



Minutes of CETL Advisory Committee Meeting

Date: January 11, 2010 2:00 – 4:30 PM

McCaskill 110-E Conference Room

Members present:

Faculty members: Drs. Pamela Bustos, Hilary Fezzey, Brent Notbohm, Shaun Lynch

Academic Staff members: Heather Kahler, Kimberly Kelly

CETL Staff: Drs. Maria Cuzzo (Director), Lisa Larson (Coordinator of Instructional Development);
Suzanne Griffith (CETL Coordinator of First Year Seminars)

Recorder: Emily Levings, CETL University Services Associate

Members absent: Dr. Karl Bahm, Mr. Travis Erickson, Student Representative

Maria Cuzzo issued a brief **welcome back** statement to the CETL Advisory Committee members before providing updates on several CETL activities, beginning with **approval of the minutes** of the December 7, 2009, CETL Advisory Committee meeting. Suzanne Griffith motioned approval of the minutes as distributed and amended by Emily Levings. With no further revisions requested, Shaun Lynch seconded the motion and the committee unanimously approved them as amended.

The upcoming **January 13 Faculty and Staff Enhancement Day** activities were mentioned, as summarized in the color brochure (attached) that was distributed to members. It will be distributed at the Opening Week presentation by the Chancellor and Provost on January 12th, as well as at the January 13th Enhancement Day opening presentation by Vicki Washington and Dr. Elsa Macias on the Equity Scorecard theme. Committee members made several suggestions for improving the advertising process and increasing participation in the day's activities:

- 1) Put the Enhancement Day Schedule on the CETL website as well as the Staff Digest so that all staff can review the information from off-campus, particularly because only the titles of Staff Digest articles are viewable from off-site locations as most staff are not on campus during the winter break.
- 2) At the end of each breakout session description, the wording should be changed from "Open to all faculty and academic staff" to "The presentation is targeted for, but not limited to, faculty and academic staff." Also, a note in the front of the brochure should reinforce that all faculty, academic and classified staff are welcome to attend all activities with approval of supervisors, if appropriate.

To date there are no major changes in the status of the **CETL budget** and expenses, though some expenditures were removed and replaced by others that had not been anticipated.

Maria Cuzzo discussed a handout of the December 17th Staff Digest article identifying the **upcoming conference opportunities** offered through CETL for the Spring 2010 semester.

- 1) The prominent conference of the semester will be the President's Summit on Teaching and Learning, co-sponsored by OPID and held at UW-Madison from April 29 to May 1st. This replaces the annual OPID Spring Conference. A relatively large contingent of UW-Superior staff is expected to attend and a van or bus will probably be rented to provide travel for the participants. The CETL deadline for registration is March 25th.
- 2) The "Problem Based Learning" workshop at UW-Green Bay on January 21st will be attended by Beth Grbavcich and Dr. Kathy Hubbard.

- 3) The Collaboration conference to be held on February 19 & 20 in Bloomington, MN, will focus on “Assessment for the Changing Learning Environment” and currently has 7 UW-S faculty and staff identified as potential participants, with registration materials due to CETL by January 15th.
- 4) The “Inclusive Excellence in Teaching and Learning” OPID conference has been cancelled.
- 5) The AAC & U conference to be held in Philadelphia, PA, from March 25-27 will focus on “Faculty Roles in High Impact Practices.” The deadline for registration through CETL is February 15. For more information go to <http://www.aacu.org/meetings/faculty/2010/index.cfm>
- 6) The annual meeting of the Higher Learning Commission will be held in Chicago from April 9 to 13. The deadline for CETL registration is March 1st; more information at <http://www.ncahlc.org/>

Suzanne Griffith provided a report on the **First Year Seminars (FYS)**. The deadline for receipt of First Year Seminar proposals for Fall 2010 was December 1, 2009. Of the 19 proposals received, 16 were accepted including one on-line Distance Learning course. Within the accepted proposals, about 25% were from faculty new to the FYS program, 25% were returning, and 50% were continuing. The approval process has included review by the First Year Experience committee and a CETL-FYS committee. The proposals still need to be reviewed by Academic Affairs and by the Provost before final approval is received.

A new brochure describing the Fall 2010 First Year Seminars is in the final stages of design and is expected for distribution in February by the Office of Admissions.

Students participating in Fall 2009 First Year Seminars completed a self-reporting survey in December. Of the 145 students that received the survey, 119 (82%) returned them, mostly with very positive and enthusiastic comments.

Lisa Larson reported on the **Teaching with Technology (twT) projects** that she facilitates for UW-S instructors and their students.

The initial projects were offered in Fall 2008 in a one course – one instructor format and limited to three instructors, with the purpose of managing the demand by faculty for support with technology within the limited resources available. Video overviews of some projects are provided on the CETL website <http://www.uwsuper.edu/cetl/twt/index.cfm>, including Kay Biga’s multimedia training in the fall 2008 FYS class “Swimming with Sharks,” as well as prior projects: “Google Docs” in John McCormick’s English 101 class, “Internet Video Calls” in Heather Kahler’s Math 090 class, and “Concept Mapping” in Eri Fujieda’s Sociology 201 class.

The Fall 2009 twT projects were limited to three First Year Seminar instructors: Haji Dokhanchi’s FYS class “Genocide,” Deborah Augsburg’s FYS class “From Babel to Blogging,” and Ann Miller’s FYS class “Leadership UWS: Power or Process.”

The submission of proposals for Spring 2010 twT projects was open to all faculty at the end of the Fall 2009 semester. The four submissions that were selected were from Marilyn Toscano (on using a Smart Board), from Bruce Kibler (on video conferencing strategies), from Kathy Hubbard (on digital storytelling in art education), and from Nick Danz (on video recording plant growth).

At the end of the semester, faculty who utilize CETL support for the twT projects are required to submit a written or video report to Lisa and to administer a student survey to assess the outcomes. Lisa presented examples of two videos that were produced to meet this requirement. Editing of the videos is accomplished with the assistance of Lisa Larson and a student video editor using “Finalcut Express” editing software. The first video was titled “Film Music” and featured Erin Aldridge’s fall 2008 FYS class “Movie Music” in which students who were not skilled in playing musical instruments were able to “compose” the soundtrack of films by substituting their choice of compositions from other soundtracks. The second video was titled “Making Music” and featured Lois Gudernian’s Spring 2009 class in music methods for elementary education majors. She provided examples of various software available to create music so that students could process and develop music learning and skills while

providing interdisciplinary activities and teaching world music. This project was possible through funding by the UW-S library of keyboards and software utilized for the project.

Returning to the agenda, Maria Cuzzo noted that the production of the “**CETL Connections**” newsletter will be completed in the Spring 2010 semester.

The schedule for Spring 2010 **CETL Advisory Committee meetings** has been set for every other Monday, from 12:00-12:50pm, in McCaskill 110-E: January 25, February 8 & 22, March 8 & 22, April 5 & 19, and ending with May 3.

Maria requested that members review the **Driver Authorization** list on the Parking Services website if they intend to travel during the upcoming semester. This is required for driving rental vehicles and takes two weeks to process.

Next, Maria provided information on the upcoming Summer 2010 activities:

- 1) A 2-day **Summer Campus Conversation** will be scheduled for either the final week of the semester (May 17-21) or the third week of June (21-25). Maria’s plan is to schedule Day 1 for department chair conversation and training and Day 2 for a campus discussion facilitated by Alma Clayton-Pedersen of AAC&U, who is an expert on both inclusive excellence and integrative learning.
Members of the committee discussed the merits and problems of scheduling for each of the weeks, which included availability of faculty during finals week vs summer time; attention and focus of faculty during finals week vs time off; cost of stipends during June.
- 2) A 2-day **CETL Summer Intensive** workshop has been scheduled for August 17 and 18, 2010. Day 1 will be facilitated by Miriam Diamond with the focus on “Teaching Millennial Students.” Dr. Diamond was a featured speaker at the Fall 2009 Collaboration conference, on the same topic. Day 2 will be facilitated by CETL’s Dr. Lisa Larson, with a focus on technology as it affects educating millennial students.

The topic of **peer consultation** was mentioned, though discussion will be delayed for a future meeting. Maria mentioned that the HBJD department does utilize peer collaboration within the department and it has resulted in good experiences. This spring Hilary Fezzey, Heather Kahler and Suzanne Griffith are serving on a CETL subcommittee to research and recommend a program for UW-Superior.

Brent Notbohm requested that Maria report on CETL’s **New Faculty Orientation** program. Maria said that overall she has gotten very good feedback, though the early morning time is problematic for some new faculty. Last fall’s change to a “design team” rather than her designing all the sessions was a good move from the perspective of adding diverse outlooks, though it also produced a loss of coherence at times. Most sessions/topics were well received, though some need improvement. The development of the program is evolving and improving.

The last half of the meeting was turned over to **Lisa Larson** to discuss updates in teaching technology. In preparation for a discussion of **long-term goals for learning technologies** at UW-Superior, Lisa presented information on the tasks ahead for learning technologies in higher education in the coming five years. The presentation focused on the tasks of linking several communities through the use of learning technologies: linking students to students; linking faculty and students; linking senior and junior faculty; linking instructional technologists and technical staff; linking educational researchers and teaching practitioners; and linking students to practitioners in the disciplines. A copy of the flowchart titled “Linking Communities” was used to provide a detailed visual. Emphasized were the

anticipated increased diversity among students and the increased gaps in technology use between college educators and students and between the classroom and the workplace. Examples of current and emerging technologies for linking these communities were shown. Lisa also presented data from a 2006 study by the Educause Center for Applied Research that compared UW-Superior student responses to an online survey about their technology use in and out of the classroom to responses from other UW campuses and national results. Further discussions on long-term goals for campus learning technologies will follow at later meetings.

At the meeting, the **CETL statements of Mission, Themes and Priorities** were distributed with proposed changes (in *underline italic* below) to better reflect teaching with technology emphasis. At the next meeting Lisa Larson will lead a discussion regarding the proposed changes.

Mission Statement: The Center for Excellence in Teaching and Learning (CETL) provides all faculty and instructional academic staff with services, resources and support to foster meaningful student learning and quality teaching within a liberal arts tradition.

Key Themes:

1. CETL should foster dialogue on campus about teaching and learning issues;
2. CETL should foster inter-disciplinarity and "breaking down silos/building bridges" between disciplines and departments with the goal of promoting better teaching and learning;
3. CETL should support educators developing a habit of self-reflection about teaching and learning to enhance liberal education on campus.
4. CETL should foster teaching practices and innovations that improve student learning and engagement, including promoting deep, active learning, facilitating critical inquiry, and incorporating appropriate learning technologies.

Areas of Priority for CETL programs and projects:

1. Coordination with UW-System Office of Professional and Instructional Development (OPID) and the UW System Learning Technology Development Council;
2. Support for the integration of instructional technologies on-campus for teaching and learning into campus courses and programs; (Deleted *instructional* and *on campus*)
3. Providing conference and learning opportunities for educators on the campus.

The agenda item for an open discussion of **short term and long-term goals planning** will be addressed at the next meeting.

The meeting was adjourned at 4:30 PM.

Respectfully submitted by Emily Levings.

February 8, 2010, Suzanne Griffith motioned approval of the minutes as submitted. Pamela Bustos seconded the motion, and the committee unanimously approved the minutes of January 11, 2010.

The next CETL meeting is scheduled for Monday January 25th, at 12:00 noon until 12:50 pm in McCaskill 110E.

Pending questions for consideration by CETL Advisory Committee members include:

- 1) How do we alter our CETL Mission, Key Theme and Priorities to reflect better inclusion of instructional technologies and teaching with technology? (language exercise)
- 2) What are the short and long terms goals for instructional technology/teaching with technology over the next year? Next three years?
- 3) What do we do to move ahead SoTL research projects and create a learning community around this idea?
- 4) How can we move ahead the video teaching project (30 second to 3 minute spots from educators on campus about the significance of teaching)?
- 5) What do we do with assessment on this campus? How do we move ahead meaningful assessment efforts for student learning?
- 6) What effect could learning communities have on our campus?
- 7) How can CETL develop a powerful professional renewal program for mid-senior career level faculty and academic instructional staff?
- 8) How do we improve New Faculty Orientation?