Improvement of Learning Committee  
Tuesday, April 3, 2007  
320 Brigham

Present: Laura Anderson, Carol Sue Butts (Provost), Ben Collins (Chair), Gwen Coe, Martha Drummond, Kevin Haertzen, Jordan O’Connell, Esther Ofulue, Rhea Presiado, Susan Price.


The meeting was called to order at 4:00 p.m. by the committee chair.

1. Appointment of Secretary of the day: Rhea Presiado

2. Approval of the minutes of March 20, 2007: Susan Price moved and Jordan O’Connell seconded to approve the minutes (with addition of Susan Price on the Diversity subcommittee on 3/20/07 minutes item #5); minutes were approved.

3. Announcements: Carol Sue Butts presented two handouts to the committee. One was the tentative schedule for the ILC 2007-2008 meeting dates, and the second was a new breakdown for the 2007-2008 ILC subcommittees. This new proposed breakdown reduces the number of subcommittees from five to four.

4. Consideration of National Survey of Student Engagement (NSSE) results:
   Cultural Events Subcommittee. Ben Collins and Laura Anderson presented their recommendations. Laura suggested that, “Intro to College Life” (a 1 unit course already at UWP and required of all athletes and engineering students) is a unique and feasible platform with which to address several of the NSSE results including attendance of cultural events, diversity on campus, and general education. Laura cited www.accesstosuccess.uwm.edu (UW Milwaukee First Year Experience Program) as a good model to learn from.

   Carol Sue Butts suggested that the ILC could act on these ideas in two ways.
   1. Draft a letter to Athletics (Mark Molesworth), Engineering, and Kari Dreessens regarding the ILC’s interest in augmenting “Intro to College Life.” Ben Collins volunteered to draft this letter. 2. Speakers from Green Bay or UW Milwaukee could come to the UWP campus to speak about the First Year Experience for the Professional Development Day in August 2007.

Feedback from Instructors Subcommittee. Esther Ofulue, Jordan O’Connell, and Susan Price suggested:

1. The Faculty bylaws should include a statement requiring instructors to include an expected time frame for grades/feedback to be returned to students in their syllabi.
2. This subcommittee requested feedback on this NSSE issue from Student Senate in order to clarify what “feedback” is referring to.

3. **Diversity on Campus Subcommittee.** Due to time constraints Rhea Presiado said she will email this subcommittee’s recommendations to the ILC via email (see addendum below.)

5. **CIF Considerations:**
Kevin Haertzen generally explained the process of ranking CIF and SOTL proposals at the subcommittee level, and presented the committee with a ranking of nine proposals fully funded for their requested amounts, and one alternate. With a correction made to the amount for proposal #6, the total amount funded came to $21,500.00. The question of what to do with the remaining $500 was brought to the ILC committee for discussion and it was decided that this amount would be “rolled over” for next year.

Rhea Presiado and Susan Price brought up the issue of revising the CIF/SOTL Evaluation Form, which will be completed by the CIF/SOTL subcommittee.

Laura Anderson moved and Jordan O’Connell seconded to approve the CIF rankings. Rankings were approved with one abstention.

Kevin Haertzen moved to adjourn, and Jordan O’Connell seconded the motion. The meeting was adjourned at 5:05 p.m.

Respectfully submitted by Rhea Presiado

Addendum: Reports from subcommittees:
Diversity Subcommittee
Recommendation 1. Multicultural Literacy. All Colleges (LA&E, BILSA, EMS) should encourage instructors to include at least one (content appropriate)activity/assignment to include diverse perspectives in the classroom.

Recommendation 2. Interpersonal Skills. Instructors could help facilitate teaming and collaboration activities or assignments for their classes. Instructors could help facilitate heterogeneous groups, and encourage interpersonal skill development among diverse student groups.

General Education Subcommittee:
1. Extend the Intro to College to the entire freshman class.
2. Have students discuss their perceptions of issues relevant to gen. ed.
3. Add to what has gone before by focusing on gen. ed. and Liberal Arts.
4. Include statements in syllabi about reasons for gen. ed.
5. Have upper classmen mentor freshman about the topic.