement of internships, and 6) development of J-Term courses.

Status in 2008: Many faculty have integrated the use of technology into their teaching, using Power Point presentations in class, posting lectures and exams online or using D2L. All use DARS in student advising. In terms of University Studies, there is not a “system” established, but faculty encourage students to focus on improving their written and oral communication skills. The Department is moving toward establishing more professional internships with improved assessment processes. J-Term courses were not developed, nor are there current plans to develop offerings. While a Phase II Award was made for continued study on developing a Center for Urban Policing, that program is not going forward, because the faculty spearheading the effort has left the university.

### **Leadership, Ethics and Social Action Minor**

Project Director and Participants: Tamara Berg, Linda d’Amico and Ron Elcombe

Award: \$3,000

Purpose: Participants explored the possibility of establishing a Center for Leadership, Service Learning and Social Action through benchmarking visits to Indiana University’s Collins Living-Learning Center and Ball State University’s Leadership and Service Learning Program. The project also investigated establishment of a minor in Leadership, Ethics and Social Action.

Short-term Results: The benchmarking visits contributed to development of the Residential College Living-Learning Communities. Participants also developed a proposal to establish a Center for Leadership, Service Learning and Social Action and recommended WSU join Minnesota Campus Compact.

Status in 2008: No funding or resources were allocated to establish the proposed Center, but WSU is now a member of Minnesota Campus Compact.

### **Publications Benchmarking Visits**

Project Director and Participants: Richard Davis, Rick Rhone

Award: 1,390.90

Purpose: Participants made benchmarking visits to study publication/web publishing offices at Baylor University (Waco, TX), Texas Christian University (Fort Worth, TX) and Southern Methodist University (Dallas, TX). The offices at these schools differ in that they also provide copywriting, editing and photographic services.

Short-term Results: The recommendations submitted to area Vice President indicated that without additional personnel in the publications and web areas, no changes could be made.

Status in 2008: Staffing has increased in the area of university communications, but the changes were not directly related to the results of this benchmarking visit.

## 2004-2005 – Challenge Grants FY05

### **Winona Experience Study and Implementation Planning Challenge Grants**

A total of \$247,828 was allocated for 36 “FY05 Challenge Grant Awards.” As was the case with many other internal award programs, many projects did not expend all the funds awarded and the balances were returned to support other future L21 activities.

#### **Academic Warning Mentoring Program**

*Project Director and Participants:* Barbara Oertel and Advising and Retention department members (Jean Bellman, Richard Kotovich and Maggie McDermott)

*Award:* \$3,750

*Purpose:* A course, Ed 115, was developed through a FY04 Challenge Grant, “Developing a Student Mentoring/Leadership Course.” During spring semester 2005 two sections of Ed 115, Improving Reading and Study Skills, were offered to students placed on academic warning at the end of fall semester 2004. Students in one of the Ed 115 sections received the additional benefit of being matched with student mentors, who were recruited from the orientation leaders enrolled in a 1-credit leadership class, Ed 498. It was hoped students enrolled in the leadership course would gain valuable knowledge applicable in a real life setting; students enrolled in Ed 115 would have the opportunity to make a personal connection with a staff member and a peer mentor; and students on academic warning would benefit academically from the personal connection as well as the course content of Ed 115.

*Short-term Results:* Based on the preliminary feedback from both the mentors and mentees, Advising & Retention hoped to continue the project and continued to brainstorm funding possibilities.

*Status in 2008:* Further analysis suggested the use of mentors did not have a significant impact on student outcomes. The course Ed 115 continues to be offered, but rather than matching students with mentors, participants are encouraged to take advantage of the Supplemental Instruction tutoring services supported by innovation funding.

#### **Combining Service Learning with Travel Study: A Pilot Project**

*Project Director and Participants:* Tamara Berg, Lutheran Campus Pastor John V. Carrier and 14 students who enrolled in the pilot course.

*Award:* \$6,500

*Purpose:* This project offered a model for combining service learning with travel study, and resulted in a new iteration of an English 211 class, as well as the establishment of 3 service-learning sites on the island of St. Croix in the U.S. Virgin Islands (Queen Louise Home for Children; Women’s Coalition of St. Croix; U.S. Fish and Wild Life Services). The course included an 11-day service-learning experience on the Island of St. Croix on March 11-21, 2005. The intention was for the course to become a regular (yearly) curricular offering.

*Short-term Results:* This class was scheduled again in spring 2006. Assessment is in the form of a course survey, as well as the course requirement that students keep reflective journals of their service experience. Furthermore, students collaborate on final projects, which are reviewed as part of the assessment process.

*Status in 2008:* The class has developed into a 6-credit travel seminar (3 credits RESC150, Insights and Implications: Service-Learning in St. Croix; 3 credits WS348, Topics in Women’s and Gender Studies: Gender, Race, and Class in St. Croix). It has been offered for the past three years (including May 2008).

#### **The Lean Pathways Workshops**

*Project Director and Participants:* Kimberlee Snyder and Barb Larsen

Award: \$6,501

Purpose: Kimberlee Snyder attended the Lean Enterprise Academy Workshops held December 6-9, 2004. As a result, the participant hope to: 1) establish a direction for healthcare organization's improvement efforts; 2) gain a better understanding of the linkages between material and information flow as they relate to healthcare; 3) visualize improvements to the overall system, instead of spot improvements to single processes; 4) Give healthcare professionals a common language and process for continuous improvement; and 5) provide the knowledge and tools needed to maximize operational resources while creating service alignment to create customer value

Short-term Results: Principles learned at the workshops were incorporated into a Minnesota Job Skills Partnership Grant proposal for \$216,965 which was funded and expires in 2008.

Status in 2008: Through the Partnership grant, a process was developed to incorporate "Lean" principles into Winona Health and several ongoing Lean projects are underway. A health care solutions service has been established in OCED to advise other organizations interested in the Lean system. The faculty member has also been working with three community colleges to develop five standardized lean training modules, three of which have been completed. Workshops and conferences were offered in 2007 and were scheduled to be offered again in 2008.

### **New University Arts-Infused Campus Retreat**

Project Director and Participants: Catherine Schmidt and Gretchen Cohenour

Award: \$12,409

Purpose: The project promoted a campus-wide discussion regarding experiential learning as embodied in arts processes and explored how arts experiences can deepen learning in all disciplines across campus and in the greater community. A January 10, 2005 Faculty Development Workshop attracted 51 participants representing 21 departments, several administrators and a City Council member. A January 11-12, 2006 Neil Archer Roan two-day retreat attracted 66 participants, approximately half of whom represented WSU faculty, staff, and administration, and half of whom represented local community, government officials, and businesses. The meetings generated numerous ideas and a draft implementation plan for integrating the arts into the vision of the Winona Experience was created. A follow-up retreat on March 23-24, 2006 attracted 45 students and 40 faculty, staff, administrators and community members.

Short-term Results: Meetings led to further refinements in short- and long-term goals. The consultant also met with the Arts Administrator to discuss branding and promotional issues.

Status in 2008: During January 2008 faculty development days, the arts faculty held a short two-hour "retreat" to review goals and assess the current situation. Progress is evident in the establishment of the position of arts administrator, anticipated development of the arts administration academic program, development of the Frozen River Festival, etc. A Performing Arts Center (PAC) renovation committee has been established to discuss remodeling ideas and/or additions that may be possible when the radio facilities move to Phelps Hall.

### **Offshore MIS Program**

Project Director and Participants: Marzie Astani

Award: \$8,000

Purpose: This was an extension of the FY04 Challenge Grant, "Global Outreach Program," Following the positive result of the initial feasibility study to determine the viability of offering a pilot offshore MIS program, WSU pursued opportunities to offer the MIS program for overseas students in partnership with INTI College of Malaysia and INTI College of Hong Kong.

Short-term Results: A draft agreement for a partnership between WSU and INTI College of Hong Kong has been developed and sent to the appropriate WSU administrators.

Status in 2008: WSU was unable to reach an agreement with INTI College of Malaysia because the project proved to be too expensive. The partnership with INTI College of Hong Kong was not pursued by the administration.

### **Enhancing the WSU Broadcast Curriculum**

Project Director and Participants: John Weis and Robin O'Callaghan

Award: \$7,974

Purpose: The Mass Communications Department secured new digital cameras and editing equipment to be used by students to produce videos to be aired on HBC, the local cable provider. The Mass Communication Department, University Communication and the WSU Retiree Center teamed up in the fall to produce mini-documentaries on retired staff and faculty who helped shape the university. Students wrote, shot and edited 4 different videos which aired on HBC. The equipment was used in two broadcasting courses in fall semester 2005: MCOM 226 Video/Multimedia Planning & Design and MCOM 321 TV Topics.

Short-term Results: Student survey evaluations indicated 90% of the students thought the equipment was easy to use and 95% said the hands-on experience and the assignments were "very valuable."

Status in 2008: With the additional equipment (also supported by external grant awards), the department was able to offer an additional TV course in fall 2007 and in spring 2008. In fall 2007, students from three courses checked out gear 400 times. In spring 2008, nearly 50 students enrolled in three different classes used six sets of gear. Evaluations from students continue to rate the class "very valuable" (about 95%). The department is investigating other ways to utilize the equipment to enhance the learning experiences for students and also to investigate how it can be used for service learning projects. The equipment will be used for a new assignment in the Senior Seminar course. WSU's partnership with HBC was strengthened by this grant, with students now being able to produce more news content programming for Winona and surrounding communities.

### **Solidifying and Strengthening Institutional Relationships to Maximize Exchanges and Internationalize the WSU Campus**

Project Director and Participants: Yogesh Grover, Terri Markos and Linda d'Amico (These were three separate awards.)

Award: \$4,450 (Grover), \$4,513 (Markos) and \$4,513 (d'Amico)

Purpose: The three participants traveled to Akita International University in Japan, Chung Ang University and Soonchunhyang University in South Korea and Hebei University of Technology in Tianjin in China to strengthen WSU's relationships with those institutions. Grover sought to increase student and faculty exchanges between WSU and these institutions and to find more opportunities for WSU global studies majors to study abroad. Markos sought to position WSU to recruit more Asian students to attend WSU. D'Amico sought to explore development of new international programs.

Short-term Results: In addition to enhancing existing relationships, there were tangible results in all three areas. Grover reported at least 4 students applied to go to Korea, 2 planned to go to Hebei University and 2 were admitted to Akita. Markos reported Chung Ang University agreed to send 9 students to WSU in 2005-06, Soonchunhyang planned to send 4 students, and Hebei University expected to send 3 students. D'Amico reported a Hebei University of Technology and Study Abroad Program had been developed and would be offered in 2005-06. Recruitment efforts have increased Study Abroad to Asian partner institutions. A Dual Degree program with SoonChunhyang University has been signed. Coordination with Registrar's, Financial Aid, and Business Offices at WSU has streamlined the study abroad process for WSU students. The website has been expanded, is user friendly and has a downloadable general application form for all programs.

Status in 2008: Akita International University and WSU have proposed entering into a 2+2 or 3+1 agreement. Students from all three foreign institutions are enrolled at WSU and WSU students are enrolled on those campuses. In 2008, an international services administrator from Hebei University of Technology (HUT) visited WSU for professional development purposes and HUT faculty have come to WSU to teach Chinese. Work on visiting scholars arrangements is continuing. Two students are planning on attending the summer 2008 program at HUT.

### **Documentation: Our Journey for Purpose in Teaching and Learning**

Project Director and Participants: June Reineke, Nancy Eckerson, Penny Warner and staff of the Maxwell Children's Center

Award: \$2,348

Purpose: Using a study group format, the Maxwell Children's Center staff and two education faculty members examined and discussed current research on early childhood authentic assessment practices, examined current Maxwell practices and devised an expanded portfolio system that will demonstrate individual growth within the context of state early childhood standards.

Short-term Results: Staff developed a shared understanding of current assessment and documentation practices, and purchased digital cameras for each classroom to document work on a class and individual level. The Maxwell staff also adopted a new lesson planning format and a center-wide portfolio system which is currently being piloted in all Maxwell classrooms.

Status in 2008: This project grew out of Children's Center Benchmarking Visits supported by a FY04 Challenge Grant. The Center initiated an individual portfolio assessment system that dovetails with State of Minnesota "Indicators of Progress" for early learning. The system is still being refined prior to conducting a more formal assessment.

### **Wellness Resource Room**

Project Director and Participants: Eunice Alsaker, Lynda Brzezinski, Elizabeth Burke, Pat Ferden, Diane Palm and Ruth Schroeder

Award: \$6,000

Purpose: During spring and fall semesters 2005, the Counseling Center, Health Services, and Health Education/Promotions purchased mental health and wellness resources for a Student Wellness Resource Room. Purchases included a wide range of books (on such topics as stress and anxiety management, depression, eating disorders, GLBT issues, relationships, transition to college, grief, sexual assault, self-esteem, and wellness); a literature rack to be placed outside the Counseling Center in Gildemeister Hall; a tri-fold display board and a Wellness Center purple cloth to be used for displays and presentations; two light boxes for light therapy; and computers that will be available for students who wish to access wellness and depression inventories and general mental health resources.

Short-term Results: The Resources acquired were housed in the newly opened Resource Advocacy Education Support Wellness Room off the Fitness Center in Maxwell Hall and the Counseling Center in Gildemeister.

Status in 2008: This was a one-time expense. The materials currently are housed in a resource room in the Heath Center's new facilities in Wabasha and will be moved to a shared location in the proposed Wellness Center when construction is completed.

### **Shifting the Paradigm from Algorithmic Facts to Experiential Learning in Math 100**

Project Director and Participants: Christopher Malone and Nicole Williams

Award: \$8,000

Purpose: Participants developed curriculum and the necessary methodologies to move from computation-oriented learning to experiential learning in Math 100. The course was team taught

in fall 2005 and spring 2006 semesters. The course materials were distributed to in-service teachers. Objectives were: 1) For the Math 100 course, develop a series of modules aimed at experiential learning, probability, statistics, networks, and logic, 2) provide a field experience at an elementary school for students to teach mini-lessons on probability and statistics, 3) set up a mock research experience where students will apply their knowledge of statistics, and 4) give students an understanding as to why the mathematical sciences are important to their basic knowledge.

Short-term Results: Based on course assessment, the project resulted in: 1) students gaining an appreciation for the relevance of mathematics and statistics from completing a series of experiential learning modules; 2) students developing a working knowledge of how to apply statistics and probability concepts in an elementary school setting based on the relevant Minnesota Academic Standards for mathematics, 3) students visited Ridgeway Elementary School to analyze elementary students' thinking and completed a probability project, 4) students enhanced their understanding of the applicability of statistics in the decision making process, and 5) students increasing their content knowledge of probability, statistics, networks, and logic.

Status in 2008: The lead faculty member has not taught that course again, but, students rated the course good-to excellent (23 out of 30 responding). The modules are being used by the faculty member in his other courses and have been share with other math faculty.

### **Gaining a Better Understanding of the Objectives and Target Concepts for the Submission of Grant Proposals to Federal and Private Funding Sources**

Project Director and Participants: Michael Delong, Jeffrey Anderson and Linda d'Amico

Award: \$5,172

Purpose: The project participants attended a workshop sponsored by the Council for Undergraduate Research on April 17-19, 2005 in Washington, D.C. A total of 18 different sessions were attended by the three participants. The workshop provided an opportunity to meet and talk with program officers for public and private funding agencies. The participants gained considerable information on undergraduate funding available in the sciences and humanities.

Short-term Results: Based in part on a recommendation by these participants, WSU became an institutional member of the Council for Undergraduate Research. Participants discussed their experience and offered information on how to contact different funding sources as part of the fall 2005 faculty development.

Status in 2008: The participants better understood the process of "starting small" in conducting research and that obtaining seed grants would improve their chances for success. They have so advised junior faculty in that regard. The project director subsequently did secure an Environmental Protection Agency grant. WSU is now a member of the Council for Undergraduate Research. In 2007, the university has inaugurated an annual Undergraduate Research Symposium, which was held again in 2008.

### **Implementation Planning for Interdisciplinary River Course Cluster**

Project Director and Participants: Drake Hokanson and Michael Delong

Award: \$8,000

Purpose: To continue planning and development of a Center for Mississippi River Studies

Short-term Results: The WSU River Explorer was secured in fall 2005, a 64-foot "floating classroom" that can accommodate 30 passengers. The remainder of the academic year saw continued planning for implementation of use of the new "facility," including efforts to encourage development of initiatives such as interdisciplinary courses, the Residential College river-related courses and community education opportunities.

Status in 2008: This award, along with a challenge Grant FY04 “Center for Mississippi River Studies,” led to the current innovation funded “Interdisciplinary River Studies” initiative. Use of the “floating classroom” has been integrated into the curriculum.

### **The RAES (Resources, Advocacy, Education and Support) Center**

Project Director and Participants: Peter Sternberg, Ruth Schroeder, Renee Neumeier (student) and Nick Wilhelmy (student)

Award: \$7,318

Purpose: The Resource Advocacy Education and Support (RAES) Center project was designed to increase opportunities for peer health advocacy on the WSU campus. The grant funded research into college and university peer based sexual violence and health education and advocacy programs and the development of a website. Participants conducted a qualitative needs assessment with WSU students (as an adjunct to already completed quantitative survey) and researched other universities’ experiences with peer health advocacy and peer health education programs and programs aimed at reducing sexual violence and providing peer support for survivors.

Short-term Results: The Grant resulted in a recommendation to establish a RAES Center to train students to become student health advocates. The award also supported the purchase of some 70 pedometers and 84 wellness calendars in spring 2006.

Status in 2008: The Center was entwined with a Phase I “Wellness” award and the L21 “Wellness Development” initiative. It is difficult to distinguish which project led to the other or to “separate” the efforts and results. In FY06 staff trained 30 peer health educators, 12 peer wellness coaches and participated in four classroom projects. The Health Educator oversaw two social work field placements. Activities in FY07 included a Body Analysis Night, an alcohol and sleep poster campaign, a class health survey, sexual health awareness promotion, and a wellness fair. Some 181 students participated in events in spring 2006. In AY 2006-2007, 850-plus students were served. Funding is now part of the base operating budget and student staff continue to offer a variety of services.

### **The National Society of Collegiate Scholars Seeks a Partnership with the New University at Winona State**

Project Director and Participants: Penny Warner and National Society of Collegiate Scholars Members

Award: \$5,784

Purpose: NSCS developed a Planning for College Success Program that focused on tutoring, mentoring and coaching middle school students. For the middle school students, this program promoted pursuing a college career and provided assistance to help students increase their academic abilities. For WSU students, this program provided experiential learning and leadership opportunities through the planning and coordination of events. The PFCS Program offered a March to College Day in March 2005 and began a program to work with high school students on preparing college and scholarship applications.

Short-term Results: In 2005, 25 middle school students received tutoring services and 1,200 participated in each Middle School Fun Night. Eight NSCS members assumed leadership roles in planning the event and 40 members carried out its implementation. The PCSP program continued through spring 2006, reaching an estimated 1,600-1,700 middle school students on “Fun Night.” WSU students presented at the July 2006 NSCS National Summit.

Status in 2008: WSU students have continued the project, serving an estimated 100 middle school students in 5<sup>th</sup> grade each year. The WSU students also act as chaperones for Fun Night, which is now funded by the school district. Middle school participants are surveyed annually and adjustments in programming are made accordingly.

### **S.T.R.I.D.E.S. (Striving to Reach Individual Dreams and Educational Success)**

Project Director and Participants: Tamara Berg, Penny Warner, Laura Knopp, Lisa Stuhr (student) and Heidi Sklenar (student).

Award: \$4,580

Purpose: The STRIDES program, in fall 2005 and spring 2006, provided 6-8<sup>th</sup> grade middle school girls with an after-school program that offered homework help, mentoring, and themed projects and activities. The purpose of the program was to promote girls' physical and mental well-being and self-esteem.

Short-term Results: Each STRIDES participant created and achieved a personal goal and the group completed a community project at Dan Corcoran House where they met with the families staying there and made fleece-tie blankets for the children. Twenty-five middle school students participated in "Take Your Sister to College Day" at Winona State University.

Status in 2008: Lack of funding at the middle school level eliminated the staff involved in their after-school program and WSU did not have the resources to support the program on its own.

### **Student Health Service Accreditation**

Project Director and Participants: Diane Palm and Ruth Schroeder

Award: \$6,000

Purpose: WSU Student Health Service participated in a self-study to gain accreditation from the Accreditation Association for Ambulatory Health Care (AAAHC).

Short-term Results: The Health Service was granted a full 3-year accreditation on March 22, 2006.

Status in 2008: Health Services will apply for re-accreditation in December 2008.

### **Development of a Cross-Departmental Course in Forensic Science**

Project Director and Participants: Jeanne Franz, Robert Kopitzke, Kim Bates, Toby Dogwiler, J. Mark Norman, Andrew Ferstl and Chris Malone

Award: \$7,907

Purpose: In fall 2005, faculty developed an interdisciplinary Forensic Science course (satisfying the University Studies Critical Analysis area) to meet the needs of Criminal Justice majors and other interested students. Developers explored and gathered information on other forensic science courses or programs in constructing the initial course.

Short-term Results: The course was offered in spring 2006 and will be offered once a year in the future. Arranging field experiences involving actual crimes and crime scenes proved to be unfeasible due to the sensitive nature of the investigations. Instead local police attended classes to discuss proper crime scene analysis.

Status in 2008: The course is offered every spring and includes a field trip to the Bureau of Criminal Apprehension in Saint Paul. End-of-course surveys indicate the students like the course and the faculty member has been pleased with student learning outcomes.

### **Managing Ethnocentricity in a Multicultural Community**

Project Director and Participants: Gabriel Manrique and Project FINE

Award: \$8,000

Purpose: The project produced a multi-media learning object that focuses on cultural differences and difficulties that immigrant newcomers face. The learning object was intended for use by workers and managers in businesses and social agencies as well as by WSU students. The project included a process of introducing the learning object to the intended audiences.

Short-term Results: On January 23, 2006, the learning object was disseminated. Project FINE launched use of the multi-media resource developed by Mediawerks in spring 2006, arranging training sessions for business and agencies.

Status in 2008: Project FINE continues to use the learning object for diversity training in both companies and in government and community agencies.

### **The Winona Experience Study and Implementation Planning Challenge Grant**

Project Director and Participants: Dawn Anderson

Award: \$745

Purpose: The Director identified resources and developed a nutritional resource web site to further the implementation of the wellness initiative and to begin development of components of an on-line HERS 205 course.

Short-term Results: The web site was established in spring 2006 and is currently available at <http://course1.winona.edu/danderson/NUtrResources.htm>.

Status in 2008: The web site is active and periodically updated, but has not been formally assessed. The on-line course was not developed because the necessary software and programming expertise was not available to emulate the model course found at the E-Teaching Institute.

### **TESOL (Teaching English to Speakers of Other Languages) Program Initiative**

Project Director and Participants: Ruth Forsythe, Ethan Kruse, Ditlev Larsen and Holly Shi (These were four separate awards.)

Award: \$8,000

Purpose: This project involved designing an English-TESOL program, including drafting course proposals and syllabi and making site visits to Hebei University of Technology (HUT) in Tianjin, China. It resulted in the implementation of TESOL certificate options for cohorts of international undergraduate and graduate students, preparation of a TESOL licensure application (certification for K-12), and establishment of a TESOL practicum site for domestic TESOL undergraduate and graduate students. Objectives were: 1) To complete new program proposals for English-TESOL program options for an MA in English-TESOL, Graduate TESOL Certificate (for international graduate students completing a one-year TESOL program at WSU), Undergraduate K-12 Licensure Certification (add-on certification for K-12 licensure; possible full TESOL licensure) and Undergraduate TESOL Certificate (for international undergraduate students); 2) to complete new TESOL course proposals for several new courses that need to be added to the English curriculum; and 3) to enhance WSU's partnership with Hebei University of Technology by producing a curriculum/program plan for undergraduate and graduate cohorts from Hebei University of Technology and a practicum/internship site for domestic TESOL students.

Short-term Results: Guidelines for HUT to be a TESOL internship/practicum site were established in May 2005. In fall 2005, the MA English-TESOL program was implemented and WSU new course proposals were approved in fall 2005 by A2C2 and Graduate Council for undergraduate and graduate TESOL courses: English 480/590, 481/581, 482/582, 483/583, 484/584, 612, 621. In February 2006 a WSU BS TESOL licensure program proposal and a BOT new licensure program application were completed. Work is continuing on a MnSCU new program proposal. Work is also continuing on a B.A. English—Applied Linguistics major and minor WSU new program proposal and a Masco new major proposal, and an Implementation Plan (including Assessment Plan) for the TESOL/Applied Linguistics Program within the English department.

Status in 2008: The MA English-TESOL program currently enrolls 12 students and the BS TESOL licensure program graduated its first student in spring 2008. A TESOL/Applied Linguistics Program and a minor in TESOL are also now offered.

### **Planning for Nanoscience and Nanoengineering Programs at WSU**

**Project Director and Participants:** Lawrence Reuter, Beckry Abdel-Magid, Maryam Eslamloo-Grami, Robert Kopitzke, Richard Shields and Jeanne Franz

**Award:** \$8,000

**Purpose:** Participants attended state and regional meetings to investigate the possibility of establishing a WSU Nanoscience and Engineering Center and a Regional Nanoscience Association. A nanoscience seminar course was offered in spring 2005 to begin to assess the desire, need, and feasibility for nanoscience educational programs at the baccalaureate and master levels at WSU. Objectives were: 1) Investigate the need for, possibility of, and potentially for establishing a distributed Nanoscience Center at WSU, 2) plan for and establish rules and costs for use of Center equipment for nanoscience research and testing, 3) visit businesses and industries and educational institutions in an effort to better define what services business and industry would like to have provided by a WSU Nanoscience and Engineering Center, 4) investigate the possibility of and perhaps establish a Regional Nanoscience Association to foster cooperative agreements with other nanoscience organizations, 5) plan for and establish a means of offering interactive, multi-media WSU courses to the places of business and industry, 6) establish WWW web pages for coordination of nanoscience information at WSU, 7) determine student interest in whether WSU should establish an interdisciplinary nanoscience undergraduate program. 7) Determine interest in whether WSU should establish an interdisciplinary Nanoscience Master's Program. 8) write and submit grants for support of nanoscience equipment at WSU, and 8) write and submit grants for support of nanoscience programs at WSU.

**Short-term Results:** The project was still underway in May 2006.

**Status in 2008:** The Departments involved decided not to establish a nanotechnology center or academic program at this time. But, individual departments have gradually introduced nanoscience topics into existing courses. One student has undertaken an Independent Study BIOL 400 course which involved sample preparation of nanolayer gold and a monolayer of protein at WSU and testing an analysis at the University of Minnesota Characterization Facility. However, there are some insurance liability concerns with WSU students using the Characterization Facility. As Southeast Technical develops its nanoscience program, WSU may work with them to explore ways in which student completing that program could pursue further four-year degrees.

### **An Introduction to Nanoscience and Engineering Course at WSU**

**Project Director and Participants:** Beckry Abdel-Magid, Lawrence Reuter, Maryam Eslamloo-Grami, Robert Kopitzke, Richard Shields and Jeanne Franz

**Award:** \$7,982

**Purpose:** A group of faculty from the departments of Biology, Chemistry, Engineering, and Physics developed and offered a one-credit course: Introduction to Nanoscience and Engineering. The course was offered at the sophomore level in these departments and was also offered through the Outreach and Continuing Education Department. Faculty and students participated in a field trip to the nanoscience laboratories at the University of Minnesota. Objectives were: 1) Introduce students to the fundamentals of nanoscience and engineering, 2) broaden students horizon to interdisciplinary studies, 3) educate students in the contemporary issues of nanotechnology and its implications on society, environment, and industry, 4) enhance students' communication skills in writing papers, preparation of research posters, and portfolios, 5) develop an interest among faculty and students in nanoscience and engineering, 6) initiate the integration of nanoscience and engineering in the curriculum, 7) implement one of the objectives of the proposed WSU Nanoscience and Engineering Center, and 8) encourage interactions between students and professionals

**Short-term Results:** Thirty seven students registered for the course and thirty five of them completed the course. Faculty feedback and course evaluations submitted by students indicate

that the plan of work was completed successfully. In April 2006, Dr. Rodney Ruff from Northwestern University lectured on nanotechnology concepts – boron nanostructures, high-speed ratio platelets and nanourris and nanotubes. Assessment efforts revealed 94% of the students strongly-agreed or agreed that the course has increased their interest in nanoscience and nanotechnology, 81% of the students were able to follow more than 50% of the information presented in the lectures, 84% of the students strongly-agreed or agreed that they were able to completely follow the lectures related to their major, 69% of the students strongly-agreed or agreed that the course met their expectations, 91% of the students strongly-agreed or agreed that they liked the format of the course, and 81% of the students strongly-agreed or agreed that the course addressed the topics they were interested in.

Status in 2008: The course was offered again in 2006-07. Two pieces of new equipment were used in demonstrating basic concepts of characterization of nano-materials: the Atomic Force Microscope and the Table-Top Scanning Electron Microscope. Even though fewer students successfully completed the course, they liked the lab demonstration aspect of it, and the faculty would like to expand the course to include more student hands-on experiences. The course was not offered in 2007-08 because two of the organizing faculty were on sabbatical. It may be offered in 2008-09.

### **Investigative Science I: An Integrated Science Course for Elementary Education Majors**

Project Director and Participants: Andrew Ferstl and Jennifer Anderson

Award: \$4,300

Purpose: In fall 2005 participants offered a significantly revised Investigative Science 1 course as an interdisciplinary class (biology, chemistry, education, geoscience, and physics) developed for elementary education majors. Objectives were: 1) Enhance the culture of learning on campus and the culture of community, 2) alleviate some of the trepidation that many Elementary Education majors have about science and in the process increase scientific competency as well as attitude toward science, and 3) model a way to teach science by inquiry that these pre-service teachers can use in their own classrooms.

Short-term Results: End-of-class surveys and the results of an administered Classroom Test for Scientific Reasoning (developed by Anton Lawson) provide evidence that the objectives were met. Administrators and faculty, in the College of Science and Engineering and in the College of Education, have agreed to continue teaching the course and are in the process of making it a requirement for some education programs.

Status in 2008: The course is required for certain elementary education majors and 60 students enroll every semester. Assessments show the same gains achieved each time the course is offered.

### **Developing an Interdisciplinary Math and Computer Science Course**

Project Director and Participants: Timothy Gegg-Harrison and Jeffrey Anderson

Award: \$6,687

Purpose: Participants developed and team-taught an interdisciplinary course, CS 245 Mathematical Foundations of Algorithms, in fall 2005. A new course proposal was submitted to A2C2 in spring 2006, as well as a recommendation for how to sustain the interdisciplinary nature of this course when it is offered in the future. Objectives were: 1) Students will have a high degree of “comfort” in their level of preparation for the material covered in this class, 2) students will have a higher success rate in passing this class the first time, compared to current pass rates for both Math 210 and CS 301, 3) students will be better prepared for the follow-on course, CS 341, than they have been in the past.

Short-term Results: In general students felt the course was more difficult and they did not have a high level of comfort. The grade distribution for CS 245 suggests that those students who stayed in the class (7 withdrew) had reasonably good success in comparison to those in Math

210. Whether or not the students from CS 245 will be better prepared for CS 341 has yet to be determined. Recommendations on how to appropriately sustain the course are being developed. Status in 2008: CS 245 was offered twice and is now offered each fall as CS 275, Mathematical Foundations of Algorithms. Assessment surveys have generated what seems to be inconsistent data. Additional data needs to be collected to complete the course assessment.

### **Child Advocacy Studies Vision Planning**

Project Director and Participants: Jacqueline Hatlevig and Carole Madland

Award: \$8,000

Purpose: Participants are developing a long-term strategic plan for the Child Advocacy Studies program. Objectives were: 1) Develop a one-five & ten-year strategic plan for Child Advocacy Studies (CAST) including a program description, objectives, plans for a minor and future graduate programs, 2) create a WSU Child Advocacy Studies Research Consortium with members from WSU departments such as Psychology, Education, Criminal Justice, Social Work, Nursing, etc. or others as interested, 3) articulate the current and future partnership vision between the National Child Protection Training Center and Winona State University, 4) create partnerships with organizations who have expressed an interest in being involved with the Child Advocacy Studies Curriculum, e.g. Mayo Clinic, Department of Pediatrics and Winona County Social Services, and 5) develop a plan for dissemination of the Child Advocacy Studies program nationally.

Short-term Results: A strategic plan was developed and its implementation begun. The plan included ongoing partnership discussions, and dissemination of the curriculum and research plans. Plans for the development of the CAST minor and a Child Advocacy Center in Winona were developed in spring 2006. A CAST minor proposal was to be presented to A2C2 this fall.

Status in 2008: This challenge grant led to L21 funding for a Phase II award, "Development of Interdisciplinary and Community-based Initiatives for CAST Minor," and an implementation grant, "Child Advocacy" in FY06. The CAST minor is now in place.

### **Original Peoples of the Land**

Project Director and Participants: Cindy Killion, Rob Brault, Colette Hyman, Mary Kesler, Jean Leicester, Dan Lintin, Tracy Martin, Todd Paddock, James Reidy, Larry Reuter, Cathy Schmidt, Cathy Summa and Tess Kruger

Award: \$8,000

Purpose: The Original Peoples of the Land learning community assisted faculty in familiarizing themselves with the discipline (Native American Studies), the content in which they are interested in teaching and possible experiential experiences for students. Books were purchased, contacts were made with area tribes, members visited area reservations and guest speakers attended learning community meetings. Objectives were: To identify student outcomes, identify initial content, and to determine the configuration needed to deliver the content of an Original Peoples of the Land Program.

Short-term Results: Work is continuing through spring 2006. Content details will be developed in fall 2006. The program will be marketed in 2006-2007. Courses will be taught in fall 2007.

Status in 2008: In fall 2007 Topics in the Humanities: Native Pathways (RESC 140) was offered through the Living & Learning Communities program at the Residential College. Enrollments were low and there are no current plans to offer the course again in the near future.

### **MLI Foundation Course**

Project Director and Participants: Arlen Carey, Gaylia Borrer and Linda d'Amico; Rochester Technical & Community College Faculty: Carol Bailey and Darlene Voeltz.

Award: \$5,634

Purpose: Participants developed and offered a course on “Multicultural Issues” in a weekend seminar format in fall 2005. The course included intensive community-based service learning projects through a partnership with the Catholic Charities Refugee Resettlement Program. A multicultural celebration was held to mark the end of the course. Objectives were: In terms of drawing on the resources available in Rochester, objectives were: 1) to take advantage of the diverse community existing in Rochester to enrich the experiential learning approach proposed for the New University, 2) to structure a wider selection of general electives for undergraduates studying at WSU-RC and 3) to propose continuing education options for non-WSU students and professionals who already hold a degree. To achieve these objectives, a course was developed that: 1) provides students with basic background knowledge about the historical, geographical, political, economic, psychological, and social forces that shape cultures, 2) provides students with a framework to identify individual differences and commonalities among people from diverse background and to interact effectively with them, and 3) provides students with the tools to contribute towards the improvement of the community by applying knowledge from their majors productively and successfully with the diverse populations they encounter.

Short-term Results: Fall 2005 enrollment in Multicultural Issues was 10 students per module. Survey results indicate that students responded very favorably to the course, and they felt the course objectives were well-met. Students consistently reported that the course provided positive learning experiences, that their understanding of others with different backgrounds had improved greatly, that they felt much better equipped to function effectively in a multicultural world, and that the community-based service learning was the most powerful and effective learning experience offered by the course. Evaluation results indicate that faculty responded very well to the collaborative curricular development experience, and expressed gaining great learning value from the different, yet proven instructional tools shared. The “Multicultural Issues” course is being offered again in spring 2006. Spring 2006 Enrollment is 13 students per module. The course will continue to be refined and presented to A2C2 for approval in fall 2006 as a regular part of the WSU curriculum.

Status in 2008: The course has been successfully offered four times. So far, all offerings of the course have been made on the Rochester campus, although it has attracted the enrollment of several Winona campus students. In fall 2006, the course received A2C2 approval to become a permanent part of the Social Work curriculum. Students’ assessment of the course has been consistently positive, with nearly all students reporting that they feel much better able to successfully interact with and understand people who are different from themselves. In response to the course’s empowerment of Social Work students to better serve diverse populations, the department has made the course one of a very few options to fulfill the major’s “Diversity” requirement. The course was slated to be offered on the Winona Campus during the fall 2008 term. The SW Department plans to offer the course in Rochester each spring beginning spring 2009. Enrollment has averaged 12-15 students per offering; this is likely to increase now that the course can officially meet a SW major requirement.

### **Towards a WSU Entrepreneurial Institute**

Project Director and Participants: Gabriel Manrique and Don Salyards

Award: \$8,000

Purpose: This project sought to establish an Entrepreneurial Institute which would serve both the educational needs of our students and the economic development needs of our region. WSU has joined the 7 Rivers Alliance and hosted the Alliance’s conference on “Developing Entrepreneurship.” Participants are developing and offering a seminar on entrepreneurship, developing courses and projects on “social entrepreneurship” in partnership with local non-profits and working on establishing a summer camp on entrepreneurship through the high school leadership institute.

Short-term Results: The entrepreneurship programs at the university were to establish regional partnerships for economic development and provide students with a variety of educational opportunities through these entrepreneurship initiatives.

Status in 2008: This award, while it did not result in establishment of a Center, led to the initiation of a series of activities funded through the L21 “Regional Economic Development” initiative. Examples include a new Inventors and Entrepreneurs Club of Winona and Entrepreneurship Camps for immigrants and youth in alternative learning environments. In early 2008, OCED received a Southern Minnesota Initiative Foundation (SMTF) grant to support these programs. The Regional Economic Development Center also lent support to a Phase II project on “Development of Interdisciplinary Course with Community Involvement - Social Entrepreneurship.”

### **Clinical Laboratory Sciences**

Project Director and Participants: Judith Loewen, Ed Thompson and Frances Ragsdale

Award: \$10,180

Purpose: The Biology Department sought to create a nationally accredited program in Clinical Laboratory Science to meet current and anticipated demands. A Letter of Application for Serious Consideration was submitted to NAACLS and a self-study began. Objectives were: 1) Develop and write curriculum and program for Clinical Laboratory Science. 2) prepare for approval and accreditation by the National Accrediting Agency for Clinical Laboratory Science (NAACLS), 3) develop affiliations with area laboratories for the clinical components of this program, 4) integrate modified and new courses into the curriculum and complete implementation of the CLS program, and 5) successfully complete final inspection and accreditation of the program by NAACLS.

Short-term Results: The curriculum was developed and courses modified and/or developed and submitted to A2C2. New courses were offered in fall 2006. Agreements meeting NAACLS standards were negotiated with laboratories. A NAACLS site visit was scheduled for 2006.

Status in 2008: The CLS program was accredited and collaborative agreements are in place with the University of Minnesota CLS program and the Minnesota Integrated Health partnership.  
Status in 2008:

### **Next Steps for New Computer Science Curriculum**

Project Director and Participants: Joan Francioni

Award: \$5,000

Purpose: This project focused on tasks related to a new curriculum in the Computer Science Department: Objectives were to: 1) develop a recruiting plan, with the help of Admissions staff and 2) develop a draft proposal for a revised Computer Science minor and a new Computer Technology minor.

Short-term Results: In fall 2005 the PI met with Admissions staff to develop a recruiting package. A formal recruiting plan for the department was still under development. Draft proposals of one revised and one new minor were developed – “Computer Science” and “Computer Technology.” The Computer Science Minor was approved by the department and submitted to A2C2, and the Computer Technology Minor was under development, with formal approval expected by the end of the spring semester.

Status in 2008: The department has modified their recruiting strategy, in light of the national decline of computer science majors since 2000. In particular, the department has increased its USP offerings and suspended the deployment of the GIS track until enrollments recover. The revised Computer Science Minor was first offered in fall 2006 and the Computer Technology Minor was first offered in spring 2008. Assessments are on-going.

### **Crime Scene Investigation in Biology 241**

Project Director and Participants: Kim Bates and Frances Ragsdale

Award: \$8,196

Purpose: Participants have begun work on redesigning a mega-section focusing on the educational model of Investigative Science I and III using crime scene investigations as the central theme. Objectives were: 1) List topics that embrace the content normally covered in this class with relation to crime scene investigations, 2) identify learning objectives for each topic/lecture, 3) use a pretest and post-test to help evaluate how central themes change student outcomes, and 4) list topics for laboratory exercises.

Short-term Results: Biology 241 is a course biology majors are required to take as freshmen. The Crime Scene Investigation version of the course was initially team taught in spring 2006. The approximately 80 students enrolled solved a staged murder through completing 12 lab exercises. (The victim, John Nosek, made a remarkable recovery.)

Status in 2008: Teaching Biology 241 rotates between three faculty. Two of them, Kim Bates and John Nosek, have offered the Crime Scene Investigation version three times since it was piloted in spring 2006 and plan to continue to do so. The course currently enrolls over 100 students. Informal assessments indicate the format is an effective teaching method.

### **Shakespeare Symposium**

Project Director and Participants: Jane Carducci and Douglas Hayes (These were two separate awards.)

Award: \$6,022

Purpose: Participants explored the possibility of an annual Shakespeare Symposium to complement the Great River Shakespeare Festival (GRSF) in Winona. Hayes investigated that possibility and Carducci taught a summer school class, English 414/514, Shakespeare's Comedies and Histories as an experiment to see if the course could be delivered in a two-week format.

Short-term Results: The participants determined it was feasible to host an annual Shakespeare Symposium as early as the GRSF 2007 season. Planning is underway to offer a 3-day symposium which would consist of a lecture by an invited Shakespearean scholar acting as keynote speaker, a day of academic paper presentations by Shakespearean scholars, a day for symposium participants to view the GRSF plays, a subsequent roundtable discussion in which GRSF actors and directors would be invited to participate, summer course offerings in the Department of English focused on the GRSF plays and an evening film series.

Status in 2008: To test community interest in a three-day symposium, a course was offered through OCED in summer 2007, but it did not attract enough enrollments. Additionally, one of the faculty members, Doug Hayes, has now left the university. At this time, it appears offering a symposium is not feasible. Carducci is still considering other ways to "link up" with the Festival.

### **Statistics Times 3: What Students Need Besides STAT 110**

Project Director and Participants: Jeffrey Draskoci-Johnson and Lindsay Heinonen

Award: \$3,500

Purpose: Participants proposed studying revising STAT110: 1) To define more precisely what students should know coming into STAT110 by creating problems they should be able to solve before they start the course, 2) to define more precisely what might be accomplished in STAT110 by refining the problems already used in those classes and testing them on a student assistant, and 3) to develop a preliminary definition of a course to follow STAT110 (STAT 2XX) by creating problems that mimic what faculty in departments outside of Math want their majors to be able to do and testing them on a student assistant.

Short-term Results: The student assistant was unable to participate in the project. Problems were being developed to be shared with colleagues in other departments.

Status in 2008: This project is continuing through a new Phase 3 award, “On Defining STAT110 through Key Problems, and Assessing Student’s Performance Using those Same Problems.”

### **Developing Expertise in Bioinformatics – The Initial Implementation of Bioinformatics Track within the Computer Science Curriculum**

Project Director and Participants: Mingrui Zhang and Chi-Cheng Lin

Award: \$1,828

Purpose: Participants attended a seminar on bioinformatics and developed CS 368 Introduction to Bioinformatics to be offered in spring 2006.

Short-term Results: CS 368 is now being offered in Rochester and the faculty are maintaining contact with the two lecturers at the seminar, who allowed them to adapt their lecturing materials for the course.

Status in 2008: The Applied Computer Science Bioinformatics track was the most difficult to develop because it is a “newer” concept within the discipline. It required a more dedicated commitment to faculty development, which continued through a Phase II award “Implementing Bioinformatics Courses for Computer Science Curriculum.” Student feedback on CS368 was very positive and provided suggestions for improvements. The course continues to be offered on both campuses and evaluated.

### **Minnesota Collaborative Anti-Racism Initiative at WSU**

Project Director and Participants: Emilie Falc, Cindy Killion and Carmen Mahlum

Award: \$8,000

Purpose: A local task force in conjunction with the MCARI (Minnesota Collaborative Anti-Racism Initiative) organized an Understanding and Dismantling Racism workshop on Sept. 28, 2005 and a dinner on November 29, 2005 to bring together representatives from the community. Its purpose was to better inform those on the WSU and Rochester campuses as well as those in the larger communities about ways to understand and respond to racism in order to increase racial reconciliation.

Short-term Results: Work with the MCARI group has been suspended so that work with Dr. Alma Clayton-Pederson and Sharon Parker could begin (sponsored by the office of the president). Their view of “inclusive excellence” takes a different approach to addressing diversity. The Cultural Diversity Office organized an Inclusive Excellence Summit in Winona on January 9-10, 2006.

Status in 2008: Work with the MCARI Anti-Racism initiative has halted.

### **P-12 College Bound Pipeline (For Under-represented and Underserved Populations)**

Project Director and Participants: Maudie Williams, Pat Tolmie, Hyesung Park, Judy Davis, Celeste Miller and John Gufstafson.

Award: \$8,000

Purpose: The P-12 College Bound Pipeline Program offers an opportunity for student majors in teacher education (and other academic majors, as well) to develop strong interpersonal connections with underrepresented populations and help to create a meaningful pipeline for their entrance into college and access to upward mobility.

Short-term Results: The June 19-24, 2005 Summer Career Leadership Academy served 33 ethnically and economically different students enrolled in Grades 9-12. The July 24-29 session served 26 students. A total of 75 education majors participated in the program. Their post-experience comments provide evidence of transformative learning.

Status in 2008: Since 2005, The Summer Program was expanded with development of a new course about college for middle school students, which offers an opportunity for students to spend longer hours throughout the school year in pre-college curriculum preparation. The course is offered one Saturday per month through The College Pipeline Empowerment Program

and engages student education majors 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. The 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. It has involved numerous entrepreneurs representing meaningful jobs and careers that many low-income students may not have thought they could attain. Prominent people representing various organizations have helped this middle school population to learn about educational possibilities and to make informed decisions related to their career ideas and choices. This course has also provided investigation projects and challenges related to various career fields on a personal, interactive, and real world level. Since 2005, 360 Education students have contributed more than 10,000 community service hours over the 3-year period. (A Phase 2 project, “Transitioning High School Populations for Success in an Academic College Environment” focused on grades 9-12.)

**Summer 2005**  
**Implementation Plan Request – Phase I**

In summer 2005, \$92,444 was allocated to work on 14 selected projects, many involving the Academic Initiative, the most complex portion of the overall initiative. Two of the summer projects did not use all the funds allocated; only \$67,697 was actually expended.

**Community Health Partnership**

Project Director and Participants - Pat (Hartkopf) Thompson, Lola Johnson, Gayle Olsen, Kathy Orth, JoAnn White

Award - \$6,117

Purpose – The Nursing Department in Rochester sought to enhance community health experiences for seniors in academic year 2005-06 through development of a new service learning model and expanding opportunities.

Short-term Results – The goal of the project was to build partnerships to enhance community health by engaging students in a service learning project. Faculty crafted experiences with agencies targeting five populations. Hartkopf focused on the elderly at the Rochester Senior High Rises. Johnson focused on school-age children in Rochester and Byron. Olsen's students worked with high risk families and Orth's with adult immigrants and refugees through the Hawthorne Education Center. White focused on pregnant women at the Olmsted Medical Center.

Status in 2008 – For the past three years, 50 students each year have participated in the Continuity of Care in Community experience, each one investing approximately 80 hours in community service between fall and spring semester. Assessment of students has shown increased valuing of community service and increased cultural competency and respect for diversity. The faculty were able to secure a HealthForce Minnesota (formerly CIHSEP) grant to help support both undergraduate and graduate student service at the Hawthorne Education Center. Results have been presented at a Sigma Theta Tau International Conference in Vienna, Austria, and an American Public Health Association Annual Conference in Philadelphia, Pennsylvania. Next year the faculty hope to expand efforts in the Rochester Public Schools in cooperation with the Mayo Clinic.

**Comprehensive Arts Program**

Project Director and Participants - Gretchen Cohenour, Rich MacDonald, Anne Plummer

Award - \$3,393

Purpose – The Theatre & Dance, Music and Art Departments worked together to develop a comprehensive strategy for promoting the arts on campus.

Short-term Results – Arts faculty developed a plan to showcase the arts during orientation week in fall 2005. Demonstrations of dance, music and theatre were held in the PAC and an ice cream social was held at the Watkins gallery. Students were encouraged to become involved in the arts.

Status in 2008 – While faculty believed the impact of this project was positive; the showcase has not been repeated. The timing of the event proved to be problematic. First, organizing the event involved a significant summer time commitment (unpaid) on the part of the faculty, and second, student performers, particularly the musicians and dancers, did not have sufficient time to rehearse before the event.

**Diversity/Global/Study Abroad**

Project Director and Participants - Linda d'Amico, Ruth Forsythe, Yogesh Grover

Award - \$6,548

Purpose – Participants were to plan a 4-day workshop in August 2005 to develop an implementation plan to maximize international experiences on campus. This was a precursor to the FY06 L21 initiative “Global Perspectives.”

Short-term Results – Participants developed a fall 2005 faculty workshop on internationalizing the campus and had a series of promotional events throughout the year, including an International Month.

Status in 2008 – Activities contributed to the overall efforts to re-think, re-organize and re-focus WSU’s global studies, study abroad and international students programs.

### **Regional Development/Partnerships**

Project Director and Participants - Gabe Manrique, Kim Snyder, Mark Young

Award - \$4,055

Purpose – This grew out of a FY04 Challenge Grant, “Economic Development Center.” It was a precursor to the FY06 L21 initiative “Regional Economic Development.” Goals were to create a comprehensive service center for economic development,

Short-term Results – This was a precursor to the L21 “Regional Economic Development” initiative. Funds supported planning efforts prior to the 2005-06 academic year.

Status in 2008 – Activities planned through this award are now part of the OCED’s L21 “Regional Economic Development” activities.

### **Wellness**

Project Director and Participants - Harry Lehwald

Award - \$395

Purpose – This was a precursor to the FY06 L21 initiative “Wellness Development.”

Short-term Results – The project director is no longer at the university. The budget provided the director pay for one duty day. It is assumed he worked on something related to the future FY06 L21 initiative “Wellness Development.”

Status in 2008 – Unknown.

### **Interdisciplinary River Studies**

Project Director and Participants - Mike Delong, Drake Hokanson, Alex Yard

Award - \$15,912, but no funds were expended

Purpose – This grew out of a FY04 Challenge grant, “Center for Mississippi River Studies,” and a FY05 Challenge grant, “Implementation for Interdisciplinary River Course Cluster.” It was to have been a precursor to the L21 initiative “Mississippi River” (now the innovation funded Interdisciplinary River Studies).

Short-term Results – Work on the “center” was temporarily delayed due to the loss of a key champion, Alex Yard. While the *WSU River Explorer* arrived here in fall 2005, the university’s “floating classroom” was not used extensively until summer 2007.

Status in 2008 – The *Explorer* is now an integral part of WSU and serves both curricular and outreach needs.

### **Comprehensive Travel Studies**

Project Director and Participants - Tamara Berg, Toby Dogwiler, Ruth Forsythe, Gabe Manrique, Lorene Olson, James Reidy

Award - \$5,972

Purpose – Summer duty days were supported to develop assessment and guidelines to maintain academic integrity in travel study. It was the precursor to the FY06 L21 initiative “Learning Environment Beyond the Classroom.”

Short-term Results – A Travel Studies policy and procedure was developed for submitting travel study course proposals along with course evaluation instruments.

Status in 2008 – This was the precursor to the L21 initiative “Learning Beyond the Classroom.” While the program supports for-credit foreign travel and study, travel studies is autonomous from the formal Study Abroad opportunities. Travel Study Programs are offered through and managed by the Outreach and Continuing Education (OCED) Department.

### **Internship Development**

Project Director and Participants - Mary Kesler

Award - \$2,320

Purpose – The purpose of this project was to lay the groundwork for future internships for students majoring in traditional liberal arts and sciences. It was the precursor to a Round 3 award for “Skill-based Internships for Liberal Arts and Science Majors: Community Connections.”

Short-term Results – In 2005-06, a total of 12 possible sites were identified, an application process was created and eight students completed internships. Anticipated outcomes for students were: 1) increased appreciation for the skills and knowledge they have developed in their college careers, 2) development of new skills for the workplace, 3) potential contacts and references for job search purposes, and 4) development of increased understanding of themselves in the world of work. Both sites employing the interns and the interns themselves gave positive evaluations on the experience. The sites were all agreeable to employing another intern in the future. The interns all identified specific skills they learned as well as their broadened understanding of various issues. Several students refined their career goals through the experience.

Status in 2008 – This initiative continued through Phase 3 funding, placing 8 interns in spring 2007 and 13 undergraduates and one graduate student in spring 2008.

### **New Faculty Professional Development**

Project Director and Participants - Mary Kesler, Cathy Summa

Award - \$16,470

Purpose – This project involved development of a professional development program for new faculty. Along with the other Phase I project, “Faculty Development Week Design,” it was a precursor to the L21 initiative “Faculty/Staff Development.”

Short-term Results – The New Faculty initiative welcomes new faculty to WSU, providing support and professional development opportunities that are aligned with WSU's commitment to engaged teaching, interdisciplinary courses and revision and development of curriculum, including use of new educational technologies and establishing new minors. The new faculty join together to receive information about current methodologies and engage in discussions about student learning.

Status in 2008 - This initiative supported the first year of New Faculty Development activities. New faculty participated in a 3-day orientation, and then could attend weekly “Community of Practice” meetings. Participants also received release time to complete projects. The program has continued through support from L21 and Innovation Funds. It continues to evolve based on feedback received. Orientation has been cut back to two days. Weekly sessions bring in presenters from various areas on campus to provide information on policies and services. Participants no longer receive release time to complete a project in their first-year, but can instead apply for release time to complete a project in their second year here. In the past they have taken on projects to develop courses, evaluate student learning outcomes and develop learning opportunities outside the classroom.

### **Portfolio/Orientation**

Project Director and Participants - Jean Leicester

Award - \$1,875

Purpose – This was to begin work on development of a portfolio rubric to assess student learning outcomes. It was a precursor to the FY07 L21 initiative “Portfolios/Coaching.”

Short-term Results – Portfolios were introduced in selected orientation courses in fall 2005.

Status in 2008 – The project was funded for only one year. The Director left the university and a staffing/funding strategy to continue the program was never developed.

### **Megasection Redesign**

Project Director and Participants - Cathy Summa, Ken Graetz

Award - \$1,551

Purpose – This initiative supported planning for a series of meetings to redesign the strategy used to teach megasections. It was a precursor to the F06 L21 initiative “Megasection Redesign.”

Short-term Results – Meetings were held in 2005-2006.

Status in 2008 – Currently, about six classes a semester incorporate the use of “clickers” (student response pads) in megasections and one faculty member is conducting an assessment on their impact.

### **Faculty Development Week Design**

Project Director and Participants - Mary Kesler, Jean Leicester, Cathy Summa

Award - \$7,545

Purpose – This project involved development of a professional development program for continuing faculty. Along with the other Phase 1 project, “New Faculty Professional Development,” it was a precursor to the FY06 L21 initiative Faculty/Staff Development.

Short-term Results – A plan was developed to establish an Experiential Learning Institute (ELI) to provide faculty development opportunities and a Notice of Vacancy was drafted for a Director, but there was a delay in initiating a search. The Faculty Senate also questioned the relationship between ELI and the Faculty Association Faculty Development Committee.

Status in 2008 – There are currently no plans to establish a separate institute.

### **Winona Experience Communications**

Project Director and Participants - Jean Leicester

Award - \$4,375

Purpose – This project involved development of a web site and materials to educate students about the new university and promote the proposed “Winona Experience.”

Short-term Results – A web site was established.

Status in 2008 – In summer 2007, a new “Innovation” web site was created by Academic Affairs. That site will eventually be updated to replace the L21 site.

### **Pro-tem Summer Cadre Design/Implementation/Expansion**

Project Director and Participants – Mary Kesler, Cindy Killion, Jean Leicester, Cathy Summa

Award - \$15,880

Purpose – This group took over the administrative work of the New University Steering Committee during the summer of 2005 and continued to work on various elements of the overall initiative.

Short-term Results – Originally, a number of faculty were going to continue work over the summer, but in the end, only a small group of faculty were involved.

Status in 2008 -- This was a one-time project to bridge the period between the end of the New University planning, presentation of the concept to the MnSCU Board of Trustees and L21 implementation.

**FY06 - Present – University L21/Innovation Funds-FY06**  
**University Accounts**

Sandwiched between Phase I and Phase 2 awards, was the first allocation of funds to what would eventually be 27 major initiatives, referred to here as L21/Innovation funds accounts. Some of these projects were meant to be “one-time” expenses. Funding for others was expected to “move to base,” that is, there was always an expectation future expenses would become part of the annual operating budget. Finally, some projects did not go forward or were abandoned, while other initiatives were added.

L21/Innovation Funded Projects	FY06	FY07	FY08
First Year Experience (Funded Common Book costs in FY07)	40,000	25,000	See Common Book below
Portfolios/Coaching	50,000	---	---
Mississippi River	42,000	40,000	81,248.77
Child Advocacy	18,000	---	---
Development Initiative	80,000	---	---
Learning Environment Beyond the Classroom	37,000	---	---
Learning Environment Service Learning, Became Community Engagement in FY07, Center for Engaged Research Teaching and Scholarship (CERTS) in FY08	23,000	25,000	27,087.41
Megasection Redesign	38,000	---	---
Supplemental Instruction	72,000	57,000	56,447.34
Career Development	150,000	To base	---
Wellness Development	25,000	25,000	To base
Technology	100,000	---	---
Campus Activities (Funded Celebration of the Book in FY07)	60,000	10,000	To base
Integrated Academic Services	40,000	---	---
Diversity/Multicultural	94,000	25,000	500
Global Perspectives (Replaced by International Programming)	10,000	---	---
Faculty/Staff Development, Became Faculty Development in FY07 and New Faculty Development in FY08	91,800	90,000	22,000
Regional Economic Development	100,000	50,000	---
University Advancement	100,000	To base	---
Pipeline		1,000	---
Statistical Consulting Center		10,000	---
Visiting Scholars		12,000	---
International Programming		15,000	15,000
IPESL		15,000	12,200
Common Book			18,000
Amistad			10,000
U.S. Democracy Project			18,000
College of Business Innovation			10,320

College of Education Innovation			11,610
College of Liberal Arts Innovation			30,100
College of Nursing and Health Sciences Innovation			10,965
College of Science and Engineering Innovation			19,350
Academic Affairs Innovation			10,000
Library Innovation			1,720
Counseling Center Innovation			1,075
Climate Commitment			10,000
Total	1,170,800	400,000	365,648.52

### **First Year Experience** (Funded Common Book costs in FY07) #214085

Administrator and Participants – Troy Paino (FY06 – FY08), Ron Elcombe and J. Paul Johnson

Purpose – In spring 2006, a team of a dozen faculty attended a First Year Experience Conference to learn more about common book programs and linking academics and student life programming. Funding also supported implementation of the Common Book project, fall 2006 experimentation with first-year interdisciplinary seminars enrolling 30 students each (in lieu of traditional orientation courses) and piloted linked courses in the Residential College.

Results – The Common Book initiative continues to be supported through initiative funding in a separate dedicated “Common Book” account. Participation has increased each year. The interdisciplinary seminars were offered only once. There was insufficient funding to continue the project and expand the offerings. The Residential College now supports continued offering of the linked “living and learning courses” in the Residential College and nine themed opportunities will be available next year. Residential College student’s participation in the communities has risen to a little less than half of the total population. The program continues to evolve, with development of an Oxford-like “house” structure to be established in fall 2008 with a goal of more fully integrating academics into the social fabric of the university.

### **Portfolios/Coaching** #214079

Administrator and Participants – Cecelia Rokusek (FY06 and FY07), Jean Leicester

Purpose – This initiative followed summer 2005 funding of a Phase 1 award, “Portfolio/Orientation.” Plans called for introducing the portfolios into 10-15 orientation classes. This was linked to the L21 Wellness Development initiative in which the national health risk appraisal instrument TestWell 3 was utilized and then integrated into the portfolios in approximately 5 sections of Intro to Higher Ed.

Results – The portfolios were introduced in a limited number of orientation courses, but the program did not continue, partly because the administrator and faculty member involved both left the university and partly because a satisfactory staffing/funding strategy was never developed.

### **Mississippi River became River Studies** in FY07 and **Interdisciplinary River Studies** in FY08 #214075

Administrator and Participants – Troy Paino (FY06), Drake Hokanson (FY07), Troy Paino (FY08)

Purpose – The “Center” was to be constructed “by gathering existing river related endeavors, amplifying them and creating new student-focused opportunities.” Previous challenge grants in FY04, “Center for Mississippi River Studies,” and FY05, “Implementation Planning for Interdisciplinary River Course Cluster,” led to this L21 initiative. Key to the Center’s success was the summer 2005 acquisition of the *WSU River Explorer* to be used as a floating classroom for river-related courses and other experiential learning opportunities. The bulk of the funds allocated paid for the lease of the boat and its maintenance.

**Results** – There are now 56 river-related courses in 15 departments and numerous community outreach offerings. Among the highlights: the Residential College’s six “river theme” courses offered each fall, a two-week May-term University on the River course co-taught by a biology and English professor, the Project WET initiative developed by a chemistry and an education faculty member which offers K-12 teacher education and middle and high school student experiences and also involves WSU education students as teaching assistants, and the Outreach and Continuing Education Department’s seven community education courses. Among other users are College for Kids, Elderhostel, the Retiree Center, WSU Foundation and individual WSU departments and organizations and community groups. Another successful addition is the education/outreach program “Project WET”, which provides continuing education opportunities for teachers in the region and field experiences for middle school and high school students. The project is collaboration with the Upper Mississippi Fish and Wildlife Refuge. The Winona Explorer offered 69 excursions in 2007, averaging 8-10 trips per month in summer 2007 and 20 in September 2007.

### **Child Advocacy #214095**

**Administrator and Participants** - (FY06), Jaqueline Hatlevig

**Purpose** – This initiative grew out of a Child Advocacy Studies Vision Planning FY05 Challenge Grant. The plan called for development and implementation of a Child Advocacy Studies curriculum to provide professionals working with children a common knowledge base for responding to child maltreatment and the development of a Child Advocacy Center in Winona.

**Results** – Three courses were developed and offered in 2005-2006 and the CAST minor was presented to A2C2 and MnSCU in fall 2006. Discussions on establishing a Child Advocacy Center and a search for funding for same began in fall 2006. L21 funding was supplemented by funding through a Phase II award, “Development of Interdisciplinary and Community-based Initiatives for the CAST Minor.” WSU currently offers an 11-semester-hour Child Advocacy Studies minor through which students may receive a certificate of completion from WSU and the National Child Protection Training Center (NCPTC). In 2006-2007, fifteen students who were enrolled in the program completed an assessment of the need to establish a children’s advocacy center in southeastern Minnesota called “Matty’s Place.” A Board of Directors is in place and a needs assessment for a capital campaign has been completed. Discussions of a possible merger with the Family & Children’s Center are underway.

### **Development Initiative #214094**

**Administrator and Participants** – Deans’ Council (FY06)

**Purpose** – Funds were set aside to fund Phase 2 proposals.

**Results** - A total of \$122,700 was awarded to support 25 awards in 2005-2006. That total reflects L21 allocations of \$85,944 matched by \$36,756 in institutional funds from a variety of sources. Many projects did not use all the funds allocated. Funds recouped supported additional Phase 3 awards in FY 07. A section describing Phase 2 and 3 awards appears in later sections of this manuscript.

### **Learning Environment Beyond the Classroom #214076**

**Administrator and Participants** – Gabe Manrique (FY06 and FY07)

**Purpose** – This initiative followed summer 2005 funding of a Phase 1 award, “Comprehensive Travel Studies.” The purpose of that award was to establish guidelines for creating interdisciplinary, experiential learning opportunities in a variety of locations.

**Results** - Funds have supported student employment and office support. In the last two years, funds have also supported exploratory trips by a dozen faculty to investigate possible opportunities. In FY06, the Office of Outreach and Continuing Education (OCED) arranged 11 travel study programs involving 17 faculty members and approximately 190 students. In FY07,

there were 13 programs involving 20 faculty and 250 students. OCED has also established a partnership with St. Mary's University that will bring a visiting faculty member from Palestine to teach "Women in the Middle East" courses on both campuses in 2008. The Travel Study program is proving to be an attractive student offering and is continuing to expand.

**Learning Environment Service Learning**, Became **Community Engagement** in FY07, Became **Center for Engaged Research, Teaching and Scholarship (CERTS)** in FY08 #214096

Administrator and Participants – Troy Paino, Joan Francioni (FY06 – FY08)

Purpose – This initiative followed the summer 2005 funding of the Phase 1 award, "Comprehensive Travel Studies." It focused on building service learning opportunities in coursework. By 2007-08, the initiative had evolved into a Center of Engaged Teaching, Research and Scholarship with a half-time Director.

Results – In fall 2007 the Center's charge was: 1) to increase opportunities for all students to experience engaged learning through supporting faculty, partners and students in engaged courses and projects and helping to connect discipline-based research with community issues and 2) to assess efficacy of engagement at WSU and contribute to research on this topic. Fall highlights included work on local flood relief, receipt of a \$20,000 Minnesota Campus Compact Water Project grant in partnership with other area institutions, city agencies and a professional theatre company, and development of a web site and a "Beyond the Books" service learning guide. In spring 2007, a course again offered students an opportunity to perform community service projects in New Orleans, and a paper was submitted for a poster session at an international service-learning conference. Also in the spring, the All-University CERTS Committee began meeting and began working on expanding the "Day in the Community" idea, planning for long-term flood recovery efforts and designing programs for 2008-2009 to increase the number of engaged courses/course-components offered.

**Megasection Redesign** (FY06) #214080

Administrator and Participants – Cathy Summa, Ken Graetz

Purpose - This initiative followed summer 2005 funding of a Phase 1 award, "Megasection Redesign."

Results – A few initial meetings were held and attended by 15-20 faculty from all colleges except Education, but scheduling meetings was difficult and much of the communication was conducted via email and the portal. Participants became aware of the need to identify ways to better engage students in megasections, but there was "no-one-size-fits-all" solution, so most worked individually or on a one-on-one basis. Hence, it is difficult to assess what specific changes may have been made. A number of faculty experimented with "clickers" (student response pads), using them to electronically collect responses from students in terms of pre- and post-assessment of understanding the material or using them to survey the class anonymously on sensitive topics. A standard type of clicker was identified and currently they are used in about six classes a semester. One faculty member is presently using the "clickers" and assessing their impact. Funds also supported a Phase 2 study, "Instilling Learning Orientation as a Means of Increasing Retention and Success in General Psychology and Assessment of the Impact of Laptop Use in Large Classes."

**Supplemental Instruction** #214097

Administrator and Participants – Jillian Quandt (FY06 – FY08)

Purpose – The Supplemental Instruction initiative provides academic assistance through regularly-scheduled, informal study sessions in which students learn how to integrate course content and study skills while working together under the guidance of a student who has already excelled in the course.

**Results** – This initiative grew out of a FY04 Challenge Grant, “Developing Centralized Tutoring Service.” The project has supported courses as follow: Minnesota Rocks & Waters, Resources of the Earth, General Psychology, Statistics, Calculus I, Anatomy & Physiology, Microbiology, Chemistry for Health Sciences, Dynamic Earth and Natural Disasters. Some 8,445 hours of assistance were provided in 2006-2007. On average, students participating earned grades at least 6% and up to 19% higher than non-attendees. Over 9,000 hours of assistance have been provided to date in 2007-2008, representing an 18-fold increase since 2002-2003. On average, students participating earned grades at least 6% and up to 19% higher than non-attendees. The project continues to be supported through Innovation funding.

### **Career Development #214086**

**Administrator and Participants** – Calvin Winbush (FY06), Vicki Decker

**Purpose** – This initiative sought to establish a four-year career development model providing students with expanded career services and encouraging them to maintain an e-portfolio tracking their accomplishments throughout their college careers. Funds supported the initial hiring of a full-time administrative assistant and a full-time associate director in Winona and a half-time career services position in Rochester.

**Results** –The four-year career and academic planning portfolio is a collaborative venture with Counseling and Advising & Retention. Previously, the portfolios were introduced in 25-30% of the orientation classes. In fall 2007, the portfolios, as well as the four-year career development model, was introduced in 90% of the classes. The office now offers a new Discover program and major selection assistance services. The number of one-on-one student appointments in Winona increased from 440 in 2005-2006 (prior to adding staff) to 690 for 2006-2007. The number of workshops and class presentations has also increased from 66 in 2005-06 attracting 1,973 students to 130 in 2006-2007 attended by 3,829 students. Eleven podcasts are available online and accessible 24/7. An online Student2Work initiative, developed in collaboration with the Financial Aid office, offers area employers and campus departments access to a site where they can post student help openings, work study positions available on and off campus, and area part-time job openings. Students can search the site for openings and apply for jobs. Prior to the staff expansion, career services were offered in Rochester one day a month during the academic year. Today, a Rochester-based half-time career counselor is available for one-on-one appointments, presenting in classes, offering programming and connecting with Rochester faculty and area employers. Staff in both Winona and Rochester piloted an alumni mentoring program last year in collaboration with Alumni Affairs. This year, they are working with the Dean of the College of Science & Engineering on another mentoring option. Funding for salaries is now part of base operations; but no funds were allocated for staff to continue the electronic portfolio program and that initiative will end at the end of the 2007-2008 academic year.

### **Wellness Development #214073**

**Administrator and Participants** – Calvin Winbush (FY06), Ruth Schroeder/Diane Palm (FY07), Kelli McClintick (FY08)

**Purpose** – This initiative followed Summer 2005 funding of a Phase 1 award “Wellness,” and a FY05 Challenge Grant, the “The RAES (Resources, Advocacy, Education and Support Center.” This initiative included several components: 1) identifying a student health risk appraisal instrument and linking it with the e-portfolio project, 2) establishing a wellness resource room, 3) assessing health care services, and partnering with Southeast Technical College to serve their students. An additional \$25,000 annually has been added to base budget to support continuing wellness activities.

**Results** – The national health risk appraisal instrument TestWell 3 was utilized in fall 2005 and integrated into the L21 “Portfolio/Coaching” pilot project in approximately 5 sections of Intro to Higher Ed. ( A Wellness Resource Room was actually established through a separate FY05

Challenge Grant). As noted, the Wellness Development initiative followed a Phase I “Wellness” award and was entwined with a FY05 Challenge Grant, “The RAES Center.” It is difficult to distinguish which project led to the other or to “separate” the efforts and results. Funds from both sources supported staffing the Resource Room with a graduate assistant and several student workers as well as providing promotional support. In FY06 staff trained 30 peer health educators and 12 peer wellness coaches and participated in four classroom projects. The Health Educator oversaw two social work field placements. Activities in FY07 included a Body Analysis Night, an alcohol and sleep poster campaign, a class health survey, sexual health awareness promotion, and a wellness fair. Some 181 students participated in events in spring 2006. In AY 2006`-2007, 850-plus students were served. Funding is now part of the base operating budget and student staff will continue to offer a variety of services.

### **Technology #214087**

Administrator and Participants – Dave Gresham (FY06)

Purpose - Funds were to be used for one additional position with the remainder going for software, but a turnover in the leadership of Information Technology at the beginning of the FY06 and a subsequent review of the area’s organization delayed hiring.

Results – Funds allocated were returned to the general fund and used for operating expenses.

### **Campus Activities (Funded Celebration of the Book in FY07) #214098**

Administrator and Participants – Troy Paino (FY06), Greg Neidhart (FY07)

Purpose – Funds were intended to hire a consultant arts administrator to continue work on revitalizing the Lyceum Series, coordinating arts events and managing publicity.

Results – The original proposed Campus Activities Coordination plan called for the university to eventually hire a full-time arts administrator and a faculty member to develop an arts administration academic program. A consultant was hired for one year; he then became a fixed-term, full-time faculty member who took on coordinating all Lyceum activities, developed an arts calendar and web site, and worked with the Great River Shakespeare Festival and Frozen River Film Festival. Currently a search is underway for a permanent full-time faculty member who would focus on developing and delivering the arts administration curriculum and a search is underway for a full-time replacement arts administrator who would take on the arts administrator duties. The Arts Administration program is scheduled to begin in fall 2008.

### **Integrated Academic Services #214026**

Administrator and Participants – Barb Oertel (FY06), Ruth Schroeder/Ken Gorman (FY07), Sally Johnstone/Connie Gores (FY08)

Purpose – Funds supported a full day visit with an outside consultant. Plans called for redesigning and integrating enrollment processes, and co-locating and integrating technological support, resulting in increased student satisfaction. Participating areas were Admissions, Advising & Retention, Career Services, Financial Aid, Parking the Register’s Office and Student Accounts.

Results – Participants have analyzed and re-designed 14 enrollment processes and worked with the IT staff to take better advantage of existing technology. A monthly training program was developed. The Integrated Academic Service Center is scheduled to open in “old” Maxwell in summer 2008.

### **Diversity/Multicultural Awareness #214099**

Administrator and Participants – Christine Quinn (FY06 - FY08)

Purpose – The purpose of this initiative was to support development of diverse, innovative community partnerships, and curricular and co-curricular programs, services and training

opportunities. The emphasis was on promoting inclusive excellence and collaborative multicultural initiatives.

**Results** – Work to date has focused on development of community connections and recruitment and retention of historically underrepresented and underserved students. Connections were made with such entities as the Rochester Public School District Recruitment Forum, the Rochester Community & Technical College Multicultural Committee, the Diversity Council of Rochester, the Boys and Girls Club and the Intercultural Mutual Assistance Association of Rochester. Work was also done on the creation of a certificate in Multicultural learning. One course was developed and offered. The course was integrated with community experiences and offered to degree seeking, as well as community members. Additionally, a community based minority recruitment program for teacher education was developed. Potential legislative funding will supplement community financial support. The Director of MLI resigned in the fall of 07 thus, work slowed in 2007-2008. A search for a replacement failed and the position is being re-thought.

### **Global Perspectives #214071**

**Administrator and Participants** – Troy Paino (FY06), Troy Paino/Ruth Forsythe (FY07)

**Purpose** – This initiative followed summer 2005 funding of a Phase 1 award, “Diversity/Global Studies Abroad.”

**Results** – This initiative focused on strengthening partnerships with Egyptian institutions. In summer 2007, 14 students from Egypt came to campus and a graduate student came during the academic year. Both student and faculty exchanges have begun. Continuing efforts are now being supported by university funds.

### **Faculty/Staff Development, Became Faculty Development in FY07 #214024 and New Faculty Development in FY08 #214078**

**Administrator and Participants** – Cathy Summa (FY06 - FY07)

**Purpose** - This initiative followed summer 2005 funding of two Phase 1 awards, “New Faculty Professional Development” and “Faculty Development Week Design.”

**Results** – This award supported a faculty learning community that continued to work on plans to present a variety of professional opportunities for faculty at various stages of their careers – new faculty, mid-career faculty and senior faculty. However, an existing faculty development committee, appointed by the Faculty Senate, questioned the legitimacy of an L21 Learning Community taking on faculty development activities. The administration, in charge of faculty orientation, eventually chose to focus instead on another L21 initiative, “New Faculty Development.” The New Faculty initiative welcomes new faculty to WSU, providing support and professional development opportunities that are aligned with WSU’s commitment to engaged teaching, interdisciplinary courses and revision and development of curriculum, including use of new educational technologies and establishing new minors. The new faculty join together to receive information about current methodologies and engage in discussions about student learning. They have taken on special projects to develop courses, evaluate student learning outcomes and develop learning opportunities outside the classroom. The program continues to evolve based on feedback received.

### **Regional Economic Development #214072**

**Administrator and Participants** – Gabe Manrique (FY06 - FY08)

**Purpose** – This initiative followed a FY04 Challenge Grant for an “Economic Development Center,” a FY05 Challenge grant entitled “Towards a WSU Entrepreneurial Institute,” and Summer 2005 funding of a Phase 1 award, “Regional Development/Partnerships,” It was to explore and/or implement several components: 1) establishing a Small Business Consulting program involving students in experiential learning, 2) developing an Entrepreneurial Institute, 3) providing “Applied Venture Technologies” focused on retraining and reeducation of

professionals in scientific and technological fields, 4) expanding connections with Health Care Partners, 5) expanding modular education, training and conferences offered by WSU's Leadership Institute and in the area of customized education, 6) establishing a Center of Economic and Financial Education to promote K-12 teacher and student financial literacy, 7) developing a web site to provide a regional interface for internships, resource sharing and data collection, and 8) laying the groundwork for future business incubators and accelerators and developing international business linkages.

Results – In terms of planned components: 1) Work continues on creating a Small Business Consulting program modeled after the Service Corps of Retired Executives (SCORE) but without limiting volunteer consultants to retired executives. 2) OCED (Outreach and Continuing Education) has developed the CO-OP program which places WSU students in area companies for employment and training throughout their college career. This is not discipline-specific and OCED continues to expand its list of corporate partners. In addition, OCED has established an internship program with the Southeast Minnesota Economic Development Corporation. 3) While there is not yet a formal Entrepreneurial Institute, OCED is sponsoring entrepreneurial activities such as a new Inventors and Entrepreneurs Club of Winona, Entrepreneurship Camps for immigrants and youth in alternative learning environments, and programs on social entrepreneurship. 3) Applied Venture Technologies have not been pursued. 4) a Minnesota Job Skills Partnership Grant, now in its last year of funding, allowed for the incorporation of “Lean” principles into Winona Health and several ongoing Lean projects are underway. Workshops and conferences were offered in 2007 and scheduled to be offered again in 2008. WSU expertise in Lean has expanded as a result of heavy faculty and staff involvement in this project. 5) The on-campus Leadership Academy is now in its third year of operation and facilitators have been involved in several other projects on- and off-campus. 6) OCED has established faculty-in-residence programs that allow WSU faculty to spend summers at area companies to learn, research, and work. 7) Action has not been taken to establish a Center of Economic and Financial Education although it remains a viable possibility and would be looked upon favorably by the Minnesota Council on Economic Education. 8) A regional website for resources has not been established. 9) OCED established the Business Sentiment Survey for Southeastern Minnesota. The annual survey serves as a gauge of regional economic prospects. The results are released at Winona's annual Economic Summit. 10) OCED has hosted two Energy Summits in partnership with Winona County. These summits promote and support the University's and the community's efforts towards sustainable development and the use of renewable sources of energy. 11) OCED has partnered with area businesses to bring programs to the region that contribute to professional development including the Disney Institute and other outstanding lecturers. 12) OCED is working with the city of Preston on their planning and economic development efforts. 13) Through OCED, WSU is an active participant in regional development efforts including the 7 Rivers Alliance (a tri-state partnership). WSU was part of a consortium in southeast Minnesota that received a FIRST grant from the Department of Employment and Economic Development (DEED) to advance comprehensive regional development. Other members of that consortium include the Southern Minnesota Initiative Fund (SMIF), and the Workforce Development Centers. 12) OCED facilitated the Workforce Initiative project of the Winona area in 2006-07. In short, the University has “taken the lead” on work force issues in the region, strongly supporting work force diversity, and building up entrepreneurship education and promotion. OCED has also expanded activities to Rochester to engage WSU in economic development activities there as well.

#### **University Advancement #214027**

Administrator and Participants – James Schmidt (FY06)

Purpose – Funds were to be used to hire a graphic designer and a writer in the publications office and an assistant alumni relations director.

Results – Staff were added as originally proposed and funding went to base in FY07. Among the changes that have taken place are: a new *Currents* magazine which has received positive feedback, expanded targeted marketing efforts and increased collaboration with Admissions in marketing, development of an online community for alumni and friends and development of additional alumni chapters. New marketing efforts may have contributed, in part, to an increase in applications from new first-year students and transfer students from 5447 in 2006 to 6148 in 2008. Foundation assets increased from \$25,780,352 in FY06 to \$28,928,397. University Advancement reports a 12% increase in income.

#### **Pipeline #214125**

Administrator and Participants – Maudie Williams (FY07)

Purpose – The project seeks to ease the transition of underrepresented students from high school to college.

Results – This is a continuation of the Phase 2 program, “Transitioning High School Populations for Success in an Academic College Environment.”

Status in 2008: Since 2005, 20-plus high school students graduating from Rochester/Winona have enrolled at WSU. Support for continuing activities is being provided by the university.

#### **Statistical Consulting Center #214150**

Administrator and Participants - Jeffrey Anderson (FY07 and FY08)

Purpose – The Center will give statistics students hands-on experiences in study design and data analysis by providing statistical consulting for research being conducted internally by faculty and staff and for external projects conducted by partners in the WSU community.

Results – The Center, to be housed in a proposed faculty and staff service center in Maxwell Hall, will begin offering services in fall 2008.

#### **Visiting Scholars #214151**

Administrator and Participants – Nancy Jannik (FY07 – FY08)

Purpose – This fund supports brief visits by scholars with expertise in a variety of areas.

Results – To date, only one visiting scholar has been brought to campus. Associate Professor of Environmental Science Martin Thoms, University of Canberra, came to campus for a brief visit in fall 2006. Thoms, an internationally known inland rivers expert, made a number of classroom presentations. Funds have been carried forward to support future visits.

#### **International Programming #214152**

Administrator and Participants – Ken Gorman

Purpose - Funds are supporting offering an English Language Center in summer 2008. The Center will assist international students in improving their English Language skills. Funds will also support a revival of a portion of a Round 3 initiative, “Global Connections: Strengthening Partnership Relationships.” In FY06, that initiative paired international students with American students as dorm roommates and a student was employed to provide supportive programming. In FY08 the pairings continued (70 -80 rooms), but there was no programming offered. FY09 will see a restoration of programming.

Results –This Innovation account was established in FY07, but did not become operational until FY08. It is too early to assess program impact.

#### **Initiative to Promote Excellence in Student Learning #214146**

Administrator and Participants – Nancy Jannik

Purpose - IPESL was a series of faculty colloquiums on a variety of topics which provided tools to address improvement of student learning in reading, writing, math, science and/or critical thinking. The program ran from January 2007 through summer 2008.

Results – Faculty were required to incorporate tools and/or topics discussed into a course of their choice. Initial funding for the project came from MnSCU. There is no intent to continue the program once all funds are expended.

### **Common Book #214153**

Administrator and Participants – Troy Paino/J. Paul Johnson; members of English, History, Mass Communications, and Global Studies departments; Library, Bookstore, and Student Life

Purpose - The Common Book Project connects incoming first-year students with readers in the university and the community as they join together in the reading of a “Common Book.” This provides incoming students with a common literary experience, a shared text that generates thoughtful discussion and debate. In concert with the shared reading are numerous extracurricular events and activities related to the content and theme of the shared text. In the first year, 2005-06, over 1,000 WSU students read Rochester author Fan Shen's *Gang of One: Memoirs of a Red Guard*. In 2006-2007 over 1,800 students read Kent Nerburn's *Neither Wolf Nor Dog: On Forgotten Trails with an Indian Elder*. In 2007-08, over 2,000 students read *My Year of Meats* by author Ruth Ozeki and engaged in researching such diverse topics as food safety, women's health issues, Japanese-American cultural conflict, business communications, postmodern literature, and biomedical ethics. During her campus visits, author Ozeki visited dozens of WSU classes, participated in panel discussions with Winona community and WSU faculty, discussed her feature film *Halving the Bones*, and presented on the topic of media ethics to a Somsen Auditorium audience of over 600 students and community members. In sum, events surrounding Ozeki's visit were attended by approximately 2,200 WSU students. The 2007-08 project also included opportunities for a dozen undergraduate and graduate students to intern on the project, collaborating on a Common Book Weblog that received over 1,100 “hits” and a movie series attended by approximately 200 students.

Results: The program has expanded considerably into the WSU curriculum and across WSU departments over its initial three years, with its readership and participation growing yearly. Four finalists are currently being considered for a potential 2008-09 Common Book

### **Amistad #214154**

Administrator and Participants – Stace Rierson

Purpose - The purpose of Amistad is to create intercultural exchanges between WSU students and Latino K-12 students in the St. Charles School District. These exchanges are coordinated through Big Brothers Big Sisters of Greater Winona. During weekly, one-hour sessions, WSU students mentor K-12 Latino students across curriculum areas, engage in athletic and creative learning activities, and assist in English language development if needed. Simultaneously, the K-12 students expand the college students' understanding of Latino students' cultures. Each Latino student is matched with one WSU student to form a long-lasting friendship based on trust, respect and mutual appreciation.

Results: WSU students benefit in terms of enhanced understanding of Latino students' cultures. Latino students receive educational support, encouragement to live a healthy lifestyle, and direct exposure to the WSU campus and programs. The community benefits through increased cross-cultural communication. Of the 13 students who mentored in fall semester 2007 (the first semester the course was offered), 11 chose to continue mentoring through spring semester 2008 even though the actual course had ended.

### **U.S. Democracy Project #214155**

Administrator and Participants – Troy Paino, Matthew Bosworth

Purpose – The Mission of the American Democracy Project (ADP) is an American Association of State College and Universities (AASCU) initiative taking place on 219 AASCU campuses. The project “seeks to create an intellectual and experiential understanding of civic engagement

for undergraduates. The goal of the project is to produce graduates who understand and are committed to engaging in meaningful actions as citizens in a democracy.” The program was initiated with university funding prior to FY08.

Results – Generally, 6-7 informative events are planned each year. Attendance has ranged from 20-200, but most events attract an audience of 50-60 students, faculty and staff. This year, the project has sponsored and/or co-sponsored films, panel discussions and lectures on such topics as the “military-industrial complex,” the Supreme Court, Facebook, counterterrorism and high education funding. Innovation funds support a part-time faculty director and speaker fees.

#### **College of Business Innovation #214040**

Administrator and Participants – Bill Murphy

Purpose – Accounts were established for each College and other areas staffed by faculty to support activities in harmony with the Innovation Funds philosophy.

Results – No report was received.

#### **College of Education Innovation #214041**

Administrator and Participants – Sally Standiford

Purpose – Accounts were established for each College and other areas staffed by faculty to support activities in harmony with the Innovation Funds philosophy.

Results – Funds were used for a variety of purposes: collaboration with the Department of Science & Engineering and the Lyceum Committee to support Lyceum and workshops for university faculty and area K-12 teachers on the subjects of educational research, science education, and tests of cognitive reasoning; faculty travel support; student travel support; external program review; technological purchases; a minority recruitment meeting and promotion of the Sports Management Program.

#### **College of Liberal Arts Innovation #214042**

Administrator and Participants – Troy Paino

Purpose – Accounts were established for each College and other areas staffed by faculty to support activities in harmony with the Innovation Funds philosophy.

Results – Funds supported a number of projects: a student internship to develop the Arts Administration program web site, a number of undergraduate research experiences, travel study exploration, development of an online music course and English course, production of a documentary on the Dhaka slums, development of an interdisciplinary environmental neurotoxicology program and a Global Studies internship program, a project for students to serve as election judges, students’ organizing Southeast Minnesota History Day, Spring 2008 Celebration of the Book and faculty research.

#### **College of Nursing and Health Sciences Innovation #214043**

Administrator and Participants – Tim Gaspar

Purpose – Accounts were established for each College and other areas staffed by faculty to support activities in harmony with the Innovation Funds philosophy.

Results – No activity occurred during the 2007-2008 academic year. Tentative plans called for issuing a Request for Proposals.

#### **College of Science and Engineering Innovation #214044**

Administrator and Participants – Jeffrey Anderson

Purpose – Accounts were established for each College and other areas staffed by faculty to support activities in harmony with the Innovation Funds philosophy.

Results – Funds have been used for faculty and K-12 teacher development, and to support faculty grantwriting efforts. Specifically, the College collaborated with the Department of

Education and the Lyceum Committee to support Lyceum and workshops for university faculty and area K-12 teachers on the subjects of educational research, science education, and tests of cognitive reasoning. A biology faculty member received support for preparation of a grant proposal to the National Science Foundation, Division of Environmental Biology, Ecosystem Cluster; a chemistry faculty member received support for preparation of an EPA Environmental Education grant and a MN CERTs (Clean Energy Resource Teams) grant; and a geoscience faculty member received support for preparation of grant proposals to the National Science Foundation (NSF) Math Science Partnership (MSP) and the NSF CCLI (Course, Curriculum, and Laboratory Improvement) program. Funds also provided matching funds for a MnSCU Center for Teaching and Learning grant (\$30,000).

#### **Library Innovation #214045**

Administrator and Participants – Larry Hardesty

Purpose – Accounts were established for each College and other areas staffed by faculty to support activities in harmony with the Innovation Funds philosophy.

Results – Funds have supported library faculty and staff development. In November, the library hosted a visit by the University of Wisconsin library staff. (UW had hosted a visit to their campus the year before.) The entire library staff had a retreat in December 2007 to follow up on the recommendations made by consultant Scott Bennett the previous year. In February 2008, as a follow-up to the retreat, funds supported an assessment day activity involving “listening to the students.” This was followed by a May 2008 “listen to the faculty” forum. The possibility of a visit by the University of Wisconsin-Eau Claire Library staff is being considered. The director believes the visits have helped facilitate discussion and changes.

#### **Counseling Center Innovation #214046**

Administrator and Participants – Karen Johnson, Pat Ferden

Purpose – Accounts were established for each College and other areas staffed by faculty to support activities in harmony with the Innovation Funds philosophy.

Results – Funds have been used to support a Counselor attending a “Depression on College Campuses” conference with the theme of “Creating Healthy Communities,” and focused on model programs that provided interesting and creative ideas; a counselor attending a MNSCU Student Affairs conference on Access and Opportunity; and the upgrading of a Counselor’s technology system.

#### **Academic Affairs Innovation #214047**

Administrator and Participants – Sally Johnstone, Nancy Jannik

Purpose – An account was established for Academic Affairs to support activities in harmony with the Innovation Funds philosophy.

Results – Funds supported faculty members in understanding and beginning work with projects like the Open Learning Initiative through attendance of a seminar at Carnegie Mellon University. The attendees have become active contributors to the development of our emerging Math Achievement Center.

#### **Climate Commitment – Sustainability #214156**

Administrator and Participants – Nancy Jannik

Purpose: To support university climate commitment activities.

Results: No report was received.

**2005-2006 – Phase 2 – FY06**  
**Learning for the 21<sup>st</sup> Century Phase II Implementation Proposals:**  
**Interdisciplinary and/or Community-based Initiatives**

A total of \$121,100 was awarded to support 24 awards in 2005-2006. That total reflects L21 allocations of \$85,944 matched by \$35,656 in institutional funds from a variety of sources. Note that the total given is for original award amounts. Many projects did not use all the funds allocated. The balances were returned to a holding account to support additional future activities. (Note: There were also three additional projects supported as part of other L21 activities, rather than receiving separate awards.)

**Community Based Paralegal/Legal Clinic Program**

Project Director and Participants: Kurt Hohenstein

Award: \$2,627

Purpose: This project sought to establish a Community Based Paralegal Clinic in cooperation with the Southeast Minnesota Legal Services office and the Center for the Protection of Children. The Clinic was to provide students connections to create volunteer internship opportunities.

Short-term Results: The clinic got off to a slow start, but now is up and running. This is a non-credit, community service program where students voluntarily arrange their own experiences.

Status in 2008: The program is continuing and the Paralegal Clinic has worked with the Mayo Clinic to add another partner, Latino Unidos. A formal assessment was conducted on assessment day, but the final data is not yet available. Current plans call for the project to continue.

**Incorporating CBL in Computer Science Curriculum**

Project Director and Participants: Sudharsan Iyenger

Award: \$4,499

Purpose: This project explored integrating community-based learning (CBL) into two Computer Science courses. Faculty examined the feasibility of industry collaboration and set up the environment and logistics for aligning the industry needs and coursework objectives.

Short-term Results: In academic year 2006-2007, 13 students in CS471 and 5 students in CS482 participated in two collaborative projects, one with Federated Insurance (Owatonna) and one with WSU-OCED. Student grade distribution was A-4, B-8, C-5 and D-1.

Status in 2008: The practice of having students work on hands-on applied projects with customers is continuing. The spring 2008 CS471 class is working with Mugby Junction. The faculty member plans to incorporate such experiences in future sections of the two courses.

**Earth's Natural History Up and Down the Stairs of the Science Laboratory Center**

Project Director and Participants: Bruno Borsari, Jennifer Anderson, Mary Coughlan, Anne Plummer, Robin Richardson

Award: \$1,545

Purpose: This interdisciplinary project involved students in developing an interpretative "path" from the Science Laboratory Center atrium up the stairs to the third floor of the building. The pathway consists of art students' prints and ceramic pieces that were created based on concepts of evolutionary biology with a focus on the Precambrian Era. As a whole, the works illustrate (in geologic time) the evolutionary history of planet Earth. The works were produced by two art classes (ceramics and printmaking). Students attended an introductory lecture by science faculty who then made nine visits to the art classes to monitor works in progress.

Short-term Results: The project was completed in spring 2006. Surveys indicate that art students' acquired an increased appreciation for the sciences through participation in the project  
Status in 2008: The pathway is a permanent display. Dr. Bruno Borsari had an article describing the initiative published in a 2008 issue of the *Journal of Evolution, Education & Outreach*.

### **Development of a Graduate Level Sports Management Certificate for Emphasis Within the Educational Leadership Master of Science Degree**

Project Director and Participants: Stephen Juaiere, Doug Callahan, Lee Gray and Bob Newberry  
Award: \$5,500

Purpose: The departments of Physical Education & Recreation and Marketing created an 18-credit-hour online interdisciplinary graduate level Sports Management program of study. The certificate program was intended to attract new graduate level/non-traditional students to Winona State. The program is an emphasis within the Educational Leadership Master of Science Degree program. It can also stand alone as a Sports Management Graduate certificate program.

Short-term Results: In fall 2006, the program website was established, including a survey to assess interest from potential students statewide. A marketing strategy was created and classes were to be offered in spring semester 2007. Anticipated enrollments were 1-2 classes per semester enrolling 12 students each.

Status in 2008: A graduate program in Sports Management is now available. The 18 credit certificate of specialization is entirely online and can be taken independently or as the specialized component of the Master's in Educational Leadership degree program.

### **Crossing the Whitewater**

Project Director and Participants: Rod Winters, Mary Joyce, Silvia Vasquez-Anderson and Maudie Williams

Award: \$2,288 (Includes \$888 in L21 funds and \$1,400 from the L21 Multicultural Learning Initiative)

Purpose: This project piloted a field experience for education majors with the After School Club, an extended school day program for ethnically and socio-economically diverse students at Willow Creek Middle School in Rochester. WSU students cooperated with two teachers and conducted classroom observations and provided academic and mentoring services in a weekly program.

Short-term Results: School district personnel reported strong satisfaction with the program. The program met its instructional intent of providing a new outlet for a diversity field experience for pre-service teachers. However, students reported that round trip travel time to Rochester was excessive, and they did not support continuation of the program.

Status in 2008: The experience did further interest in increased field experiences for education majors. The Education Department is currently considering a plan for back to back scheduling of two methods courses during the junior year, which would provide time frames to place students in area schools on an ongoing basis.

### **Increasing Diversity of Thinking Types in Science: An Interdisciplinary Effort Between Educators and Scientists**

Project Director and Participants: Robin Richardson, Tamara Berg, Bruno Borsari, Chris Malone and Jim Reineke

Award: \$3,300

Purpose: This project is studying and quantifying the components of the BIO 242 course (freshmen biology for majors). The original goal of the redesigned course was to awaken curiosity in freshmen on the road to becoming scientists. Faculty will explore the successful aspects (retention of female biology majors and a reported increase in curiosity) with the aim of

extending course components that contribute to success to other sciences if they choose to focus on either increasing female retention or diversity of thinkers.

*Short-term Results:* The course had been re-designed to focus less on conventional lab exercises and to instead include a research component. Each student completes a 13-week project that culminates in a presentation at a local school. This results in a total of approximately 100 WSU students visiting a dozen or more area K-12 classrooms each year. Other unique components include on-going, open ended exercises; students assigned responsibility for organisms used in the class; and students raising 65 species of plants (45 plants per four person team). Retention was measured by how many participants moved on to take the sophomore course. Results indicated students (of both genders) participating in this class were more likely to continue on to the sophomore level.

*Status in 2008:* The study affirmed the redesigned course was a move in the right direction in terms of designing experiences that encouraged students to continue studies in biology. It continues to be offered annually.

### **Development of Urban Metro Police Program**

*Project Director and Participants:* James Kobolt, Helen Dachelet, Chris Malone and Pat Paulson  
*Award:* \$7,465 (Includes \$4,465 in L21 funds and \$3,000 from an faculty Professional Improvement Fund award)

*Purpose:* Faculty from Sociology, MISO and Math sought to establish a Center for Urban Policing to study the increasingly sophisticated statistical and information system needs of urban American law enforcement. An executive Board was created involving two WSU faculty, two University of Toledo (Ohio), faculty and command personnel from the Toledo Police Department and the Las Vega Metropolitan Police Department.

*Short-term Results:* In fall 2005, a Mapping and Data Analysis course (MIS302) was offered for law enforcement students. Results indicated that criminal justice students suffered from a lack of instruction in the use of basic computer software. A proposal to revise the curriculum was drafted. The Executive Board continued meeting and a paper was being prepared for presentation at the fall 2006 annual conference of the Midwest Criminal Justice Association.

*Status in 2008:* This program is not going forward, primarily because its key proponent left the university.

### **MTED 100: Using an Interdisciplinary, NCTM Standards-based Approach to the Building of Rational Number, Decimal, and Percent Knowledge**

*Project Director and Participants:* Terry Price and Ann Rethlefsen

*Award:* \$10,000 (Includes \$3,300 in L21 funds, \$3,350 from OCED and \$3,350 from the L21 Faculty Development Initiative)

*Purpose:* An MTED100 course, which would meet University Studies Basic Skills requirements, was to be developed using an interdisciplinary approach as outlined through the PKAL and L21 initiatives. Through this collaborative effort between the College of Science and Engineering and the College of Education, students will be given an opportunity to gain a solid foundation of mathematical number sense in the context of critical content and methods.

*Short-term Results:* The course was developed and offered as a math education option. It was offered twice, but partly because it was not a university studies course, it failed to attract enough enrollments.

*Status in 2008:* There are no plans to offer the course again in the near future.

### **Developing Regional Nature Based Tourism**

*Project Director and Participants:* James Reidy and Krista Tauscher

*Award:* \$1,800 (Includes \$1,200 in L21 funds and \$600 from the L21 Regional Economic Development Initiative)

Purpose: Student teams were to explore ways to promote tourism in five towns: Wabasha, Minnesota; Lanesboro, Minnesota; Trempealeau, Wisconsin; Whitewater State Park, Minnesota; and Hurtle, Wisconsin. In conducting the study, students would have a hands-on experience that connected class lectures to real world issues.

Short-term Results: Students gathered information and presented a promotional plan to the Winona Visitor and Convention Bureau. The organization reported being pleased with the results.

Status in 2008: Information on what parts of the plan may have been implemented has not been determined.

### **Partnership in Lifelong Learning**

Project Director and Participants: June Reineke, Cecelia Rokusek, Celeste Miller and Penny Warner

Award: \$5,000

Purpose: This partnership between WSU and School District 861 was to allow WSU to use classrooms at a district elementary school for 40 fulltime children age six weeks to five years. The expected outcomes were: 1) expanded authentic community field placement sites for education students seeking state early childhood and elementary licensure; 2) WSU course content more intricately woven with practicing teachers, classrooms, children, and families; 3) modeled Birth-Grade 12 program delivery by district #861 through use of shared resources thus building the underfunded early childhood program infrastructure; 4) full-day quality early childhood programs for area working families (as opposed to current limiting part-day options within the school district); and 5) eventual multiple early childhood sites at area elementary schools with the possibility instituting a Professional Development School model of delivery. This project will lay the infrastructure for future growth. First enrollments were expected to occur in fall 2006.

Short-term Results: This project grew out of Children's Center Benchmarking Visits supported by a FY04 Challenge Grant. The current Madison Project offers a full-day, full-service early education program lodged in a local elementary school and serves 18-month old children through kindergarten-age students. (There was not enough room to accommodate birth-Grade 12 as originally planned.) Ed 413 (Development in Infancy) and Ed 416 (Early Childhood Education I) are intricately entwined in the Madison Project and students in Ed 413 are required to complete 30 hours in that Practicum. The Head Start program is a unique inclusive model (offered at both the Maxwell and Madison sites.) The award allowed the Center to hire a part-time assistant for the Center Director.

Status in 2008: WSU and District #861 continue to explore the possibility of establishing multiple early childhood education sites. Head start will initiate an infant/toddler pilot in 2008. The university has taken on full-time support of the Director's assistant position. The Children's Center is preparing for accreditation in 2010.

### **Implementing Bioinformatics Courses for Computer Science Curriculum**

Project Director and Participants: Chi-Cheng Lin, Barbara Beck, Alexev Leontovich, Yan Asmann and Mingrui Zhang

Award: \$3,000

Purpose: This award built upon a previous FY05 Challenge Grant, "Developing Expertise in Bioinformatics – The Initial Implementation of Bioinformatics Track within the Computer Science Curriculum." The project supported the continued professional development of computer science faculty increasing their expertise in the field of bioinformatics.

Short-term Results: Introduction to Bioinformatics (CS368) was offered in Rochester in spring 2006,

Status in 2008: An advanced course in Bioinformatics (CS468) was offered in fall 2006 and CS368 was offered for a second time in spring 2007 on both the Rochester and Winona (ITV) campuses. Both classes are scheduled for the 2008-09 academic year. Assessment of the new applied tracks is on-going.

### **Development of Interdisciplinary Course with Community Involvement - Social Entrepreneurship**

Project Director and Participants: Kathryn Ready, Alexander Hines and Ann MacDonald

Award: \$10,200 (Includes \$7,800 in L21 funds, \$1,200 in faculty Professional Improvement Funds awards and \$1,200 from the L21 Regional Economic Development Initiative)

Purpose: This project sought to develop a course on Social Entrepreneurship. Instructors planned to research and meet with social entrepreneurs in the Winona area and examine existing Winona area social entrepreneurship activities/programs. The course was to include a combination of inspirational guests, readings, lectures and cases designed to help students learn about the “best practices” and science of “social entrepreneurship.”

Short-term Results: Ready made contacts with local non-profits through projects initiated in her Strategic Management (BUSA495) course. A Social Entrepreneurship pilot course in fall 2006 attracted a full enrollment and was well-received. Students enrolled volunteered to work on special projects at Catholic Charities, Elder Network, Family Services, Habitat for Humanity, Home Community Options, ORC and WSU. Project success was assessed by the students, faculty and non-profit organizations. A unique pre- and post-assessment tool was developed to evaluate student outcomes.

Status in 2008: The course was offered in fall 2007 as Topics in Business-Social Entrepreneurship (BUSA376). The department is submitting a formal request for approval of a Social Entrepreneurship course to A2C2 in spring 2008. The course will be offered once a year.

### **Supporting the Foodshed with Local Food Choices through a Renovated Purchasing Policy at WSU**

Project Director and Participants: Bruno Borsari, Karen Stettler and Cal Winbush

Award: \$2,000 (Includes \$1,000 in L21 funds and \$1,000 from Student Affairs)

Purpose: This project supported a feasibility study to measure and increase on-campus awareness of and support of purchasing locally produced foods. An online pre-survey was conducted in March 2006. A three-evening educational program involving films and discussions facilitated by local farmers was then offered and a post survey was conducted in April 2006.

Short-term Results: The pre-survey was completed by 1,158 individuals and 936 completed the post-survey. However, only 128 of the post survey recipients had participated in the educational programs. The overall statistical differences between the pre- and post-survey responses were not significant.

Status in 2008: While this particular project is not ongoing, the recently formed Campus Climate Committee has a food sub-committee and discussions on local food choices are continuing. The Chair of the subcommittee has arranged meetings between local growers and Chartwells food service to consider possible collaborations.

### **Cranberry Ingestion Affects on Diabetes, and Physical Performance**

Project Director and Participants: Gary Kastello, Bruce Svingen and Ted Wilson

Award: \$10,000

Purpose: This initiative supported two research projects. In the first study, students in an Anatomy and Physiology (BIO212) class collected data on the effects of cranberry juice ingestion on blood glucose and insulin in college-aged students. Then students in Biology (BIO499) and Movement Science Research Data Collection (HERS412) ran statistical analyses of the data, which the BIO212 students used to write laboratory reports. In the second study,

students in Movement Science Research Design (HERS390) and Movement Science Research Data Collection (HERS412) designed and conducted a study to measure the effects of cranberry juice ingestion on delayed onset muscle soreness. (Students in Biology (BIO499) assisted in the data collection.) Students in Chemistry Capstone (CHEM430) performed an analysis on the results.

Short-term Results: These studies led to a Phase 3 award for two more studies, "Effects of Cranberry ingestion."

Status in 2008: The initiative generated seed-data for grantwriting, grant submissions and submission of faculty-student manuscripts to professional journals such as the International Journal of Sport Physiology & Performance, the Journal of Medicinal Foods, the Federation of American Societies for Experimental Biology and Medical Science Sports Exercise. Students also created poster presentations for a Northland American College of Sports Medicine meeting and the First Annual Student Faculty Research Celebration in spring 2007.

### **Drawing for the Sciences**

Project Director and Participants: Mary Coughlan, Robin Richardson, Cathy Summa

Award: \$6,939 Includes \$2,583 in L21 funds and \$4,536 from OCED)

Purpose: The art department planned to offer a two-credit Drawing for the Sciences pilot course for science students that combined an understanding of the elements of art and principles of design/composition with the development of drawing skills. Students would gain the skills and practice most useful for observing and recording information in a science lecture, laboratory or in the field -- skills beneficial to the science student and future science teacher.

Short-term Results: Fourteen students enrolled in the class in spring 2006. Surveys indicate students' confidence in drawing was enhanced. In fall 2006, the course was designated a University Studies course.

Status in 2008: The course has been offered each spring.

### **Partnering with Winona Area Companies Having International Involvement**

Project Director and Participants: Mary Gander, Yogesh Grover, Kathryn Ready and Vartan Safarian

Award: \$3,361

Purpose: Faculty planned to work with teams of global studies and business students to explore the extent of international involvement of three or four area companies (for example, RTP, Watkins Products, Fastenal, Ashley Furniture). This was to be accomplished through a 3-credit class offered during May (and/or Summer Session), and through the Capstone Strategic Management classes in Business. This project had the potential to open new doors and serve as a "first phase" for other significant international projects/opportunities that might grow out of this initial experience and information exchange.

Short-term Results: Students in Ready's Strategic Management (BUSA495) course completed projects to learn about international connections at Ashley Furniture, Fastenal, Ticona, Watkins and Watlow. Gander used contacts generated through that work to develop a Topics in Business-Doing Business in China (BUSA 376) course offered in spring 07.

Status in 2008: Shashi Dewan offered the course again in spring 2008. The department plans to incorporate the course into the curriculum on a continuing basis.

### **Incoming Freshman Outdoor Orientation Program**

Project Director and Participants: Roger Riley, Julie Fassbender and Tom Fassbender

Award: \$5,000

Purpose: The Outdoor Orientation program provided incoming students courses designed to introduce them to local recreation and the natural beauty in and around Winona. Allowing first-

year-students to participate in environmentally based, socially integrated experiences was to ease their transition into university life.

Short-term Results: Red Tail Outfitters operated the program for two years and had a relatively good response.

Status in 2008: Although well-received, the program required a great deal of time and effort on the part of the commercial partner and it was not offered again.

### **Nanoscience and Nanotechnology Workshop**

Project Director and Participants: Beckry Abdel-Magid and Ann MacDonald

Award: \$3,600

Purpose: Faculty from Biology, Chemistry, Engineering and Physics, working in collaboration with OCED, developed a two-day workshop to introduce students, area science teachers and area scientists to recent advances in the fields of nanoscience and nanotechnology. It was hoped the workshop would become an annual event.

Short-term Results: The workshop was developed and marketed, but enrollment was insufficient.

Status in 2008: The workshop has not been offered again, but the project director, on sabbatical in 2007-08, may explore the possibility of offering it once more upon his return.

### **Composites Consortium Initiative for University-Industry-Government Projects**

Project Director and Participants: Beckry Abdel-Magid, Keith Laken and Larry Rupprecht

Award: \$5,176

Purpose: A team of students, faculty and members of the Winona Composites Consortium sought to identify key projects that would benefit the local composites industry, promote Winona as a composites hot-bed, and provide students with opportunities to work on and learn from community-based projects. The long-term goal of the project was to develop projects which would be implemented by the collaborative effort of WSU, the Composites industry, and the Winona community; and provide WSU students with good practical experience.

Short-term Results: Faculty and students prepared a list of possible projects to involve students, faculty and industry in Winona. The projects were presented and discussed at the Winona Area Composite Consortium meeting last year. After discussion the projects were prioritized, and one project was selected to start the series. The project was to build a bus shelter made of composite materials on campus. Funding to study the project was obtained through a student research grant. A group of students from the Engineering Department started the design work on the bus shelter. The next stage was to be obtaining materials and starting the construction of the Bus Shelter.

Status in 2008: The student who received the research grant did not complete the project. His faculty sponsor, on sabbatical in 2007-2008, may re-initiate the project upon his return.

### **Pilot Interdisciplinary Arts Course**

Project Director and Participants: Gretchen Cohenour, James Armstrong, Jennifer Anderson, Drake Hokanson, Rich MacDonald, Sharon Mansur, Gretchen Michlitsch, Seho Park, Anne Plummer, Cathy Schmidt and Ed Slowik

Award: \$8,800 (Includes \$5,500 in L21 funds and \$3,300 from OCED)

Purpose: An interdisciplinary arts class was developed and approved by A2C2 as a fine and performing arts core class in the University Studies Program. This "umbrella" course involved one or more artistic mediums incorporating content from diverse disciplines across campus. The specific topic for the May term 2006 offering was "an interdisciplinary and collaborative approach to the concept of Time through the fields of dance and geoscience," to be taught by Sharon Mansur (dance) and Jennifer Anderson (geoscience).

Short-term Results: Only four students enrolled and the May term 2006 class was cancelled. The course was to be re-offered in spring 2007.

Status in 2008: "Making Interdisciplinary Connections" (THAD295), combining dance and geoscience, was offered in spring 07 (enrollment 11) and spring 2008 (enrollment 26). Students' spring 2007 feedback was overwhelmingly positive and indicated their appreciation for the interdisciplinary nature of the course. Depending on the topic and instructors, the course requires a THAD instructor, either in Theatre or Dance, and an instructor from another department, so its offering is dependent on funds being available to support two faculty salaries. There are no plans to offer the current course next year.

### **Development of Interdisciplinary and Community-based Initiatives for CAST Minor**

Project Director and Participants: Jacqueline Hatlevig

Award: \$5,000

Purpose: This project was to pilot and further develop new interdisciplinary experiential learning initiatives for CAST students including internship experiences for the Child Advocacy Studies Minor. As the number of students from various disciplines participating in the CAST program increased, the potential interdisciplinary learning initiatives also increased. In addition to the internship experiences, two required courses were to be developed and the CAST minor was to be prepared for submission to MNSCU.

Short-term Results: The program director visited CornerHouse and the Midwest Children's Regional Center to discuss internships for students. Stepping Stones, in LaCrosse, Wisconsin, was also visited as a potential experiential learning site. In conjunction with L21 funding of a "Child Advocacy" initiative, courses were developed which led to the Child Advocacy Studies minor program.

Status in 2008: Nine regional universities have entered into discussions to develop CAST curriculum standards and host sites.

### **Promoting Student-Athlete Wellness and Substance Abuse Prevention**

Project Director and Participants: Ruth Schroeder, Stacey Czapskowske, Kyle Pooch, Teresa Sheridan and Jo Stejskal

Award: \$5,000 (Includes \$1,600 in L21 funds and \$3,400 from Student Affairs)

Purpose: A team of faculty and student athletes attended a conference to learn about exemplary policies and programs in athletic departments' substance abuse prevention programs.

Short-term Results: A plan to address student-athlete wellness and substance abuse prevention was developed and piloted it in spring 2006.

Status in 2008: In fall 2006 WSU began participating instead in the NCAA Champs/Life Skills program, which focuses on alcohol abuse prevention.

### **"Let's Go!" Students Helping Students with Develop Personal Wellness Plans**

Project Director and Participants: Nancy Dumke, Dawn Anderson, Lynda Brzezinski, Pat Ferden, Nancy Harms, Carol Long, Diane Palm and Ruth Schroeder

Award: (\$4,000 proposed for L21 funding, but funded by the Student Affairs)

Purpose: This project sought to develop a model for student "coaches" in a variety of classes to work with students with disabilities in developing personal wellness plans. The student coaches would receive credits in specific classes for this community service and the students with disabilities would be given individual and group assistance in building their specific wellness plans. Project assessment would help determine if expansion of the program would be beneficial.

Short-term Results: A Nutrition Resources web page was developed and 12 student coaches were trained. Nine matches were made, but only seven were able to complete the program. Feedback was positive, but a formal assessment was not conducted.

Status in 2008: The web site continues to be available at <http://course1.winona.edu/danderson/letsgo/LGNutr.htm>. A graduate student, Danielle

Krasaway, was trained to continue the program in conjunction with the RAES Wellness Center. Wellness Center activities are now part of the base budget.

### **Transitioning High School Populations for Success in an Academic College Environment**

Project Director and Participants: Maudie Williams, Terri Buaer, Alexander Hines, Karen Johnson, Joyce Walker and Nicole Williams

Award: (\$5,000 proposed for L21 funding, but funded by the Student Affairs)

Purpose: This project sought to mainstream the College Bound 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.

Short-term Results: This "pipeline" program targeted low-income minority populations in grades 9-12, focusing on improving their academic achievements. Education majors in EDU (Human Relations and Student Diversity) and EDU 459 (The Professional Educator) served as mentors/tutors.

Status in 2008: In collaboration with MMEP/Minnesota Minority Education Program, a new program was introduced: COLLEGE ACCESS MATTERS (The Opportunity for College Access Programs in Minnesota). This course specializes in the preparation of upper high school youth for college and has 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. Since 2005, this program has helped 60 students (Winona/Rochester) to successfully graduate from high school. (A FY05 Challenge Grant, "P-12 College Bound Pipeline For Under-represented and Underserved Populations," focused on middle grade students.)

\*\*\* The following three projects were supported as part of other L21 activities, rather than receiving separate awards.

### **Secondary Post-Baccalaureate Teacher Licensure Collaborative**

Project Director and Participants: Jan Sherman

Award: Funded by the L21 Portfolio/Coaching Initiative

Purpose: The WSU Education Department, Rochester Public Schools and Winona Area Public Schools studied development of a new Post-Baccalaureate Teacher Licensure program that would provide innovative, alternative pathways to Teacher Licensure for people who already possessed a Baccalaureate degree in an appropriate content area. Such a program could help increase the number of licensed teaching candidates in shortage fields (Math, Science and Business Education).

Short-term Results: Six students completed this program in June 2007 and received their teaching license from the State of Minnesota. The content areas for licensure included Math (1), Physics (1), Chemistry (1), Social Studies (1) and Business Education (2). All but Social Studies are high-need teaching areas. Five of the six who completed the program are teaching full time in Rochester or Stewartville Public Schools.

Status in 2008: Six students began the program in Summer 2007. The fields of licensure include Business Education (1), Biology (2), Physics (1) and Communication Arts/Literature (1). One has withdrawn. It is anticipated that the remaining five candidates will complete the requirements for their teaching license in June 2008. Efforts are currently underway to recruit students to begin in Summer 2008. Since the number of candidates is limited for this program, efforts are being made to make it more cost effective by combining course work with other programs as well as considering possibilities for redesign.

### **Southeast Minnesota Teacher Mentoring Center – First Steps**

Project Director and Participants: Cathy Schmidt and Jan Sherman

Award: Funded by the institution

Purpose: Funded by the Portfolio/Coaching Initiative

Short-term Results: Winona State University explored developing a Winona/Southeast Minnesota Center for Teacher Mentoring which would provide a stronger support system for incoming public school teachers. The Center's programs would be modeled after the Brainerd Teacher Support System, which has won awards both in Minnesota and nationally. Research shows that comprehensive mentoring and induction programs decrease teacher attrition and improve the quality of teaching.

Status in 2008: While a Center has not yet been created, work in this area continued through a Round 3 "Student Teaching Mentoring" award.

### **Instilling Learning Orientation as a Means of Increasing Retention and Success in General Psychology and Assessment of the Impact of Laptop Use in Large Classes**

Project Director and Participants: Carrie Fried and John Johanson

Award: Funded by the institution

Purpose: Funded by the L21 Megasection Redesign Initiative

Short-term Results: The project examined learning in large classes with heavy freshmen enrollment with the intention of yielding objective assessment data on learning outcomes. The outcome data was to be analyzed using various inferential statistical techniques so that effects and relationships could be quantified and validated. The results could then be directly translated into recommendations for increasing student success and retention in future classes.

Status in 2008: One facet of the study examined whether student outcomes varied if a student's learning orientation was focused on learning the material or getting a good grade. Those results were inconclusive. Another facet focused on in-class use of laptops. Results indicated 81% of the students who used laptops in class spent an average of 23% of their time multitasking (email, instant messaging, surfing the net, playing games, etc.) Some 64% of the students reported laptop use by fellow students was a significant distracter and, perhaps most significant, the more students used their laptops in class, the lower their class performance. An article on those results was published in the April 2008 journal *Computers & Education: An International Journal*.

**2006-2007 – Round 3 – FY07**  
**L21 Innovation in the Academic Agenda, Round 3**

A total of \$110,591.56 was allocated for 15 awards. Again, any balances were returned to a holding account to support future innovation efforts.

**Origins of Inorganic Nutrients Needed for Phytoplankton Production: With Implications to Temporal Dynamics of River Food Webs**

Project Director and Participants: DeLong, Michael

Award: \$12,500

Purpose: This research project involved two biology students in a study of the origins of inorganic nitrogen and carbon used by the phytoplankton in the Upper Mississippi River. Specifically, the project sought to: 1) identify the origins of inorganic nitrogen and carbon used by phytoplankton for growth and production; 2) determine how phytoplankton chemical composition responds to changes in types of inorganic nutrients available; and (3) examine implications of nutrient-phytoplankton relationships to the use of phytoplankton by primary consumers. The work was to culminate in a presentation at the annual research symposium at WSU and at the annual meeting of the Mississippi River Research Consortium. In addition a paper on the results was to be prepared by August 2007.

Short-term Results: Preliminary results were presented at the 2007 First Annual Student-Faculty Research Celebration Symposium and the Mississippi River Research Consortium. Additional findings since 2007 will be presented at both venues in 2008. This project provided a field research experience for ten undergraduate students in biology with three using part of it specifically for their capstone project.

Status in 2008: Additional results will be presented at the Symposium and Consortium in spring 2008. Data is still being analyzed and a paper is being developed for submission to journals in fall 2008. Preliminary results indicate that inorganic nutrient sources for primary producers does differ as a function of habitat. Results of the study will be used for development of an NSF-RUI proposal.

**Skill-based Internships for Liberal Arts and Science Majors: Community Connections**

Project Director and Participants: Mary Kesler, Vicki Decker, Cathie Logan, Mary Olson (student) and Kim Zeiher

Award: \$11,651.68

Purpose – This project attempted to explore and develop additional internships for liberal arts and sciences majors. In 2005-06, a Phase 1 award, “Internship Development,” supported development of an application process and the placement of eight interns. The Phase 3 award was to explore development of a comprehensive continuing program.

Short-term Results – Eight interns were placed in 2007 and 13 undergraduates and one graduate student were placed in spring 2008.

Status in 2008 – The Director is currently focused on arranging internships solely within her department of psychology. Attempting to establish a more comprehensive university-wide program proved to be too labor-intensive without an adequate infrastructure. Internships may continue to be offered on a non-psychology faculty on a department-by-department basis, but those efforts are not presently tracked in a central location. Assessment of the program has been positive and internships have generated high interest among the psychology students. Placements will continue to be made in area schools, agencies and offices at WSU.

**Effects of Cranberry Ingestion (Study 3 & 4)**

Project Director and Participants: Gary Kastello and Ted Wilson

Award: \$12,500

**Purpose:** These two research projects built on results from the Phase II research, “Cranberry Ingestion Affects on Diabetes & Physical Performance.” Students in Biology Capstone (BIO 499) and Movement Science Research courses (HERS 390, 412) studies the effects of cranberry juice ingestion on blood glucose, insulin, and lipids in diabetics. This study was to be completed by January 2007. The other project involved students in HERS Practicum in Cardiopulmonary Rehabilitation (HERS 361), Movement Science Research courses (HERS 390, 412), and the BIO499 Senior Capstone course: They studied the effects of cranberry juice ingestion on cardiovascular response at rest and during treadmill exercise in cardiac rehabilitation patients. The final study was to result in the preparation of a professional manuscript and presentation.

**Short-term Results:** Along with the Phase 2 studies, this initiative has generated grant submissions and submission of faculty-student manuscripts to professional journals such as the International Journal of Sport Physiology & Performance, the Journal of Medicinal Foods, the Federation of American Societies for Experimental Biology and Medical Science Sports Exercise.

**Status in 2008:** Additional poster sessions were created for the 2008 National American College of Sports Medicine conference and the Second Annual WSU Student Faculty Research Celebration Symposium in spring 2008.

### **WSU Leadership Pipeline: A Proposal for Learning for the Twenty-first Century Grant**

**Project Director and Participants:** Mary Jane Guy, Alexander Hines, Jan Karjala, Lee Gray, Jan Sherman, Ann MacDonald, Tracy Rahim, and Maudie Williams

**Award:** \$2,500

**Purpose:** Participants conducted a market analysis to determine the need for and anticipated content of for two concentrations in an Ed.D. degree: K-12/Community Leadership and International Leadership. They planned to conduct three regional focus group dialogues and one international focus group for European educators at Charles University in Prague, Czechoslovakia, as well as surveying various adult constituency groups identified as possible participants in the degree program. Results were to be presented at an International Leadership Summit in July 2007.

**Short-term Results:** Faculty traveled Prague and met with the Dean of Education at Charles College to investigate possible faculty-student exchanges. A potential visiting scholar was identified.

**Status in 2008:** The project was spearheaded by the then Dean of Education who left the university, and the education department currently has no plans to pursue the initiative further.

### **Antibody Prevalence & Assessment of Risk Factors Relative to Equine Herpes Virus 1 Infection of Horses in Winona and Surrounding Area**

**Project Director and Participants:** Emanuel Brako, Alice Brako, Brent Deppa and Town & Country Vets

**Award:** \$13,994.07

**Purpose:** This was a collaborative research project with Town and Country Veterinary Hospital to determine the prevalence and risk factors of equine herpes virus 1 (EHV-1) disease in horses in Winona and surrounding areas. Students enrolled in Independent Study (BIO400) and Capstone (BIO499) [participated in the research. The study was to produce a presentation for a local symposium and a manuscript for publication by summer 2007.

**Short-term Results:** The study discovered EHV-1 was prevalent in the area and that horses in the 1- 2-year-age group may be at greater risk of disease and require more frequent booster vaccinations. A presentation was made for the College of Science and Engineering research symposium in spring 2007.

**Status in 2008:** A manuscript was submitted to journal of American Veterinarian Medical Association, but it was not accepted due to lack of international appeal.

### **Understanding and Sustaining the Winona Community**

Project Director and Participants: Jeanne Franz, John Broberg (student), Scott Kluver, Meyer, Mathew (student), Heather Pederson (student), Ann Rethlefsen, Ryan Thurber (student), and two other students to be identified

Award: \$12,446.28

Purpose: This project had multiple goals: 1) to assess the impact of industry on the local community through assessing the level of antibiotics released from the Winona wastewater treatment plant, 2) to educate the community on sustainable practices through using the River Explorer boat as a floating classroom for K-12 teacher education workshops (in conjunction with the Minnesota Department of Natural Resources Project Wet curriculum and the Fish and Wildlife Refuge), and 3) to improve the environment through students in Topics in Environmental Chemistry pursuing funding to install solar panels to heat Maxwell pool.

Short-term Results: One student conducted research on pharmaceuticals in the local water supply and one studies the effect of water quality on mayflies. The floating classroom involved 5 student teachers, 16 pre-service students, 68 in-service teachers, 381 school-age children and 71 adult community members. Four students worked on a feasibility study on the use of solar panels to heat the Memorial Hall swimming pool.

Status in 2008: The two student researchers have (or soon will) present their results at national conferences. These types of research projects will continue. The solar panel project, while successful in terms of student research conducted, is stalled due to lack of funding. Additional external funding is supporting continuation of the floating classroom project.

### **Highly Qualified Learning Communities: Meeting the Need for Advanced Certification for 21st Century Teachers**

Project Director and Participants: Rod Winters, Nancy Eckerson, Jim Reineke and Rhea Walker

Award: \$12,134.65

Purpose: This project was a planning grant to support redesign of the education curriculum to facilitate learning communities that meet the needs of students seeking advanced certification. The re-design focused on seven characteristics: 1) specialty areas of deep knowledge, such as multicultural education, educational technology, and K-12 reading specialist, 2) cross-pairing of at least two ongoing learning communities, 3) use of technology-enhanced distance learning, 4) data collection and evidence-based decision-making, 5) building local and regional relationships, and 6) multiple faculty and peer viewpoints and review.

Short-term Results: The initial concept evolved into specific initiatives described below.

Status in 2008: Three current initiatives can be identified as outgrowths of this project. In terms of the K-12 reading licensure program, course structures have been readied, syllabi prepared, and market demand has been assessed in preparation for MnSCU approval. In terms of the learning community model, technology-enhanced learning was targeted as a priority for the 2007 Metro Learning Community where wikis, VOIP chats, and web-cam collaboration were incorporated for the first time. A presentation at the SITE international technology conference was given in March 2008, based upon data collection conducted during that technology incorporation. In addition, the Education Department is currently seeking external reviewers to review and validate evidence that has been collected toward the National Board of Professional Teaching propositions that underlie the Learning Community model in the Metro LC.

### **Connecting with Community in a Capstone Experience**

Project Director and Participants: Marzie Astani

Award: \$6,982

Purpose: This proposal involved the students in the Management of Information Technology in Practice (MIS482) class in internship experiences at Fastenal during spring semester 2007.

Short-term Results: While unable to organize internships at Fastenal, the faculty member was able to place students at several other locations including the City of Lewiston, Merchants Bank-Winona, Seven Rivers Alliance, Small Business-Lewiston, Small Business-Winona, WSU-Information Technology, WSU-International Office, WSU- Library, WSU-OCED and WSU-Water Resources Board.

Status in 2008: This was a one-time effort. Continuing these activities would require financial support for summer work and funding for a work study student.

### **On Defining STAT110 through Key Problems, and Assessing Students' Performance Using those Same Problem**

Project Director and Participants: Jeff Draskoci-Johnson

Award: \$4,682.88

Purpose: This was a continuation of the study begun with a FY05 Challenge Grant, "Statistics Times 3: What Students Need Besides STAT110." This project addressed three research questions concerning STAT110: 1) What are a set of problems that, together, might begin to define STAT110, and define it so that students get more from the course, and we can assess the course in a meaningful way? 2) What skills relevant to the problems defining STAT110 do students typically have, or lack, at the beginning of that course? 3) What do students actually have to know to solve the standard textbook problems on inference, and those on other topics in intro stats?

Short-term Results: Surveys with sample problems were sent to faculty in departments requiring their majors to complete STAT110 in fall 2006 and spring 2007, but responses in both cases were limited. Due to circumstances outside his control, the faculty member was unable to pursue the project again until spring 2008.

Status in 2008: The faculty member intends to conduct focus groups with faculty to identify and define the types of problems that will be presented in STAT110. Meetings with the sociology department should be completed in spring 2008.

### **Development and Characterization of Graphite Reinforced Nano-Composite Materials**

Project Director and Participants: Beckry Abdel-Magid and Northwestern University

Award: \$12,500

Purpose: This project supported collaborative research between faculty and students in the WSU composite materials engineering program and the research group of Dr. Rodney Ruoff in the mechanical engineering and the BIMAT Center at Northwestern University.

Short-term Results: The project director formed a team of researchers at WSU with Dr. Saeed Ziaee and two engineering students and a group of researchers at the BIMAT Center. They obtained materials, fabricated samples, and tested a number of specimens. The testing program is still on-going and data are being analyzed for publications.

Status in 2008: Work is still in progress while the director is on sabbatical, both at his host institution in the United Arab Emirates and at WSU.

### **A Special Education Program Based in Rochester**

Project Director and Participants: Carol Long, Nancy Eckerson

Award: \$7,500

Purpose: This initiative supported development of an Early Childhood Special Education graduate level degree program and establishment of an advisory group of administrators from 30 school districts.

Short-term Results: The required paperwork has been prepared for the Board of Teaching and MnSCU and the program is expected to be offered in fall 2008.

Status in 2008: Work on an undergraduate program in the same field will take place in 2008-2009 with an estimated implementation date of fall 2009. An emotional behavioral disorders

licensure program will also be developed. WSU-Rochester has invested additional funds in program development.

### **Student Teacher Mentoring**

Project Director and Participants: Schmidt, Cathy

Award: \$1,200

Purpose: This project was an extension of the Phase 2 project, “Southeast Minnesota Teaching Mentoring Center – First Steps,” which sought to establish a stronger mentoring program for area teachers by providing training for current mentors training other mentors. Funding provided continued support for the project director to complete advanced cognitive coaching training in summer 2007. Completion of the advanced training allows an individual to advise K-12 teacher mentors on the principles of cognitive coaching and to make presentations describing the process.

Short-term Results: During the 2007-08 academic year, the project director advised 12 Winona school teacher mentors and mentored 3 WSU students in cognitive coaching principles.

Status in 2008: The project director has sat in on and observed cognitive coaching training sessions –part of the requirements for completing the certification program. The final step to becoming a certified co-trainer is to participate as a co-trainer, which the director intends to do on her own. She also intends to offer a presentation on cognitive coaching during fall 2008 faculty professional development days. The possibility of becoming a center for training will be pursued through discussions with the College of Education. Those discussions were put on hold to allow the new Dean of the College to become acclimated and to allow for the recent re-organization of departments to be completed.

### **Social Norming - An Effective Prevention strategy for Underage and High Risk Alcohol Use in First-Year Students in the Residence Halls?**

Project Director and Participants: Diane Palm, Alicia Dean, Candice Slaby and Rita Rahoil-Gilchrest

Award: \$5,000

Purpose: This project sought to design, implement and evaluate a social norming marketing campaign in the Residence Halls to reduce underage and high risk alcohol use among first-year students. The campaign was carried out during the 2006-07 academic year.

Short-term Results: Feedback was positive. It initiated discussions on expanding the campaign beyond the residence halls. The participants suggested involving students, possibly through a student club, in any future efforts.

Status in 2008: Health Services may review the program to determine if they would like to include some or all of it into their ongoing alcohol prevention programming.

### **Integrating Service Learning and Cultural Competency Training into the Nursing and Health Promotion Curricula**

Project Director and Participants: Peter Sternberg, Sang-Min Kim, Linda Smith

Award: \$21,500

Purpose: In fall 2006 students in the Community Health course conducted a survey on health needs among the Latino/Hispanic and Hmong communities.

Short-term Results: This resulted in a grant proposal funded by the Center for Integrated Health Science Education and Practice (CIHSEP) which “aimed to teach undergraduate health promotion students effective practice in diverse settings.” Funds provided stipends for community participants and translators. Community/student collaborations produced pamphlets and posters on such issues as diabetes in the Hmong population, Hmong Youth programming, alcoholism among Hispanics and breast screening for Hispanic women.

Status in 2008: This was a one time project, but faculty and students are now working with the Inclusion and Diversity Office on developing a high school health fair for diverse populations.

**Global Connections: Strengthening Partnership Relationship**

Project Director and Participants: Ruth Forsythe and Terri Markos

Award: \$10,000

Purpose: This initiative involved four projects designed to strengthen relationships that WSU had established with international institutions. It included 1) a residence life project in which a student coordinator was employed to provide guidance for international and American students who chose to pair up as roommates, 2) a curriculum development project which hired three graduate students to compile a coherent English curriculum to support international students, 3) involving an undergraduate student in preparation of a presentation for the Tamkang University TESOL Conference, and 4) involving an undergraduate student in research and preparation at the Misra University Guest Lecture Series in Cairo, Egypt.

Short-term Results: The residence life program was offered in FY06, and pairings (70-80 rooms) continued in FY07, but without supportive programming. Students helped develop three English as a second Language courses (106, 107, and 225) and presented their results at a TESOL conference. The director presented lectures at Misra in Cairo in spring 2007.

Status in 2008: Partnerships with Funding for the residence life project was restored with Innovation Funding for “International Programming” in FY08. Interviews of American and international students who participated in the residence life project are now being completed to assess the program. An addendum expanding our agreement with Misr University has just been signed. A graduate assistant from MISR was hired in English Department for a second year, and a second Egyptian student has been admitted to the TESOL program.

# APPENDIX OF PARTICIPANTS

## Individuals

Project Director	CBU	Department	Study Group/ Work Group Participants	CG04	CG05	Phase I	University	Phase 2	Phase 3
Abdel-Magid, Beckry	FA	Engineering			X			X	X
Aldrich, Brian	FA	Sociology		X					
Alsaker, Eunice	FA	Counseling Center			X				
Anderson, Dawn	FA	HERS			X			X	
Anderson, Jeffrey	FA	Mathematics		X	X		X		
Anderson, Jennifer	FA	Geoscience			X			X	
Armstrong, James	FA	English	X	X				X	
Arrick-Kruger, Tess	Admin	Human Resources	X		X				
Asmann, Yan	FA	Computer Science						X	
Astani, Marzie	FA	MISO	X	X	X				X
Bates, Kim	FA	Biology			X				
Beck, Barbara	FA	Computer Science					X		
Bellman, Jean	Other	Advising & Retention	X	X	X				
Benz, Deb	Other	Business Office	X						
Berg, Tamara	FA	Women's Studies	X	X	X	X		X	
Bond, Deb	Other	Rochester							
Borsari, Bruno	FA	Biology						X	
Borror, Gaylia	FA	Counselor Ed			X				
Bosworth, Matt	FA	Political Science					X		
Bovinet, James	FA	Marketing		X					
Brako, Alice	FA	Biology							X
Brako, Emanuel	FA	Biology							X
Bratt, David	FA	Theatre & Dance		X					
Brault, Rob	FA	English			X				
Brenner, Lynna	ASF	Res Life	X						
Brzezinski, Linda	FA	Counseling Center			X			X	
Buaer, Terri	??	??						X	
Burke, Elizabeth	FA	Counseling Center			X				
Bush, Marie	Other	Business Office	X						

Project Director	CBU	Department	Study Group/ Work Group Group Participants	CG04	CG05	Phase I	University	Phase 2	Phase 3
Callahan, Doug	FA	PERS						X	
Carducci, Jane	FA	English			X				
Carey, Arlen	FA	Sociology			X				
Cohenour, Gretchen	FA	Theatre & Dance	X	X	X	X		X	
Collins, John	FA	Sociology	X						
Coughlan, Mary	FA	Art						X	
Czaplewski, Stacey	FA	HERS						X	
d'Amico, Linda	FA	Residential College		X	X	X			
Dachelet, Helen	FA	Sociology						X	
Davis, Judy	FA	Education			X				
Davis, Richard	ASF	Publications		X					
Dean, Alicia	ASF	Health Services							X
Decker, Vicki	ASF	Career Services	X	X			X		X
Delong, Michael	FA	Biology	X	X	X	X			X
Dennison, Russ	FA	Library		X					
Deppa, Brent	FA	Mathematics							X
Dogwiler, Toby	FA	Geoscience	X	X	X	X			
Dolder-Zieke, Beth	Other	Advising & Retention		X					
Draskoci-Johnson, Jeffrey	FA	Mathematics			X				X
Dumke, Nancy	ASF	Advising & Retention	X	X				X	
Eckerson, Nancy	FA	Education			X				X
Elcombe, Ron	FA	Residential College	X	X			X		
Ellinghuysen, Scott	Admin	Comptroller	X						
Eslamoo-Grami, Maryam	FA	Engineering			X				
Evans-Dailey, Amber	ASF	Admissions	X	X					
Falc, Emily	FA	Comm Studies			X				
Feller, Dean	Other	IT	X						
Ferden, John	ASF	Res Life	X						
Ferden, Pat	FA	Counseling Center	X		X		X	X	
Ferstl, Andrew	FA	Physics	X		X				
Forsythe, Ruth	FA	English		X	X	X	X		X
Francioni, Joan	FA	Computer Science	X	X	X		X		
Franz, Jeanne	FA	Chemistry		X	X				X
Fried, Carrie	FA	Psychology						X	

Project Director	CBU	Department	Study Group/ Work Group Group Participants	CG04	CG05	Phase I	University	Phase 2	Phase 3
Gander, Mary	FA	Bus Admin	X					X	
Gannaway, Susan	FA	Advising & Retention		X					
Gardner, Karen	FA	Nursing	X						
Gaspar, Tim	Admin	College of Nursing	X				X		
Gegg-Harrison, Tim	FA	Computer Science		X	X				
Gores, Connie	Admin	Student Life					X		
Gorman, Ken	Admin	College of Business	X				X		
Gow, Joe	Admin	College of Liberal Arts	X						
Graetz, Ken	ASF	Elearning	X			X	X		
Gray, Lee	FA	Educational Leadership						X	X
Gresham, Dave	Admin	IT	X				X		
Grover, Yogesh	FA	Political Science			X	X		X	
Gustafson, John	FA	Education			X				
Guy, Mary Jane	FA	Educational Leadership	X						X
Hardesty, Larry	Admin	Library					X		
Harns, Nancy	??	??						X	
Hatfield, Susan	FA	Assessment	X						
Hatlevig, Jackie	FA	Nursing			X		X	X	
Hayes, Douglas	FA	English			X				
Heffman, Steven	Other	IT	X						
Henderson, Peter	FA	History	X						
Herold, Kelly	FA	Comm Studies		X					
Hines, Alexander	ASF	Inclusion & Diversity						X	X
Hohenstein, Kurt	FA	History/Paralegal						X	
Hokanson, Drake	FA	Mass Comm	X	X	X	X	X	X	
Holstad, Larry	Admin	Athletics	X						
Honken, Robin	Other	IT	X						
Huegel, Deb	Other	Advising & Retention		X					
Hurley, James	FA	Accounting		X					
Hyman, Colette	FA	History			X				
Iyengar, Sudharsan	FA	Computer Science		X				X	
Jackson, Joe	FA	Library	X						
Jannik, Nancy	Admin	Academic Affairs	X				X		
Jirsa, Phil	Other	IT							

Project Director	CBU	Department	Study Group/ Work Group Group Participants	CG04	CG05	Phase I	University	Phase 2	Phase 3
Johanson, John	FA	Psychology						X	
Johnson, J.P.	FA	English	X				X		
Johnson, Karen	ASF	Advising & Retention	X	X			X	X	
Johnson, Lola	FA	Nursing				X			
Johnstone, Sally	Admin	Academic Affairs					X		
Joyce, Mary	FA	Education						X	
Juaire, Stephen	FA	PERS						X	
Karjala, Jan	FA	Business Admin							X
Kastello, Gary	FA	HERS						X	X
Kesler, Mary	FA	Psychology	X		X	X			X
Killion, Cindy	FA	Mass Comm	X		X	X			
Kim, Sang-Min	FA	HERS							X
Klemz, Bruce	FA	Marketing		X					
Kluver, Scott	Other	Facilities Services							X
Kobolt, James	FA	Sociology						X	
Kohner, Ann	Other	Univ Advancement	X						
Kopitzke, Robert	FA	Chemistry			X				
Kosidwski, Carol	ASF	Advising & Retention		X					
Kotovich, Richard	ASF	Advising & Retention			X				
Krase, Ethan	FA	English			X				
Kwai, C.K.	ASF	International Students	X	X					
Lamberson, Jenny	ASF	OCEED-ILL		X					
Larsen, Barbara	ASF	OCEED-ILL	X	X	X				
Larsen, Ditlev	FA	English			X				
Larson, Kendall	FA	Library	X	X					
Lehwald, Harry	FA	PERS	X			X			
Leontovich, Alexev	FA	Computer Science					X		
Leicester, Jean	FA	Education	X		X	X	X		
Leonhardi, Steve	FA	Mathematics	X						
Lin, Chi-Cheng	FA	Computer Science		X	X			X	
Lintin, Dan	FA	Comm Studies			X				
Logan, Cathie	ASF	Retiree Center							X
Lohmann, Russ	Admin	Rochester	X						
Loewen, Judith	FA	Biology			X				
Long, Carol	FA	Special Education						X	X

Project Director	CBU	Department	Study Group/ Work Group Group Participants	CG04	CG05	Phase I	University	Phase 2	Phase 3
Lundak, Gene	FA	Computer Science		X					
MacDonald, Ann	ASF	OCEED-ILL	X					X	X
MacDonald, Rich	FA	Music	X	X		X		X	
Madland, Carole	FA	Social Work	X		X				
Mahlum, Carmen	ASF	Inclusion & Diversity			X				
Malone, Christopher	FA	Mathematics		X	X			X	
Manrique, Gabriel	FA	Econ & Finance		X	X	X	X		
Mansur, Sharon	FA	Theatre & Dance						X	
Markos, Terri	ASF	International Students	X	X	X				X
Marmolejo, Gloria	FA	Psychology	X						
Martin, Tracy	??	??			X				
Mattson, Aaron	Other	IT	X						
McClintick, Kelli	ASF	Health Services					X		
McDermott, Maggie	ASF	Advising & Retention		X	X				
McVay, Gloria	FA	Accounting	X	X					
Miller, Celeste	FA	Education			X			X	
Miller, Randy	FA	Health & Human Perf		X					
Michlitsch, Gretchen	FA	English						X	
Mohr, Deanne	FA	Music	X						
Mount, Joe	FA	Library		X					
Mullikin, Nate	Other	IT	X						
Murphy, Bill	FA	Bus Admin		X			X		
Neidhart, Greg	FA	Arts Admin					X		
Nelson, Shellie	FA	Nursing/HHP	X						
Newberry, Robert	FA	Marketing	X	X			X	X	
Norman, Mark	FA	Sociology			X				
Nowosikisk, Rodney	FA	Art	X						
O'Callaghan, Robin	FA	Mass Comm			X				
Oertel, Barbara	ASF	Advising & Retention	X	X	X		X		
Olsen, Gayle	FA	Nursing				X			
Olson, Lorene	FA	PERS	X			X			
Orth, Kathy	FA	Nursing				X			

Project Director	CBU	Department	Study Group/ Work Group Group Participants	CG04	CG05	Phase I	University	Phase 2	Phase 3
Ortega, William	FA	Accounting		X					
Paddock, Todd	FA	Sociology			X				
Paino, Troy	Admin	College of Liberal Arts	X				X		
Palm, Diane	ASF	Health Services			X		X	X	X
Park, Hyesung	ASF	Institutional Research			X				
Park, Seho	FA	Art						X	
Paulson, Pat	FA	MISO	X					X	
Peterson, Greg	ASF	Financial Aid	X						
Peterson, Nancy Kay	ASF	Grants	X						
Plummer, Anne	FA	Art		X		X		X	
Poock, Kyle	FA	HERS						X	
Porritt, Mike	ASF	Res Life	X						
Port, Nicci	ASF	Res Life	X	X					
Price, Terry	FA	Mathematics						X	
Proksch, Mary	FA	Nursing	X						
Quandt, Jill	ASF	Advising & Retention		X			X		
Quinn, Christine	Admin	Rochester	X				X		
Ragsdale, Frances	FA	Biology			X				
Rahim, Tracy	ASF	Res Life							X
Rahoi-Gilcrest, Rita	FA	Comm Studies	X	X					X
Rand, Dan	FA	Mathematics	X						
Ready, Kathryn	FA	Bus Admin						X	
Reap, Melanie	FA	Education	X						
Reed, Joe	ASF	Student Union	X						
Reidy, James	FA	PERS	X	X	X	X		X	
Reinardy, Jeff	ASF	Fitness Center	X						
Reineke, Jim	FA	Education	X					X	X
Reineke, June	ASF	Children's Center	X	X	X			X	
Rethlefsen, Ann	FA	Education						X	X
Reuter, Lawrence	FA	Biology			X				
Riley, Roger	FA	PERS	X					X	
Rhone, Richard	Other	Publications	X	X	X				
Ricciotti, Dominic	FA	Art	X	X					
Richardson, Robin	FA	Biology						X	
Richardson, Steve	Admin	Academic Affairs	X						

Project Director	CBU	Department	Study Group/ Work Group Group Participants	CG04	CG05	Phase I	University	Phase 2	Phase 3
Rierson, Stace	FA	Education					X		
Rinn, Sheila	Other	Advising & Retention		X					
Rokusek, Cecelia	Admin	College of Education					X	X	
Routhe, Judy	ASF	Media Services	X						
Safarian, Vartan	FA	Bus Admin						X	
Salyards, Don	FA	Econ & Finance			X				
Sannerud, Peggy	FA	Theatre & Dance	X						
Schacke, Doug	ASF	Admissions	X						
Schmidt, Cathy	FA	Music	X	X	X			X	X
Schmidt, James	Admin	University Advancement	X				X		
Schmidt, Toby	Other	IT	X						
Schroeder, Ruth	ASF	Health Services	X		X		X	X	
Seppanen, Linda	FA	Nursing	X						
Sheridan, Teresa	FA	HERS						X	
Sherman, Jan	FA	Education						X	X
Shi, Holly	FA	English			X				
Shields, Richard	FA	Physics			X				
Slaby, Candice	ASF	Res Life							X
Slowik, Ed	FA	Philosophy						X	
Smith, Jay	Other	IT	X						
Smith, Linda	FA	Nursing							X
Smith, Russ	FA	Marketing	X	X					
Snyder, Kimberlee	FA	MISO	X		X	X			
Soranno, William	Other	IT	X						
Standiford, Sally	Admin	College of Education					X		
Stejskal, Jo	FA	Nursing						X	
Sternberg, Peter	FA	HERS			X				X
Sullivan, Kathy	FA	Library	X						
Summa, Cathy	FA	Geoscience	X	X	X	X	X	X	
Svingen, Bruce	FA	Chemistry						X	
Thompson, Ed	FA	Biology			X				
Thompson, Pat	FA	Nursing				X			
Tolmie, Pat	FA	Education			X				
Vance, Paul	FA	Music		X					
Vasquez-Anderson, Silvia	FA	Education						X	
Walker, Joyce	ASF	Rochester						X	
Walker, Rhea	FA	Education							X

Project Director	CBU	Department	Study Group/ Work Group Group Participants	CG04	CG05	Phase I	University	Phase 2	Phase 3
Warner, Penny	FA	Education			X			X	
Waterbury, Theresa	ASF	Institutional Resrch	X						
Welshons, Peggy	Other	IT	X						
Weis, John	FA	Mass Comm			X				
Whetstone, Joe	Admin	IT	X	X					
White, JoAnn	FA	Nursing				X			
Williams, Maudie	FA	Education			X		X	X	X
Williams, Nicole	FA	Mathematics			X			X	
Wilson, Ted	FA	Biology	X					X	X
Winbush, Cal	Admin	Student Life	X				X	X	
Winters, Rod	FA	Education	X					X	X
Yard, Alex	FA	History	X	X		X			
Young, Mark	FA	Marketing		X		X			
Zaboroski, Toni	Other	Advising & Retention		X					
Zeiher, Kim	ASF	Alumni Affairs	X						X
Zhang, Mingrui	FA	Computer Science		X	X			X	
Ziegler, Kristi	Other	Rochester	X						

### Functional Areas

Area A=Acad AD=Adm U=Unit	Department	Study Group/ Work Group Participants	CG04	CG05	Phase 1	University	Phase 2	Phase 3
AD	Academic Affairs	X				X		
A	Accounting	X	X					
U	Admissions	X	X					
U	Advising & Retention	X	X	X		X	X	
U	Alumni Affairs	X						X
A	Art	X	X		X		X	
A	Arts Admin					X		
U	Assessment	X						
U	Athletics	X						
A	Biology	X	X	X	X		X	X
A	Bus Admin	X	X			X	X	X
U	Business Office	X						
U	Career Services	X	X			X		X
A	Chemistry		X	X			X	X
U	Children's Center	X	X	X			X	
AD	College of Business	X				X		
AD	College of Education					X	X	
AD	College of Liberal Arts	X				X		
AD	College of Nursing	X				X		
AD	College of Sci & Engrg					X		
A	Comm Studies	X	X	X				X
AD	Comptroller	X						
A	Computer Science	X	X	X		X	X	
U	Counseling Center	X		X		X	X	
A	Counselor Ed			X				
A	Econ & Finance		X	X	X	X		
A	Education	X		X	X	X	X	X
A	Educational Leadership	X					X	X
U	Elearning	X			X	X		
A	Engineering			X			X	X
A	English	X	X	X	X	X	X	X
U	Facilities Services							X
U	Financial Aid	X						

Area A=Acad AD=Adm U=Unit	Department	Study Group/ Work Group Group Participants	CG04	CG05	Phase I	University	Phase 2	Phase 3
U	Fitness Center	X						
A	Geoscience	X	X	X	X	X	X	
U	Grants	X						
A	Health & Human Perf		X					
U	Health Services	X		X		X	X	X
A	HERS			X			X	X
A	History	X	X	X	X			
A	History/Paralegal						X	
U	Human Resources	X		X				
U	Inclusion & Diversity			X			X	X
U	Institutional Research	X		X				
U	International Students	X	X	X				X
U	IT	X	X			X		
A	Library	X	X			X		
A	Marketing	X	X		X	X	X	
A	Mass Comm	X	X	X	X	X	X	
A	Mathematics	X	X	X		X	X	X
U	Media Services	X						
A	MISO	X	X	X	X		X	X
A	Music	X	X	X	X	X	X	X
A	Nursing	X		X	X	X	X	X
A	Philosophy						X	
A	Physics	X		X				
A	Political Science			X	X	X	X	
A	Psychology	X		X	X		X	X
U	Publications	X	X	X				
U	Res Life	X	X					X
U	Residential College	X	X	X	X	X		X
U	Retiree Center							X
AD	Rochester	X				X	X	
A	Social Work	X		X				
A	Sociology	X	X	X			X	
A	Special Education						X	X
AD	Student Life	X				X	X	
U	Student Union	X						
A	Theatre & Dance	X	X	X	X		X	
AD	Univ Advancement	X				X		

<b>Area</b> A=Acad AD=Adm U=Unit	<b>Department</b>	<b>Study Group/ Work Group Participants</b>	<b>CG04</b>	<b>CG05</b>	<b>Phase I</b>	<b>University</b>	<b>Phase 2</b>	<b>Phase 3</b>
A	Women's Studies	X	X	X	X		X	