To: Paul DeLuca, Provost

From: Ken Frazier (Libraries), Michael Bernard-Donals (Composition & Rhetoric), Lew Friedland (Journalism & Mass Communication), Brad Hughes (The Writing Center), Kelly Johannsen (DoIT), Carrie Kruse (Libraries), Dave Luke (Libraries) Tom Loeser (Art), Gregg Mitman (The Nelson Institute for Environmental Studies), Jon McKenzie (English), Mark Nelson (Design Studies), Kurt Squire (Curriculum & Instruction), Alan Wolf (DoIT).

MIU Proposal to create DesignLab, a digital composition center

Summary: We seek funding to staff an innovative digital composition center offering advanced, high-impact support for undergraduate students and serving as a laboratory for 21st-century teaching and learning. Across campus, students accustomed to outlining and revising papers are now also asked to storyboard videos, build web sites, and tweak media presentations. Yet beyond software training, there’s a glaring gap in support for translating ideas and arguments into new media forms, for nurturing the conceptual and aesthetic skills that go beyond knowing what effect can be applied to an image or audio clip, to knowing how to produce a desired style or mood—and, more important, why this design for this idea. To improve students’ design communication skills, we propose to create DesignLab, a digital composition center whose trained TA consultants would give undergraduates the level of sustained, intensive support now found almost exclusively in writing centers. DesignLab’s core elements are:

- 10-30 “media TAs” who devote half their time consulting students at the digital composition center and half teaching media-rich courses to their home departments’ students
- a faculty director providing leadership and vision and a staff associate director overseeing the center’s day-to-day delivery of student services
- DesignLab would be housed in the soon-to-be renovated Computer and Media Center in College Library, where it would integrate with Libraries, Writing Center, and DoIT services, but it could later develop satellite locations to facilitate such integration elsewhere.

Building on the Libraries and DoIT’s excellent existing support, we will apply lessons from UW’s renowned Writing Center to create a world-class digital composition center where trained consultants work closely with students on the conceptual and aesthetic design skills needed to explore and communicate with new media. DesignLab’s core benefits would be:

- Advanced, high-impact consulting services addressing Essential Learning Outcomes in information, media, and technological literacies, and complementing their compositional skills with those of design: research design, data design, media design, and experience design
- Professional development for media TA consultants that can be directly applied to their own teaching of undergraduates, thereby facilitating the development of media-rich projects, curriculum, and pedagogics in home departments across campus
- Support for existing programs, including the Undergraduate Symposium, Digital Salon, and DoIT’s Engage grants, as well as the new Digital Studies certificate
- Laboratory site for graduate and undergraduate research projects in teaching, design, and technology for programs such as Art, Curriculum & Instruction, Design Studies, English, Games, Learning and Society, and Library & Information Studies
- By integrating with existing services and sharing students’ own experiences with new media across departments, colleges, the service units, the proposed DesignLab could help UW create an innovation platform for designing 21st-century learning.
DesignLab: a digital composition center

We propose a new digital composition center to provide students the advanced communication skills they need to work in new media forms. The proposed DesignLab would complement technical training with conceptual and aesthetic consultation and complement written compositional skills by focusing on design, including:

- research design (definition of topic, identification of materials and methods, desired outcomes)
- data design (design of databases, information visualization, information design and architecture)
- media design (graphic design & layout, video editing, sound design, web & interactive design)
- experience design (design of user experience, from rhetoric to game design to installations)

Located in College Library’s Computer Media Center, DesignLab could serve as a pilot for other services or develop its own satellite sites with localized services, as the Writing Center has done.

Design as digital literacy

Design is a truly cross-disciplinary field, able to connect learning and research in the arts, humanities, sciences, and professions. There is information design, sustainable design, graphic design, interior design, product design, process design, and game design. There is a tradition of design pedagogy dating back to the Bauhaus art movement that has been adapted to many other contexts, from software design to high school education. There is even a field of experience design—and from its perspective, UW’s strategic priority of enhancing Undergraduate Experience is a massively multiplayer design project.

We believe design—broadly conceived as stretching from research and analysis to synthesis and communication—is the perfect digital analogue to written composition. As important as final papers and finished websites may be, both composition and design are best understood as processes that involve research, collaboration, problem solving, and the mixing of critical and creative skills—precisely the essential learning outcomes we propose to enhance. But our primary desired outcome will be to enhance digital literacies—technological, media, and information literacies—and that’s because we believe both composition and design will be foundational to 21st-century education and lifelong learning. Thus, for many reasons, we are calling the new digital composition center “DesignLab.”

Design consultants

In conceiving DesignLab, we have drawn heavily on the Writing Center’s best practices for both enhancing students’ communication skills and training graduate student TAs as skilled consultants. We believe graduate TAs have the education, interest, and desire to work closely with undergraduate students to hone the advanced skills needed for researching and creating in new media forms. Their position between faculty and undergrads gives them a very valuable perspective for UW at large.

To work with DesignLab consultants, undergrads creating new media projects would simply schedule an appointment or drop-in to meet one-on-one or in groups. Together, they would discuss the goals of a specific project, explore approaches and develop a production plan to fulfill them, and then follow up as needed to review progress and exchange feedback. A typical series of sessions might include:
In short, DesignLab consultants would provide sustained, high-contact support in a laboratory environment, helping students explore materials and express ideas through digital means.

Depending on the level of funding, we propose staffing DesignLab with 10-30 “media TAs” from a variety of departments. Such variety is crucial because digital literacies involve a wide range of materials—audio, informatic, interactive, textual, musical, and visual. We would seek TA applicants from many places, including Art, Communication Arts, Computer Science, Curriculum & Instruction, Dance, Design Studies, Engineering, English, The Holtz Center, Journalism and Mass Communication, Library and Information Studies, Music, The Nelson Institute, and Visual Culture Center.

DesignLab would fill an undergraduate service gap and create advanced support for the dramatic rise in media projects, enabling students’ work to achieve an even higher level of sophistication. Consultants would assist any student working in new media, including those in existing programs such as the Engage grants for Digital Media Assignments, the annual Undergraduate Symposium and Digital Salon exhibition, and new courses generated by College Library’s Media Studio, the human-computer interaction labs in Computer Science and Mechanical Engineering, and the Digital Studies certificate.

In addition to offering advanced conceptual and aesthetic support to undergraduates, DesignLab would also contribute to the professional development of UW’s graduate TAs. Consulting on academic projects, our media TAs will gain valuable experience working with students to integrate research, ideas, and digital media. Building on best practices developed by the Writing Center, we would employ five core TA staff working their full 50% appointment in DesignLab, with another 5-25 TAs working 25% in DesignLab and 25% in their home departments, allowing us to both increase the number and interdisciplinarity of our consultants and thus the number of colleges and departments involved.
This networking across colleges and departments would create an important multiplier effect. While drawing on TAs’ own disciplinary skills, we would also provide consultants theoretical and practical training in the areas of research design, data design, media design, and experience design. Consultants could then apply these design skills back in their own departments, sharing them with an even wider set of undergraduates. Further, TAs could share insights with other instructors about assignments and teaching materials, indirectly contributing to professional development across campus.

To manage DesignLab, we also seek funding for a faculty director and staff associate director. The faculty director would be responsible for articulating the vision of DesignLab and managing its integration of services with other units. The staff associate director would be responsible for day-to-day operations, including training and oversight of media TA consultants. Though it would be based in College Library’s Computer Media Center (CMC), we also envision DesignLab as a pilot for similar services elsewhere or, like STS and the Writing Center, creating satellite design labs that could support different parts of campus. More important, by integrating its services with those of the Libraries, Writing Center, and DoIT, and by creating a network of media TAs across colleges and departments, we see exciting research and innovation potential for DesignLab that reaches far into the future.

Research site and innovation platform

In developing our ideas, our proposal group met with the design firm Herman Miller, whose Learning Studio Research Program visited UW to explore a collaboration with the Libraries, Writing Center, DoIT, and the Department of Design Studies. From our discussions, we gained four valuable insights.

1. We learned that Herman Miller and Design Studies are considering a collaborative project in which graduate and undergraduate students research and design projects involving learning spaces and multi-generational uses of technology. We toured three possible research sites: the Media Studio, the Writing Center, and the CMC. Our group began to realize while the digital composition center would serve student research, DesignLab could also be a pedagogic research site where students, faculty, and staff could study the interplay of old and new literacies, the translation of ideas via new forms and processes, and the ways different groups learn and use media, documenting best practices and learning outcomes.

2. Working with Herman Miller, we diagrammed how DesignLab could operate as one of several learning spaces within a newly configured CMC. Carrie Kruse, Director of College Library, and John Staley, Director of InfoLabs, have announced that the CMC will undergo a major renovation next summer. If funded, DesignLab would be part of this renovation and in the near future its staff would meet with students in intimate consulting areas which open out toward a new Media Studio with its media-rich classes, a smart classroom offering STS courses, a help desk, video editing suites, and a general-access computer lab.

3. This diagram of networked learning spaces enabled us to visualize how DesignLab services would integrate with existing Library, STS, and InfoLab services, how we could together support students as they move from library research to technical training to design conceptualization to production to aesthetic feedback and so on. The diagram also suggested new ways to work with the Writing Center’s satellite services in College Library and with the Digital Media Center, once located in the CMC.
4. Finally, we realized that in a very short time, DesignLab could help make the CMC into a powerful innovation platform. By integrating learning spaces and services, by mixing disciplines and multi-generational perspectives, and by connecting learning and research, the CMC could help faculty and students from across campus develop and experiment in innovative pedagogical forms, learning spaces, and emerging scholarly genres—with the Libraries, DoIT, and DesignLab collaborating alongside to create media services supporting them. Areas of innovation include:

**Pedagogical forms**
- Collaborative, project-based learning
- Game-based learning
- Studio-based curricula

**Learning Spaces**
- Interactive environments
- Media studios
- Networked spaces

**Emerging scholarly genres**
- Digital storytelling, video essays
- Podcasts
- Web sites, blogs, wikis
- Electronic poster sessions
- Graphic novels, graphic essays, mysteries
- Kiosks, installations
- Smart games, geo-tagging
- Multimedia presentations, Pecha Kucha

Such research could extend beyond the Design Studies Department to include other relevant programs, including Art Education, Curriculum & Instruction, Educational Leadership & Policy Analysis, English, the Holtz Center for Science and Technology Studies, researchers in Human-Computer Interaction, Library and Information Studies, and the Wisconsin Institute of Discovery. This research would complement the Teaching Academy, Teaching & Excellence Symposium, DELTA, Project Bamboo, and other initiatives to enhance students’ educational experience. We are particularly interested in collaborating with DoIT’s Engage grant program, as DesignLab could provide “next steps” support for grant winners to continue developing their projects through student involvement and feedback.

DesignLab would play a catalytic role in such research and innovation. Given its focus on advanced media skills, its connection to departments and other service units, and most important, its engaged and reflective interaction with undergrads, we see great potential for DesignLab to nourish long-term “undergrad R&D,” where students collaborate in the iterative design of learning. By providing students conceptual support for their critical and creative engagement with new media, and by learning from their changing undergraduate experiences, we believe DesignLab can help make UW a world leader of 21st-century education.

**UW 2.0: Designing learning in the Google world**
Developed by faculty from three colleges—the School of Education, the School of Human Ecology, and the College of Letters and Sciences—and staff from the Writing Center, General Library System, and the Division of Information Technology (DoIT), our proposal addresses the MIU goal to “expand best practices and innovation in teaching and learning, curricular design, and student services in order to enhance student outcomes,” and more broadly, the Chancellor’s strategic priority of enhancing Undergraduate Experience.
Because we see IT—the Web, PCs, ipods, etc.—as central to both the learning and lives of students, we seek to create advanced media services that have direct, high-impact, and long-lasting outcomes on undergraduate experience in class and beyond. These services would annually serve thousands of students from across campus and would be free and readily accessible. Further, these services would contribute to the professional development of individual instructors and the development of courses and learning services that could affect generations of students. At stake is something like the invention of UW 2.0.

Universities worldwide are embracing Web 2.0, embodied famously by Google, Wikipedia, Facebook, and YouTube. Web 2.0 is not just a global technological phenomenon but also a social one that entails collaboration, user-generated content, and social networking, each of which has major implications for 21st-century education. First described in 2004, the concept of Web 2.0 is helping to produce a paradigm shift in higher education: librarians have begun offering more user-centered services under the banner of Libraries 2.0, advocates of Learning 2.0 emphasize the production of student-generated content, and humanists have begun exploring collaborative scholarship as part of Humanities 2.0.

All these 2.0 developments suggest that while the Web has transformed the infrastructure of knowledge and learning, our technical understanding of it still exceeds our grasp of its social and cultural implications, especially for undergraduate education. What does learning become in the Google world, where text and media archives can be browsed and shared between dorm and research site? What new experiences arise as learning becomes more mobile, participatory, and collaborative? And how can UW undergrads help create a socially-networked, media-savvy, UW 2.0—and down the road, 3.0 and 4.0?

UW is already engaging these challenges. The MIU goal we pursue—expanding best practices and innovation in teaching and learning—is part of the Campus Strategic Framework’s priority of enhancing Undergraduate Experience, as are two other cross-campus initiatives that our proposal aligns with: technology-enhanced learning and essential learning outcomes. Overseen by the Office of the Vice Provost for Teaching and Learning, the Technology-Enhanced Learning (TEL) and Essential Learning Outcomes projects have helped transform undergraduate education at UW by sponsoring projects and practices focused on improving actual learning experiences and their assessment.

Although the TEL program has officially ended, we see our efforts as one of several “teaching and learning collaborations across our schools and colleges, creating ways to seamlessly integrate technology into our students’ educational experience.” The priority of technology-enhanced learning is a key component of Learning 2.0: the shift in emphasis from teaching to both teaching and learning, from seeing learning as the one-way transmission of knowledge in a classroom to conceiving of it as an ongoing collaboration that unfolds across many places. In the accompanying shift from technology-aided instruction to technology-enhanced learning, what becomes crucial is how students use new media to socially construct their own learning experiences—and how we can assist and learn from their learning.

The best practices and innovations our proposal addresses find their most specific definition in the Essential Learning Outcomes, adapted by the University from surveys and interviews conducted by the Association of American Colleges & Universities. While we support all of the desired outcomes, our proposed services will most directly enhance essential learning outcomes in:

- Information, media, and technological literacy
- Critical and creative thinking
- Teamwork and problem solving
- Synthesis and advanced accomplishment across general and specialized studies
- Foundations and skills for lifelong learning
In the 21st century, the foundations of lifelong learning and the synthesis of studies will result from collaborative problem solving using critical and creative thinking, yet both this thinking and these very foundations will emerge through a combination of old and new literacies. UW has a renowned, highly effective Writing Center; we propose creating a complementary DesignLab to support the new digital literacies students need to live and work in the Google world. Such general services do not currently exist, and thus, given new media’s role in students’ academic and social lives, we believe a digital composition center would help significantly transform undergraduate experience at UW.

Critical need
A demo of Microsoft Word—imagine if that was the only writing support you’d ever received. No years and years of paper writing, no English 100, no Comm B, no Writing Center. Only a Word demo. Strangely, this is the situation facing most undergraduates working with new media: no yearly media production requirements in primary and secondary school, no college intro to digital rhetoric, no advanced seminars in information design, no digital composition center. Only software training, if that.

The Libraries, DoIT, and other units have developed a variety of media services for students, yet these are dispersed across campus and focus primarily on technical skills. A critical need exists for more sustained, high-contact services that go beyond technical training to provide undergraduates conceptual and aesthetic consultation concerning data visualization, visual rhetoric, media campaigns, museum installation, multimedia performance, collaborative learning spaces, as well as styles of visual, sound, and interactive design. This critical need arises from two situations: the dramatic increase in student media projects and the service gap for advanced, digital design support for undergraduates.

Increase in student media projects
The dramatic emergence of digital projects can be gauged qualitatively and quantitatively. Qualitatively, UW students across campus are creating sophisticated new media work, a selection of which can be found online at <http://www.college.library.wisc.edu/digitalsalon/exhibit.html>, an archive of the Digital Salon exhibition held last spring. The high quality of this work is especially impressive given that there are currently no formal programs in digital arts, electronic music, media design, etc.
Quantitative evidence of the rise in media production can be found in the recent SITI (Student Information Technology Initiative) survey on students served by DoIT’s Software Training for Students (STS). Over the past four years, the total number of students served by all services has increased by 77%. Significantly, in the past year there has been a steep spike in more specialized services, with students in customized workshops increasing over 87% and in one-on-one sessions over 205%, indicating a growing thirst for advanced services.

<table>
<thead>
<tr>
<th>Total Number of Students Served via All STS Services (+22.4%):</th>
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<tbody>
<tr>
<td>FY10</td>
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<tr>
<td>FY09</td>
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<td>FY08</td>
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<tr>
<td>FY07</td>
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<tr>
<th>Students Served via Custom Technology Workshops (+87.3%):</th>
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</thead>
<tbody>
<tr>
<td>FY10</td>
</tr>
<tr>
<td>FY09</td>
</tr>
<tr>
<td>FY08</td>
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<td>FY07</td>
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<tr>
<th>Number of Students Served via Ask-a-Trainer (+205.6%):</th>
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<tbody>
<tr>
<td>FY10</td>
</tr>
<tr>
<td>FY09</td>
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<td>FY08</td>
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</table>

Numerous initiatives around campus will insure that these increases are permanent and likely to grow as students encounter new digital faculty, media assignments, courses, events, and academic programs:

1. DoIT’s Engage grants now support dozens of instructors; 40 Digital Media Assignments grant winners are currently teaching media projects, 20 non-funded applicants are interested in doing so, and next year’s Visualization grants will generate another wave of digital projects.
2. The 13th annual Undergraduate Symposium now entails the design and production of over 300 presentation posters each spring.
3. The 2nd annual Digital Salon exhibition of student media projects is expected to contain 75-100 digital works.
4. Now in its second year, College Library’s Media Studio hosts approximately 8 courses from 5 departments every semester, each course analyzing, using, and/or producing media, and there are plans to create similar media studios elsewhere on campus.
5. With the recent arrival of faculty in Computer Science and Industrial Engineering, design-related courses have arisen around two new human-computer interaction labs.
6. Each semester, individual instructor initiative generates courses on video games, e-journalism, digital storytelling, manga, ethnographic video, and related topics; this year, a single lecture course on the graphic novel has over 300 students, 17 sections, and 48 STS software sessions.
7. Over the next few years, the new Digital Studies undergraduate certificate program will create four new faculty lines, 12-20 new courses, innovative pedagogies such as Digital FIGs and LectureLabs, and student assignments combining analysis and production of digital work.

Collectively, these initiatives will annually generate thousands of student media projects, each of which can be enriched by technical, aesthetic, and conceptual support beyond the classroom. At present, comprehensive technical training is readily available to undergraduates, but advanced aesthetic and conceptual consultations are not, leading to the recognition of an unfortunate service gap.

**Undergraduate service gap**

UW students currently enjoy a wide variety of learning support services, from STS training courses to the Writing Center’s one-on-one consultations to the DMC’s video editing suites. Some services provide technical support, others conceptual and aesthetic; some have media resources, some not; some involve sustained contact, others don’t; some are available to undergrads, and others are not.
With the increase in digital media assignments, students, faculty, and support staff have identified a widening service gap for undergraduates: they lack access to sustained, high-contact consultation for their media projects, support that goes beyond training to hone their critical and creative skills. This gap was not intentional in design but results from the different missions, histories, and successes of various support units on campus.

DoIT’s Software Training for Students (STS) provides UW students a comprehensive array of technical training services, from single session courses to one-on-one “Ask a Trainer” sessions to online support via chat or Lynda.com training videos. Both students and faculty find STS to be an extraordinarily valuable and responsive service unit, and as new media assignments have increased, demand for them has skyrocketed (see above). At the same time, however, STS’s undergraduate trainers offer no support beyond the software; they simply lack more advanced skills which are beyond STS’s mission to provide.

The Writing Center provides students with a sustained level of advanced support for writing projects that range from freshmen essays to senior theses to dissertations. The Writing Center serves some 7,000 students a year and provides the type of high-contact services desperately needed for creating sophisticated new media projects. Recently, it has begun offering some new media services but the Writing Center lacks the space and technical facilities to expand. Further, its TAs consultants come almost exclusively from English, which means they lack training in visual, sound, and interactive design.

In many ways, DoIT’s Digital Media Center (DMC) comes closest to providing the type of services needed. It has both media technologies and facilities (a lab and classroom), and its undergraduate staff provides technical services, as well as limited conceptual and aesthetic support. However, the DMC was specifically created to support faculty and their graduate students, and while STS offers software training in the DMC classroom, undergraduates have no access to the DMC’s more advanced services.

The resulting undergraduate service gap can be seen in the following table, which compares services offered by existing support units to those of the proposed digital composition center:

<table>
<thead>
<tr>
<th></th>
<th>STS</th>
<th>Writing Center</th>
<th>DMC</th>
<th>DesignLab</th>
</tr>
</thead>
<tbody>
<tr>
<td>conceptual &amp; aesthetic support</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>media resources</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
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<tr>
<td>sustained contact</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>serves undergraduates</td>
<td>x</td>
<td>x</td>
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</tbody>
</table>

To learn as much as they can from the rising number of media projects assigned to them, where can undergraduate students go for sustained critical and creative feedback on their presentations, websites, videos, and podcasts? At present, nowhere on campus. That’s the critical gap DesignLab would fill.

The number of students DesignLab would serve annually can be estimated vis a vis complementary service units. The Writing Center, with some 50 TAs and 50 Writing Fellows, serves around 7,000 each year; STS with a staff of 27, serves over 27,000 students; and the CMC, with a staff of 18, serves over 400,000 (non-unique) visitors, most of whom use the general access computers. Based on the high-impact services delivered by the Writing Center, we conservatively estimate that DesignLab would directly serve 1,800 to 4,200 students annually, depending on the number of TAs funded.
Budget and Assessment

We seek MIU funding for the media TAs, director, and associate director (CMC renovation is already budgeted from other sources) and offer three funding scenarios, which vary by the number of TAs (see table). All scenarios entail five TAs devoting their full 50% appointment in DesignLab, with additional TAs splitting their appointment: 25% consulting, 25% teaching in home departments. Note that more TAs heighten the multiplier effect by increasing the number of departments involved and thus total students impacted. The number of students served shown below does not include group consultations, which would further increase DesignLab’s overall impact.

<table>
<thead>
<tr>
<th>Scenario*</th>
<th>Total number of TAs</th>
<th>Number of depts</th>
<th>Students served/impacted</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Director (50% buyout), Assoc. Director, 5 TA FTEs</td>
<td>10 (5@50% + 5@25% split)</td>
<td>5-8</td>
<td>1,800/2,050</td>
<td>$240,000</td>
</tr>
<tr>
<td>2: Director (50% buyout), Assoc. Director, 10 TA FTEs</td>
<td>20 (5@50% + 15@25% split)</td>
<td>12-15</td>
<td>3,000/3,750</td>
<td>$390,000</td>
</tr>
<tr>
<td>3: Director (50% buyout), Assoc. Director, 15 TA FTEs</td>
<td>30 (5@50% + 25@25% split)</td>
<td>20-25</td>
<td>4,200/5,450</td>
<td>$540,000</td>
</tr>
</tbody>
</table>

* Director buyout based on salary of $80,000, Assoc. Director salary at $50,000, and TA FTE at $30,000. Number of students served calculated as annual total man-hours divided by 2.5 hours (projected average total consultation time per student/project). Total students impacted adds 50 students per “split” TA (projected number of students each TA teaches in home department).

We plan to assess DesignLab’s success in supporting undergraduate’s media projects in several ways. Using quantitative and qualitative methods, we would evaluate students’ essential learning outcomes, particularly those of information, media, and technological literacy; and collaborative problem solving. First, we would establish a benchmark of base-line skills and awareness of our services to serve as a guide for long-term assessment needs. Similar to STS and the Writing Center, we would survey students to get their own evaluation of learning gains. We would also conduct before and after surveys to assess students’ understanding and use of basic design principles. Finally, we would survey instructors to learn how well DesignLab advances their professional development.

In closing, we believe that DesignLab is precisely the type of project that MIU makes possible: its innovative services would enhance undergraduate experience across campus and far into the future. Attached letters from students, alumni, deans, faculty, and staff offer further details of its promise.

FAQs

Q: How will DesignLab benefit undergraduates? DesignLab will enhance students’ communication skills for school and career, building on their writing skills and augmenting technical training with advanced design consultancy for translating ideas into new media forms. Indirectly, other undergrads will benefit from taking departmental courses from our media TAs.

Q: Will DesignLab offer its own curriculum, and how does it differ from Digital Studies? DesignLab will support courses with consultations and workshops open to everyone. It has no curriculum. Digital Studies is one academic program that DesignLab would support.

Q: Can DesignLab’s general services really provide specialized course skills? DesignLab’s mission is to support students’ course studies, not replace them. Instructors will be encouraged to request customized services, just as they are by the Writing Center and STS.

Q: How will DesignLab integrate with STS, Writing Center, and DMC services? In filling the undergrad service gap, DesignLab’s conceptual and aesthetic media consultancy will build on top of STS’s technical training. DesignLab’s sustained consultations can plug laterally into students’ Writing Center sessions, and all of these services can connect to those that faculty and graduate students receive through the DMC.

Q: How will DesignLab assist the professional development of instructors? In many ways. DesignLab’s media TA consultants will gain valuable professional skills assisting students, and they will also teach media-rich courses in their home departments, utilizing their design skills in other learning environments. DesignLab will also offer workshops open to instructors across campus on collaboration, design pedagogy, syllabus and project design, emerging scholarly genres, and interactive learning spaces.
Appendix: Letters of Support for DesignLab

Students and Alumni

Alexandra Bream, Senior, Journalism and Mass Communication
Meagan Rothschild, Doctoral Student, Curriculum & Instruction, Games+Learning+Society
Rebecca Steffy, Doctoral Student and Teaching Assistant, English
Mary Feng Chen, Alumnus, BA Creative Writing, ’09, now MFA student at University of Minnesota
David C. Franchino, Alumnus, BS Mechanical Engineering, ’84, President of Design Concepts, Inc.

Deans

Gary Sandefur, Dean, College of Letters and Science
Robin Douthitt, Dean, School of Human Ecology
Susan Cook, Associate Dean for the Arts and Humanities, Graduate School

Libraries, Writing Center, DoIT

Carrie Kruse, Director, College Library
Brad Hughes, Director, Writing Center; Director, Writing Across the Curriculum
Steven Ackerman, Chair, Engage Faculty Advisory Group; Professor, Atmospheric & Oceanic Science
Alan Wolf, Program Director, Digital Media Center
Kelly Johanssen, Program Manager, Software Training for Students

Faculty

Tracy Curtis, Assistant Professor, Afro-American Studies
Greg Downey, Professor and Director, School of Journalism & Mass Communication
Mary Fiorenza, Assistant Faculty Associate; Associate Director of English 100
Cecelia E. Ford, Professor, Sociology and English
Robertta Hill, Professor, English and American Indian Studies
Rob Howard, Associate Professor, Communication Arts; Director, Digital Studies Initiative
Adam Kern, Director, Center for Visual Cultures; Associate Professor, East Asian Languages & Literature
Young Mie Kim, Assistant Professor, School of Journalism & Mass Communication
Joseph Koykkar, Musical Director, Dance
Gregg Mitman, Interim Director, Nelson Institute for Environmental Studies; Professor, History of Medicine
Bilge Mutlu, Assistant Professor, Computer Science, Psychology, and Industrial Engineering
Mark Nelson, Associate Professor, Design Studies
Marc Silberman, Professor, German
Gail Simpson, Associate Professor, Art
Constance Steinkuehler, Assistant Professor, Curriculum & Instruction, Games+Learning+Society
Dear Dr. Paul DeLuca,

I am writing this letter to express my support for the MIU DesignLab proposal. The MIU DesignLab offers tremendous opportunities for students to excel in new technology and new media and more importantly understand the implementation of Web 2.0 into our culture and society. By integrating conceptual and aesthetic learning into coursework, consulting and workshops, students will be given instructional help, advice and guidance on topics and trends that have greatly shifted our industry standards.

To succeed in this quickly advancing technological world, students must fully understand the concepts and theories behind Web 2.0. Technology has become so integrated into our daily lives that we take advantage and often fail to realize its value. The DesignLab will make students aware of the growing dominance of Web 2.0 and also allow them to fully understand the movement around new digital composition.

As a senior in the School of Journalism and Mass Communication, I have grown to value the importance of understanding new media and technology. To be a successful individual in the corporate and advertising industry you must fully comprehend the methods, theories, and implications of new technologies. While the University does offer various courses that teach about digital studies they tend to not go into the full depth needed to fully understand the material and are spread across a large discipline of studies.

The MIU DesignLab offers the opportunity to unite all the resources available to students regarding digital studies and creates a unified comprehensive approach to understand Web 2.0 concepts. This lab will be extremely beneficial to a wide range of students because it works to develop a skill set that is becoming a requirement in many jobs.

Throughout my time at the University of Wisconsin, I have had to take the initiative to teach myself various skill sets needed for a career in advertising and marketing. With the implementation of the MIU DesignLab students will be able to take full advantage of learning vital skill sets because these services will be readily available. Rather than having to search out opportunities or look outside the university, students will now have a complete center for resources located in the CMC. I know if the DesignLab existed when I was a student at the university I would have surely taken full advantage of its resources.

I put my full support in the creation of the MIU DesignLab and recommend that this lab be receive MIU funding. The DesignLab is a necessity to the university and its students as our society continues to become further integrated with new technology and new media.

Sincerely,

Alexandra Bream
To: Paul DeLuca, Provost  
From: Meagan Rothschild, PhD Student (Curriculum and Instruction, Games + Learning + Society Program)  
Date: October 27, 2010  
Regarding: MIU3 Proposal - DesignLab

I am writing in support of the MIU3 submission proposing a design lab that serves student production needs much like the Writing Center supports student writing needs. I am a PhD student in Curriculum and Instruction, and focus my research on games, new media, and student production. Here at the University of Wisconsin I have also worked for DoIT and the Digital Humanities Initiative, giving me an integrated view of technology services and student production on this campus. As a result, I feel that a new level of production support is needed, and could greatly improve the quality of student work developed at UW-Madison.

This campus already boasts strong technical resources and support to students, from the hardware and software resources in the InfoLabs, to the stellar training offered through Software Training for Students. But just as the Writing Center understands that quality composition requires more than technical aspects of spelling and grammar, quality student produced media, from printed to presentations, require more than technical skills. Undergraduates who utilize the services of the design lab will be able to hone more discreet skills of digital literacy, including using the technology tools to produce with voice, target audience, and design.

The resource of the TA staff as an interdisciplinary team is also a strong component to this proposal. The staffing in this plan has three key benefits: undergraduate patrons have access to TA consultants who have a rich and varied foundation in design and production (benefit to undergraduates), TA consultants can report back to their own design disciplines with a more diverse perspectives that stem from their working with other designers from other fields of study (benefit to departments), and individual TAs will be able to gain viable career building experiences as they mentor and develop design focused trainings (benefit to TAs). For example, in my studies, I’ve used storyboarding in diverse ways, from mapping game design (Education), charting user experiences (Engineering), planning interactive experiences (Art), and planning digital stories (DoIT Consulting). Each field has different ways in which storyboarding becomes a design tool for thinking, planning end user interactions, and mapping the ways in which information is conveyed. I have the benefit of understanding the tool from a variety of disciplines, and I can say that it makes me a stronger producer of multimedia products. I can see how such an interdisciplinary approach would become an asset to the staff structure and mentoring/training that takes place through the design lab.

The design lab’s greatest strength, however, is that it strives to be a conduit for new partnerships on campus that will benefit undergraduate education. Digital humanities fields of study, library resources, and DoIT resources can all be accessed, to not duplicate services but leverage what each support area provides, and add a new layer of excellence through supporting design thinking in student media production. It is for these reasons that I feel a design lab would be a strong asset to this campus, and I support this MIU3 proposal.
TO: Paul M. DeLuca, Jr.  
Provost and Vice Chancellor for Academic Affairs  
University of Wisconsin-Madison

FROM: Rebecca Steffy  
PhD Student and Teaching Assistant, Department of English

DATE: October 28, 2010

SUBJECT: MIU Proposal for DesignLab: A Digital Composition Center  
Letter of Support

I write this letter of support for DesignLab: A Digital Composition Center, proposed by a group of UW-Madison faculty and staff, from my perspective as a current doctoral student and teaching assistant (TA) in the Department of English. I believe an integrated digital resourcing site, such as the proposed DesignLab, is necessary because it supports students and TAs whose work requires them to produce media-rich projects, and whose home departments often do not have the training resources or physical materials to fully equip them for that work. Because of my particular position in an English Department, I am also invested in the ways that interdisciplinary tech-based initiatives like this one show that the Humanities will not be left behind in a Web 2.0 world. To the contrary, it seems as important as ever to have students and researchers who can use, assess, critique, and historicize the proliferation of cultural objects and practices that circulate in multimedia and new media forms.

As a material structure of support, DesignLab will help make more media-rich projects possible. In my home department of English, I know of professors and TAs who are leading projects that ask students to develop audio essays or podcasts; to create video adaptations of texts; to build websites and collaborative blogs to house information about certain topics or research projects; to remediate prior text-based and print-only research into visually rich and multimedia formats; to design books and gallery exhibit catalogs, and to create documentaries based on autobiographical, ethnographic, or topical studies. A section that I am currently teaching, from an Introductory Literature course on the graphic novel (led by Professor Robin Valenza), is designing a subject guide for researchers in the emerging field of comics and graphic novels. This project incorporates aspects of research design, data design, and media design, three of the main foci of DesignLab’s writing and communication skills instruction. Yet, currently there is no place for students to go in order to receive help on these projects that integrates all of these components with technological competence.

Furthermore, DesignLab will be able to serve as a resource for TAs who enter their doctoral programs with little to no prior technological proficiency and who want to grow as an innovative classroom instructor. Even those TAs who are already savvy users of digital technologies may find DesignLab an important resource to help them build effective assignments and media-rich syllabi for their students.
But, perhaps most importantly, DesignLab would be a practical, material sign that the Humanities will not be left behind in the University’s embrace of Web 2.0 technologies. It extends the mission of the Writing Center, composition pedagogy, and cultural studies of new media forms by keeping pace with digital technologies used in other disciplines and professions, without sacrificing the rigorous critical thinking and writing skills on which our work is based. It centrally locates its resources in College Library, a high-traffic and student-centered campus space, close to other resources important to the Humanities on campus: the departments in Helen C. White Hall; and, located on nearby Library Mall, the Humanities Building, Memorial Library, and the Center for the Humanities. Because we already know that cultural production happens in ways not limited to print-only or text-only forms, a resource like DesignLab would assist practitioners in the Humanities to develop their research and teaching practices likewise.

I offer this letter of support with enthusiasm for DesignLab and hope for successful partial funding, as requested, from the Madison Initiative for Undergraduates.
Dear Paul DeLuca, Provost,

It is my pleasure write a letter in support of the MIU proposal to create a DesignLab at UW, drafted by the Libraries, Writing Center, DoIT, and faculty from Art, Communication Arts, Curriculum and Instruction, Design Studies, English, Journalism and Mass Communication, the Nelson Institute for Environmental Studies, and the School of Library and Information studies. As an alumnus of UW-Madison, I am confident that the DesignLab will be highly beneficial for students across all disciplines.

As a graduate student, I am fully aware of the need for universities to integrate new media learning and support for students who live in a Web 2.0 environment, and who need and want to take advantage of the available technology and software. I can recall several instances as an undergraduate in the humanities when I was frustrated by the limitations put upon me by my technological illiteracy in programs that are now simple to learn, such as the Adobe suite and various video editing programs. While I was lucky in that I had a background in graphic arts, my knowledge of concept design and project composition was minimal, but there was no available support outside of basic technology training. I was helpless to integrate disparate skills and ideas. Many of my fellow students then and now would benefit and appreciate any service that would close that gap; The DesignLab would fulfill this need. Students are already immersed in a highly digitized environment in which messages, both academic and nonacademic, are conveyed through multiple mediums including video, audio, and graphic text. Being able to participate and communicate well in this kind of conversation is essential. The skills I gained from taking a class in the Media Center at College Library in a class that combined graphic design, concept building, and communication last year continue to be an advantage in various endeavors as a graduate student and employee of the University of Minnesota. It was the first class I took that focused on new media technologies and ended up being one of the most important seminars I took out of my undergraduate career. I believe that the DesignLab will offer similar and more comprehensive skills.

I fully support the efforts of the departments and faculty who seek funding to create this digital composition center. The DesignLab will provide invaluable and necessary support to the students of UW-Madison.

Sincerely,

Mary Feng Chen
November 9, 2010

Dr. Paul DeLuca, Jr., Provost
University of Wisconsin-Madison

Dear Dr. DeLuca,

I am writing to extend my strong support for the creation of DesignLab, a proposed digital composition center at the University of Wisconsin-Madison.

I am president of Design Concepts, Inc., a nationally recognized design and innovation consultancy based here in Madison. For more than 43 years, we’ve offered our clients assistance in strategizing, researching, designing and developing innovative new products and services. Our staff of 50 employees shares expertise from a range of disciplines including business strategy, cultural anthropology, industrial design, mechanical engineering, electrical engineering, human factors design and prototyping. Many of our staff members have earned degrees from UW-Madison, including myself. You can learn more about our firm at www.design-concepts.com.

Our work is both consultative and highly technical in nature, and recent years have seen a substantial and profound shift towards the use of information design, graphic design and digital media in all aspects of our business. There is a heightened sensitivity to the need for presenting complex information in evocative, easily understandable and visually stimulating ways.

Our researchers use digital media to capture, organize and disseminate observational and ethnographic research data. Our strategists use interactive digital presentations to map and present business alternatives. Our engineers create complex digital presentations and simulations showing concepts for new innovations.

Indeed, the pervasive use of digital media in support of our business is becoming one of our greatest differentiators. I truly believe increased acumen in conceptual and aesthetic digital design will be vital in a students’ future success. I believe the creation of a digital media design lab would be a powerful resource for UW-Madison students and would help position the University at the forefront of this important shift in business.

Thank you for your consideration of the DesignLab proposal. If you have any questions regarding my recommendation of this effort please do not hesitate to contact me.

On Wisconsin!

David C. Franchino
President
Design Concepts, Inc.
November 10, 2010

Provost Paul DeLuca
150 Bascom Hall
Campus

Dear Provost DeLuca,

The College of Letters and Science is pleased to support this MIU proposal to create a digital composition center located in College Library. Through our Learning Support Services and our support of the Writing Center, we recognize the educational value of technology-enhanced learning and sustained, one-on-one support for enhancing compositional skills. We believe the proposed DesignLab would combine these two learning outcomes in concrete and innovative ways, providing undergraduates with advanced media communication services needed for coursework. The involvement of faculty from three colleges, from departments large and small, demonstrates the broad need to provide support for the conceptual and aesthetic dimensions of students’ projects, something not currently available for the general student.

In addition to delivering advanced communication services to undergraduates, the digital composition center would simultaneously provide professional development for its graduate student TAs. As we have learned with the Writing Center, graduate students gain valuable skills consulting with students one-on-one, and these skills transfer back into the classroom and are highly valued on the job market. Staffing DesignLab with graduate students from many fields is necessary due to the mediated nature of digital composition, and it is also highly beneficial, as skills would also be shared across departments. In particular, there is an opportunity to provide some “media TA” lines to smaller departments which lack support for faculty working in digital arts and humanities.

In closing, I believe that the proposed DesignLab would help integrate media, writing, and research support services and allow them to better serve the needs of students and instructors alike. The College of Letters & Science is pleased to work with the School of Education and the School of Human Ecology on a proposal that promises to benefit numerous students each year.

Sincerely,

Gary Sandefur
Dean

Office of the Dean
College of Letters and Science, The Heart of A Great University
105 South Hall 1055 Bascom Mall Madison, Wisconsin 53706-1394
Gary Sandefur, Dean  608/263-2303  FAX: 608/265-3564  gsandefur@ls.admin.wisc.edu  www.ls.wisc.edu
MEMORANDUM

TO:    Paul DeLuca
       Provost

FROM:  Robin A. Douthitt, Dean
       School of Human Ecology

RE:    Cross-Campus MIU Letter of Support

The School of Human Ecology is delighted to support the cross-campus MIU proposal which has been developed for a digital composition center called Design Lab. We believe this proposal, developed through the collaborative efforts of faculty and staff from the Schools of Human Ecology and Education, the College of Letters and Science, UW Libraries, Division of Information Technology and the Writing Center, would augment existing undergraduate resources related to digital technology in important ways. While undergraduate students can currently receive technical training related to hardware and software applications, they do not currently have access to assistance with the conceptual, aesthetic and compositional aspects of assignments that require the use of digital media. DesignLab would assist students with these types of assignments in the same way the Writing Center currently assists students with the conceptual, aesthetic and compositional aspects of written assignments. DesignLab would also assist with research design and data design, areas which would benefit students in all School of Human Ecology departments. If funded, DesignLab would help ensure that the University of Wisconsin-Madison prepares its graduates for leadership roles in a world where digital media touches all aspects of public and private life.

Please feel free to contact me if there are questions or if any additional information is needed relative to the School’s endorsement of this proposal.

RAD/sb
Provost Paul DeLuca  
Bascom Hall  

November 9, 2010  

Dear Paul,  

I write in support of the MIU proposal to create DesignLab for the opportunity it would provide for additional graduate student professional development and, in some areas, graduate student research. I have always been a fan of the Technology Fellows program and have only grown in my appreciation of the importance of providing graduate students with IT and new media skills.  

I hope you will give this application your most serious consideration.  

Sincerely,  

Susan C. Cook  
Associate dean for Arts and Humanities, Graduate School
To: Paul DeLuca, Provost  
From: Carrie Kruse, Director, College Library  
Re: Letter of Support for MIU Proposal for DesignLab

29 October 2010

I am happy to write in strong support of the Madison Initiative for Undergraduates proposal to create DesignLab, a digital composition center. College Library’s Computer & Media Center (CMC) is well positioned to provide a location for the critical services such a service would provide. The CMC is already a destination point for students working on digital assignments and learning about software. The CMC provides a collection of books and media materials that can be checked out for self-paced learning. Student consultants working at the help desk provide point-of-need assistance for a wide range of questions, from formatting Word documents to digital video editing. The CMC’s classroom is a primary location for Software Training for Students (STS) workshops. Adding the high-contact consultation service of DesignLab that offers sustained support for digital composition and learning is a perfect complement to the technology support in the CMC.

College Library’s Computer & Media Center is scheduled for remodeling during summer 2011 as part of necessary updates for the InfoLabs on campus. As student use of computer labs evolves with evolving hardware and software use, this remodeling will allow us to continue to offer the traditional variety of technology services valued and used by students and integrate new levels of support for the burgeoning digital assignments resulting from initiatives such as Media Studio classes, Engage grants and Technology Enhanced Learning projects. Factoring in space for the consulting services of DesignLab teaching assistants is a natural. Therefore, no MIU funding is needed for space or remodeling. The development of DesignLab consultation services based on the Writing Center’s outstanding composition support model is an exciting proposal that fits perfectly with our vision for the computer lab of the future.

I am very supportive of this proposal and urge you to give strong consideration to the benefits it will provide. Please don’t hesitate to contact me for any additional information about the support the Libraries or College Library is poised to provide to this initiative.

Thank you.
I’m writing to give my strong support to this truly innovative MIU proposal. From my 27 years of leading the University’s large Writing Center and Writing-Across-the-Curriculum programs, from decades of consulting with faculty from across campus about communication assignments and pedagogy, from decades of developing new uses of technology in instruction myself, and from serving on the review committee for this year’s DoIT Engage grants for integrating new-media assignments into teaching, I’m absolutely convinced that this proposal meets an important and growing need within the University. Designing new media—for communicating research, for making arguments, for artistic expression, for reaching new audiences—is an absolutely essential new 21st-century literacy. To realize the potential of new media, however, faculty need in-depth support integrating it into their teaching in creative and effective ways, and students need help as they design and revise new-media projects. With this design lab, the University can powerfully support a strong culture of this new literacy across our campus.

The real strength of this proposal lies in its twin programs. By providing new-media TAs to teach with faculty in undergraduate courses in many departments, this plan will substantially increase the number of new-media assignments across the curriculum and will enhance the quality of instruction for those assignments. And by creating a DesignLab in College Library, this proposal will offer the high-quality, just-in-time consulting that students need as they’re working on digital-media projects. And because this TA staff will be drawn from a wide range of departments, the DesignLab will bring together—in ways that otherwise would never happen—many different kinds of design expertise.

The University’s Writing Center, which is one of the largest and most comprehensive in the country, is eager to partner with this new initiative—sharing experience from 41 years of consulting with student-writers, working with faculty to integrate writing into courses across the University, training teaching assistants as consultants, and partnering with many units across campus.

Creating a DesignLab on campus offers exciting opportunities to transform undergraduate teaching and learning on this campus. Because it’s so innovative and because it’s so carefully designed to take undergraduate instruction and learning in powerful new directions, I’m convinced that this proposal aligns beautifully with the goals of the Madison Initiative for Undergraduates.
October 22, 2010

To: MIU Proposal Review Committee
From: DoIT Engage Faculty Advisory Group
Re: Support for the Madison Initiative for Undergraduates Design Lab and Digital Composition Center Proposal.

The Engage Faculty Advisory Group is writing to express its support for the MIU proposal, Design Lab: A Digital Composition Center.

As transforming teaching and learning through technology is the core mission of the Engage Program, we recognize the need for establishing centers and spaces across campus which foster the development and exploration of new media in the curriculum. The Design Lab has the potential to contribute to the needed student-consulting infrastructure necessary to support innovative teaching and learning.

The significant rate at which both instructors and students are integrating new media and design into their courses, demands appropriate resources to support the effective and informed use of instructional technologies. This proposed Design Lab could serve as a conduit for UW Madison undergraduates to obtain the technical, design and analytical skills necessary to more effectively participate in the social and intellectual opportunities throughout their academic and future careers.

The support provided by the Design Lab would model the excellent and well-established services provided by the UW Madison Writing Center and would serve as a hub for further collaboration between the UW Madison Libraries, Writing Center, the Division of Information Technology and instructors from across campus.

The Engage Program supports and looks forward to the opportunities this initiative would provide to the students at UW-Madison.

Sincerely,

Steven A. Ackerman, Chair, Engage Faculty Advisory Group
Prof Atmospheric and Oceanic Science
October 25, 2010

Paul Deluca, Ph.D.
Provost
University of Wisconsin – Madison

Dear Dr. Deluca,

I wish to offer my support and the support of DoIT’s Digital Media Center (DMC) Program for the DesignLab proposal coming from this diverse partnership of faculty from many departments and staff from the Libraries, the Writing Center, and DoIT. My center, the DMC, is a high-touch academic technology center that supports the knowledge creation and dissemination missions of UW-Madison. We offer a variety of services to faculty, staff and graduate students. We provide access to high performance equipment and support as well as production digitization and media duplication services. In addition, we further support the teaching mission of the University by providing a high performance computer teaching laboratory.

We have seen consistent growth in our facility’s usage. The need for the campus to have additional centers distributed around the campus is growing. Simply reproducing centers that are distributed across campus is not an efficient approach. Rather, we should replicate the most in-demand services, while localizing specialized service offerings at specific centers when that redundancy would be wasteful.

We are excited by this opportunity to collaborate with the DesignLab. The focus on design services proposed would compliment the services we offer to our users. It would be a tremendous service to the students, faculty and staff who increasingly are working with a wide variety of media in their projects. The DMC supports the use of tools that facilitate media creation that are, increasingly, a key component teaching, research, and outreach. We do not offer consistent support on the critical design component that is often needed for projects to achieve their full potential. Therefore, we envision directing DMC users to the DesignLab for assistance in design and critique of media projects. At the same time, we are prepared to take referrals from DesignLab consultants when the goals of the projects can be addressed by DMC services. As part of a collaborative effort with the DesignLab and other centers that support media development at the University, we anticipate sharing expertise, hardware, and software to further reduce unnecessary redundancy while offering opportunities to leverage economies of scale to offer better support to the entire campus community.

Sincerely,

Alan Wolf, Ph.D.
Digital Media Center Program Director
Division of Information Technology – Academic Technology
University of Wisconsin - Madison
To Paul DeLuca and Interested UW Colleges:

I write this letter in support of the DesignLab Madison Initiatives for Undergraduates (MIU) Proposal being submitted through the School of Education.

In my role as Software Training for Students (STS) Program Manager, I have had the opportunity to work with nearly every school and department at the UW-Madison, helping to integrate technology into the classroom and providing technology training to students via the multitude of STS services. To date, STS has been able to keep up with the majority of the fast-growing technology assistance needs of faculty and students, but, in doing so, have noticed a gap in services available to students. STS offers one-on-one assistance for students who need help actually using the software or technology they have chosen to use, but STS does not offer assistance with composing the content students will be putting into their work. I believe that the DesignLab can address this gap and meet the growing demand on campus for digital assignment assistance.

I foresee that STS and the DesignLab Teaching Assistants will often collaborate to help students develop the skills they need to successfully compose digital works. I also believe that having a DesignLab will encourage faculty to experiment with integrating technology in the classroom.

In conclusion, I believe the DesignLab will address a growing a gap in student technology services, helping to maintain and support the high quality of undergraduate education at UW-Madison.

Sincerely,

Kelly Johannsen
DoIT Academic Technology
Software Training for Students Program Manager
kjohannsen@doit.wisc.edu
608.625.4615
October 28, 2010

To Whom It May Concern:

This letter is my attempt to urge support for the DesignLab proposal. I am an assistant professor who has taught in the College Library Media Studio. My first attempt was fall of 2009 when I worked with a group of first-year students in a First-Year Interest Groups (FIGs) class on racial images in the United States. The course goals included typical ones such as learning critical thinking skills and examining the literature. However, it also included an atypical one. I asked them to create, as part of their final projects, a digital piece that relied on images to convey its meaning. My goal was to have them extend their critical understanding by experiencing firsthand the difficulties of creating images and coding control of their reception.

As last fall was my first experience with such an assignment, I realize that while I remain pleased with the idea, the execution leaves much to be desired. Many fell back on formats so similar to simple Power Point or so reliant on iconic images that they did not create what they could have. The underperformance on this part of the assignment was definitely due to the lack of more effective attention. I am equipped to teaching them to write; yet they have a surfeit of available writing help. My own design skills leave much to be desired. And the instructions from DoIT, while valuable, were not enough. DesignLab would allow them a level of feedback, technical instruction, and support currently unavailable to them in any systemic way. This ability to study in a way that allows them to approach a subject from both critical and creative stances is invaluable. I hope that the proposal is approved so that UW can be at the forefront of providing such opportunities to its students.

Sincerely,

Tracy Curtis
4129 H.C. White Hall
tcurtis2@wisc.edu
October 28, 2010

To: Paul DeLuca, Provost

From: Greg Downey, Professor and Director
School of Journalism & Mass Communication (SJMC)

Re: Support for DesignLab round 3 MIU proposal

As the current Director of the School of Journalism & Mass Communication, I write to express support for the “DesignLab” round 3 MIU proposal. This collaborative effort to build and staff a “digital composition center” in the College Library would benefit SJMC undergraduates, graduate students, and faculty. SJMC has committed significant faculty service time to help build this DesignLab vision. We believe it fits in well with our own round 3 MIU proposal, which includes a request to hire an SJMC faculty member to teach 2 classes/year within the new Digital Studies Certificate Program.

Cheers,

Greg Downey
School of Journalism & Mass Communication (Professor and Director)
School of Library & Information Studies (Professor)
Department of Geography (affiliate)
Department of History of Science (affiliate)
L&S Internships in the Liberal Arts & Sciences (Faculty Director)
University of Wisconsin-Madison
gdowney@wisc.edu
608/695-4310
October 28, 2010

Paul DeLuca, Provost
Vice Chancellor for Academic Affairs
150 Bascom Hall
500 Lincoln Drive
University of Wisconsin-Madison
Madison, WI 53706

Dear Dr. DeLuca,

I am writing to express my support for the MIU DesignLab proposal and to provide two specific examples for how a digital composition center here at the UW could positively influence undergraduate learning. Both examples involve composition courses taught in the English department. The first involves English 100, Freshman Composition, one of the main courses taken to fulfill the Comm A requirement. The second involves a pair of low-enrollment electives taken by advanced undergraduates. Together, these examples suggest how a DesignLab could serve students across their undergraduate careers, providing opportunities for customized learning to support a range of course-specific goals.

In my role as an administrator for the English 100 program, I work with the faculty Director to train and support a staff of 40-50 teaching assistants each semester. Last year, our program began to pilot several digital media sections. Without a doubt, our instructors would have appreciated and benefitted from the curricular support offered by a DesignLab. In their sections, they complemented their teaching of writing with assignments that also asked students to compose, for example, audio essays with Audacity, multimedia presentations with PechaKucha, and digital stories with iMovie. If a DesignLab had been available, the first-year students in our digital media sections could have deepened their learning through one-on-one consultations with Media TAs, gaining additional perspectives on design and composition.

I can just as easily imagine the juniors and seniors in my upper-level composition courses consulting with DesignLab TA media specialists. I teach a two-course sequence that enrolls 16 students (on average) each semester. In English 317, Writing for the Marketplace, they collaboratively build websites and create multi-media presentations. In English 318, Writing Internship, they develop digital storytelling projects to help them reflect on their lives as students while they look toward future careers. This year, I received an Engage Award to support me in continuing to develop digital media assignments, and one of the key benefits of the Award has been to connect me with a community of instructors and academic staff working with similar kinds of innovative assignments. The existence of a DesignLab would create a more permanent home for continued curriculum development and opportunities to grow a community of scholars and teachers in this area. The curricular and instructional benefits to students would be great.

Sincerely,

Mary Fiorenza, Ph.D.
Asst. Faculty Associate
Associate Director of English 100

English Department
University of Wisconsin-Madison 600 N. Park Street Madison, Wisconsin 53706
608/263-4512 E-mail: fiorenza@wisc.edu www.english.wisc.edu www.english.wisc.edu/english100
October 31, 2010

Paul Deluca Jr., Provost
& Vice Chancellor for Academic Affairs
150 Bascom Hall
500 Lincoln Dr
Madison, WI 53706

Dear Dr. Deluca:

I write this letter to express my very strongest support for the co-authored MIU proposal to develop an interdisciplinary digital composition center, the DesignLab, at the University of Wisconsin. In my 20 years at UW, I have seen gains in technical support for the study of language and society, but I must acknowledge that we have much catching up to do if we are to usefully engage the skills that our students bring with them as they enter our institution. We have much to do in order to responsibly prepare them for the challenging, digitally based work-world they will enter when they complete their degrees. My courses, cross-listed in Sociology, Gender and Women’s Studies, and English, all focus on language in use. My overarching goal is for students to achieve an understanding of human language as a set of ordered yet improvised practices, constructed from multiple resources. To this end, students engage in the fine-grained analysis of videotaped face-to-face human interaction. Students work collaboratively to produce digital projects presenting the results of their research on language to one another and to me for feedback and evaluation.

I regularly teach core courses in human language and social interaction. These courses serve sociology, gender and women’s studies, English (language and linguistics), and they are required for students preparing to teach K-12 in the State of Wisconsin. For example, in Language in Use (Engl. 325), I work with students from Education, Communication Arts, Communicative Disorders, Sociology, Library Sciences, English and other language and literature departments. For a myriad of reasons, all of these students are motivated to understand language in its natural habitat: naturally occurring interaction. While graduate students have access to significant media support in Education and in the Digital Media Lab (formerly the Biology New Media Center), these resources are not accessible to all students. Indeed, the DMC is exclusively charged with meeting the needs of graduate students. This leaves undergraduates with very limited systematic interdisciplinary support for gaining a multimodal grasp of language and for authoring multimedia projects to communicate what they learn.
Language and social organization are at the heart of human life. Just as kinesiology has been transformed by the functional understanding of human body afforded first by film and now by digitalized videotaping technologies, so students and scholars of human language and communication are now able to base their understanding of grammar and embodied action on digitized video. New digital technologies have become essential to training students for literacy teaching and practice. Such teaching can only be successful if it is based on collaboration between teachers, technically trained staff and students. The DesignLab, with the proposed interdepartmental contingent media literate TAs, promises to become a central space and community to support the pedagogical goals of my teaching. I urge your review committees to consider the innovative and important DesignLab MIU proposal most seriously.

Sincerely,

Cecilia E. Ford
Professor, Sociology and English
Affiliate, Gender and Women’s Studies
November 1, 2010

To: Provost Paul M. Deluca, Jr.

From: Roberta Hill, Professor of English and American Indian Studies

Re: MIU DesignLab: A Digital Composition Center Proposal

Dear Provost Deluca,

I offer my support for the DesignLab proposal which seeks funding for personnel in a Digital Composition Center proposed to be housed in the renovated CMC. Our undergraduate students need technological-literacy because they will earn more and contribute more to society throughout their lives. As Juan Enriquez explains, they will earn, on average, two to three times more than those without it (As The Future Catches You, 187). Changes in media production have given people worldwide the productive capacity to share their own artistic work in videos, photography, music and writing. Those of us who teach in the Humanities will continue to produce work that includes text and images. The changes in media production have also increased isolation from the collective to the singular, a trend not only among young consumers but throughout the workforce. UW-Madison students need the proposed DesignLab in order for faculty and graduate students to provide knowledge, training and guided practice, so our students are skilled as well as conceptually brilliant. They need to be accomplished enough so they willingly take risks in order to confront the many political, social and economic problems we face. As communicative systems grow, accelerate and intensify, we must move them from the singular and personal to the collective and democratic. What is important about this center is its focus on integrative services that offer “sustained conceptual and aesthetic support” on campus.

In my American Indian Studies course, “The Native Creative Process,” I teach about the principles, perspectives and cultural contexts of Native American Literature and Visual Art which in some traditions incorporated word and text, as codex, quipu and wampum, for example. As an ethnic studies course, students study Native American history as it applies to literary and artistic production and learn the ways Native Americans as individuals and communities have confronted the dehumanizing impulses of colonization, racism and exploitation. Students now have three to four creative projects, using the “native creative process” to increase skills in self-reflection, self-expression, and collective effort. The projects include digital storytelling, a decorated journal and a web site. In previous years, students wrote and created work in the usual material ways—paper and artistic materials. In 2009-2010, I incorporated digital storytelling which gave the course materials additional meaning, energizing the students. I also added digital storytelling to another course, English 173, Introduction to Multiethnic and Multicultural Literature. The discussion, interest and creative engagement increased significantly in both courses. Several students’ digital stories were included in the Digital Media Exhibition.
Last spring and this fall, I had the opportunity to teach in the Media Studio. Having the technology in the classroom, available for students has changed the projects and increased the ways I incorporate the technology. I added a new group assignment, a virtual mini-museum, focusing on an artist, a problem discussed in the reading, or Native community’s artistic practice. They worked on these projects in the Media Studio and produced short presentations: Yup’ik Masks, the social problems of the Rosebud and Oglala Lakota in historical context, the pottery of Roxanne Swentzel which included an interview with the potter, Ojibwe Midewin Healing, and Navajo beadwork. These projects would not have been possible in any place other than the Media Studio, because it has the production capacity to allow instruction and group work. Training with STS is also important, but without having a way to incorporate it into the classroom, students are not as energized to use what they’ve learned. Having a DesignLab available to the students, with “media-savvy” graduate students, will increase the opportunities for students to gain support for their projects, add to the status and recognition of their work and help them learn what it takes to interest an audience. Having a DesignLab on campus will add greatly to our common effort of making the Humanities an important place of technological expertise and knowledge production.
November 1, 2010

Paul Deluca  
Provost Office of the Provost  
150 Bascom Hall, 500 Lincoln Drive  
Madison, WI 53706

Professor DeLuca:

I am writing this letter in support of the "DesignLab: A Digital Composition Center" Madison Initiative for Undergraduates proposal.

As director the Digital Studies Initiative, I have working hard to construct our new digital curriculum out of a combination of existing courses and those courses new faculty will begin teaching next year. In addition to that work, however, I have been considering the few options students have for access to basic instruction on the use of digital production equipment. I have been able to make use of the generous help from my staff in Communication Arts for students in my courses. However, I have been struck by the need for not just access to equipment, but the need for basic instruction and one-on-one help in basic digital production software and related technologies.

While we often imagine our students as "native" to digital photography, audio, video and composition, their skills (from working in PowerPoint to FinalCut) have been primarily self-taught. In fact, in an experimental freshman course I am teaching this semester ("Introduction to Digital Communication") every single student reported having presented in a class using PowerPoint, but only two had ever had any instruction at all in how to use even this basic technology. Meanwhile, students' success is already tied to their literacy in these technologies both in their courses and in their professional lives after they graduate.

The DesginLab proposal would help address this significant gap in our curriculum not just in one course or one department, but also by offering powerful resources to undergraduates across many departments. While not a solution for more advanced coursework, the Design Lab would become an essential part of the basic infrastructure we need to address the challenge of bringing adequate instruction to our undergraduates in the basic skills of digital studies. As a result, I strongly support this MIU proposal.

Thank you for your time and consideration.

Sincerely,

[Signature]

Robert Glenn Howard  
Associate Professor, Department of Communication Arts  
Associate Director, Folklore Program  
Director, Digital Studies  
&  
Editor, Western Folklore  
University of Wisconsin — Madison

Department of Communication Arts

Vilas Hall  821 University Avenue  Madison, Wisconsin  53706-1412  
FAX: 608/262-9953  Department Office: 608/262-2543  Chair's Office: 608/262-2277  Graduate Office: 608/262-3398  
comarts@wisc.edu  www.comarts.wisc.edu
Friday, October 29, 2010

Provost Paul DeLuca
150 Bascom Hall
500 Lincoln Drive
University of Wisconsin-Madison
Madison, WI  53706

Dear Provost DeLuca:

On behalf of the UW-Madison Center for Visual Cultures (CVC) I write in the strongest support of the MIU proposal “DesignLab: A Digital Composition Center.”

In the interest of full disclosure, I should note that many authors of this proposal are in fact among the 80 plus affiliates of the CVC. These include faculty and staff drawn from: Art; Communication Arts; Curriculum and Instruction; Design Studies; DoIT; English; Journalism and Mass Communication; the Nelson Institute for Environmental Studies; the Writing Center; UW-Madison Libraries; and the School of Library and Information Studies.

This is no coincidence; for the CVC’s affiliates share the strong conviction that the main purpose of the proposed DesignLab—to provide “conceptual aesthetic support for student media projects, and curricular support and professional development for instructors”—meshes with our core mission of promoting critical thinking—meaning production as well as reception—of the visual, including visual digital media.

A case in point is that as part of the new Designated Ph.D. Minor in the Transdisciplinary Study of Visual Cultures, we are incorporating the kinds of visual digital production that the DesignLab would support. So, for instance, in my course “East Asian 833: Topics in East Asian Visual Culture,” the final project is a significant digital media assignment. Although I have written and gratefully received an Engage Award toward this end, my affiliates and I cannot, obviously, expect such support in the future for all of our classes as part of the minor. The DesignLab, on the other hand, would be precisely the kind of enterprise to make this curricular innovation possible and feasible on an ongoing basis.

For this and many other reasons, I again convey to the strongest possible support.

Sincerely yours,

Adam L. Kern
Director, Center for Visual Cultures
Associate Professor of Japanese Literature
October 29, 2010

Paul Deluca,Provost
Office of the Provost
University of Wisconsin-Madison
150 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706

Dear Provost Deluca:

I am writing to support the DesignLab, a digital composition center, proposed by the Digital Humanities Initiative.

I have been teaching a special topic class (J676 Social Implications of New Communication Technologies) in the Media Studio since Spring 2010. Each semester, 21 to 24 students enroll in the course. The course is designed to optimize the balance between theory and practice based on integrated learning. Students are equipped with an understanding of the “triangular relationship” among technology, human motives, and society and apply the acquired knowledge and skills to the “real world” by creating a website platform to promote social change in the local community (City of Madison or State of Wisconsin). Some of the collaborative projects include: Creating an online tutoring platform to address the educational achievement gap in the State of Wisconsin; Providing a database-oriented online platform for a clothing exchange to address hyper consumption; Providing new technological tools to promote healthier lifestyles to tackle obesity among youth (e.g., online “bento box” game that shows the consequence of food choice for kids).

As such, this course focuses not on “technical” skills or “theoretical” learning per se, but *applied production skills* based on a conceptual understanding and scientific analysis of the usage and effect of digital media. Therefore, “Digital media TAs” with a well-grounded understanding of both the conceptual and technical aspects of digital media will help me (and other instructors who teach digital media with integrated learning) achieve the objectives of such courses and enhance the quality of students’ learning experience. Students will benefit from more customized consultations designed for
their specific needs, which will help them conduct their own scientific analysis, database construction, as well as user-oriented digital media production and design. These skills have been underdeveloped in past curriculums, yet they are crucial for organizing the public and exercising leadership in the future media environment.

With enthusiasm, I strongly support the MIU proposal for the DesignLab. Should you have any questions, please contact me at ymkim5@wisc.edu, or 608.263.3074.

Sincerely,

Young Mie Kim, Ph.D.
Assistant Professor
Donovan Wright Family and L&S Faculty Fellow
School of Journalism and Mass Communication
11/3/10

Paul Deluca, Provost

UW-Madison

Dear Provost Deluca:

I am writing to strongly support the DesignLab proposal as part of the Digital Humanities initiative. I have had a very strong involvement in the past two decades combining various aspects of technology with the arts. In 1990 I was the prime driving force behind the Interarts & Technology Program that offered an undergraduate degree option under the Dance Program and Art Department in the School of Education from 1990-2005. From that experience as coordinator and developer of an interdisciplinary program based on digital-based technology, I saw firsthand the enthusiasm and creativity the students brought to their studies in this area. I feel that both in the arts and the humanities on campus, there is still a dearth of activity in digital studies that this proposed lab and its related components (i.e. TAs) would go a long way to eliminating. In essence I believe it would help bridge these academic areas into the 21st century while maintaining their intellectual integrity and scholarship.

Specifically, the students in my two levels of courses in sound design would benefit from the collaborative media projects that would be a core activity of the DesignLab. Also, I would foresee the dance majors that I teach finding new digital approaches to their performance art, and taking advantage of the technical guidance that skilled TAs would provide.

The exact courses of mine that would be positively affected are:


The total enrollment of these courses over the academic year is approximately 50 students.

In light of the above I would request that you give this proposal very serious consideration.

Sincerely,

Prof. Joseph Koykkar
Music Director Dance Department
School of Education
October 28, 2010

Provost Paul DeLuca
117 Bascom Hall
CAMPU MAIL

Dear Provost DeLuca,

I write on behalf of the Nelson Institute for Environmental Studies in support of the MIU proposal to create the DesignLab, a digital composition center that would provide conceptual and aesthetic support for student media projects, and curricular support and development for instructors integrating digital media projects into their course design.

Since 2007, with the creation of the Tales from Planet Earth film festival and affiliated courses, the Nelson Institute has been incorporating digital storytelling in both the classroom and public outreach events to create hands-on experiences for students in using digital media to foster community engagement and to develop critical literacy and production skills in understanding how digital media has come to play a powerful role as a force in environmental change. At present, access to digital video production equipment—from cameras to editing suites—has been a challenge for undergraduate students who are not majoring in Communication Arts, or are not students in the School of Education. And, yet, given the predominance of digital media in the lives and future careers of our undergraduate students, one could argue that digital composition should be as important as writing is across the undergraduate curriculum and experience. The DesignLab builds upon the incredibly successful model of the Writing Center to help instructors provide UW-Madison students with the aesthetic, conceptual, and technical skills to become effective communicators through digital media.

Nelson Institute students and faculty would benefit greatly from this MIU proposal, and I support it with enthusiasm.

Sincerely,

Gregg Mitman
Interim Director
William Coleman Professor of History of Science
Professor of Medical History and Science and Technology Studies
Dear Provost De Luca,

I am writing in support of the MIU proposal “DesignLab: A Digital Composition Center.” I believe that the proposed DesignLab will not only strengthen design on our campus, but also contribute to education and research in human-computer interaction—a rapidly growing interdisciplinary perspective to designing and developing innovative technologies.

Before discussing further, I would like to provide you with information on my background and our current research and educational activities in human-computer interaction. I joined UW–Madison in 2009 as assistant professor of computer sciences, psychology, and industrial engineering. I have an interdisciplinary background in design, computer science, social and cognitive psychology with an interdisciplinary PhD in Human-Computer Interaction from Carnegie Mellon University. My research focuses specifically on designing humanlike robots and agents and developing applications of these technologies in education and rehabilitation as well as in basic research. Since my arrival at our campus, at the Department of Computer Sciences, we have built a new research laboratory dedicated to human-computer interaction—the HCI Laboratory—and created three new courses in this area: CS-270 Fundamentals of Human-Computer Interaction, CS-570 Introduction to Human-Computer Interaction, and Psych/CS-770 Human-Computer Interaction.

Human-computer interaction is a rapidly growing area of research and practice. The main academic conference in this area, called “Human Factors in Computing,” has grown five times in the number of papers in its proceedings in the last 8 years (from 61 in 2002 to 302 in 2010).¹ Four of the top five areas in faculty placement rate among PhDs granted in computer science in U.S. institutions in 2008-2009 were HCI-related areas.² The start-up salaries of graduates from bachelor’s or master’s programs that focus on human-computer interaction are significantly higher than those of graduates from programs without this focus.³ Furthermore, the industry predicts a shortage of human-computer interaction specialists in the upcoming years,⁴ which I believe provides our university with an excellent opportunity to invest in training researchers and professionals in this area.

Education and research in human-computer interaction involves combining knowledge and methods from three founding disciplines: computer science, psychology, and design. With the growing need for HCI researchers and practitioners, there is an urgent and crucial need for training individuals with knowledge and skills in all of these areas. While our campus houses world-class research and education in computer science and psychology, such resources for design is much more limited. For a student taking any of the undergraduate and graduate courses in human-computer interaction, learning about design fundamentals is a challenge. I would be more than happy to create new, introductory courses directed at teaching design fundamentals, but I will have to abandon the human-computer interaction courses, as I can only teach so many courses. I have also considered creating a partly self-directed independent study course to cover design fundamentals, but I would still lack the resources to provide students with adequate direction and feedback.

To address this need to improve general education in design, top universities such as Stanford⁴ and Northwestern⁴ have established new design schools in the last decade that focus on general design knowledge and methods that can be integrated with computer science, psychology, and business perspectives. While the DesignLab is not as ambitious and far-reaching as a design school or institute, it will be a first step toward meeting the need for design in training human-computer interaction specialists and closing the gap with other institutions who train such specialists. The facilities and the teaching assistant lines will provide us with the facilities and human resources that we need to start integrating design into human-computer interaction education. In conclusion, I believe that the DesignLab will be an investment in the success of our university and strongly support this proposal.

Sincerely yours,

Bilge Mutlu
Assistant Professor of Computer Science, Psychology, and Industrial Engineering

³. Unpublished survey by Human-Computer Interaction Institute at Carnegie Mellon University
⁵. http://dschool.stanford.edu/
⁶. http://www.segal.northwestern.edu/
October 27, 2010

Re: Support for the DesignLab MIU3 Proposal

Dear Paul DeLuca,

I am writing in support of the proposal to fund *DesignLab: A Digital Composition Center* through the Madison Initiative for Undergraduates. This is a program that would benefit all undergraduate students, and the assistance that would be provided by the center is becoming more and more important as students’ work across almost every discipline transitions from traditional text based formats to image based digital formats.

Many of the assignments in my courses (as well as other courses in the Design Studies Department) focus on theory and content while requiring students to present their ideas using visually based virtual modeling, multimedia and sequential imagery in a narrative format. Although I also teach courses that focus on the conceptual and aesthetic aspects of visual presentation, and have the ability to provide that assistance, I really need to spend time helping students with theory and content rather than composition; this would be the same for someone teaching a history class, who has the ability to work with students on their writing skills, but who should really spend their time working with students on the course content. In this way, the DesignLab would support undergraduate learning similarly to the way the Writing Center does.

I strongly support the proposal, and think that the DesignLab would help UW-Madison’s undergraduate students be leaders in the visually based, digitally mediated world that they will be a part of upon graduation and for the rest of their lives.

Sincerely,

Mark S. C. Nelson
IDEC
Associate Professor
608.261.1003
mnelson2@wisc.edu
To: Provost Paul Deluca  
150 Bascom Hall

From: Marc Silberman  
Professor of German

Re: Digital Design Laboratory

Date: September 28, 2010

I personally am interested in the Design Lab proposal (Digital Composition Center) being submitted in the 3rd round of MIU funding. From my perspective as former chair, I believe others in the Department of German would be as well. As part of my current sabbatical project, I am working on a digital cartography/visualization project around the city of Berlin and the Berlin Wall, using the platform hypercities.com (for an undergrad capstone seminar in Fall 2011). I've actually sought some help in using this platform from the Digital Media Center in the Biotechnology Center on Henry Mall, but it was not particularly useful – those assistants are really geared to science education. I'm thinking a Design Lab focused on Humanities education, as described in the proposal, would be just what I need in the future.
TO: Paul DeLuca, Provost  
From: Gail Simpson, Associate Professor, Art Department  

I am writing in support of the MIU proposal for “Design Lab”, a digital composition center. The Art Department would greatly benefit from this lab in a variety of ways. First, undergraduates taking art classes are routinely asked to produce visual information in digital formats now, from beginning levels all the way through advanced coursework. This might consist of digital image making (collage, photography, prints and drawings) and time-based media (videos, documentation of performance, websites, animation etc.), all processes with a steep learning curve and requiring a great deal of time and practice. It’s difficult for instructors to give each student the kind of one-on-one assistance required for unique projects, and much of the time is spent on technical issues. For these students, the opportunity to work in a lab setting with TAs to help with the aesthetic and conceptual concerns would be invaluable, and would be reflected in the improved the quality of student work. The beginning students would be much better prepared for independent, advanced work, and the advanced students would be much better prepared for work in the field, or graduate programs, in ways that would be measurable. In addition, the mentoring aspect of grad students working with undergrads is something that our undergrads have expressed interest in, and our department is already working on facilitating. The interdisciplinary aspect of this lab would also be a great benefit. For our students, having access to practitioners and scholars in other aspects of the arts would broaden their frame of reference and bring breadth and depth to their practice.

Second, graduate students in the Art Department would be uniquely qualified to fill the TA positions required by the lab. Our grad students have a vast array of digital art and design skills in their repertoire, with impressive expertise in the technical, formal, and conceptual aspects of digital art. They are knowledgeable about contemporary art history and theory, and very up to date on current practices and ideas in our field. In addition, they are patient and empathetic with the undergraduates, as I see every day among the TAs I supervise in our Foundations program and the grads participating in our Mentorship program. We have a large grad program – about 80 students – and most are very eager to obtain Assistantships and an opportunity to gain teaching experience. Their contribution to this lab would be exceptional, and an Assistantship enables us to attract and support a talented graduate student that might not otherwise be able to attend UW-Madison.

With regards,  
Gail Simpson  
Associate Professor, Art Department
October 28, 2010

Dear Dr. DeLuca,

I am writing in strong support of the DesignLab Digital Composition Center currently proposed. As a founding member of the Games+Learning+Society initiative here on campus, I feel that such a center would be an important asset for both our students and our faculty. We now teach several courses, including two undergraduate courses, on topics including game culture, game design, educational games, and game effects. To date, any media project assigned to our students has had to rely on whatever skills students brought to class a priori and therefore our use of media for expression remained, in some ways, fairly rudimentary. With a center such as this in place, we will be able to include crucial educational design activities in our syllabi.

Moreover, such a center would, in my estimation, develop crucial media composition skills among faculty and teaching staff. An investment in such skills now promises to have high impact on the quality of classroom teaching on campus. While many faculty are interested in innovating in their classes on campus, without prior experience and fluency in media authoring, its risky at best to make the most of contemporary media as a vehicle for instruction. This center would enable faculty to innovate with media in their teaching, not to mention research dissemination.

It is my strong belief that the DesignLab Digital Composition Center would position our University as a leader in education and an innovator in terms of contemporary technology and media development. I sincerely hope to see it implemented.

Yours sincerely,

Constance Steinkuehler
Assistant Professor, Curriculum & Instruction
Games Learning & Society (GLS) Conference Chair
November 29, 2010

To: Provost Deluca and MIU selection committee members

From: Julie Underwood, Dean, School of Education
       Cheryl Hanley-Maxwell, Associate Dean, School of Education

RE: Round 3 MIU Proposals

The School of Education has the privilege of submitting seven proposals for consideration in this round of MIU funding. Four of the proposals include departments and units in other colleges and schools: Interdisciplinary Science Learning, Advisor Notes, Design Lab, and American Sign Language. One of the remaining three proposals cuts across most of the departments in the School of Education: Undergraduate Certificate in Education and Education Services. The final two proposals address issues that reach all corners of campus: Services for Undergraduate Students Experiencing Academic Difficulties and Activate Wisconsin – Physical Activity and Health. In this transmittal letter, we will address the proposals as two separate categories: (1) proposals that would serve students from various parts of the campus that are of particular interest to the School of Education because of increased curricular offerings, opportunities, and/or structural changes and (2) proposals that are campus-wide and are directed more at student services.

Proposals of Particular Interest to the School of Education

We forward four proposals that are of particular interest to the School of Education:

- Undergraduate Certificate in Education and Education Related Services,
- Interdisciplinary Science Learning,
- Activate Wisconsin: Physical Activity and Health, and
- American Sign Language.¹

These proposals are listed in order of their internal priority, with the Undergraduate Certificate in Education and Education Related Services being our number one priority. We believe these proposals, taken together, offer significant improvements to the curricular offerings and opportunities for students who have majors in the School of Education and for students in other colleges and schools who are interested in educational issues.

¹ The American Sign Language Proposal has been submitted through L&S, as the primary Dean’s office.

School of Education Office of the Dean
377 Education Building University of Wisconsin-Madison 1000 Bascom Mall Madison, Wisconsin 53706-1398 608/262-1793 Fax: 608/265-2512
The School of Education has approximately 2000 undergraduate majors and pre-major students each year. Approximately two-thirds of these students are majors in five of our nine departments (the other four departments have only graduate programs). The remaining students are “pre” major students. In addition to these students, we also serve students from throughout the campus in a variety of courses, some of which are required for majors outside the School. In fact, approximately 11,000 students take courses in the School of Education each year. Of this number, only approximately 1,700 are major or pre-major students in the School of Education. Many of these students take multiple courses in the School of Education. Our current undergraduate structure focuses heavily on teacher education, art, and kinesiology. Undergraduates also have majors in Dance and Rehabilitation Psychology. Courses and program demand in all of these areas exceed our capacity to accommodate all of students who wish to be admitted to our programs or take our courses.

In addition, we have limited options for students who are interested in education but do not want to go through a teacher licensure program. Other than a small undergraduate certificate program in Educational Policy Studies, non-major students have no structured series of courses or formal mechanisms to identify the completion of what would equate to a minor in education. Current resource restrictions also limit the ways in which we can accommodate varying entry points into our teacher education programs (e.g., students who decide later in their undergraduate careers to pursue teaching). Consequently, only those students who decide early in their undergraduate programs or those students who can extend their time to degree have access to many of your teacher licensing programs.

It is clear that campus-wide there is an interest in teaching by students who are not School of Education majors. For example, Teacher for America (TFA), a nation-wide program that recruits outstanding undergraduates to teach in the nation’s neediest schools, is generating a record number of applicants. Despite rigorous selection standards, since 2000 applications to the program have increased eightfold, with yearly increases of 35% on average. The popularity of TFA among UW students follows these national trends. In fact, The University of Wisconsin-Madison repeatedly ranks among the top five large schools contributing the highest number of graduates who become TFA teachers. In addition, our teacher licensure programs, in spite of their narrow entry points attract a number of students – many are rejected every year. This information provides the backdrop for why the Undergraduate Certificate in Education and Educational Services is our number one priority.

The Undergraduate Certificate in Education and Education related Services (EES) proposes the development of a cross-school undergraduate certificate program serving approximately 300 students each year. The certificate would be the launching point for non-license education option. Once certificate students have taken a common course (Introduction to Education, which includes a service learning component), this program allows students to explore areas of interest in a variety of departments or concentrated in a specific department by taking two intermediate level courses and one advanced level course. Plans for the intended menu of intermediate and advanced courses include existing and new courses in Curriculum and Instruction, Educational Psychology, Educational Policy, Counseling Psychology, Rehabilitation Psychology and Special Education, and Educational Leadership and Policy Administration. Additionally, the proposal calls for the development of intermediate and advanced courses in biology and brain research as it related to teaching and learning. An Honors options will be offered to outstanding students, allowing them to participate in an honors capstone practicum or project (including research). EES provides a means to address multiple needs. The first, and most obvious, EES provides structured opportunities to those undergraduate students who desire a “minor” in education. These students are often paving the way for graduate education, exploring teaching and educational service related careers, or intending to teach in settings that do not require teacher licenses. Using TFA as an example, EES provides students interested in TFA with an additional
opportunity to demonstrate their commitment to education, one of the TFA selection criteria, through graduating with an Undergraduate Certificate in this area. The Certificate Program would also provide them with skills and knowledge that could make them more successful in the classroom. The proposal also creates a mechanism for better advisement of non-School of Education undergraduates through the advisement associated with the certificate program. One of the more exciting aspects of the proposal is that it provides funding for faculty positions that would allow use to expand our offerings to include courses whose content is based in the brain research and its application to learning. Such courses would allow The University of Wisconsin-Madison to begin to develop a program in this area, giving students the educational opportunities found at many of our peer institutions. Finally, the EES proposal also provides the School of Education with the beginning framework for what we hope will become an interdisciplinary major in Education that is not tied to teacher licensing. No such major currently exists.

Our second priority is Interdisciplinary Science Learning. This proposal is an outgrowth of the School of Education’s work with various faculty members in L&S to integrate teacher education into the greater fabric of the university. However, this proposal has expanded beyond that modest goal, as it seeks to improve the science education for non-science majors. The three proposed ILS courses offer an important science foundation for non-science majors, including students majoring in teacher education who are not going to be science teachers. In addition to the new science-based courses, the proposal creates a Freshman Interest Group in Science, Education, and Society. This FIG will provide a venue for students to explore science education; explore science with elementary, middle and high school students as they take science out to the community through service learning; and explore various sciences as potential majors. We are particularly impressed with the exciting, dynamic way science will be taught to non-science majors. The proposed structure and delivery methods for each of the three courses builds on an evolving knowledge base related to the development of critical thinking along with disciplinary knowledge. In educational research, this design parallels what is known as authentic instruction. Authentic instruction has been shown to produce superior learning outcomes through engaging students in learning that has value beyond the classroom (applied), requires the use of higher order thinking skills, and addresses the critical aspects of disciplinary knowledge. This proposed collaboration will provide a unique vehicle of connections among faculty and staff from various sciences in L&S and CALS, educators in the School of Education, and possibly science teachers from the public schools. These connections provide opportunities to merge the instructional and assessment knowledge of School of Education faculty, with the content knowledge of the scientists. The result will be more intellectually accessible science courses that will provide a broad science foundation for non-science majors that will assist them in developing the problem solving and critical thinking skills essential to understanding sciences.

Activate Wisconsin: Physical Activity and Health is our third priority. This proposal creates an undergraduate certificate program in Kinesiology focused on exercise and health. The certificate program includes a capstone course and a new on-line course that targets wellness knowledge and behavioral change tools. The on-line course will be broadly available by not being restricted to certificate students. The proposal also provides additional faculty needed to begin to meet the increasing demand for programs and classes in exercise and health. This program offers new opportunities for undergraduates throughout the campus, including those who are interested in health care professions. The on-line course alone will provide students with the knowledge and tools to improve their health through exercise and lifestyle changes. The benefits derived from this course could have a life-long impact.
American Sign Language (ASL), our fourth priority, has been submitted through the L&S Dean’s office. We include it in this letter but will not forward the actual proposal since it is already being forwarded. This proposal addresses an exponentially increasing demand for American Sign Language courses. At this time, The University of Wisconsin-Madison offers only one section of ASL 1 and ASL 2 as part of the summer session programs in Rehabilitation Psychology and Special Education. Waiting lists for the existing courses begin to fill in the fall semesters preceding the summer offerings, despite the fact that the two courses are not sufficient to fulfill the foreign language requirement or meet a program requirement for any major in the University. In addition to the heavy demand, current resources only support ASL 1 and ASL 2. As a result, the full sequence needed to become proficient in ASL or to use ASL as a foreign language, is not available on this campus. This proposal describes how MIU funding would begin to meet the access demand by expanding the numbers of sections for ASL 1 and 2 in the summer session and including ASL 1 and 2 sections during the academic year semesters. This funding would also enable the creation of ASL 3 and 4 and a new course, Cultural, Communication, and Learning, thereby creating the sequence needed for it to meet the foreign language requirement. The proposal targets serving approximately 300-400 students per year in ASL 1 through 4, once the program is fully developed, and serving 80 students per offering of Culture, Communication, and Learning. The program/courses proposed fill a very large gap in the offerings at The University of Wisconsin-Madison and addresses an increasingly high demand area.

Cross-Campus Proposals Directed at Student Services

The final three proposal we submit are proposals that are being submitted through the School of Education but are designed to provide campus-wide support services (directly or indirectly). We chose not to rank these proposals as part of our priority list.

Advisor Notes creates a campus-wide note sharing system to student advisors. The system will allow for easier access to information needed to advise students effectively as they move across advisors, programs, schools, and/or colleges. The proposal is the second part of a proposal funded in a previous MIU round of funding. The benefits derived from this system are potentially large and require only a modest amount of on-going funding.

DesignLab proposes the creation of digital composition centers housed in college library and at satellite locations throughout campus. Built on the model of the Writing Center, the labs will be staffed by trained Media TAs. These TAs will be available to help individual students, provide workshops, support existing programs, and provide a mechanism to bring knowledge about digital design into the home departments of the TAs. The labs also provide laboratory sites for research related to the design and use of digital media. One of the most important parts of this proposal is that the TAs will not just offer technical assistance. They will be trained to educate students about the hows and whys of the design process. In other words, students will learn to think about design and not just create products, developing the knowledge and skills needed to integrate digital compositions into their work in intelligent and coordinated ways.

The last, but not the least important proposal we are submitting is the proposal for Services for Undergraduate Students Experiencing Academic Difficulties. This proposal requests funding needed to increase access to student assessment services and to assist struggling students through individual and group interventions. Additionally, the funding would be used to provide consultation services to faculty and staff who are working with struggling students. The Education and Psychological Training Center currently offers assessment to struggling students in an effort to identify their areas of difficulty and

School of Education Office of the Dean
123 Education Building University of Wisconsin-Madison 1000 Bascom Mall Madison, Wisconsin 53706-1398
608/262-1763 Fax: 608/265-2512
offer suggestions for strategies to address those difficulties. The assessments are also used to identify disabilities that would entitle students to assistance and accommodations through McBurney. The current waiting period to be seen for an assessment is approximately four month. This means that in addition to the semesters in which struggling students have performed poorly, they lose at least one additional academic semester while they wait for assessment. Additionally, there currently are no resources available to help students once their difficulties have been identified, unless they qualify for services offered through McBurney because they have been identified as having a document disability. Providing timely assessment and intervention services should improve our retention of struggling students, helping them acquire skills and strategies they need to be successful in meeting the demands of their academic programs.

In sum, we are pleased to forward these seven proposals. We believe that each has the potential to enrich the academic experience of undergraduates on this campus by providing greater access to classes, new classes, new undergraduate certificate programs, a new FIG, or important support services.