



Determining What Counts in Academia – Insights from a Small University Museum

Carrie A. Eaton, Curator, UW Geology Museum



50,000+ visitors annually (12,000 of which are one-hour long guided group tours)

5,000 square feet of exhibits and 120,000+ objects in the permanent collection

Open over 300 days a year and admission is *free!*



UW-MADISON
College of Letters
and Science



DEPARTMENT OF
GEOSCIENCE





Rich Slaughter
Museum Director



Brooke Norsted
Assistant Director,
Outreach Program
Specialist



Carrie Eaton
Museum Curator



Dave Lovelace
Museum Scientist

Public Exhibits and Outreach

- Visitation (per month, per year, from where)
50,000 per year, from all 50 states
- Increases in attendance from year to year
(e.g. *our attendance increased 15% from 2008 to 2009, and another 14% from 2009 to 2010*)
- Tour program attendance
- Outreach programs – reach, demographics, **impact**



Collections – for Teaching and Research

- Collection size – and the surface area it takes up (over 120,000 collections objects; 14,125 square feet)
- Collections digitization progress (13,466; 11.2% digitized and imaged)
- # of Loans and # of Visits
- New Accessions
- Publications based on collections objects
- New species (fossil and mineral) / # of types

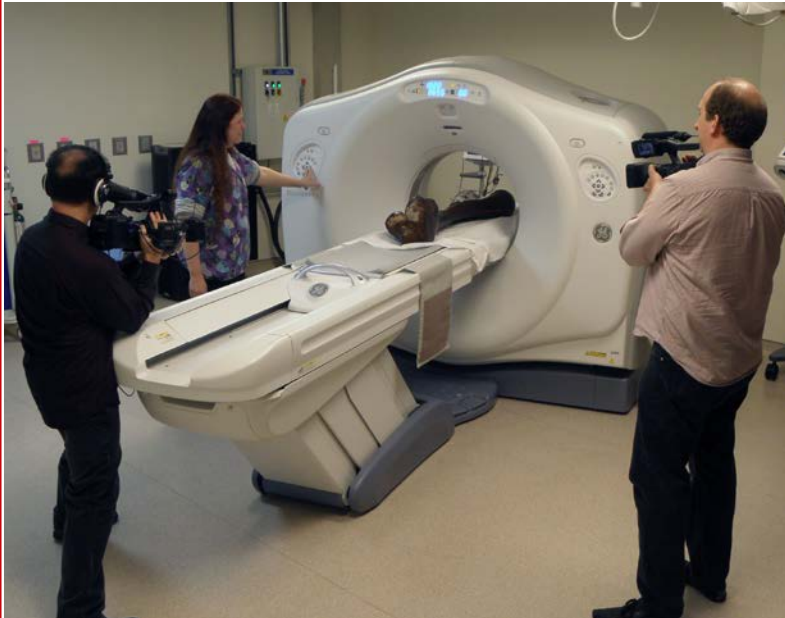
UW2020


\$297,445 for digitization and creation of a portal for searching campus natural history collections



Training Facility and Research Center

- Courses taught during previous 2 calendar years
- Publications during the past year and previous two years
- Oral presentations and other outreach involvement
- Grants, PI and Co-I
- Student workers, volunteers, internships





How do we measure
the “impact” of
these efforts?

...good question!

High Impact Practices – What Are They?

- Active learning practices that promote deep learning by promoting student engagement as measured by the National Survey on Student Engagement (NSSE)

George Kuh, 2008. High-Impact Educational Practices.
Association of American Colleges and Universities. ISBN 978-0-9796181-4-7

High Impact *Educational* Practices – What Are They?

Learning experiences that include:

- First Year Seminars / Interest Groups
- Common Intellectual Experiences / Core curriculum
- Learning Communities
- Writing Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research ***
- Diversity/Global Learning
- Service Learning, Community-Based Learning ***
- Internships ***
- Capstone Courses and Projects ***

How can we demonstrate the **impact** of our museum/collection?

We Are Asked (by the College) to “Measure”

- Any new teaching / learning / training innovations
- Career development and internship collaborations
- Impact from service work or independent projects
- Undergraduate participation in research or grant-funded projects
- Field work / community-based learning / collaborative assignments/projects



How We (Try To) Count Impact

- Number of student hours? What if we represent this in FTE?
 - e.g. This year we have logged over 2500 people hours in the lab and over 1500 hours in collections - that is more than 2.0 FTE positions!
- Track students who go on to enroll in related programs or employment



Preparation Data Log

File Edit View Insert Format Data Tools Add-ons Help Last edit was made on October 9, 2017 by DAVID LOVELACE

100% \$ % .0 .00 123 Arial 10 B I U A

	A	B	C	D	E	F
1	Preparator	Mechanical Prep	Specimen ID	Chemical Prep	Adhesives or Consolidants	Notes:
99	Nicholas Boulanger	Air Scribe, craft knife	C3-2013	Acetone	No adhesives or consolidants used today	Strange emerging pattern in one of the rocks- "fault line" of crumbly bone in a ring around the outside surface.
100	Nicholas Boulanger	Dental pick	C3-2013	Acetone	No adhesives or consolidants used today	
101	Nicholas Boulanger	craft knife	C3-2013	Acetone	B72 - Thick (1:1)	
102	Nicholas Boulanger	Air Scribe	C3-2013	No chemical prep today	No adhesives or consolidants used today	
103	Nicholas Boulanger	Air Scribe	C3-2013	No chemical prep today	B72 - Medium (5:1), B72 - Super-thin (20:1)	
104	Nicholas Boulanger	Air Scribe	C3-2013	Acetone	No adhesives or consolidants used today	
105	Nicholas Boulanger	Air Scribe	C3-2013	No chemical prep today	No adhesives or consolidants used today	
106	Nicholas Boulanger	Air Scribe	C3-2013	No chemical prep today	No adhesives or consolidants used today	
107	Aaron Kufner	Air Scribe	C3-2013	No chemical prep today	B72 - Super-thin (20:1)	
108	Aaron Kufner	Air Scribe	C3-2013	No chemical prep today	B72 - Medium (5:1)	
109	Aaron Kufner	Air Scribe	C3-2013	No chemical prep today	B72 - Medium (5:1), B72 - Super-thin (20:1)	
110	Aaron Kufner	Air Scribe	C3-2013	No chemical prep today	B72 - Super-thin (20:1)	
111	Aaron Kufner	Air Scribe	C3-2013	No chemical prep today	B72 - Super-thin (20:1)	
112	Aaron Kufner	Air Scribe	C3-2013	No chemical prep today	B72 - Medium (5:1), B72 - Super-thin (20:1)	
113	Aaron Kufner	Air Scribe	C3-2013	No chemical prep today	B72 - Medium (5:1)	
114	Sarah Bremmer	No mechanical prep today	C3-2013	No chemical prep today	No adhesives or consolidants used today	No work was really done on the specimen this date. I just wanted to upload an image of the paper specimen prep record. this was from last week
115	Tia Hagenbucher	No mechanical prep today	CB Aetosaur	Acetone	B72 - Super-thin (20:1)	
116	Annaka Clement	Dental pick, Small hammer	DH-FireSite	No chemical prep today	B72 - Medium (5:1), B72 - Thin (10:1)	
117	Annaka Clement	Air Scribe, small hammer	DH-FireSite	No chemical prep today	B72 - Thin (10:1), B72 - Super-thin (20:1)	
118	Annaka Clement	Air Scribe	DH-FireSite	No chemical prep today	B72 - Super-thin (20:1)	
119	Annaka Clement	Air Scribe	DH-FireSite	No chemical prep today	B72 - Thin (10:1), B72 - Super-thin (20:1)	
120	Annaka Clement	Air Scribe	DH-FireSite	No chemical prep today	B72 - Medium (5:1), B72 - Super-thin (20:1)	
121	Annaka Clement	Air Scribe, Dental pick	DH-FireSite	No chemical prep today	B72 - Medium (5:1), B72 - Super-thin (20:1)	
122	Annaka Clement	Air Scribe, Dental pick	DH-FireSite	No chemical prep today	B72 - Medium (5:1)	
123	Sarah Bremmer	Air Scribe, Tooth brush +	Federal Site #5 1551.26	No chemical prep today	2-part epoxy	Work done on 6/25/15 Work split between 3/6/15 and 4/12/15. Ribs are ready for final

LabDatabase.xlsx - Google Sheets

https://docs.google.com/spreadsheets/d/11BApbB0Nrn7YA6R

LabDatabase.xlsx

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	A	B	C	D	E
1		ID Type	Location moved from	By Whom?	Quarry Name
2	PL-22019.1	Lab Number	Westphal jacket	David Lovelace	Westphal
3	110818.1	Lab Number	Found in large vertebrae jacket (Westphal)		Westphal
4	060706-FF	Field Number	AB55	David Lovelace	Westphal
5	061407-A				Westphal
6	061407-D				
7	061407-E				
8	061407-G				
9	2004-66	Field Number	AB55	Aaron Kufner	
10	60605-H	Field Number	AB55	David Lovelace	Westphal
11	60605-L	Field Number	AB55	Aaron Kufner	Westphal
12	60703-K	Field Number	ab55	david Lovelace	Quammen
13	61206-M	Field number	AB55	David Lovelace	Westphal
14	61304-L	Field Number	AB55	Aaron Kufner	Westphal
15	61705-K	Field Number	AB55	David Lovelace	Westphal
16	61705-k-1	modified field number	ab55	david Lovelace	westphal
17	61705-L	Field number	AB55	David Lovelace	Westphal

Active Volunteers Dropdown Lists QuarryName Admissio

Fossil Preparation Log

Use this form to log daily time, data, and images on all specimens you are working on.

* Required

Enter the Machine



Specimen ID *

Choose

Preparator *

Choose

Hours worked today *

Round to the nearest hour

Search ☆ Refresh Profile

Share C

I	Pre
MAY belong to 061107-Y - be we don't remember, but I suspect it is part of the above	
nal/spine	
yped (061407-F) which is actually a 061407-G. These two number should be	
olidation and cavity mount	
: Pancake'	
oil; There is possible confusion - this may We believe it is L, but it is only a 'part' of be 75 cm long, and this is 33 cm long (the cion this is a big chunk of the femur that is alogue.	
d piece are likely all 60703-K; however, additional number, which all belong to 'rib field notes. That number is 6903-5f-5g-5j. litional fragments yet.	Yes
with several chunks of loose oughly prepared specimen	
his is a new specimen found during the	

Explore

How We (Try To) Count Impact

- Uses of the collection that engage atypical partners (and their students)
- On-campus use of the collections and exhibit area
 - e.g. Each semester courses from seven departments (Anthropology, Art, Integrative Biology, Computer Science, Geography, Geoscience, and History of Science) hold a week's worth of lab and discussion sections in the museum – meaning 5% of the undergraduate student body visits our museum each term.

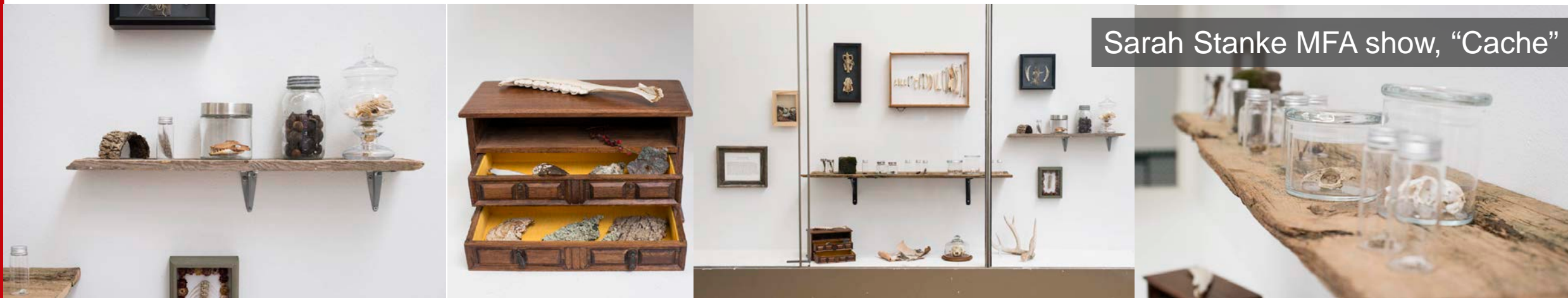


Katz Laboratory of Applied Physics

PUPA Gilbert Research Lab (Physics)

Takeaways from trying to enumerate high impact

- Time consuming and difficult to automate (my email outbox and our social media accounts are helpful!)
- Good to keep data/statistics throughout the year
- Useful to get creative, you never know what will resonate with an administrator
- Count the things you *already* do – you are most likely already utilizing ‘high impact’ activities in your work
- Who are stakeholders? Can be used for **many different** end users!
(Board members, College administrators, Potential donors, etc.)
- Increased support facilitates **MORE DIGITIZATION!** (and other museum work)





What are other interesting ways to measure the impact of the work we already do?

Or efficient ways to create new impactful opportunities?

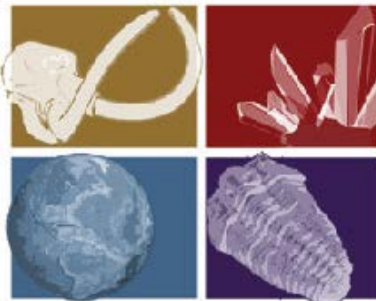
When at all possible, have an awesome team.



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