

**Networking [12:00 to 12:15]**

**1. Urgent/Priority Business**

- a. *Guest Speaker/Presentation: David Reinhart, Jodie Parys, Kris Curran - Discussion of Academic Innovation Task Force*
- b. *Review/Approval of 30 September 2015 Minutes [Ehlen]*
- c. *Review of Ann Luther's Retirement Resolution [Ehlen]*
- d. Discussion of Campus Tours/Mentoring for Academic Staff [Ehlen]
- e. Update on the University Technology Committee Email Policy [Ehlen]
- f. Update on the UW-System Strategic Planning Survey [Ehlen]
- g. Update on the Whitewater Innovation Task Force [Ehlen]
- h. Discussion of Potential Timing and Format of an All Staff Meeting [Ehlen]

**2. Academic Staff Committee Reports**

- a. Awards [Weber]
- b. Economic Issues [Ehlen]
- c. Elections [Arneson-Baker]
- d. Government [Kriska/Flanagan]
- e. Instructional Promotions [Ehlen]
- f. Organization [Fragola]
- g. Professional Development [Ehlen]
- h. Review [Tumbarello]
- i. Rewards and Recognition [Tumbarello]
- j. Title Appeals [Ehlen]
- k. Titling [Fragola/Weber]

**3. University Committee Reports**

- a. Discussion of frequency and format

**4. Updates/Announcements/Other Business**

- a. Assembly Recommendations for Future Guests/Speakers:
  - a. John Stone (12:15 to 12:30 on 4 November 2015)
  - b. Denise Ehren (12:30 to 12:45 on 4 November 2015)
  - c. Aimee Arnold (11 November 2015)
  - d. Judi Trampf (12:15 to 12:45 on 16 December 2015)
  - e. Beverly Kopper (12:15 to 12:45 on 21 October 2015)
- b. Other Business
- c. Good News/Round Robin

# **FINAL REPORT**

**Academic Innovation Task Force  
UW-Whitewater  
August, 2015**

## **Task Force Members:**

**Barbara Beaver**

**Kris Curran**

**Kate Ksobiech**

**David Munro**

**Jodie Parys**

**David Reinhart**

**Elizabeth Simpson**

## EXECUTIVE SUMMARY

A task force of six individuals representing a diverse cross section of instructional staff along with a representative from the Learning Technology Center (LTC) gathered to explore the need for and feasibility of a possible physical or virtual “Academic Innovation Center” that would serve as an enabling mechanism to:

- Test, foster, and advance creative and critical pedagogies, new collaborative tactics, and teaching strategies which engage tomorrow’s learners;
- Encourage the utilization of evidence-based approaches to evaluate and reflect upon the efficacy of those innovations;
- Synthesize, coordinate, and leverage internal and external resources to provide innovators with the necessary structure and support to successfully develop, implement and evaluate their ideas;
- Provide nimble, responsive leadership that evolves, adapts, and changes over time, in response to the needs of the campus community.

On the basis of Information gathered via a survey of UW-W faculty and academic staff, a review of how academic innovation is promoted at other institutions both within Wisconsin and beyond, outside readings, electronic communication, and five face-to-face meetings, the committee forwards the following major recommendations to the UW-W administration:

- (1) Initiate an Academic Innovation Center as a “virtual” rather than physical space.
- (2) Such center to be led by an Academic Innovation Director (.5FTE) who would carry out the functions described in subsequent pages herein. In time, this individual would be integrated into a reconfigured and rebranded LEARN Center.
- (3) The following individuals should set up, attend and participate in regularly-scheduled meetings to coordinate, facilitate and enhance the development of academic innovation at UW-W.

LEARN Center Director  
Academic Innovation Director  
Director of the Learning Technology Center  
Coordinator for Service Learning

Additional background, concerns, and planning considerations are discussed in the report itself.

## FINAL REPORT Academic Innovation Task Force

### Section I – Overview

The Academic Innovation Task Force was established for the purpose of studying the need for and feasibility of creating an Academic Innovation Center, physical or “virtual,” to promote, encourage and support such activities across the UW-W campus. More specifically, such a center would serve as a structural mechanism to:

- Test, foster, and advance creative and critical pedagogies, new collaborative tactics, and teaching strategies which engage tomorrow’s learners;
- Encourage the utilization of evidence-based approaches to evaluate and reflect upon the efficacy of those innovations;
- Synthesize, coordinate, and leverage internal and external resources to provide innovators with the necessary structure and support to successfully develop, implement and evaluate their ideas;
- Provide nimble, responsive leadership that evolves, adapts, and changes over time, in response to the needs of the campus community.

To that end, over the last 6 months, members of the task force have surveyed UW-W faculty and academic staff, gathered information on how academic innovation is both developed and promoted at other universities both within and outside of Wisconsin, read and discussed a series of books and articles related to the philosophy and definition of innovation, participated in electronic “discussions” of various topics, and met face-to-face on five occasions, each meeting scheduled for a period of 3 hours.

Throughout all of the above, the task force sought to pursue the following tasks, recognizing that additional work on each of these might well be necessary at a later date:

- Develop a definition of “Academic Innovation.”
- Research best practices and leaders in Academic Innovation to determine the best structure to meet our campus needs.
- Explore ways to leverage the resources already available on campus, namely the LEARN Center and the Learning Technology Center (LTC), to meet some or all of the Academic Innovation needs on campus.
- Evaluate the need for and feasibility of an Academic Innovation Center Director and/or an Academic Innovation Advisory Council, which would serve as the visionary catalyst to create new initiatives, respond to campus innovation needs and, liaise between the LEARN Center, LTC, the Innovation Hub, ORSP, and other related offices to provide a centralized, cohesive approach to Academic Innovation across campus.

- Evaluate the feasibility of creating a pool of graduate assistants to serve as facilitators and project interns.
- Determine if space is available to create a physical Academic Innovation Center, thereby bringing complementary offices together under one roof, and facilitating collaboration, resource sharing, and strategic visionary planning.
- Explore with iCIT the feasibility of developing both an Academic Innovation website and virtual Academic Innovation Center.

After extensive review of the information gathered, and subsequent discussion of a variety of approaches to facilitating and promoting academic innovation at UW-W, the task force unanimously endorsed the following major recommendations:

- A “virtual,” rather than physical, Academic Innovation Center should/is to be established. In time, the need for a physical Academic Innovation Center can be studied, once the specific demands and uses for such a space become clearer.
- Such center to be led by an Academic Innovation Director (.5FTE) who would carry out the functions described in subsequent pages herein. In time, this individual would be integrated into a reconfigured and rebranded LEARN Center.
- The following individuals should set up, attend and participate in regularly-scheduled meetings to coordinate, facilitate and enhance the development of academic innovation at UW-W.

LEARN Center Director  
 Academic Innovation Director  
 Director of the Learning Technology Center  
 Coordinator for Service Learning

## **Section II – Definitions of Innovation**

When surveyed last year, the faculty and staff at University of Wisconsin-Whitewater provided over 70 definitions of innovation. The single word most often used within this remarkable plethora of definitions was “new” (e.g., new ways, new methods, new approaches, new materials, new ideas, new techniques, new technologies, new tools, new pedagogies, and new intersections between disciplines). Not surprisingly, these definitions can be placed into one of two primary categories, one focusing on new technology and the other emphasizing new pedagogy. Stemming from the Latin *innovatus*, the word itself has its origins in the 1540s, meaning “to renew, restore.” While the root word *novus* means “new,” one notices the often-

repeated connection between new and renew; the former refers to an original idea while the latter sustains it.

These ambiguous meanings are present throughout the literature which discusses the sustaining and/or disruptive nature of innovation itself. While widely discussed by many, Clayton Christensen, in *The Innovative University*, notes the critical role each institution plays when it chooses to pursue those “innovations” which it can do uniquely well within our competitive society. Innovation is a process often leading to the improvement of products and services. In so doing, however, it often “disrupts the bigger-and-better cycle by bringing to market a product or service that is not as good as the best traditional offerings but is more affordable and easier to use.”<sup>1</sup> Sustaining meaningful innovation is a boon to students, improving what is effective. Disruptive innovation focuses on students currently unable to learn for whatever reasons, even non-consumers of the academic enterprise.

Recognition of a symbiosis between sustainable and disruptive innovation provides an opportunity to deliberately calculate and strategize more effectively. While the University’s pursuit of knowledge must necessarily build upon the past as scholars work to contribute to their various disciplines, it is also incumbent on educators to reinvent and teach in new ways. Collectively we must continue to ask what is necessary for all our students to be successful and then work to develop a culture of constantly working to improve via sustained, innovative efforts.

In *The Innovator’s Cookbook*, Clayton Christensen articulates four sets of variables important to innovation success:

- Take root in disruption. Disruptive innovation almost never performs well at first and it is overlooked, but this is the key to success.
- Innovation is given the necessary scope to succeed – so important to decreasing cycle time.
- Leverage the less tangible capabilities of intuition and values. Managers do not know what they do not know as they make and implement plans for innovation (e.g. Akio Morita of Sony never used market research).
- Disrupting competitors, not customers/students (e.g., enable students to probe and engage the material in ways they would not previously).

As a first step, we must determine what is happening with respect to innovation across our campus. Only then, can we begin to address questions such as:

- What are we doing to encourage and develop a culture of improvement at UW-W?
- Where are the gaps in our support for innovation?

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<sup>1</sup> *The innovative university*, page xxiv.

- How can we encourage new collaborations across existing structures to foster innovative creativity and problem solving?

What can we do to decrease the lag time associated with lack of innovative development across our campus? Steven Johnson observes Thomas Edison's greatest invention was not the light bulb, nor the phonograph, nor the motion picture camera. Edison's greatest invention was a new way of inventing, one which was focused on using a team approach to pursue research and development. His was an organized process of research and development imitated by many large corporations of today including 3M, DuPont, Johnson and Johnson, Dow, Google and Apple among many others. Innovation has risen to prominence in our technological age in large part because of this type of organized experimentation and innovation.

Social-innovation, or the means to create greater social capacities, may well be yet another important consideration within a University setting. Many creative teams use innovative social practices to increase their creativity. Pixar films, Solarcity, Ecovative Design, and the One Laptop Per Child Foundation are but a few examples. Such social innovation at UW-W might pursue questions such as how can faculty have more time to advise and more effectively mentor their students? How can the implementation of integrative learning be both more efficient and effective? These and other related questions are being addressed by Academic Innovation Centers charged with finding such answers within the context of the unique needs of their respective universities across the nation.

Against this background, and to be clear about our use of the word, our committee has defined the term "Academic Innovation" as presented below and recommends its use at UW-W.

#### **Definition of Academic Innovation at UW-Whitewater**

**An academic innovation is a change in a process that strives to improve at some level the pursuit of the University Mission, Strategic Initiatives, and the Wisconsin Idea.**

- **Academic Innovation fosters and equips novel approaches to teaching, research, and service that demonstrate potentially positive outcomes for students.**
- **Academic Innovation values creativity, collaboration, outreach, and visionary thinking.**
- **Academic Innovation uncovers and collects evidence for the most effective ways to correlate relational knowledge with factual knowledge across the University curriculum.**

**These three spheres of ideas (approaches, values, and evidence) combine to inform and catalyze innovative practices at the University of Wisconsin-Whitewater.**

### Section III -- Academic Innovation across the UW System

**“Seen through the lens of a disruptive innovation theory, universities are at a critical crossroad. They are both at great risk for competitive disruption and potentially poised for an innovation-fueled renaissance.”**

--Clayton M. Christensen and Henry J. Eyring  
(*The Innovative University: Changing the DNA of Higher Education*)

Universities are clearly “at a critical crossroad” due to a variety of internal and external factors, including shifts in student demographics, reductions in state support, greater demands for accountability and outcomes, and emerging technologies that are changing how information is shared. While these challenges are indeed daunting, they also set the stage for true, meaningful change in the form of disruptive and sustaining innovations that allow educators to rethink the way we approach teaching, learning, research and service.

UW-Whitewater, and the entire UW System, finds itself at this same crossroads. Facing historic budget cuts while also experiencing record enrollments of students from increasingly varied and diverse backgrounds, we, too, are at a critical juncture that will require finding new and innovative ways to inspire, educate, and prepare students for an increasingly complex global marketplace while simultaneously receiving less financial support.

Responding to the current state of affairs in the UW System, in August 2014, President Ray Cross called for a “culture of innovation and entrepreneurship” to address the state’s needs, presenting a number of conditions that can foster an innovative and entrepreneurial approach:

- Being more open to and receptive toward taking calculated risks.
- Engaging in more public-private partnerships.
- Working outside of traditional boundaries and structures without the need to form new bureaucracies to direct or manage the work.
- Fueling innovation approaches by introducing new perspectives from within and outside of the university.
- Seeking out the “big problems” challenging our state rather than awaiting an invitation to do so.
- Rewarding innovative approaches to problem solving through resource allocation.

At the system level, work has begun on a new initiative to create a system-wide, faculty-led **Innovation Hub** that focuses on advancing curricular changes and reforms that lead to deeper student engagement, retention, and graduation. The project is a part of AAC&U’s LEAP Campaign and the *Faculty Collaboratives* Project, intended to “support the Innovation Hub, which will build faculty capacity for leadership and engagement with proven practices and frameworks focused on general education reform, as well as the assessment and transferability of student learning outcomes and proficiencies. The initiative also focuses on achieving higher

levels of retention and graduation for first-generation, low-income, and underrepresented minority students.”<sup>1</sup> This project is currently in the conceptualization phase; therefore, few additional details have been released about the specific location, staffing, or functionality of the Innovation Hub.

At the campus level, there are few UW institutions that have created a comprehensive, campus-wide mechanism that encourages and supports academic innovation, although a handful of UW schools have made some strides toward fostering innovation more broadly (see Appendix A).

#### **Section IV -- Academic Innovation at UW-Whitewater**

Seen through the lens of the UW System as a whole, UW-Whitewater is particularly well-suited to become a leader in Academic Innovation for a number of reasons. As an early adopter and trailblazer in the LEAP Initiative, we have created a campus-wide culture that fosters collaboration and creative responses to student learning. There are myriad innovative, imaginative, and creative examples of such efforts generated by faculty, staff, students, and administrators working collaboratively across the UW-W campus. Furthermore, since 1998, the LEARN Center has been fundamental in providing faculty development opportunities and promoting student success, becoming the type of center that other campuses strive to emulate. Combined with the technological expertise and pedagogical focus of the Learning Technology Center and our burgeoning focus on Community based learning and civic engagement, UW-Whitewater has the resources, infrastructure, creativity, and vision to move beyond the traditional instructor development model and become a system-wide leader in Academic Innovation. We have proven ourselves to be leaders in disruptive innovation through the creation of the Whitewater University Technology Park and Innovation Center, serving as a regional leader in entrepreneurship and business development. That same vision is now needed *on* campus.

We are at an opportune moment to make intentional our commitment to and support for a formalized mechanism to enable academic innovation at UW-Whitewater through the creation of a virtual Academic Innovation Center. We have many individuals engaging in innovation at UW-Whitewater; what we lack is a coordinated mechanism to enable, support, and validate those efforts across campus, thereby fostering greater inter-disciplinarity while simultaneously alleviating some of obstacles and roadblocks that hinder continuous improvement and discourage innovative efforts. In short, we are at an opportune moment to make intentional our commitment to and support for a formalized mechanism to enable academic innovation at UW-Whitewater through the creation of a virtual Academic Innovation Center. This center would be led by an Academic Innovation Director (.5FTE). This individual would work collaboratively with the LEARN Center Director and in time, would be integrated into a reconfigured and rebranded LEARN Center. An online space dedicated to academic innovation, combined with intentional collaboration with other offices across campus on programming, visionary planning, and resource-sharing would create a comprehensive focus on academic

innovation at UW-Whitewater. In time, the need for a physical Academic Innovation Center can be studied, once the specific demands and uses for such a space become clearer.

### **Section V – Benefits of an Academic Innovation Center at UW-W**

Whether addressed via an on-campus Academic Innovation Center, or a similar “virtual” one, UW-W would derive the following benefits:

- In this modern era, institutional change is inevitable and coming at a faster and faster pace, from a variety of directions. An Academic Innovation Center is one way to consider and facilitate institutional change when deemed appropriate. The center could explore and address such question as: Where do innovation deficits exist on campus? What are the needs of students and faculty in the coming years? What are the hurdles to innovation? How can they be overcome?
- Innovation often encourages a level empathy and support across organizational structures, leading to more interdisciplinary efforts between the humanities and social sciences, or arts and communication, or business and education. Often, such cross-disciplinary efforts are focused on how the underserved may be reached more effectively by an academic institution.
- Many innovations straddle disciplines and involve lateral thinking. An Academic Innovation Center may well provide both opportunity and resources for the effective pursuit and critical study of such multi-disciplinary innovations.
- Given not all innovation originates within an Innovation Center, such a center might well serve as a “clearing house” through which new and successful ideas developed within one discipline can be shared with others. In similar fashion, successful solutions to problems encountered when implementing academic innovations can be made available to others.
- An Innovation Center is a structured approach to building collective imagination. A place where “what ifs” are freely spoken and chosen for institutional evaluation and support.
- An Innovation Center will serve to investigate and communicate changing patterns of student engagement and recommend how pedagogy might be altered to make teaching more effective.
- For a variety of reasons, faculty and academic staff morale has decreased in recent years. An Innovation Center might well encourage creativity and change while providing resources, recognition, networking and possibility financial reward for such efforts.

### **Section VI – Expansion of LEARN Center**

To achieve this vision, an expansion of the role and personnel of the LEARN Center, combined with more intentional collaboration with the Learning Technology Center and community-based learning efforts, is proposed. As a highly regarded leader in the professional development of faculty and academic instructional staff and the promotion of student learning, the LEARN

Center helps to sustain innovations through the sharing of knowledge and methods. Building upon this already successful model, we propose an additional component housed within the LEARN Center to direct its focus toward fostering new, and potentially disruptive, innovations; responding to current and future challenges in higher education with novel approaches; collecting and disseminating best practices; and working to scale successful innovations to reduce duplication of efforts and resources. To accomplish these goals, the following personnel structure is proposed for the expanded and rebranded LEARN Center.

**LEARN Center Director:** No change other than additional responsibilities associated with collaboration with the Academic Innovation Director and participation on the Advisory Council (see below).

**Academic Innovation Director:** The Academic Innovation Director will work closely with the LEARN Center Director and lead the efforts to facilitate academic innovation at UW-W as follows:

- Serve as a consultant to faculty/staff interested in innovation
- Develop programs to support and facilitate innovation on campus
  - Internal grants
  - Recognition efforts
  - Training
  - Dissemination of innovation efforts
- Oversee campus innovation programs, for example, reviewing grant applications and planning workshops and conferences
- Facilitate a Partnership Program to connect faculty/staff interested in working on innovation. This may include facilitating the development of Communities of Practice as well as individual partnerships.
- Explore grant funding and other support for innovation projects (working with the Office of Research and Sponsored Programs)
- Advocate for Innovation through conversations with administrators and departments, as well as members of the community.
- Oversee Web presence
  - Collection of resources/materials; repository of best practices
  - Development of content
  - Spotlight on innovation

### **Additional Mechanisms to Support Academic Innovation**

#### ***Collaboration of Core Innovation Facilitators***

Innovation often involves collaboration. As such it is important that those most involved in facilitating innovation meet regularly to coordinate rather than duplicate efforts. We recommend the innovation program become part of the existing LEARN Center (possibly with rebranding of its title (e.g., I-LEARN Center). Supporting and facilitating innovation will require closer collaboration among LEARN, LTC, Academic Innovation, and Community Based Learning

(CBL). When appropriate, the Office of Research and Sponsored Programs (ORSP) should also be included. While both LTC and LEARN have missions and responsibilities apart from innovation, they are also able to provide knowledge and resources to foster innovation. Likewise, the Coordinator for Community Based Learning and ORSP have the capacity to provide logistical support and funding that could be used on innovation-related projects and initiatives. Therefore, clear communication and collaboration between these individuals is essential for the efficiency and ultimate success of campus-wide innovation efforts.

### ***Advisory Council***

By definition innovation involves change and new ideas. We propose that rather than having innovation efforts rest in one person/office, instead there will be an exchange of ideas through regular meetings of an Advisory Council. The initial Advisory Council will be comprised of members of the Academic Innovation Task Force. Additionally, membership on the Council will include the directors from the LEARN Center and LTC as well as representatives from the Library, Registrar's office, ORSP and CBL. It is anticipated the council will meet at least once per semester.

### ***Support Staff***

- Office staff to assist with paperwork, scheduling (e.g., rooms), announcements, fielding basic queries
- Technical staff to support webpage creation and maintenance
- Marketing – staff to create promotional materials for programs
- Specifics to be determined in consultation with relevant individuals as the Academic Innovation Center evolves.

## **Section VII -- Action Item Timeline for 2015-2017**

- ***Leadership Planning meetings*** -- Jodie Parys (Innovation Fellow), Barbara Beaver (LEARN Center), Elizabeth Simpson (LTC)
  - Planning programming for the 2015-2016 academic year. Examples include but are not limited to an innovation-themed book group in spring 2016, relevant LEARN and/or LTC workshops, and a possible Summer Innovation Workshop in 2016.
- ***Innovation Advisory Council***
  - Develop position description for the Academic Innovation Director
  - Begin search process for Director, with anticipated start date of April 2016
  - Develop “innovation themes” for initial programs
  - Advise on the development of academic innovation website, with assistance from LTC
- ***Creative Collaboration*** -- Leaders and Advisory Council work to
  - Foster interdisciplinary collaboration and partnerships while creating and sustaining a campus culture that embraces innovation.

- Encourage interactions between teaching professionals on and off campus to catalyze the production of new ideas and collaborations via workshops, social/brainstorming, coffee/tea receptions, and summer institutes.
- Create initiatives/programs across disciplines, support risky but rewarding projects, highlight successes, and disseminate information regarding lessons learned from past efforts.
- **Resource Sharing and Knowledge Dissemination**
  - Create sustainable structures that allow for efficient collaboration, resource sharing, and avoid duplication of effort.
  - Support and facilitate innovation will require closer collaboration among the LEARN, LTC, and Innovation directors, as well as regular communication with Community Based Learning (CBL) and the Office of Research and Sponsored Programs (ORSP).
  - Support the formation and maintenance of a website that will serve as a repository for dissemination of innovative teaching practices occurring on and off campus. It will serve as the nexus for building future collaborations between teaching professionals at UW-W and others via the UW system/Innovation Hub.
- **Support and Funding for Innovation**
  - Provide support and opportunities to address faculty/staff workload issues while allowing them to engage in innovation.
  - Seek financial support for faculty/staff engaged in such activities.
- **Recognition and Promotion of Innovation Activities**
  - The university already has existing mechanisms for recognizing successes (e.g., UW-W University News, Whitewater Weekly) and these could easily be involved in recognizing and promoting innovation.
  - One option might include the development of a “Spotlight on Innovation” with links on the University and LEARN websites to highlight innovation projects in more depth.
  - The Academic Innovation Director might utilize informal and relatively simple methods such as a note of recognition from the Director or another administrator.
  - Perhaps a campus-wide day to show case innovation projects, the creation of an innovation award, or innovation certificates.
  - And finally, while financial rewards may be limited due to budget constraints, some type of monetary award might be possible. Perhaps a certificate redeemable at the bookstore, or a gift certificate to a restaurant, even if “cash” compensation is not possible.

All of these strategies could help to make innovation a more visible, rewarding component of campus culture, thereby making such work more probable in the future.

Supporting innovation at an institutional level is a difficult task that many organizations have attempted with mixed results. While success cannot be guaranteed, there are several items that are recommended in this action plan that together increase the probability of success. It should be noted that an innovation goes through various phases and that the support that needed varies by phase. Some of these phases include:

- 1) Identifying the need or opportunity to do something different
- 2) Identifying the mechanism or method to do something different
- 3) Refining and evaluating the feasibility of the innovation
- 4) Developing and testing of the innovation
- 5) Refinement based on early evaluation results
- 6) Acceptance of innovation into mainstream practice

We also recognize that an academic innovation does not mean that the concept has to be invented by someone at UW-Whitewater. Academic innovation ultimately has to be focused on improving the success of our students and benefiting the region. Some of the factors that have been identified that inhibit academic innovation are:

- 1) Concerns of the consequences of failing when taking risks
- 2) Work load of instructional staff
- 3) Perceptions that an innovation will not be allowed
- 4) Lack of social support
- 5) Lack or resources needed to test or implement

In the end, as an academic community, we need to support actions that promote academic innovation and reduce or eliminate issues and problems which inhibit it. We recognize the fiscal environment which exists and worked to identify and recommend actions which were cost effective while still promoting academic innovation.

### **VIII – Proposed Initial Steps**

1. Create the position of Academic Innovation Director (.5FTE). At this time the committee did not see the need for physical space to support academic innovation but, similar to the LEARN center, there is a need for one person who can coordinate many of these activities. It is recommended that this is an instructional staff member who has a part-time release and the title of Academic innovation Director. It is anticipated this person will be responsible for the following, all of which would be included in the job description:

- Scheduling and running the Innovation advisory council
- Coordinating the process of identification of two summer school innovation courses
- Coordinate summer workshops
- Coordinate interdisciplinary project teams
- Maintain a web site related to academic innovation
- Produce an annual report on academic innovation that has taken place

- Attending and scheduling regular meetings between personnel previously identified.
- Establish support position requirements for Academic Innovation Director

2. Regularly scheduled meetings will take place with the Director of the LEARN Center, the Academic Innovation Center Director, the Director of the Learning Technologies Center and the Coordinator of Community Based Learning with a charge of evaluating what support their respective areas can provide for academic innovation.

2. An Academic Innovation Advisory Council be formed and meet 2-3 times per semester. This group would be opened up to others but would likely start with the core group that was working on this last spring and this summer. This group would focus on identifying innovations that are taking place as well as provide an environment within which people can propose new/alternative ideas and approaches. It may be of value to invite outside individuals to make presentations, i.e., people from other campuses, industry, or K-12 systems.

4. Identify two innovative courses proposed by faculty to be offered in summer, 2016. The course will run as long as five students are enrolled. This would need to be done in the fall 2015 semester.

5. Hold summer Innovation workshops or work groups. To encourage wider involvement and new ideas, each summer enrollment preference will be given to new participants.

6. Develop and establish the Academic Innovation Center website.

7. Create one interdisciplinary project team to work throughout a given year on developing a proposal for a specific academic innovation-related project/course. In the process of carrying out these projects, the participants would be exposed to ideas and concepts outside their area. Some possible projects that may or may not also involve students include, but are not limited to, creating an e-book for an introductory course, thereby reducing textbook rental expenses, or developing a training video for an academic area while utilizing the talents of students from the drama department.

8. Develop and fund a simple application process through which faculty could seek additional financial conference funding (\$250) beyond their normal travel allowance to support attendance at a meeting related to academic innovation within their field.

9. Identify and leverage the structures that we already have in place for bringing in outside speakers to foster innovations. For example, the Provost's fall workshop, or one of the L&S series offered each semester could be targeted toward innovation or documenting a particular change in a specific area.

## **IX -- Conclusion**

The establishment of an Academic Innovation Director position, combined with intentional institutional support for Academic Innovation programs across campus, aligns with the UW-Whitewater Strategic Plan, which calls for “...broadening accessibility to education and services through innovative and responsive curriculum, instructional delivery methods and co-curricular programs, and focus on continuous improvement of programs...” Furthermore, it supports the first value lying at the heart of the UW-Whitewater Mission, which is a “commitment to the pursuit of knowledge and understanding.” This would enable UW-Whitewater to lead the “innovation-fueled renaissance” that Christensen and Eyring foresee, while nimbly responding to the ever-shifting needs of the student body and continuing to advance the University Mission, Strategic Initiatives, and Student Learning Outcomes. In our view, UW-Whitewater is poised to become a leader in academic innovation across the UW System and beyond through a focused effort at all levels. Vital to this mission is visionary leadership that is able to leverage existing resources, forge intentional collaboration between internal and external constituents, and help nurture a campus-wide culture that fosters innovation. Such leaders need to be present at every level of the institution to support and promote sustaining innovations that build on our successes as well as disruptive innovations that forge new directions. Furthermore, the support of higher administration will be central to the development of a university-wide culture that fosters such innovation.

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[2https://www.wisconsin.edu/news/archive/new-initiative-to-build-capacity-of-uw-system-faculty-to-advance-student-success/](https://www.wisconsin.edu/news/archive/new-initiative-to-build-capacity-of-uw-system-faculty-to-advance-student-success/)

## Appendix A: UW Schools with Academic Innovation Initiatives

UW School	Innovation Initiatives/Functions
UW-Madison Educational Innovation	<p>Coordinated, campus-wide effort to promote and support innovation across UW-Madison’s campus.</p> <p><b><u>Website includes:</u></b></p> <ul style="list-style-type: none"> <li>○ Seek and Share: “See what’s working around campus and share what’s working in your college or department.”</li> <li>○ Stories: highlighting innovation-related news across campus</li> <li>○ EI Planning and Support:</li> <li>○ Funding and Incentives</li> <li>○ Curricula and Planning</li> <li>○ EI Point People in each college/department</li> </ul> <p><b><u>Original impetus:</u></b> EI initiative began when David Ward came back to UW-Madison in 2011. He had been pushing before he left for EI and then he re-launched the initiative under the new name of Educational Innovation.</p> <ul style="list-style-type: none"> <li>○ Budget cuts across system</li> <li>○ Need to change</li> <li>○ Costs go up, funding declining for 20 years</li> <li>○ Funding is not coming back</li> <li>○ Goals: leverage technology to support pedagogical efficiencies, create professional Master’s programs and capstone certificates.</li> </ul> <p><b><u>Educational Innovation:</u></b></p> <ul style="list-style-type: none"> <li>○ Central campus funding</li> <li>○ People seized on funding to pursue Professional Development around Teaching and Learning.</li> <li>○ EI has, by default, become a Center for Teaching and Learning.</li> <li>○ One issue they’ve had is that they can’t do innovations at scale because of the school’s size.</li> </ul> <p><b><u>Goals for Educational Innovation in the Future:</u></b></p> <ul style="list-style-type: none"> <li>○ Hope to coordinate and intensify all efforts currently underway in the areas of teaching and learning.</li> <li>○ Make people aware of the opportunities</li> <li>○ Show sequential Prof. Development. Programming opportunities for each point in the career.</li> <li>○ UW system is experimenting with a new course management system (CANVAS) in lieu of D2L. EI will pilot this system and have 10-15 instructors convert courses to the platform.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Focus on redesign of high enrollment/high failure rate classes to close the achievement gap, especially for 1<sup>st</sup> generation students.</li> <li>○ Create Professional Master's Degrees/Online Programs</li> <li>○ Internationalization of the curriculum, especially in L&amp;S, which houses 80% of Undergraduate Students.</li> </ul> <p><b><u>Educational Innovation Structure:</u></b></p> <ul style="list-style-type: none"> <li>○ The job of EI is to catalyze and coordinate all of these efforts.</li> <li>○ There is no centralized physical space although they hope to develop a physical space</li> <li>○ Mark Johnson (Director) is in Bascom Hall</li> <li>○ There's limited funding- they need grant, foundation \$</li> <li>○ Supported through the Provost's Office</li> <li>○ Staffing: <ul style="list-style-type: none"> <li>○ Mark Johnson- Director 100%</li> <li>○ Hiring 2 academic planners (shared positions)</li> <li>○ 6-7 support staff</li> <li>○ 25 people in the division of Continuing Studies</li> <li>○ 2 FT Communications Positions</li> </ul> </li> </ul>
UW-Eau Claire Center for Excellence in Teaching and Learning (CETL)	<p>Teaching Center and Technology Division previously were grouped together. 7 years ago, they received alumni funding for CETL development- separated from technology</p> <p><b><u>Physical Space:</u></b> Located next to library and by the tech help desk, not in an academic building. Always have coffee and tea available. They have a space set up where other faculty can meet. Some people come and sit to work. There is a lobby space for presentations, a conference room, and 9 Active learning classrooms with pods of 6 students/pod. Have flat screen; teacher can push content out to pods. Faculty request classrooms for use each semester.</p> <p><b><u>Function:</u></b></p> <ul style="list-style-type: none"> <li>○ Helps administration with whatever their initiatives are- ex. Outcome based learning</li> <li>○ Work with Equity, Diversity, Inclusivity fellows who facilitate within their space</li> <li>○ Run faculty orientation</li> <li>○ Mentoring program (pair faculty outside of department)</li> <li>○ Curriculum mapping with groups or individuals</li> <li>○ Every semester, they run a "Community of Practices"- 6 sessions about successful teaching practices. If faculty attend at least 3/6 sessions, then take something that they learn and implement/assess it, they can earn \$300 CETL dollars (doesn't go into paycheck, but housed in</li> </ul>

CETL and can be used to buy anything teaching-related or for professional development).

- Digital Content/Community Practice- highlight innovative, new technology. Once faculty create something for a class and assess it, they can earn CETL dollars.
- Provide Collegial Consultants-
  - Ex. 2 psychology professors who will help with statistical analysis. CETL pays them \$500/semester to help other faculty.
- There are 500 faculty on campus- CETL sees/works with about half of the faculty on a regular basis.
- CETL seeks out interdisciplinary opportunities, but otherwise, other initiatives happen organically.
- Many faculty facilitate groups and CETL will provide space and marketing.
- CETL has started a blog that showcases faculty reports and teaching tips on different innovations.
- CETL employs 2 instructional designers, who also write blogs.
- CETL collaborates with ORSP--- there are some grants on SoTL.
- CETL fellowship where an instructor could get \$4000 per year or course release, focusing on something specific related to teaching and learning.
- CETL has strong relationship with LTS (Learning technology services) and they work together on initiatives: Example: Online course development- faculty meet with instructional designer every two weeks and get \$500/credit. Funding comes from online course fee which goes into tech fund. CETL meets on pedagogy side and LTS helps with tech.

**Staffing:**

- 100% director; 100% associate director, 1 LTE assistant
- Director has a PhD in adult education and teaches 2 credits in nursing
- LTS has 3 instructional designers and 1 D2L director

**Tips/Recommendations for other campuses:**

- Having student support and student tech funding very important.
- Student senate was hugely important.
- Faculty are not required to work with CETL (don't want it to be a punishment..."you're not doing well, so go to CETL")
- Having a physical space for faculty to go is important

	<ul style="list-style-type: none"> <li>○ Strong collaboration with tech unit is important.</li> <li>○ Need an administrator that supports you.</li> </ul>
<p>UW-Green Bay Academic Incubator</p>	<p><b><u>Academic Incubator-</u></b></p> <ul style="list-style-type: none"> <li>○ Started by Steve VandenAvond, Director of Outreach and Adult Access Division, in January 2014; so far 20 ideas have been run through the incubator</li> <li>○ Run through the Outreach and Adult Access Division</li> <li>○ Provides services to allow faculty/instructional staff to come up with new ideas for academic programming or new delivery systems. Can come to the incubator for support, including: <ul style="list-style-type: none"> <li>● Brainstorming</li> <li>● Room to work</li> <li>● Market research to help determine the demand/viability of the program</li> <li>● Guide/assistance with internal process for curricular/program approval</li> <li>● Help with Notice of Intent and then authorization document and Board of Regents approval process</li> <li>● Help with implementation</li> <li>● Library of ideas with notes on how far each process went</li> <li>● Help in marketing, recruiting, etc.</li> <li>● Help running the program until financially viable or until self-sustaining enough to be taken over by an Academic Department.</li> </ul> </li> </ul> <p><b><u>Staffing/Funding:</u></b></p> <ul style="list-style-type: none"> <li>○ Run by Steve VandenAvond</li> <li>○ Advisory Committee of Faculty and Academic staff from around the university to advocate and help launch incubator</li> <li>○ Resources come from within the Outreach and Adult Access Division</li> <li>○ Funded by Cost Recovery and Carryover money</li> </ul> <p><b><u>Marketing:</u></b></p> <ul style="list-style-type: none"> <li>○ Provost helped spread the word</li> <li>○ Advisory committee is working on ways to market (grand opening, other visibility)</li> </ul> <p><b><u>Tips/suggestions:</u></b></p> <ul style="list-style-type: none"> <li>○ Faculty status wasn't helpful b/c of time constraints involved in trying to launch something like this. It worked</li> </ul>

	<p>better to have this concept housed in a Division that could support faculty.</p> <ul style="list-style-type: none"> <li>○ Cost recovery model helped</li> <li>○ The incubator is important because the actual ideas come from faculty- they just provide support throughout the development of an idea.</li> <li>○ Important to have a simple, stream-lined process.</li> </ul>
<p>UW-LaCrosse Institute for Campus Excellence (ICE)</p>	<p><b>Institute for Campus Excellence (ICE) is comprised of:</b></p> <ul style="list-style-type: none"> <li>○ Center for Advancing Teaching and Learning (CATL)</li> <li>○ Educational Technologies</li> <li>○ IIURL</li> <li>○ Grants/OPID</li> <li>○ Institutional Research</li> <li>○ Continuing Education</li> <li>○ Undergraduate Research</li> </ul> <p>ICE is especially focused on the first 3 groups. This developed organically. If one can't help, they will redirect to another, but all function in cooperation with one another.</p> <p><b><u>Center for Advancing Teaching and Learning (CATL):</u></b></p> <ul style="list-style-type: none"> <li>○ Academic Affairs Division</li> <li>○ Help with pedagogical design, assessment, and technology</li> <li>○ Started 5-6 Years ago with the Growth Quality and Access Initiative Funding. GQA supports staff positions. Center is now supported through differential tuition that students pay.</li> <li>○ Has dedicated space, right around the corner from Educational Technologies</li> <li>○ Provides workshops, professional development, stipends, curricular redesign fund (time/equipment/supplies)</li> <li>○ CATL is often written in as a facilitator or assessor on other grants, especially IIURL grants.</li> <li>○ Staff: <ul style="list-style-type: none"> <li>▪ Director (Bill Cerbin): 100%</li> <li>▪ Assessment Coordinator (Patrick Barlow): 100% (50% admin/50% CATL)</li> <li>▪ Director of Online Learning: 100%</li> <li>▪ Inclusive Excellence: 50% CATL/50% Women's Studies faculty member</li> <li>▪ Writing Coordinator: 50% CATL/50% English faculty member</li> <li>▪ 3 Instructional Designers: 100% each</li> </ul> </li> </ul> <p><b><u>Educational Technologies:</u></b></p>

- Administrative and Finance Division
- Has dedicated space, right around the corner from CATL
- Focuses on:
  - Academic Technologies
  - Developments in technology
  - Training in technology use
  - Role has changed over time to focus more on technology and learning

**Institute for Innovation in Undergraduate Research and Learning**

**(IIURL):**

- Bob Hoar is the only staff/director (also Associate Vice Chancellor). He gets grants and distributes them to faculty members working on projects with undergraduates
- Supports students working with faculty that want to develop teaching materials
- Helps solve the issue of faculty who previously created one thing and didn't keep going with it.
- Students are cheaper to train and go off and help make things happen
- Faculty don't lose momentum if they have a team
- Funded through "soft money" and grants
- Started with systems funding in 2007-2008, but now lives on grant funding
- Results- creating modules, such as a MOOC and other projects in Math, Biology, and Chemistry.
- Now working on how to get all of the disciplines involved, since initial projects were focuses on math and science.
- Previously had its own dedicated space, but gave labs to an innovation classroom in the school of Education and now faculty/students work on tablets/iPads. Now a different space has been redesigned for ICE with rooms for Professional Development, Technology/Distance Learning, and other functions.

**Tips/Recommendations:**

- Visibility is important
- Marketing has been strong- sending out information about professional development activities/grants/stipends/workshops/curricular redesign fund
- Faculty Senate supported CATL
- The campus as a whole has not set targets regarding online learning/blended learning/other innovations. Instead, they've allowed it to be grass-roots, pushing in directions that faculty demand for their own teaching.

	<ul style="list-style-type: none"> <li>○ Bob brings all of the ICE directors as a group to new faculty meetings, chairs meetings, etc. and presents them as a united group.</li> <li>○ Space is important. Making the cooperating offices/departments look like a group, even if they don't "live together" is important.</li> <li>○ In LaCrosse's case, the ICE offices are located in a centrally-located building, the Wing Technology Center, and are all next to each other.</li> <li>○ Faculty members with 50% appointments in CATL helps legitimize the center among the rest of the faculty</li> </ul>
<p>UW-Stevens Point Center for Academic Excellence and Student Engagement</p>	<p>The Center for Academic Excellence and Student Engagement (CAESE) seeks to foster a learner-centered culture of teaching at UWSP by engaging faculty and staff in an ongoing, collaborative process of instructional professional development. (Not sure if this is still functional- last annual report was 2009, mentioning the end of a funding cycle). No Staff are listed for contact.</p> <p>We do this by:</p> <ul style="list-style-type: none"> <li>● Assisting faculty and staff with pedagogical innovation in teaching, learning and technology</li> <li>● Providing pedagogical development opportunities in support of the new General Education Program</li> <li>● Coordinating instructional development opportunities that support meaningful assessment</li> <li>● Promoting the development of best practices in student engagement</li> </ul>

## Appendix B: Timeline of Major Activities/Events

			Visionary Leadership	Creative Collaboration	Campus Culture	Resource Sharing	Support and Funding for Innovation	Recognition and Promotion of Innovation Activities
1	Create Role of Innovation Director	Fall 2015	X		X		X	X
2	Coordination Meetings (LEARN Center, LTC, Service Learning)	Spring 2016	X	X	X	X		
3	Innovation Advisory Board	Spring 2016	X	X	X	X		
4	Website	Spring 2016			X	X		
5	Summer Courses (innovation testing)	Summer 2016	X				X	X
6	Summer Innovation Workshop	Summer 2016	X				X	X
7	Interdisciplinary Project	Fall 2016		X	X		X	
8	Conference Funding	Fall 2016			X		X	
9	Leverage Outside Speakers	Fall 2016			X			

### Appendix C: Compilation of Academic Innovation Centers

LOCATION	WEB ADDRESS	DESCRIPTION
ANTIOCH UNIVERSITY	<a href="http://www.antiochne.edu/innovation/">http://www.antiochne.edu/innovation/</a>	The Center for Academic Innovation is a new initiative to at Antioch University New England. The Center is fostering new teaching and learning initiatives by providing financial, organizational and consulting support. Not just a think tank, the Center is a value-added action tank designed to bring great ideas to life. Through the Center, AUNE faculty, alumni, students and others can design, test, refine, and implement new workshops, conferences, training programs, seminars, certificate programs, institutes, and more.
CARLETON COLLEGE	<a href="http://apps.carleton.edu/academics/innovation/">http://apps.carleton.edu/academics/innovation/</a>	Carleton faculty constantly strive to be at the forefront of these current initiatives and permanent centers, which coordinate efforts and share knowledge across traditional disciplinary boundaries.
CREIGHTON UNIVERSITY	<a href="https://www.creighton.edu/center-for-academic-innovation">https://www.creighton.edu/center-for-academic-innovation</a>	CAI provides for a more comprehensive and strategic approach responsible for the development of the University's virtual campus, exploration of ideas for creative/innovative educational programming and academically grounded leadership/management of academic technologies.
FRANK & MARSHALL COLLEGE	<a href="http://www.fandm.edu/faculty-center/academic-innovation-fund">http://www.fandm.edu/faculty-center/academic-innovation-fund</a>	The Academic Innovation Fund has provided funds for guest software for classroom use; tickets for students attending concerts, theater or dance productions; faculty participation in workshops or short courses that will enhance their teaching or result in substantial change in the structure of a course.
GEORGIA STATE UNIVERSITY	<a href="http://innovation.gsu.edu/about/">http://innovation.gsu.edu/about/</a>	

JOHNSON & WALES UNIVERSITY	<a href="http://www.jwu.edu/content.aspx?id=63755">http://www.jwu.edu/content.aspx?id=63755</a>	By offering a diverse menu of programs, workshops and other academic careers, strengthen collaborative relationships with colleagues, enhance student engagement, and sustain their academic vitality at the university.
KENT STATE	<a href="http://www.kent.edu/provost/enhancing-academic-excellence-and-innovation">http://www.kent.edu/provost/enhancing-academic-excellence-and-innovation</a>	The prevailing institutional culture demands excellence in all academic endeavors, encouraging distinction in instruction and eminence in research and creative activities. Academic excellence and innovation require a state-of-the-art infrastructure, financial investment in academic priorities, and a talented and motivated faculty and staff.
PORTLAND STATE UNIVERSITY	<a href="http://www.pdx.edu/oai/">http://www.pdx.edu/oai/</a>	The Office of Academic Innovation (OAI) provides leadership excellence in teaching and learning, innovative curricular technology use, and community-based learning.
SOUTHERN ILLINOIS UNIVERSITY	<a href="https://www.siu.edu/innovation/">https://www.siu.edu/innovation/</a>	Office of Academic Innovation & Effectiveness
ST. MARY'S COLLEGE	<a href="https://www.saintmarys.edu/academic-innovation">https://www.saintmarys.edu/academic-innovation</a>	The Center for Academic Innovation was founded in 1993 to support the academic excellence of Saint Mary's College through programs and grants for faculty development, faculty-student collaboration in research and creative work, and curricular innovation.
UNIVERSITY OF ALASKA ANCHORAGE	<a href="http://www.uaa.alaska.edu/academicinnovations/">http://www.uaa.alaska.edu/academicinnovations/</a>	UAA Academic Innovations & eLearning supports the UAA practices, innovation and technologies. Consisting of instructional designers, developers, multimedia specialists and student support personnel, we support eLearning and instructional technologies, and provide professional development opportunities for all of UAA and our rural campuses.

UNIVERSITY OF BALTIMORE	<a href="http://www.ubalt.edu/about-ub/offices-and-services/provost/reporting-units/academic_innovation/">http://www.ubalt.edu/about-ub/offices-and-services/provost/reporting-units/academic_innovation/</a>	At the University of Baltimore, the Office of Academic Center for Excellence Learning, Teaching, and Technology (CELTT); the B.M.A.L.E. Academy; and the Helen P. Denit Honors Program. OAI is also in the midst of establishing a university-wide program for bolstering credit-based, experiential learning experiences. Through its work with the university's academic units, OAI is responsible for supporting, coordinating, and institutionalizing creative and innovative approaches to teaching, student learning, curriculum and program development, and the promotion and demonstration of student achievement.
UNIVERSITY OF ILLINOIS CHICAGO	<a href="http://innovationcenter.uic.edu/wordpress/?page_id=475">http://innovationcenter.uic.edu/wordpress/?page_id=475</a>	Situated in one of the country's leading research universities, incubation center embedded in the University of Illinois at Chicago. We initiate programs and participate in activities that bridge research and education with industry. During each engagement, companies, educators, experts and students collaborate on real world problems and deliver real world results.
UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE	<a href="http://www.umuc.edu/innovatelearning/">http://www.umuc.edu/innovatelearning/</a>	UMUC's Center for Innovation in Learning and Student Success center's objectives are to: Research and define best practices for online learning, Improve student success through multiple metrics, Guide implementation of improvements at UMUC, Share findings with other interested parties, Function as a laboratory for collaboration and continuous improvements to the university's curriculum, faculty development, and student support; use predictive analytics to identify effective learner interventions that are essential to UMUC's commitment to provide high-quality education that is accessible to all at the lowest possible cost.
UNIVERSITY OF WISCONSIN-MADISON	<a href="https://edinnovation.wisc.edu/about/">https://edinnovation.wisc.edu/about/</a>	

UNIVERSITY OF TEXAS AT TYLER	<a href="http://www.uttyler.edu/ctei/academic-innovation.php">http://www.uttyler.edu/ctei/academic-innovation.php</a>	The Center for Teaching Excellence and Innovation (CTEI) is the University of Texas at Tyler. Faculty Fellows involved in the Academic Innovation Initiative provide resources and guidance to foster the professional growth of faculty, promote creativity, and foster innovation in teaching and learning.
UNIVERSITY SYSTEM OF MARYLAND	<a href="http://www.usmd.edu/cai/about">http://www.usmd.edu/cai/about</a>	The USM's success in building system-wide capacity for establishment of this new Center for Academic Innovation, housed in the USM Office of Academic Affairs. Under the leadership of its first director, Dr. M. J. Bishop, the Center is becoming a focal point for conceptualizing, promoting, studying, and disseminating ground-breaking academic transformation work both within Maryland and across higher education nationally.

**Other UW innovation centers (geared toward specific functions and/or business and outreach):**

**UW-Whitewater** - The Wisconsin Innovation Service Center is a specialty center of the Wisconsin Small Business Development Center. As part of the statewide Wisconsin SBDC Network, WISC helps clients make informed decisions by providing research on market opportunities, customers and competition. Inventors can see the feasibility of a new product idea, identify licensing partners, and solve manufacturing and distribution challenges. Business owners gain competitive advantage through primary research results, helping them to grow and improve their companies.

**UW-Eau Claire Chippewa Valley Innovation Center** - The CVIC celebrates 20 years of service to the Chippewa Valley community. The CVIC provides start -up businesses with technical, financial, and managerial assistance in a low-cost facility.

**UW-Milwaukee Innovation Campus** - UWM Innovation Campus works to leverage the assets of the region to develop a world-class, public-private research park that spurs strong and enduring partnerships between academia and industry leading to new products, spinoff businesses, workforce development and jobs.

**UW-Stevens Point Aquaponic Innovation Center** – This center will provide education and resources for economic and workforce development. New business innovation and ways to overcome obstacles for this rapidly growing food production industry will be explored.

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**UW-Oshkosh Environmental Research and Innovation Center** - The University of Wisconsin Oshkosh established the Environmental Research & Innovation Center (ERIC) as a division of the College of Letters & Sciences to serve as a research and testing center for campus, the general public and external partners to work for environmental health, evaluate materials for biogas potential, perform groundbreaking research in solids management and conduct a variety of custom research projects.

**UW-River Falls Center for Innovation and Business Development** - Dedicated to supporting economic growth and development in the greater St. Croix Valley through offering assistance and resources to businesses in the region. If you are a business questioning how to contact UWRF to get the support you need, you have come to the right place.

**UW-Parkside Hacker Space** – UWP was presented with a \$5,000 AT&T Innovation & Investment Award today to support the creation of a hacker space on campus that will help foster collaboration, idea sharing and creativity. The new hacker space, which will be located in Molinaro Hall, will be a community workspace where people with common interests, often in computers, technology and science, can meet, socialize and collaborate on the development of new ideas and products.

**UW-Platteville** -The possibility of establishing an innovation center in the city of Platteville was the topic of discussion during an open meeting at the University of Wisconsin-Platteville on May 16, 2012. According to Chancellor, the innovation center would be an \$8 million, 30,000-square-foot state-of-the-art facility, providing opportunities for applied research, innovation, technology transfer, consultation and entrepreneurship.

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2015-2016 ACADEMIC STAFF ASSEMBLY  
MINUTES  
12:00PM - 1:30PM ON 30 SEPTEMBER 2015 IN UC 264

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**PRESENT:** Denise Ehlen, Tracy Arneson-Baker, Deborah Bowen, Thomas Drucker, Patricia Fragola, Carmen Rivers, Terry Tumbarello, JP Villavicencio, Curt Weber, Abbie Windsor, Kristen Burton

**ABSENT:** Sara Deschner, Michael Flanagan, Nadine Kriska

**GUESTS:** Brady Chester (WSG), Chris Donlin (WSG), Wes Enterline (University Staff Council)

**1. Urgent/Priority Business**

- a. **Discussion of Campus Tour Training and Mentor Program [Enterline]:** Wes Enterline is UW-Whitewater's Sustainability Coordinator and Vice-Chair of the University Staff Council's (USC) Outreach Committee. The committee's goal is to involve new staff in governance from the inception of their tenure at UW-Whitewater. The Outreach Committee has developed a new staff tour/orientation that provides basic information (e.g. where to get keys, IDs, food, entertainment, exercise) and highlights the opportunities for employees to serve on the University Staff Council. They have also developed a tour book which outlines the tour step-by-step. Enterline proposed that Academic Staff Assembly may want to establish a similar orientation to recruit new members. The University Staff Council receives a monthly list of new hires from Human Resources and reaches out to the new employees via email. The tour takes about an hour, is staffed by two USC volunteers, and the USC pays about \$30 for each rental of the mini-van. One person drives the mini-van, while the other provides commentary about the tour stops. The Outreach Committee is also implementing a mentor program in which new employees are paired with an established employee on campus. The mentor would perhaps take the new employee out to lunch once and provide his or her office contact information so the new employee would have a point person on campus to answer questions. This program would provide another excellent opportunity to connect directly with constituents. USC currently provides tours monthly now; for academic staff, the early fall semester would be the heavy traffic time. Terry Tumbarello added that non-instructional academic staff start July 1<sup>st</sup>. Enterline offered to train any interested academic staff on the tour/orientation procedure, preferably on a regularly scheduled tour.  
**Action: Thomas Drucker volunteered to conduct tours for academic staff. Ehlen will convene the Organization Committee; Drucker, Ehlen, and Fragola will discuss ideas to bring back to Academic Staff Assembly.**
- b. **Review/Approval of 6 May 2015 Minutes [Ehlen]:** Both the minutes of the final 2014-15 Academic Staff Assembly meeting and the 2015-16 Academic Staff Assembly organizational meeting on 6 May 2015 were approved on a motion from Thomas Drucker (Curt Weber, second). Carmen Rivers abstained from voting as she was not present at the meetings.
- c. **Discussion of Workplace Conduct Expectations [Ehlen]:** University Staff Council proposed that their new Workplace Conduct Expectations policy apply to all three staff classifications: academic staff, university staff, and faculty. The policy was endorsed unanimously by Academic Staff Assembly over the summer via email, but Ehlen wanted to address the Assembly directly regarding this matter. The Workplace Conduct Expectations address basic things such as respect the rights of others, etc. University staff members are converting their old union rules to campus policy and request support to take these policies to HR and propose universal application. **Action: On a motion from Fragola, the Assembly unanimously agreed to work with University Staff to make the Workplace Conduct Expectations universal. Ehlen volunteered to participate on the work group, and Carmen Rivers may possibly volunteer.**
- d. **Discussion of University Technology Committee Email Policy [Ehlen]:** The University Technology Committee is in the process of clarifying what is meant by "inappropriate use"; this is particularly at issue when parents or guardians use their student's net ID and represent themselves as the student. Student ID numbers and other identifying information is not to be used as in the subject line. Considering the volume of emails, how do users accomplish data management without using such information? The prohibition on the use of such information in the subject line is only acceptable if there is an alternative offered. Ehlen also highlighted the role of the "authorizing official" in an open records access. This only impacts Academic Staff Assembly if the Provost delegates the authorizing official responsibility: the Provost is supposed to consult and discuss the Open Records request with shared governance and legal counsel before authorizing a departmental chair or college dean to allow a manual scan of email. (This is usually only

performed in the case of an unexpected death.) Ehlen indicated that there are several questions about the time frame, who would make that decision, etc. Students are notified if their email will be subject to a public records request; shouldn't academic staff and university staff be notified if their email is to be subject to examination? **Action: Ehlen will submit the Assembly's concerns to the University Technology Committee for consideration. Please forward any other feedback to Ehlen.**

- e. **Endorsement of Online Syllabi Posting Policy [Ehlen]:** In 1995, the Faculty Senate passed a resolution that requires faculty to post their syllabi online. There is no record in the Academic Staff Assembly archives indicating that the Assembly voted on the online posting of syllabi. The 17 August 2015 memo regarding the posting of online syllabi came from the Provost and the Faculty Senate; it should also come from Academic Staff Assembly. **Action: The Assembly unanimously approved online posting of syllabi on a motion from Thomas Drucker (Carmen Rivers, second). Ehlen will notify the Provost's Office that Academic Staff Assembly has unanimously passed its own resolution regarding the online posting of syllabi and would like to be included on future memos of this nature.**
- f. **Discussion on Renaming Academic Staff Awards [Ehlen]:** Academic Staff Awards are currently known by three different names, one on our site, a different name on the Academic Affairs name, and yet another name on the University Awards page. Though Academic Staff awards are funded by First Citizen State Bank and Commercial Bank, the bank administrators do not want the awards named after the bank. **Action: A motion by Carmen Rivers (Patricia Fragola, second) to rename the awards as "Excellence Award for Instructional Staff" and "Excellence Award for Non-Instructional Staff" passed unanimously. Denise Ehlen and Kristen Burton will update the names on the Academic Staff Assembly site, and Ehlen will work with Marketing and Media Relations to update their site.**
- g. **UW System Strategic Planning [Ehlen]:** The UW System Strategic Planning listening sessions Ray Cross is holding at various locations around the state are for external stakeholders, not for UW employees. People attending these sessions need to register.
- h. **UW-Whitewater Strategic Planning [Ehlen]:** An internal survey was emailed to all UW-Whitewater personnel as part of UW-Whitewater's strategic planning process. It closed on September 28<sup>th</sup>. The governance groups are invited to review the responses and meet on 1 October 2015 to select three opportunities and three challenges identified by the survey. Administration is considering hiring an outside company to lead UW-Whitewater's strategic planning process.
- i. **UW-Whitewater Innovation Task Force [Ehlen]:** Chancellor Kopper is implementing an Innovation Task Force. There is already an Academic Innovation Task Force led by David Reinhart and Jodie Parys. They will address Academic Staff Assembly in October. The Whitewater Innovation Task Force will include representatives from the governance groups, the four Vice Chancellors, the Director of Athletics, and a representative from the Task Force on Academic Innovation. **Action: Denise Ehlen will attend the 6 October 2015 meeting and provide Academic Staff Assembly an update on the charge and direction of the task force.**
- j. **Academic Staff Representatives Council/System Meeting [Weber]:** Curt Weber attended the 18 September 2015 Academic Staff Representatives Council Meeting and reported that there is still encouragement to join ASPRO and AAUP.
- k. **Discussion of All Staff Meeting [Ehlen]:** Faculty Senate bylaws require a meeting each fall for all faculty. Usually the Chancellor and the Provost present, and then the Faculty Executive Committee. ASA bylaws do not require such a meeting. Tracy Arneson-Baker suggested having an all academic staff meeting shortly before elections. The Provost and Chancellor would be invited, and ASA's constituency would be notified of the meeting. Patricia Fragola agreed that such a meeting would be valuable, but there would have to be consideration regarding how to market it. **Action: Denise Ehlen will develop some ideas regarding timing and format of an Academic Staff All Staff Meeting and present them to the group.**
- l. **Discussion of Academic Staff Assembly Shared Drive (T) [Ehlen]:** Denise Ehlen demonstrated how to access the Academic Staff Assembly files on the shared (T) drive. All members of Academic Staff Assembly should have access to these files: Ehlen submitted a request to iCIT to provide access to incoming ASA members after the 6 May 2015 organizational meeting. **Action: Any ASA member who is unable to access the Academic Staff Assembly folder on the T drive should notify Denise Ehlen. She will submit a request to provide access for those individuals.**

## 2. Academic Staff Committee Reports

- a. Awards [Weber] – Deferred until next meeting.
- b. Economic Issues [Ehlen] – Deferred until next meeting.
- c. Elections [Arneson-Baker] – Deferred until next meeting
- d. Government [Kriska/Flanagan] – Deferred until next meeting.
- e. Instructional Promotions [Ehlen] – Deferred until next meeting.
- f. Organization [Fragola] – Fragola reported the only vacancy is the LGBT liaison. Katie Barber may be recruited to fill this vacancy. The Titling Appeals also has some openings, but the names of the potential candidates for filling the vacancies have been submitted for consideration.
- g. Professional Development [Ehlen] – Deferred until next meeting.
- h. Review [Tumbarello] – Deferred until next meeting.
- i. Rewards and Recognition [Tumbarello] – Deferred until next meeting.
- j. Title Appeals [Ehlen] – Deferred until next meeting.
- k. Titling [Fragola/Weber] – Deferred until next meeting.

## 3. Updates/Announcements/Other Business

- a. Assembly Recommendations for Future Guests/Speakers: – Deferred until next meeting.
- b. Other Business:

### **David Nees Retirement Resolution**

David Nees has submitted a retirement resolution for emeritus status. Emeritus status confers continued library privileges and UWW email address, and invitation to the Emeritus dinner in the spring. ASA's normal process for conferring emeritus status is to follow up with the supervisor after receiving notification from the Provost's Office of an academic staff member's retirement. The Chancellor is the final approver for conferring emeritus status. **Action: A motion by Patricia Fragola (Deborah Bowen, second) to confer emeritus status on David Nees was unanimously approved.**



**IN RECOGNITION OF THE RETIREMENT OF**

**DR. ANN LUTHER**

WHEREAS, Dr. Ann Luther has faithfully served the University of Wisconsin-Whitewater for 25 years; and

WHEREAS, Dr. Ann Luther has served as lecturer in the Department of Philosophy and Religious Studies; and

WHEREAS, Dr. Ann Luther has been recognized by her colleagues for her careful preparation and conscientious teaching; and

WHEREAS, Dr. Ann Luther was nominated for the Instructional Academic Staff Excellence Award; and

WHEREAS, Dr. Ann Luther has earned the Chancellor's Award for outstanding efforts in assisting students with disabilities to achieve their educational goals; and

WHEREAS, Dr. Ann Luther has been a caring mentor to students; and

WHEREAS, Dr. Ann Luther has been commended by her students for her skill at presenting clear summaries of complex ideas, and for fostering an open and critical thinking environment; and

WHEREAS, Dr. Ann Luther served for many years as beloved advisor to the Philosophy Club; and

WHEREAS, Dr. Ann Luther presented a talk entitled "Lying," a talk entitled "Photography as Art" and organized and participated in a faculty panel on the topic "What is Art?" delivered to the Philosophy Club; and

WHEREAS, Dr. Ann Luther published a paper entitled, "The 'Old' Method of Teaching vs the 'New' Method of Learning", in the *Journal of Thought*, Summer, 2000; and

WHEREAS, Dr. Ann Luther presented a talk to the UW-Whitewater World of Ideas Workshop on Plato, 2006; and

WHEREAS, Dr. Ann Luther was awarded a University Curriculum Diversity Grant to fund a workshop presented to World of Ideas instructors to increase diversity in the curriculum, 2003; and

WHEREAS, Dr. Ann Luther presented a paper and participated in a panel discussion on the "World of Ideas" course at the Midwest Modern Languages Association Conference, Chicago, 2003; and

WHEREAS, Dr. Ann Luther presented a paper entitled, "World of Ideas: An Interdisciplinary Approach", to the American Association of Philosophy Teachers 13<sup>th</sup> Dr. Annual Biennial Workshop-Conference on Teaching Philosophy, Milwaukee, 2000; and

WHEREAS, Dr. Ann Luther participated in a UW-Whitewater Faculty Workshop on Islam in Asia, 2005; and

WHEREAS, Dr. Ann Luther participated in a six-week National Endowment for the Humanities Institute workshop on the topic "Islamic Origins" at the University of Chicago, Summer 2000; and

WHEREAS, Dr. Ann Luther participated in a UW-Whitewater World of Ideas Workshop, Summer 2003; and

WHEREAS, Dr. Ann Luther participated in a UW-Whitewater workshop entitled "Including Inclusion: Teaching about Diversity in Your Classroom," facilitated by Matthew Ouellett, University of Massachusetts at Amherst, 2003; and

WHEREAS, Dr. Ann Luther participated in a UW-Whitewater LEARN Center 4-part series on Student Motivation, Spring 2000; and

WHEREAS, Dr. Ann Luther served as as the UW-Whitewater Women's Fair Committee Co-Chair, March 2004, and Chair, March 2003, 2002; and

WHEREAS, Dr. Ann Luther served on the Women's Issues Committee, 1999-2004; the General Education Writing Assessment Committee, 2003-2004; and the World of Ideas Instructor's Committee, Spring 2004; and

WHEREAS, Dr. Ann Luther has participated in numerous department and World of Ideas meetings and workshops; and

WHEREAS, Dr. Ann Luther has set a standard of excellence that serves as a model for other instructors; and

WHEREAS, Dr. Ann Luther has been a superb example of the teacher-scholar model; and

WHEREAS, Dr. Ann Luther will be greatly missed by her colleagues; and

WHEREAS, Dr. Ann Luther demonstrated professional commitment, dedication and loyalty to the University of Wisconsin-Whitewater; and

THEREFORE BE IT RESOLVED that the Academic Staff Assembly acknowledges Dr. Ann Luther's years of distinguished service with appreciation and gratitude; and

BE IT FURTHER RESOLVED that the Academic Staff Assembly recommends emeritus status for our honored colleague and extends to Dr. Ann Luther our best wishes for a long, fulfilling, and well-deserved retirement.