

To: Paul DeLuca, Provost

Date: November 1, 2010

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 21<sup>st</sup>-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 pedagogies 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 21<sup>st</sup>-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:



- development of germinal, creative concept
- consideration of audience and intended user experience
- identification of media and data resources
- production process planning



- storyboarding of ideas
- selection of appropriate media and tools
- feedback on research, data, media, and experience design



- review of design decisions and execution
- final production/presentation rehearsal
- debrief about learning outcomes

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 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.

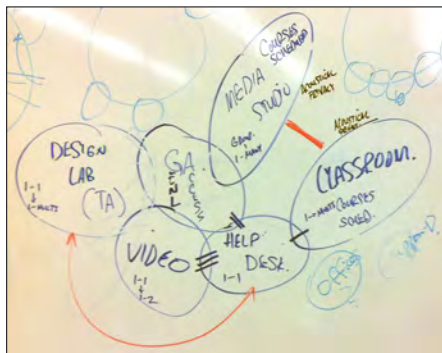
This networking across colleges and departments would create an important multiplier effect. While drawing on TAs' own disciplinary skills, we would also provide consultants theoretical and practical training in the areas of research design, data design, media design, and experience design. *Consultants 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

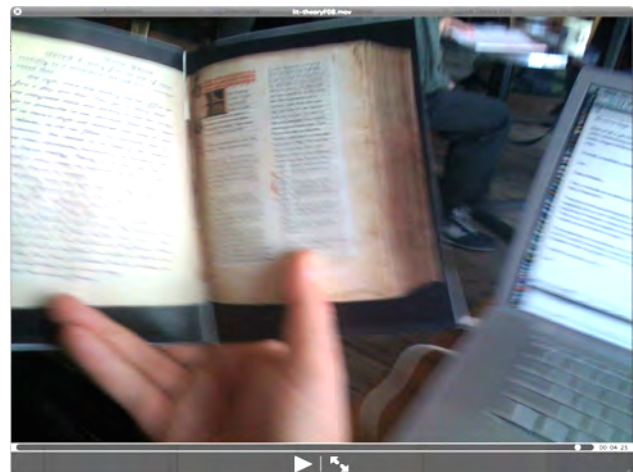
- *Digital storytelling, video essays*
- *Podcasts*
- *Web sites, blogs, wikis*
- *Electronic poster sessions*
- *Graphic novels, graphic essays, mystories*
- *Kiosks, installations*
- *Smart games, geo-tagging*
- *Multimedia presentations, Pecha Kucha*

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 21<sup>st</sup>-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 21<sup>st</sup>-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 on-going 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 21<sup>st</sup> 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.

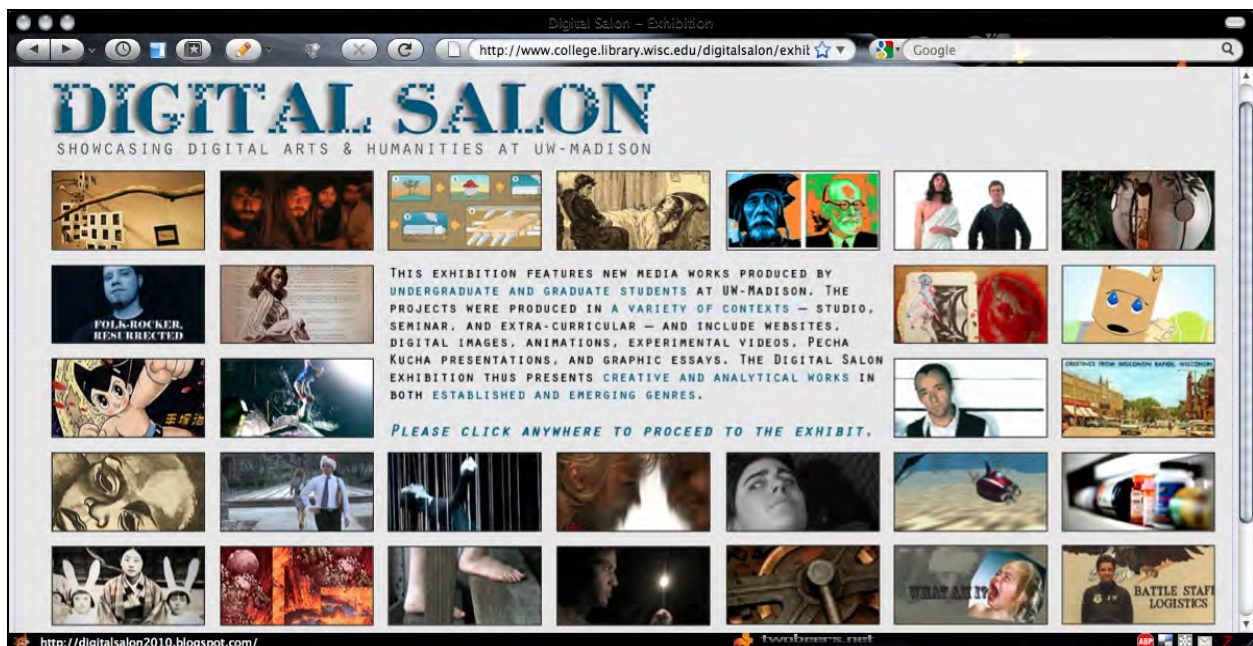
### Critical need

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.

Total Number of Students Served via All STS Services (+22.4%):	Students Served via Custom Technology Workshops (+87.3%):	Number of Students Served via Ask-a-Trainer (+205.6%):
FY10 26894	FY10 3859	FY10 492
FY09 21979	FY09 2060	FY09 161
FY08 19147	FY08 1723	FY08 192
FY07 15176	FY07 2099	

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 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:

	STS	Writing Center	DMC	DesignLab
conceptual & aesthetic support		x	x	x
media resources	x		x	x
sustained contact		x	x	x
serves undergraduates	x	x		x

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.

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

\* 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

**Roberta 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