March 2012 Report

to the Higher Learning Commission

Mission

The Center for Excellence in Teaching and Learning (CETL) provides all educators* with services, resources and support to foster meaningful student learning and quality teaching within a liberal arts tradition.

*Note: Through the strategic planning process in fall 2010, CETL expanded its mission target audience from “all faculty and academic instructional staff” to “all educators” of student learning.

Areas of Priority for CETL programs and projects:

• Coordination with UW System Office of Professional and Instructional Development (OPID) and the UW System Learning Technology Development Council (LTDC);
• Support for the integration of technologies for teaching and learning into campus courses and programs;
• Provide conference and learning opportunities for educators on the campus;
• Support a quality First Year Seminar (FYS) program for the campus;
• Provide opportunities for educators to learn about the institution, its mission and its teaching and learning practices.

CETL Goals:

1. Foster dialogue on campus about teaching and learning issues;
2. Foster inter-disciplinarity and "break down silos/build bridges";
3. Enhance learning and instructional technology understanding and visibility on the campus;
4. Support educators developing self-reflective practice about teaching and learning;
5. Provide opportunities for educators to learn about the institution, its mission and its teaching and learning practices;
6. Support and grow a quality First Year Seminar (FYS) program.

Committee Structure

The Center for Excellence in Teaching and Learning (CETL) is advised by a CETL Advisory Committee consisting of faculty, academic instructional staff and academic staff educators. This committee meets every other week to provide input, guidance, and advise from educators on the ground in CETL development. See the CETL webpage (http://www.uwsuper.edu/cetl/minutes/advisory/index.cfm) for documented minutes and the level of work that this group contributes to CETL development.
Historical Reconstruction of CETL Development

1998-2006: Faculty development and instructional technology at UW-Superior

- Faculty Development Center established and Director hired (1999)
- Center for Teaching, Learning and Technology Development established and Coordinator hired (2004)
- Participation in UW System OPID Wisconsin Teaching Fellow and Scholars Program (2 faculty annually, 1986 to present)
- Participation in OPID Faculty College (5 faculty annually)
- Participation in OPID Undergraduate Teaching and Learning Grants (awarded to faculty annually)
- Participation in OPID annual Spring Conferences (to present)
- Faculty mentoring (continued to present within CETL programs)
- Faculty conference support (continued to present)
- Teaching Workshops with guest speakers (continued to present)
- Teaching and Learning with Technology Roundtables (monthly through 2007)
- Learning technology and instructional design workshops (continued to present)

Transition Year: August 2006 – June 2007

- Concept research and design work done in Fall 2006 by CETL Action Task Force to create a Center for Excellence in Teaching and Learning (CETL); Center for Teaching, Learning, and Technology Development in transition with new supervision
  - CTLTD office staffed by Coordinator of Instructional Development, Instructional Designer, and LTE Editor
- Learning Technology Development Council (LTDC) Curricular Redesign Grant participation
  - Status: ongoing in collaboration with other UW campuses: 5 faculty/staff participants (2006), 4 participants (2007); 1 participant July 2010 with CETL grant development support
- August 2006: 1-Day New Faculty Orientation
- Fall 2006: 1-Day Book Discussion Group
- Teaching Workshops continue on topics including Addressing Plagiarism, Podcasting, Assessing Critical Thinking in First Year Seminars, Interactive Tools for Teaching Math, and Millennial Learners and Technology
- December 19, 2006: CETL Action Team/Task Force makes recommendation to Provost to establish the Center for Excellence in Teaching and Learning, its organization and programs; Provost acts on these recommendations in February-March 2007 to create CETL, authorize budget and open faculty Director hire process

CETL Year 1: July 2007 – June 2008

- July 2007: First faculty Director of CETL appointed; CETL Advisory Committee (faculty and academic staff) appointed.
  - CETL office staffed by Director (50% appointment); Coordinator of Instructional Development (100% appointment) and LTE Program Associate (50% appointment starting November 2007)
• July 2007: UW System OPID Undergraduate Teaching and Learning Grant awarded to CETL Coordinator of Instructional Development and First Year Seminar Coordinator as Co-Principle Investigators for project on First Year Seminars

• August 2007: CETL Open House in McCaskill Hall to introduce campus community to CETL Office, resources and services

• August 2007: CETL/Provost Faculty and Staff Enhancement Day expanded
  o Status: ongoing each Opening Week of each Spring and Fall Semester (10 to date)
  o Themes: Assessment (August 2007; January 2011), various topics by campus experts (January 2008, August 2008), Academic Advisement (January 2009), Inclusive Excellence and Inclusive Pedagogy (August 2009), Inclusive Excellence and Writing across the Curriculum (August 2010), Equity Scorecard (January 2010), Higher Learning Commission HLC Self-Study Process (August 2011); Student Centered Campus (January 2012)

• August-December 2007: Semester-long New Faculty Orientation (NFO) series offered on campus
  o Status: ongoing each Fall semester
  o Numbers served: 2007 = 9, 2008 = 9, 2009 = 8, 2010= 15; 2011=17;
    Total NFO membership 2007-2011 = 60;
  o Involves 28 direct contact hours for each new faculty member in 13 CETL sessions held over the semester
  o Retention rate of NFO members is 90.2%;
  o Each NFO series involves over 30 campus faculty and staff in presentations

• November 2007: OPID Undergraduate Teaching and Learning Grant on Development of Lesson Study awarded to 3 UW-Superior faculty, with CETL staff involvement
  o Status: Continue to build on past record of OPID Undergraduate Teaching and Learning Grants (2005-2006, 2007-2008) by applying for additional grants; multiple additional OPID Conference Development Grants awarded to UW-Superior educators

• November 2007: first CETL Teaching and Learning panel discussions/1-hour workshops
  o Status: ongoing each semester
  o Themes: Learning Environments/Spaces (2007); Effective Grading (March 2008); Teaching with Concept Maps (November 2008);

• January 2008: Half-day to full day Teaching and Learning Intensive Workshop offered (some during Enhancement Days)
  o Include topics of Brain, Memory and Learning (January 2008); Concept Mapping (August 2008), Effective Group Work (January 2009), Using Lesson Study (February 2009), Digital Storytelling (August 2009), Campus Collaboration (April 2010)
  o Impact: over 150-180 members of faculty and staff attending various events each time

• Spring 2008: CETL funding for travel and conference attendance by UW-Superior faculty and staff at various discipline and higher education teaching and learning conferences
  o Status: ongoing each semester
  o Impact: 55 conferences funded (fall 2008 – spring 2012) with 183 faculty/staff affected; Brown Bag Series pending

• March 2008: First CETL Connections Newsletter published.
  o Status: ongoing twice per year;
  o Impact: campus-wide (available on-line at News sidebar at www.uwsuper.edu/cetl)

• April 2008: First CETL Book Club offered on routine semester basis
Status: ongoing, meeting 5-6 hours each semester over several weeks

Books discussed include:
- *The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life* by Parker Palmer (April 2008);
- *The Five Minds for the Future* by Howard Gardner (November 2008);
- *The Skillful Teacher* by Stephen Brookfield (April 2009); *Teaching to Transgress* by bell hooks and *Multicultural Course Transformation in Higher Education* by Ann Intili Morey and Margie K. Kitano (November 2009);
- *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should be Learning More* by Derek Bok (March 2010);
- *Engaging Ideas: The Professor's Guide to Integrating, Critical Thinking and Active Learning in the Classroom* by John C. Bean (October 2010);
- *Developing Outcomes-Based Assessment for Learner-Centered Education: A Faculty Introduction* by Amy Driscoll and Swarup Wood (March 2011);
- *Academically Adrift: Limited Learning on College Campuses* by Richard Arum and Josipa Roksa (October 2011);
- Student Development in the First College Year: A Primer for College Educators by Tracy L. Skipper (March 2012)

Impact: Eight Book Clubs with 85 faculty/staff participating

- **June 2008**: First CETL Campus Conversations hosted
  - Status: ongoing annually for full day (or two) on cutting edge topic for campus
  - Impact: over 200 attendees over six campus conversations

CETL Year 2: July 2008 – June 2009

- **Fall 2008**: First Teaching with Technology (TwT) Program launched
  - Status: ongoing each semester
  - Impact: over 20 TwT projects funded to date impacting over 20 courses and over 400 students
- **January 2009**: CETL hosts first webcast (Building a Senior Year Experience Program)
  - Status: ongoing as needed
- **April - May 2009**: CETL hosts Appreciative Inquiry series in collaboration with WWHEL
  - Status: One-time series (1.5 hour sessions, meeting five times)
- **May 2009**: CETL hosts Educator Celebration Reception in Rothwell Student Center
- **May 2009**: CETL First Year Seminar (FYS) instructor training workshop held
  - Status: ongoing each academic year: Intentional Pedagogy (full day workshop, May and August 2010, May and August 2011); Engaging Millennials (August 2011) and Inclusive Pedagogy (June 2011)
- **Summer 2009**: Faculty Coordinator of First Year Seminars (FYS) appointed in CETL

CETL Year 3: July 2009 – June 2010

- **July 2009**: Full-time Program Associate assigned to CETL
- **August 2009**: First multi-day CETL Summer Teaching and Learning Intensive Workshop
o Status: ongoing each summer
o Themes: Course Redesign and Active Learning (2009); Engaging Millennial Students (2010), Classroom Assessment Techniques and SoTL (2011)
o Impact: about 20-30 faculty and academic instructional staff involved each summer

- September 2009: First Minutes of CETL Advisory Committee Meetings recorded and posted on CETL website http://www.uwsuper.edu/cetl/minutes/advisory/index.cfm
- Fall 2009: Ongoing faculty development held with FYS instructors throughout academic year (18 hours)
- Fall 2009: Launch of revised and expanded CETL webpage (www.uwsuper.edu/cetl)
- Fall 2009: Launch of CETL Discipline Conference Grant program
  o Status: ongoing each academic year
  o Impact: seven CETL Discipline Conference Grants awarded in 2009-2010; 10 each year thereafter
- Fall 2009 - Spring 2010: First broad CETL Assessment Initiative of CETL programs, events and impacts, beginning with process for data collection (using ACCESS software)
- April 2010: CETL organizes campus involvement in UW-System President’s Summit on Excellence in Teaching and Learning
  o Status: 25 UW-Superior attendees in April 2010; 27 attended April 2011; no summit April 2012
- Spring 2010: Design study for CETL Peer Consultation Program for faculty and academic staff
- Spring 2010: First CETL involvement in HLC Assessment Academy
- Spring 2010: Development of Tenured Faculty Renewal program
- Spring 2010: UW System LTDC Emerging Technology Grants awarded to 1 faculty member, with CETL grant development support, and to CETL Coordinator of Instructional Development

CETL Year 4: July 2010 – June 2011
- Fall 2010: Changed CETL Mission statement target audience to “all educators” from “all faculty and instructional academic staff” to reflect commitment to inclusive excellence on the campus and inclusive of all educators for professional development
- December 2010: First EXPO campus event highlighting First Year Seminar student projects
  o Status: Ongoing exhibition held at the end of each semester offering First Year Seminars
- Spring 2011: CETL’s First Year Seminar Coordinator receives award from Chancellor’s Inclusive Excellence Task Force
- Spring 2011: Development of CETL Curricular and Co-Curricular Grant program

CETL Year 5: July 2011 – June 2012
- Summer 2011: CETL Office relocated to new Swenson Hall building with dedicated CETL seminar room, reception area, office spaces and prominent location.
- September 1, 2011: CETL Seminar Room in the new office space utilized for first time (for the initial meeting of the semester of the CETL Advisory Committee.)
- September 2011: Hosting OPID Council meeting for UW-System at UW-Superior
- October 2011: CETL hosts campus reception to recognize WTFS participants, past and present, and their SoTL work
- Fall 2011: Recruitment to develop a SoTL focused campus team
• Status: ongoing with up to 13 campus members interested

• October 2011: Six UW-Superior faculty/staff present at the eighth annual international ISSoTL conference in Milwaukee, WI, through collaborative funding by CETL, Center for Academic Service Learning (CAS-L) and Distance Learning Center.

• Fall 2011: Launch of first CETL Curricular and Co-Curricular Grant program
  o Status: ongoing
  o Impact: Four curricular/co-curricular grants awarded to foster collaboration between academic departments and non-academic campus units

• Fall 2011: Launch of SoTL revised Teaching with Technology (TwT) program
  o Status: ongoing each academic year with SoTL project
  o Impact: six educators developing Teaching with Technology projects with SoTL assessment

• Fall 2011: Launch of CETL Teaching, Talk and Tea Series
  o Status: ongoing, offering 5-10 one-hour presentations or discussions over the semester
  o Impact: Twenty educators gathered for discussion about best teaching and learning methods in inaugural series
  o Spring 2012 series to focus on follow-up sessions of Enhancement Day focus on Student Centeredness

• January 2012: Hosted “Student Centered Campus” Spring Enhancement Day in support of HLC process; first Enhancement Day that was focused and without external experts

• January 2012: Digital Storytelling “Red Carpet Revue” presentation of 14 videos created by campus students, faculty and staff at conclusion of Enhancement Day activities

• Spring 2012: Initial activity of the SoTL@UW-S Program arranged as a Book Club of over twelve faculty and staff to discuss the book The Scholarship of Teaching Reconsidered: Institutional Integration and Impact (2011). Each book club member receives a complimentary copy of the book.
Programming Outline

**Book Clubs:** A CETL Book Club is hosted each semester on a topic of interest to educators on the campus; CETL has hosted nine Book Clubs since 2007 (one each spring and fall semester).

**Conference Funding:** CETL provides funding support to attend teaching, learning and higher education regional and national conferences to members of the campus. Since the fall of 2008, almost $75,000 has been spent in direct support for members of the campus community to attend conferences. All conferences must have direct connection to higher education issues or teaching/learning issues.

### In-State Conferences

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<th><strong>$ CETL Support</strong></th>
<th>National Conferences</th>
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Notes: *CETL Discipline Conference Grants
** Does not include WTFS Program numbers or costs (funded by Provost Office and OPID)

**Digital Storytelling Project:** CETL has invested significant money into acquiring the skills, developing up-to-date instructions and providing one-to-one assistance to individual educators in creating digital stories. Fourteen digital stories created by students, faculty and staff were shown during the Red Carpet ReVue at the Faculty & Staff Enhancement Day in January 2012. This project is planned to continue in 2012-2013.

**Enhancement Day:** 1-2 days of dedicated professional and faculty development for the entire campus during Welcome Week at beginning of Fall and Spring semesters; can be themed or open format; CETL has organized ten of these events between 2007-2012

**Faculty College:** CETL recruits and sponsors teams of 4-6 faculty or academic instructional staff to attend the annual four-day OPID-sponsored Faculty College at UW-Richland Center in Wisconsin. Twenty-three members of our campus community have attended Faculty College since 2006 and another six are planning to attend this June 2012 session. They bring back cutting edge, effective teaching and learning techniques to UW-Superior student classrooms.

**First Year Seminars:** CETL sponsors the First Year Seminar (FYS) program at UW-Superior, the academic component of the First Year Experience. Coordinated by Dr. Suzanne Griffith as FYS Coordinator, this program is core to the UW-Superior High Impact Practices (HIPS) and provides active learning and small class size to create model academic courses for incoming classes of 15
freshman students. The FYS Coordinator provides ongoing pedagogy training and support as well as facilitates departmental planning and coordinates the academic/administrative logistics for this program.

**Grants:** CETL offers two primary grant opportunities - Discipline Conference and Curricular/Co-Curricular Grants.

- The **CETL Discipline Conference Grants** are awarded to educators who are presenting and attending national discipline-based conferences that contain CETL or SoTL tracks. The educator commits to attending several of the CETL/SoTL tracks and reporting back to the campus. CETL has awarded twenty-seven of these grants since Fall 2009.
- The **CETL Curricular/Co-Curricular Grants** support collaborative partnerships between Academic Affairs faculty and instructional academic staff and Campus Life staff. CETL has awarded four of these grants since Fall 2011.
- **OPID and LTDC Teaching and Learning Grants:** CETL assists grant writing efforts for OPID and LTDC grants. Although UW-System recently changed both the opportunities and processes for obtaining these grants, CETL will continue to assist grant writers in teaching/learning based grants at the UW-System level.

**Lending Library:** CETL maintains a collection of books and publications specifically related to Teaching and Learning issues, including but limited to appreciative inquiry, assessment, the brain and its systems, critical thinking, collaborative learning, diversity and ethics, first year students, generational technology bias, high impact practices, learning styles, liberal education, mentoring and peer consultation, scholarship of teaching and learning (SoTL), technology and media, visual thinking. A listing of the current books is provided on the CETL webpage [http://www.uwsuper.edu/cetl/library.cfm](http://www.uwsuper.edu/cetl/library.cfm). The books may be checked out from the reception area in the CETL office at 2076 Swenson Hall on the UW-Superior campus.

**New Faculty Orientation Series:** The New Faculty Orientation Series (NFO) provides an intensive, weekly orientation and educational series for new faculty and three year academic instructional staff hires. The series begins in Welcome Week Fall and continues weekly beginning in the third week of the semester until the end of Fall Semester. Over 40 campus members present, share, discuss or participate in this series. NFO has served 60 NFO members since its inception in 2007.

**Newsletter:** The **CETL Connections Newsletter** is published semi-annually (starting in March 2008, with 8 issues through May 2012). The newsletter highlights upcoming CETL events as well as reports on those not covered in the preceding issue. It features the various CETL programs and activities outlined on pages 7-9 of this report. From March 2008 to January 2011 (issues 1 through 5) it was distributed to all faculty and academic staff in printed format. Since May 2011 it has been published on-line at the CETL website, where all past issues are available for review (see the right-hand sidebar at www.uwsuper.edu/cetl).

**SoTL@UW-S Program:** In fall 2011 CETL recruited a team of 13 campus members interested in engaging in a campus-grown SoTL-focused program. In spring 2012 a dozen of those individuals will meet for 4.5 hours over a 3 week period to discuss the book *The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact* (2011, by Pat Hutchings, Mary Taylor Huber and Anthony Ciccone). Each member receives a complimentary copy of the book.
**Summer Conversations:** CETL Summer Conversations occur each June around a cutting edge or pressing issue facing the campus. Past topics have included Retention/Recruitment, Leadership, Collaboration, Inclusive Excellence, Assessment and many other important topics. This 1-2 day event brings the campus community together to engage in sustained dialogue around topics that we normally do not have time or opportunity to process together.

**Summer Teaching and Learning Intensives:** Each August, CETL organizes and sponsors a two-day Summer Teaching and Learning Intensive workshop for campus educators. This event provides active learning, hands-on application to alter teaching methods and include best practices in teaching. CETL has hosted three of these, starting in summer 2009.

**Teaching with Technology (TWT) projects:** These projects are aimed at assisting educators to integrate instructional technology into their courses. Managed by Dr. Lisa Larson, CETL’s Coordinator of Instructional Development, the program provides each educator with one-to-one consultation, design work, technical assistance and staff support. CETL has supported 23 instructors in this program since Fall 2008.

**Teaching, Talk and Tea Series:** CETL sponsors various informal ways for educators to gather and dialogue about teaching and learning issues throughout the year. These topics vary according to instructor interest and are responsive to new topics.

**UW System OPID and LTDC Resources:** CETL provides the main communication link between two key teaching/learning UW-System offices:

- The Office of Professional and Instructional Development (OPID) and
- The Learning Technology Development Council (LTDC).

Both of these System offices provide direct training, equipping and resource support for quality teaching and learning in Wisconsin. CETL provides members of the Councils of both of these state-wide offices and has been actively involved in bringing OPID and LTDC resources to benefit campus educators at UW-Superior.

**Website Resource** [www.uwsuper.edu/cetl](http://www.uwsuper.edu/cetl): In fall 2009, the CETL website was expanded to cover information beyond the identification and contact information for CETL staff and CETL Advisory Committee members. The site currently also includes a Mission Statement and list of CETL’s priorities and programs; the CETL Advisory Council minutes from September 2009 to present; all CETL Connections Newsletters published since March 2008; and information on all of the programs and activities outlined on pages 7 to 9 of this report.

**Wisconsin Teaching Fellows and Scholars (WTFS) Program:** The OPID WTFS Program is one of the nationally recognized programs allowing intensive SoTL (Scholarship of Teaching and Learning) development over the course of a one-year term of service. UW-Superior has hosted twenty-two Fellows and ten Scholars since the program’s introduction to UW-Superior in 1986. The WTFS members are publicly celebrated in receptions and present their SoTL research to the campus. WTFS scholars frequently become campus leaders and UW-System leaders.
CETL Demographics – Overall Perspective

- 2404 documented points of contact between 2008-2012
- Steadily increasing attendance between 2007-2011 from 245 in 2007 to 664 in 2010-11

All twelve academic departments have participants at various CETL events with Human Behavior, Justice and Diversity and Writing, Reading, and Library Science with the most (12.2% and 10.3% of all participants in 2010)

- 64.9% of attendees were instructional faculty/staff; 35.1% of attendees are non-instructional staff in 2010
- 97% of all Assistant Professors since 2007 have attended at least 1 CETL event; twenty-six of the 64 Assistant Professors on campus since 2007 (40.6%) have attended at least 10 CETL events (not included Enhancements Days which draws widespread all campus attendance)
- 96% of Associate Professors on campus since 2007 have attended at least 1 CETL event; 12 of 25 Associate Professors (48%) have attended at least 10 CETL events (not including Enhancement Days which draws widespread all campus attendance)
- 95% of Professors on campus since 2007 have attended at least 1 CETL event; 18 of 41 Professors (44%) have attended at least 10 CETL events (not including Enhancement Days which draws widespread all campus attendance)
- 42% of Lecturer and Senior Lecturer staff since 2007 (42 of 124) have attended at least 1 CETL event; 8 of 124 Lecturers and Senior Lecturers (6%) have attended at least 10 CETL events (not including Enhancement Days which draws widespread all campus attendance)---82 of 124 of (66%) lecturers or senior lecturers have NEVER attended a CETL event other than potentially Enhancement Day--this is the most underserved population of educators on campus
- 79% of Campus Life staff have attended at least one CETL event since 2007; 10 of 19 identified staff have attended at least five (52.6%) CETL events; 4 of 19 (21%) of campus
life staff have attended at least ten CETL events (not including Enhancement Days which draws widespread all campus attendance)

✓ There are 23 members of the CETL Frequent Flyers Club as of Fall 2011 (over 20 events attended in CETL since 2007 through 2011)

✓ Highpoint contacts on campus for CETL events include:
  o Enhancement Day attendance: 929 points of contact between 2008-2011
  o Campus workshops or conversations: 646 points of contact between 2008-2011
  o New Faculty Orientation: 60 individual members between 2007-2011
  o Conference: regional or national support from CETL: 207 points of contact between 2007-2011
  o Book clubs or discussion groups: 78 points of contact between 2007-2011
  o First Year Seminar: 76 instructor points of contact between 2007-2011; 1031 students
  o Grants: 63 points of contact
  o CETL related administrative meetings: 59 points of contact
  o Learning Technologies: 42 points of contact
  o WTFS program: 39 points of contact

✓ 10 WTFS Scholars between 2001-present and 22 WTFS Fellows at UW-Superior campus between 1985-present---developed Scholarship of Teaching and Learning (SoTL) projects

✓ Over 35 Learning Technologies instructor projects supported at UW-Superior between 2005-present

✓ 60 new faculty and three year academic staff hires have completed New faculty Orientation since 2007

CETL Assessment Data: From 2007-2011, over 88% of CETL sessions in various categories were rated as “Good” or “Excellent” quality by attendees in immediate feedback forms. See recent issues of the CETL Connections Newsletter for other educator reports of impact/significance of CETL events (online at sidebar News Events at www.uwsuper.edu/cetl).

Report prepared by Maria Stalzer Wyant Cuzzo, Director of CETL, with feedback and input from CETL Team (Lisa Larson, Suzanne Griffith and Emily Levings) and CETL Advisory Committee (Brent Notbohm, Karl Bahm, Mickey Fitch, Vicki Fingalson Madison, Virginia Donovan, Hilary Fezzey and Heather Kahler)