Nationally Recognized Speakers on Assessment Coming to UW-Superior for Opening Week

UW-Superior’s Spring 2011 All Campus Opening/Pre-Enhancement Day and Enhancement Day will focus on Assessment and will feature Dr. Robert Mundhenk and Dr. Jennifer J. Fager of the Higher Learning Commission. They will provide multiple workshops and presentations focusing on assessment will be provided by UW-Superior staff.

Since 2010, Dr. Robert Mundhenk has been a Visiting Scholar at the Higher Learning Commission, managing the work of the Assessment Academy and other assessment enterprises. He is also the co-founder of a new assessment association, housed at the University of Kentucky, called the Association for the Assessment of Learning in Higher Education.

Dr. Jennifer Fager is Associate Dean of the College of Social Sciences, Health, and Education and Director of the School of Education at Xavier University in Cincinnati, Ohio. She earned her doctorate in Curriculum, Instruction, and Assessment at the University of Nebraska. She serves as a Consultant-Evaluator and Team Chair for the Higher Learning Commission, a mentor for the Assessment workshops and the Assessment Academy, and is a member of the NCATE Board of Examiners. Prior to serving as an academic administrator and faculty member, she directed academic assessment offices at Central Michigan University and the University of Nevada, Las Vegas.

The All Campus Opening will begin at 9:00 a.m. on Tuesday, January 18, in the Thorpe Langley Auditorium in Old Main. This will be followed at 11:00 a.m. by concurrent Assessment Workshops in the Yellowjacket Union presented by the featured speakers for targeted constituencies. Additional workshops and meetings continue in the afternoon.

On Wednesday, January 19, Enhancement Day will start at 8:30 a.m. in the Yellowjacket Union with a keynote presentation by the featured assessment speakers, Drs. Bob Mundhenk and Jennifer Fager. Each will then present concurrent morning workshops and afternoon workshops targeting an all campus audience. Concurrent topics include rubric building; selecting and developing assessment approaches/methods; developing on-line assessment; and writing program and course level outcomes. An all campus luncheon address will focus on a comprehensive assessment structure.

Please watch the Staff Digest in January for notices and the CETL brochure for Pre-Enhancement and Enhancement Day schedules. Plan to be part of this all campus effort to learn more about assessment of student learning.
Letter from the Director of CETL

As our campus ended its Fall Semester 2010, I had no idea where this semester went so quickly. My sense is that others feel that same rapid pace and heavy workload.

As I’ve tried to figure out why this semester felt this way for me, it occurred to me that UW-Superior is in a time of rapid transition and change at almost every level: administration, structure, external and internal accountability, budget, collective bargaining, changing student needs and demographics, UW-System expectations, etc. No wonder many of us feel so tired! Our environment, context and practices are changing so fast that it is hard to keep up.

Change and transition times are filled with both anxiety and anticipation. Transitions cause anxiety because no one knows exactly where things will end up, who will lead and how this will proceed. Transitions cause anticipation because the potentials and opportunities are huge during change. My hope is that we can all focus on the anticipation side of this equation and not be overwhelmed by the anxiety side.

As for CETL, this Fall 2010 Newsletter will show you the many activities, programming and accomplishments that have occurred in the past several months. From successful Summer 2010 programming to a great New Faculty Orientation Series in Fall 2010, from an emphasis on inclusive excellence and pedagogy to an emphasis on assessment of student learning, from the beginnings of breaking down silos/building bridges collaborative work to the realization of changes in practices that reflect our institutional commitment to these ideas, CETL has been an important equipping and educating partner at our campus.

I have particularly enjoyed the many opportunities over the past six months to collaborate with other leaders and members of our campus to achieve shared goals. I hope you enjoy reading about YOUR important work on this campus.

I invite you to find a way in 2011 to become part of CETL’s ongoing efforts to “provide all faculty

Continued on page 5
Wisconsin Teaching Fellow and Scholar
Selected for 2011-2012

Congratulations to Dr. Shin-Ping Tucker of the Department of Mathematics and Computer Science and Dr. Shevaun Stocker of the Department of Human Behavior, Justice, and Diversity on their selection as the 2010-2011 Wisconsin Teaching Scholar and Fellow for UW-Superior. Drs. Tucker and Stocker will join 40 other colleagues from around the UW System in a one year intensive SoTL (Scholarship of Teaching and Learning) project of their own design. Wisconsin Teaching Fellows and Scholars attend Faculty College, Summer Institute, multiple cohort meetings, present their SoTL project at teaching and learning related conferences and keep an online poster of their project on the WTFS website for OPID. Teaching Fellows and Scholars are expected to present their SoTL research work on campus during their year of scholarship and service.

Congratulations again to Dr. Tucker and Dr. Stocker! We wish them well in their SoTL work and look forward to seeing their contributions to teaching and learning scholarship.

Keveles and Fezzey — Wisconsin Teaching Fellow and Scholar for 2010-2011 to Complete SoTL Projects in Spring 2011

Dr. Gary Keveles
Professor of Criminal Justice
Human Behavior, Justice, and Diversity

The WTFS Program provides an opportunity to rigorously study, develop and test out measurable educational practices. We are more likely to discover whether and, to what extent, different educational strategies are successfully influencing student learning.

Dr. Hilary Fezzey
Assistant Professor of English
World Languages, Literatures, and Cultures

Dr. Keveles is incorporating his SoTL work into his spring 2011 Criminal Justice 316 class: Crime, Corrections and Punishment. Below is his abstract:

SoTL Project: The Criminal “Other”: Lessening Negative Views Toward Offenders

Problem: Negative preconceived notions of those viewed as different may lead to major individual and societal difficulties. “The stranger among us must be feared.” Such defensive language is especially directed toward those labeled as criminals. Offenders are viewed as an undifferentiated lot. They are not “normal” people. We need to protect ourselves from such monsters. These

Continued on page 20

Dr. Gary Keveles
Assistant Professor of Psychology
Human Behavior, Justice and Diversity

Dr. Hilary Fezzey
Assistant Professor of Information Technology and Systems
Mathematics and Computer Sciences

The research question is: Does mapping a poem improve students’ ability to make connections between a poem’s language, style, theme, and social context in order to interpret it? Thus, the study is measuring whether this teaching tool is effective in enhancing students’ ability to analyze poetry. In SOTL

Dr. Hilary Fezzey
Assistant Professor of English
World Languages, Literatures, and Cultures

Continued on page 20

Dr. Hilary Fezzey
Assistant Professor of English
World Languages, Literatures, and Cultures

Congratulations to Dr. Keveles and Dr. Fezzey on their SoTL work!
Eighteen new faculty from multiple academic departments successfully concluded the New Faculty Orientation (NFO) Series for Fall 2010. Our campus welcomes the new faculty!

The New Faculty Orientation Series began during Opening Week with two half-day introduction sessions for new faculty. It continued in the third week of the Fall semester with weekly sessions on Thursday mornings from 8:00-9:45 a.m. The Series involved over 35 presenters/discussants who participated and shared ideas and expertise with new faculty members. Topics covered included quality teaching and learning, assessment, governance, liberal arts mission, scholarship, successfully completing tenure and promotion, academic advisement and other issues related to new faculty. The Series concluded with a Celebration Breakfast hosted by the Provost at the Yellowjacket Union.

Eighteen new faculty from multiple academic departments successfully concluded the New Faculty Orientation (NFO) Series for Fall 2010. Our campus welcomes the new faculty!

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The New Faculty Orientation Series Concludes for Fall 2010

Dr. Kenna Bolton Holz
Assistant Professor of Psychology
Human Behavior, Justice, and Diversity

Dr. Andrew J. Breckenridge
Assistant Professor of Natural Sciences

Dr. Virginia R. Donovan
Assistant Professor of World Languages, Literatures and Cultures

Eric M. Edwards,
Assistant Professor of Sociology

Dr. Carol L. Hulce
Assistant Professor of School Counseling Educational Leadership

Mr. John T. McCormick
Senior Lecturer of English Writing, Reading, and Library Science

Dr. Ephraim Koteey Nikoi
Assistant Professor of Communication Arts

Dr. John B. Paul
Assistant Professor of Counseling Educational Leadership

Dr. Kristin E. Riker-Coleman
Assistant Professor of Geology Natural Sciences

The youth replied, “Throwing starfish back into the ocean. The surf is up and the tide is going out. If I don’t throw them back, they’ll die.”

“Son,” the man said, “don’t you realize there are miles and miles of beach and hundreds of starfish? You can’t make a difference!”

After listening politely, the boy bent down, picked up another starfish, and threw it back into the surf. Then, smiling at the man, he said ...

“I made a difference for that one.”

The Starfish Story

Original Story by Loren Eisley

One day a man was walking along the beach when he noticed a boy picking something up and gently throwing it into the ocean. Approaching the boy, he asked, “What are you doing?”
Welcome New Faculty & Academic Staff

All graduates of New Faculty Orientation received certificates of completion from CETL and the Starfish Story.

The Series was designed by a NFO Team including: Dr. Maria Cuzzo (CETL Director), Dr. Bruce Kibler (Business and Economics), Dr. Vicki Fingalson Madison (Music), Dr. Monica Roth Day (Human Behavior, Justice and Diversity), Ms. Connie O’Brien (Business and Economics), Dr. Kathy Hubbard (Visual Arts), Dr. Eleni Pinnow (Human Behavior, Justice, and Diversity), Ms. Beth Grbacich (Writing Reading and Library Sciences) and Dr. Michelle Arnhold (Natural Sciences).

UW-Superior anticipates as many as 22 new hires in Fall 2011 to participate in the New Faculty Orientation Series.

Thanks to all those who were willing to participate in panels or presentations during New Faculty Orientation, to those who designed the series and to our new faculty for choosing UW-Superior!

Letter from the Director of CETL continued from page 2

and instructional academic staff with services, resources and support to foster meaningful student learning and quality teaching within a liberal arts tradition” (CETL Mission Statement 2010). I thank our fine CETL staff (Dr. Lisa Larson, Dr. Suzanne Griffith and Ms. Emily Levings, as well as student assistants) for their ongoing, excellent work on behalf of quality teaching and learning. I also thank Dr. Christopher Markwood for his vision and support for CETL on this campus—without his buy-in and help, this Center would not exist in its current form. I wish you all well as we careen into the end of the semester and then pause to renew, refresh and refocus for Spring 2011!

Maria Cuzzo
What is the Scholarship of Teaching and Learning (SoTL)?

by Maria Cuzzo

UW-Superior is ramping up its efforts to support the Scholarship of Teaching and Learning (SoTL) work by our educators. In Fall 2010 at the Celebration of Scholarship Reception, we publicly acknowledged our fine traditions of Wisconsin Teaching Fellows and Scholars (see pages 7-9) as well as SoTL work in the Teaching with Technology projects (page 16). CETL is hoping to build on this strong base to support SoTL work in deeper, more meaningful ways.

SoTL involves a “systematic study of teaching and/or learning and the public sharing and review of such work through presentations or publications.” (Kathleen McKinney, “What is the Scholarship of Teaching and Learning (SoTL) in Higher Education,” 2010 under review) Presentations may be local, regional, national or international. SoTL, then, shares established criteria of scholarship in general, such as that it is made public, can be reviewed critically by members of the appropriate community, and can be built upon by others to advance the field of teaching and learning (Shulman, 2001).

SoTL work is more than good teaching (practices that promote student learning such as student satisfaction ratings, peer observation judgment, self reflective portfolios) and scholarly teaching (basing one’s classroom design on established knowledge of effective teaching practices; involves research into educational design and interaction amongst peers through discussion). Both of these practices are worthy, promote better student learning and can enhance program, department and institutional goals.

But what makes SoTL unique is the public presentation and sharing of one’s teaching and learning work with peer colleagues. Common research methods of SoTL projects include reflection and analysis, interviews and focus groups, questionnaires and surveys, content analysis of text, secondary analysis of existing data, quasi-experiments (comparison of two sections of one course), observational research, and case studies, among others. As with all scholarly study, evidence depends not only upon the research method chosen but the relevant disciplinary standards for scholarship.

CETL is committed to finding ways to support all three types of teaching and learning related levels of activity: good teaching, scholarly teaching and SoTL. This is one of the targeted goals for the next three years of CETL development. From our vantage point, the area where UW-Superior needs the most development is in SoTL publication and public presentation. While we have had some educators publish and present their SoTL work, we have more SoTL scholars who have not been able to complete projects to the level of publication and public dissemination. Many of us are strongly committed to “good teaching” and “scholarly teaching” in the sense of learning what works and why. SoTL would take us to next level: designing, implementing, assessing and writing about the excellent teaching/learning work that we do to public audiences. This is what is difficult. This is what takes time, money, energy, planning, and creative impulse.

The first step is for each academic department to have overt conversations about the role of SoTL in evaluation.

Continued on page 9

Spotlight on CETL Book Clubs

Writing Across the Curriculum
Fall 2010

Seven educators gathered for three sessions in October 2010 to discuss John C. Bean’s book “Engaging Ideas: The Professor’s Guide to Integrating Critical Thinking and Active Learning in the Classroom” (2001). Professor Deborah Schlacks, Coordinator of the Writing Across the Curriculum liberal arts initiative and Director of the Writing Center, facilitated the sessions attended by Andy Breckenridge (Natural Sciences), Suzanne Griffith (First Year Seminars and Educational Leadership), Kristen Lindquist (Library Science), Lisa Mattson (Outreach and Continuing Education), Yvonne Rutford (English), and Scott Smith (Distance Learning and Communicating Arts).

The Spring 2011 CETL Book Club will focus on assessment through discussion of the book “Developing Outcomes-Based Assessment for Learner-Centered Education: A Faculty Introduction” (2007), written by a once-skeptical chemistry professor (Swarup Wood) and a director of assessment sensitive to her colleagues’ needs (Amy Driscoll). Eri Fujieda, Assessment Coordinator and Associate Professor of Sociology, will facilitate the sessions scheduled for February 14, 28, and March 14 from 4:30-6:00 p.m. in the Yellowjacket Union. Participation is limited to 12, and registration closes on January 21, 2011. To reserve a seat and a complimentary book, contact Emily Levings at cetl@uwsuper.edu (x8548) in McCaskill Hall 124.
OPID’s Wisconsin Teaching Fellows and Scholars Program was awarded the prestigious 2005 TIAA-CREF Theodore M. Hesburgh Certificate of Excellence, receiving recognition for the system-wide approach and impact, the diversity of disciplines and institutions represented, and the development of communities of teacher-scholars within and across institutions. OPID’s WTFS Program is currently directed by Jane Ewens of UW-Waukesha and Nancy Chick of UW-Barron.

Faculty and academic staff members interested in applying for the Wisconsin Teaching Fellows and Scholars Program should contact Maria Cuzzo, Director of the Center for Excellence in Teaching and Learning (CETL). Self-nominations to be UW-Superior’s Teaching Fellow or Scholar are accepted annually through mid-October. Watch for announcements and forms on the Staff Digest and at the CETL website http://www.uwsuper.edu/cetl/

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**Wisconsin Teaching Scholars 2001 - 2012**

2011-2012

**Dr. Shin-Ping Tucker**

Associate Professor of Information Technology and Systems, Department of Mathematics and Computer Sciences

2010-2011

**Dr. Gary Keveles**

Professor of Criminal Justice, Department of Human Behavior, Justice, and Diversity

WTS Project: The Criminal “Other”: Lessening Negative Views Toward Offenders

2009-2010

**Dr. Raychel Reiff**

Professor of English, Department of World Languages, Literatures and Cultures

WTS Project: Shakespeare: To See or Not to See. Does Watching Videos Help Students Understand Shakespeare?

2007-2008

**Dr. Hal Bertilson**

Professor of Psychology, Department of Human Behavior, Justice, and Diversity

WTS Project: Teaching Volunteering and Social Activism

2006-2007

**Dr. George Wright**

Professor of Political Science, Department of Human Behavior, Justice, and Diversity

WTS Project: Using Clickers in the Classroom

2005-2006

**Dr. Rosemary Keefe**

Former UW-Superior Dean of Faculty

Department of Language and Literature

WTS Project: From the Personal to the Political: Measuring and Facilitating Student Understanding of Identity and Intersectionality

2004-2005

**Dr. Maria Cuzzo**

Professor of Legal Studies

Dept. of Human Behavior, Justice, & Diversity

WTS Project: Diversity Lessons: Ah-Ha Moments and High Impact Learning Moments in a Diversity General Education Class

2003-2004

**Dr. Richard Stewart**

Professor of Transportation and Logistics

Department of Business and Economics

WTS Project: Transportation Internship Capstone Course

2002-2003

**Dr. Deborah Schlacks**

Professor of English, Department of Writing, Reading & Library Science

WTS Project: Revising an English Grammar Course

2001-2002

**Dr. Suzanne Griffith**

Professor of Education

Department of Educational Leadership

WTS Project: Improving the Teaching of Behavioral Terminology
Wisconsin Teaching Fellows 1985 - 2012

2011-2012
Dr. Shevaun Stocker
Assistant Professor of Psychology
Department of Human Behavior, Justice and Diversity

2010-2011
Dr. Hilary Fezzey
Assistant Professor of British Literature
Department of World Languages, Literatures, and Cultures
WTF Project:
Aiding Student Literary Analysis through Poem Mapping

2009-2010
Dr. Deborah Augsburger
Assistant Professor of Anthropology
Department of Social Inquiry
WTF Project:
Structured Reflection and Reflexive Thinking in Anthropology 101

2008-2009
Dr. Shin-Ping Tucker
Associate Professor of Information Technology and Systems, Department of Mathematics and Computer Science
WTF Project:
Modeling the Perceptions of Richness, Usefulness and Ease of Use on Student Acceptance of Course Mgmt Systems

2007-2008
Dr. Keith Berry
Associate Professor of Speech, Department of Communicating Arts
WTF Project:
How students of Intercultural Communication contribute to class participation and self-disclosure, and how this process shapes the subjectivities of these persons

2006-2007
Dr. Eri Fujieda
Associate Professor of Sociology
Department of Social Inquiry
WTF Project:
What do students learn from an interview/analysis assignment?

2004-2005
Dr. Shaun Lynch
Professor of Information Technology, Department of Mathematics and Computer Science
WTF Project:
Comparing Actual to Expected Learning Outcomes for the CIS Capstone Course

2003-2004
Dr. Nicholas Sloboda
Professor of English, Department of World Languages, Literatures, and Cultures
WTF Project:
Active Learning: Examination and Evaluation Strategies in Upper-Division English Courses

2001-2002
Dr. Timothy Crow
Professor of German and Spanish, Department of World Languages, Literatures, and Cultures
WTF Project:
Incorporation and Improvement of Oral Evaluation Techniques within Elementary Foreign Language Classes

2000-2001
Dr. Marshall Johnson
Professor of Sociology
Department of Social Inquiry
WTF Project:
Students Know Too Much

1999-2000
Dr. Joel Sipress
Professor of History
Department of Social Inquiry
WTF Project:
Teaching History as Argument

1999-2000
Dr. Patricia C. Thomas
Former UW-S Professor of Spanish
Department of Language and Literature

Continued on next page
Wisconsin Teaching Fellows 1985–2012

1998-1999
Dr. Melissa Nelson
Professor of Chemistry
Distance Learning Center
WTF Project:
   Developing a Chemistry Course for Non-majors

1997-1998
Dr. Khalil “Haji” Dokhanchi
Professor of Political Science
Department of Social Inquiry
WTF Project:
   Alternative Teaching Methods in International Studies

1994-1995
Dr. Mohamed Habibullah
Former Professor of Mathematics
Former Department of Mathematical Science
WTF Project:
   Teaching & Learning Strategies for the Classroom

1992-1993
Dr. James A. Holter
Former Professor of Counseling
Former Department of Counseling Professions
WTF Project:
   Develop Techniques to Aid Students in Exploring Possible Graduate Work in Guidance & Counseling Programs

1989-1990
Dr. Kathleen Maury-Berwanger
Former Professor of Teacher Education
Former Department of Teacher Education
WTF Project:
   Computers in the Classroom

1991-1992
Dr. John Marder
Former UW-S Professor of Journalism
Department of Communicating Arts
WTF Project:
   Explore New Ways & Methods to Teach Journalism Class

1990-1991
Dr. Anthony “Tony” Bukowski
Professor of English
Department of Language and Literature
WTF Project:
   How to Generate Enthusiasm for English 101 Through Writing Short Stories vs. Narrative or Descriptive Essays

1989-1990
Dr. Gregory Trudeau
Professor of Accounting
Department of Business and Economics
WTF Project:
   Alternatives to Lecturing

1985-1986
Dr. Jerry Hembd
Professor of Accounting
Department of Business and Economics
WTF Project:
   Computer-Assisted Instruction in the Social Sciences

What is SoTL? continued from page 6

promotion and tenure. Some departments have included this type of scholarship as one of the co-equal alternatives for research/scholarly work; some departments recognize that SoTL work will count but not co-equal to discipline research/scholarship; and some departments are silent about SoTL work altogether. We would encourage departments to discuss this issue. The second step will occur in CETL. CETL will be working on designs that will foster good teaching, scholarly teaching and SoTL work. This will require resources and commitment over time so it will take a while to figure out how best to proceed. Be watching over the next year for opportunities to provide input and CETL ideas on how to move this vision forward. Our campus can make a huge impact on the field of SoTL by rendering visible the systematic practice that many of us do in our classrooms and learning environments.

For additional SoTL information go to http://www4.uwm.edu/sotl/
CETL Discipline Grants Program Supporting SoTL Work . . .

by Risa Vargas, CETL Work Study Student Assistant and Emily Levings, CETL Program Associate

Last year CETL was pleased to initiate the CETL Disciplinary Grant program. This grant assisted six faculty to attend national conferences related to their specific disciplines, including Dr. Pamela Bustos (instrumental music), Dr. Hilary Fezzey (British literature), Dr. Xingbo Li (Chinese literature), Mr. Mark Spitzer (drama), and Drs. Keith Berry and Tara Kachgal (Mass Communications).

We are fortunate to continue this program for the 2010-2011 academic year, providing $500 in support to each of the grant recipients. In accepting the grant, faculty agree to attend at least two CETL, SoTL, or Teaching/Learning sessions while at the conference, and to present their insights or findings at a future CETL “brown bag” lunch session.

Dr. Kathleen Hubbard, Assistant Professor of Art Education, Department of Visual Arts, participated this year in the Wisconsin Art Education Association Conference in La Crosse, Wisconsin. The conference took place October 28-29. Kathy was able to connect with other art educators while exploring new ways to teach and approach art education. Conference attendees were engaged in special workshops, attended presentations by artists and art educators, and had the opportunity to view exhibitions by national and local artists, as well as WAEA members.

Dr. Deborah Augsburger, Assistant Professor of Anthropology, Department of Social Inquiry, attended the American Anthropological Association Annual Meeting on November 17-21 in New Orleans, LA. Deborah attended many seminars and workshops with an emphasis on technology use and digital storytelling in the anthropology classroom.

Dr. Shin Ping Tucker, Associate Professor of Information Technology, Department of Math and Computer Sciences, traveled to Taipei, Taiwan to attend the International Conference on Internet Studies which took place November 25 through 27th. She presented a session on “Assessing and Modeling Readiness of Electronic Government.”

Dr. Kenna Bolton Holz, Assistant Professor of Psychology, Department of Human Behavior, Justice and Diversity, will be attending the Association for Women in Psychology annual conference in Philadelphia, PA on March 3-6, 2011. Dr. Holz plans to attend the workshops on “Teaching Multicultural Counseling.

Dr. Dorothy Anway, Senior Lecturer of Mathematics in the Department of Mathematics and Computer Science, will attend the Joint Mathematics Meetings (JMM) on January 6-9, 2011, in New Orleans, LA. This is an annual meeting of the Mathematical Association of America (MMA) and the American Mathematical Society (AMS), plus several other national groups related to mathematics.

Dr. Suzanne Griffith, Professor, Department of Educational Leadership, and CETL Coordinator of First Year Seminars, will go to the West Coast for the 28th Annual Learning and the Brain Conference on February 17th-19th. Held in San Francisco, CA, this year’s theme is “iGeneration: How the Digital Age is Altering Brains, Learning & Teaching.” The goal is to equip attendees to discover ways to improve learning, literacy, teaching, treatments, and global skills in this digital age. Dr. Griffith will be attending workshops such as “The Wikification of Knowledge” and “Mind, Brain, and Education in the Era of Globalization.”

Professor Elizabeth Blue of Social Work, Department of Human Behavior, Justice and Diversity, will be presenting at the Annual Program Meeting of the Association of Baccalaureate Program Directors, in Cincinnati, Ohio, on February 23rd-27th. Dr. Blue will be contributing with a presentation entitled “Using the Field Practicum to Achieve the EPAS 2008 Research Competency.”

Dr. Lunch Tucker also attended two CETL related sessions entitled “An Evaluation and Implementation of Collaborative and Social Networking Technologies for Computer Education,” and “Academic Use of Internet Among Undergraduate Students: A Preliminary Case Study in a Malaysian University.”
Through a Feminist Lens,” and “College Women: Faculty and Staff, and Caring for Each Other As We Address ‘Ism’s.’”

Professor Norma Stevlingson in the Department of Music, plans to attend the 100th Anniversary Celebration of the Birth of Jehan Alain on March 24-27, 2011. This event will be held in Saint Germain En Laye (Paris), France, and will host three concerts showcasing work by Jehan Alain, as well as concerts of chamber music, and an International Colloquium.

Dr. Merose Hwang, Assistant Professor of Asian History, Department of Social Inquiry, will be attending the Joint Conference of the Association for Asian Studies & International Conference of Asian Scholars. This conference will be held in Honolulu, Hawaii, from March 29th-April 3rd 2011. Dr. Hwang will be presenting with a panel on “Colonial Modernity Revisited,” as well as attending sessions and roundtables on other topics that pertain to Asian History.

Dr. Keith Berry, Associate Professor, Department of Communicating Arts, will be attending this year’s Central States Communication Association annual meeting, April 5th-10th, in Milwaukee, WI. Dr. Berry will be participating in workshops, including “Constituting a Home Place: LGBTQI Pedagogies in Communication Classrooms,” and “Reflexivity: Complicating Scholarly Apologia.” He will be joined by other communications educators from around the Midwest.

UW-System OPID is proud to announce that Wisconsin will host the 2011 ISSoTL (International Society for the Scholarship of Teaching and Learning) conference in October 2011! This is a great opportunity for our campus to have easy access to international scholars, researchers and educators who are working internationally in SoTL (Scholarship of Teaching and Learning) work. I encourage you to apply to present at this conference. CETL will coordinate travel and reasonable expenses related to this conference. The call for proposal information is included below.

CALL FOR PROPOSALS FOR 2011 ISSOTL CONFERENCE

The Call for Proposals for ISSOTL11 "Transforming the Academy through the Theory and Practice of SOTL" in Milwaukee, Wisconsin, USA, is available at http://issotl11.indiana.edu/. Proposals will be accepted from January 10 through March 15, 2011.

From October 20 to 23, 2011, international scholars, researchers, and educators will come together to share recent work and discuss how our collective efforts will transform the future of higher education. Convened in the beautifully scenic, academically rich, and culturally diverse community of Milwaukee at the Hilton Milwaukee City Center, the conference will feature workshops facilitated by leading scholars in the field, distinguished international plenary speakers, panel presentations, individual paper and poster presentations, roundtable discussions, and ISSOTL’s signature Conference Commons for informal idea-sharing and networking.

We are especially excited about our plenary speakers for ISSOTL11, including some innovative international pairings:

Opening Plenary: Dan Bernstein (University of Kansas, USA)
Friday Plenary: Sherry Linkon (Youngstown State University, USA) and Torgny Roxå (University of Lund, Sweden)
Saturday Plenary: Keith Trigwell (University of Sydney, Australia) and Peter Felten (Elon University, USA)
Closing Plenary: Pat Hutchings (Carnegie Foundation, USA), Mary Huber (Carnegie Foundation, USA), and Tony Ciccone (University of Wisconsin-Milwaukee, USA)

Please share the CFP with your colleagues. We look forward to another strong ISSOTL conference and to welcoming you to Wisconsin. Please join us!

~Nancy Chick, ISSOTL11 Program Chair;
Renee Meyers and Tony Ciccone, Conference Co-Chairs

UW-Superior Aims for Participation in ISSoTL Conference 2011

Congratulations to the 2010-2011 recipients of the CETL Discipline Grants. Funding is now complete for 2010-2011. CETL hopes to continue this support for discipline-based conferences in 2011-2012.
Fall 2010 First Year Seminars Update . . .

by Dr. Suzanne Griffith,
FYS Coordinator with CETL

Fall 2010 saw the First Year Seminar Program grow to 15 seminars representing 9 departments and almost full capacity of 218 of 225 students. Eight of the 15 seminars were returning offerings (such as Movie Music with Erin Aldridge, Genocide with Haji Dokhanchi, and Cooperative Mural Creation with Gloria Eslinger) and another 7 were new topics (such as Storytelling with Yvonne Rutford and Psychology of Monsters with Eleni Pinnow) and new faculty (see Table 1). Over the years FYS has included 30 different faculty and many return to teach again because it offers some unique opportunities to connect with students and to share areas of professional interests.

This spring First Year Seminar is offering its first spring seminars; 5 of them with 3 repeats from the fall and two new seminars (see Table 2). Wendy Kropid is offering one that focuses on Shakespeare’s The Tempest and especially on the characters and story line that also appear as literary themes through the decades; Lisa Larson is offering one, entitled “Going Global,” that will connect her students through the internet with people and cultures around the globe. These seminars are open not just to new freshmen entering this January, but to September’s enrollees that missed out on First Year Seminars, to transfer students who are still freshmen, and also to recent international students.

New this spring is an Academic Learning Community (ALC). Students in Priscilla Starratt’s Learning Afghanistan will also be the only students in Keith Berry’s Introduction to

<p>| Table 1: Fall 2010 - FIRST YEAR SEMINARS |</p>
<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>COURSE/section</th>
<th>COURSE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khalil Dokhanchi</td>
<td>IDS 101 section 1</td>
<td>Genocide in the Modern Era</td>
</tr>
<tr>
<td>Joel Sipress</td>
<td>IDS 101 section 2</td>
<td>The Social History of Rock ‘n Roll</td>
</tr>
<tr>
<td>Priscilla Starratt</td>
<td>IDS 101 section 3</td>
<td>Learning Afghanistan</td>
</tr>
<tr>
<td>Wendy Kropid</td>
<td>IDS 102 section 1</td>
<td>Fairy Tales Aren’t Just for Children</td>
</tr>
<tr>
<td>Marshall Johnson</td>
<td>IDS 103 Section 1</td>
<td>Zombies: Advice for College from the Undead</td>
</tr>
<tr>
<td>Deb Augsburger</td>
<td>IDS 104 section 1</td>
<td>Language and Identity</td>
</tr>
<tr>
<td>Kay Biga</td>
<td>IDS 104 section 2</td>
<td>Swimming with the Sharks</td>
</tr>
<tr>
<td>Suzanne Griffith</td>
<td>IDS 104 section 3</td>
<td>Learning, Cognition, and the Brain</td>
</tr>
<tr>
<td>Ann Miller</td>
<td>IDS 104 section 4</td>
<td>Discovering the Leader in You</td>
</tr>
<tr>
<td>Eleni Pinnow</td>
<td>IDS 104 section 5</td>
<td>Psychology of Monsters</td>
</tr>
<tr>
<td>Monica Roth</td>
<td>IDS 104 section 6</td>
<td>Troubles and Torments at Hogwarts</td>
</tr>
<tr>
<td>Erin Aldridge</td>
<td>IDS 108 section 1</td>
<td>Movie Music</td>
</tr>
<tr>
<td>Gloria Eslinger</td>
<td>IDS 109 section 1</td>
<td>Cooperative Mural Creation</td>
</tr>
<tr>
<td>Yvonne Rutford</td>
<td>IDS 109 Section 2</td>
<td>Storytelling: Finding Fiction in Truth and Truth in Fiction</td>
</tr>
<tr>
<td>Heather Kahler</td>
<td>IDS 110 Section 1</td>
<td>Unveiled: The Role Math Plays in Everyday Life</td>
</tr>
</tbody>
</table>

<p>| Table 2: Spring 2011 - FIRST YEAR SEMINARS |</p>
<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>COURSE</th>
<th>COURSE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priscilla Starratt</td>
<td>IDS 101</td>
<td>Learning Afghanistan (ALC with COMM 110)</td>
</tr>
<tr>
<td>Wendy Kropid</td>
<td>IDS 102</td>
<td>Who are these people? The Tempest rages on</td>
</tr>
<tr>
<td>Lisa Larson</td>
<td>IDS 103</td>
<td>Going Global: Crossing Borders and Connecting through Internet Communication</td>
</tr>
<tr>
<td>Kay Biga</td>
<td>IDS 104</td>
<td>Swimming with the Sharks</td>
</tr>
<tr>
<td>Heather Kahler</td>
<td>IDS 110</td>
<td>Unveiled: The Role Math Plays in Everyday Life</td>
</tr>
</tbody>
</table>

EXPO booth for FYS students in the Learning, Cognition and the Brain class.
Communication section. The 15 students enrolled in both courses will have the opportunity to combine several of their learning experiences through the collaboration of the two professors. Learning Communities, like many of our Liberal Arts Initiatives and programs offered through First Year Experience, are high impact practices that have been shown to assist with building student engagement and connection with the college. It is our intention to develop a limited number of such Academic Learning Communities (ACL) where students sign up for the same 2 courses. If you are interested in knowing more or in suggesting an ACL, contact Suzanne Griffith.

By the end of the fall 2010 semester, the First Year Seminar program was already gearing up for fall 2011. The plan is to have at least 20 seminars to offer incoming students. We are looking to increase new offerings as well as feature several well received earlier offerings. Choices for students will be broadened with more offerings from Business and Economics; Natural Sciences; World Languages, Literatures, and Cultures; Social Inquiry; and Human Behavior, Justice, and Diversity.

For more information on offering a FYS or pairing with one to form an Academic Learning Community, talk to any one of the many instructors involved, or contact Dr. Suzanne Griffith (x8316, McCaskill 104-D; sgriffit@uwsuper.edu) and visit CETL’s First Year Seminar website at http://www.uwsuper.edu/cetl/fys/index.cfm

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Evolution of a Liberal Arts Initiative

IF I Cheated table by FYS students in the class Swimming with the Sharks

FYS students with Cooperative Mural Creations

The Rock ‘n Roll exhibit provided insights into the music and culture of the 60’s and 70’s.

FYS students at the Zombie screening table at the FYS EXPO held on December 9, 2010.

Movie Music FYS students assisted EXPO audience to alter soundtracks for videos

IF I Cheated table by FYS students
Blogs and Online Maps in Fall 2010 First Year Seminars

by Dr. Lisa Larson
Coordinator of Instructional Development

Three Fall 2010 First Year Seminars used learning technologies to enhance teaching and learning through CETL’s Teaching with Technology (TwT) Program. The semester’s projects involved blogs and customized online mapping.

In her course “Psychology of Monsters,” Dr. Eleni Pinnow used an online blog to facilitate communication among students on course-related topics. Students posted selected assignments into the course blog and read each other’s work as the course progressed.

Dr. Eleni Pinnow
Assistant Professor of Psychology
Human Behavior, Justice, and Diversity

Students in “Swimming with the Sharks,” Kay Biga’s First Year Seminar on business ethics, used WordPress to develop a website on student cheating. The site is titled "If I Cheated" and will be a resource for both students and faculty. Students will have the chance to take an honesty test, easily locate the university's policies on academic honesty and be able to post comments. Faculty will get information on how to spot (and prevent) students from cheating.

Ms. Kay Biga
Senior Lecturer
Business and Economics

In Yvonne Rutford’s First Year Seminar “Storytelling: Finding Fiction in Truth and Truth in Fiction,” students used Google MyMaps to create a personalized map of a recalled neighborhood. Students added text descriptions to location on their maps, then used their maps to support their creative processes and story development.

Ms. Yvonne Rutford
Assistant Professor
Writing, Reading, and Library Science

The Storytelling students joined with students in the First Year Seminar “Fairytales Aren’t Just For Children,” taught by Dr. Wendy Kropid, in an additional assignment involving blogging. Students in both courses posted work on a WordPress blog to share their work and their literary and creative perspectives on fairytales.

Dr. Wendy Kropid
Associate Professor
World Languages, Literatures and Cultures

Some of these projects were available for viewing at the First Year Seminar Expo, held Thursday, December 9, 2010, in the Yellowjacket Union Atrium.

CETL staff member Dr. Lisa Larson provides pedagogical consultation, shares best practices and background literature, facilitates project-related technical training, and supports documentation of Teaching with Technology projects. Student Assistant Debora Rocha provides technical support and training for the projects.

View videos or highlights of TwT projects posted on the CETL website at: http://www.uwsuper.edu/cetl/twt/

CETL’s Teaching with Technology Program, launched in Fall 2008, supports the integration of learning technologies into UW-Superior courses to enhance teaching and learning. This program currently provides selected projects with a $500 stipend for the instructor and a small budget for project-related technology purchases, and dedicated staff support for each semester-long project. In Fall, the program facilitates the integration of learning technologies into First Year Seminars. In Spring, the program is open to any course. Requests for proposals are distributed in April for Fall semester courses and in November for Spring courses. For all Teaching with Technology Program projects, student surveys are conducted in Learn@UW-Superior to provide data on the impact of the selected technology on student learning of course topics and student perspectives on technical skills gained during the project. Watch the Staff Digest for announcements or contact Lisa Larson, llarson@uwsuper.edu.
Technology in Spring 2011 Courses

Congratulations to the following faculty receiving Teaching with Technology grants through CETL for courses to be taught in the Spring 2011 semester:

**Dr. George Wright**
Course: LSTU 211 - Criminal Law  
Technology: Adobe Premier Elements

**Ms. Judy Dwyer**
Courses: SO W 422/423 and 427/428 - Field Instruction and Seminars I / II  
Technology: Skype or Elluminate

**Ms. Kristen Lindquist**
Course: LIBS/READ 406/606 - Children’s Literature  
Technology: creation of book trailers

**Dr. Ephraim Nikoi**
Course: COMM 495, E1: Seminar - Diffusion of Innovation  
Technology: D2L Social Networking with Media and Gmail

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CETL Student Assistant Works on Tech Projects
by Emily Levings, University Services Assoc.

**Debora Rocha** is new to UW-Superior this year and works as a student assistant for Dr. Lisa Larson, Coordinator of Instructional Development. Debora comes with a bachelor’s degree in information technology from PUC -Campinas in Brazil. She is completing a second undergraduate degree, with a major in international business. She chose to attend UW-Superior on the recommendation of another student from Brazil, as well as a scholarship for international students provided through UW-Superior. Debora has been assisting Dr. Larson with preparation of tutorials for classes using software applications such as imovie, google maps, word press and visual communicator.

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Summer 2010 CETL Intensive Workshops on Teaching Millennial Students

Dr. Miriam Diamond (Collaboration for Learning) and Dr. Lisa Larson (CETL, Coordinator for Instructional Development) teamed to present the 2010 CETL Summer Teaching and Learning Intensive on August 17-18, 2010. Over thirty educators from across campus participated in this two day event that focused on teaching Millennial Students.

**Dr. Diamond** presented and facilitated her one day intensive workshop “Teaching and Reaching Millennial Students” using her national training model for Millennial students. She included a student panel of UW-Superior students to enhance the conversation.

Dr. Diamond met with First Year Seminar instructors and Dr. Suzanne Griffith (FYS Coordinator) for a consultation session.

**Dr. Lisa Larson** presented and facilitated a one day intensive on ”Learning Technologies for Millennial Students.” (See photo opposite page, and below). Her interactive, highly visual presentation linked teaching Millennial Students with instructional technology opportunities.

Together, Dr. Diamond and Dr. Larson illuminated the new student population of Millennials and how we as educators can be more responsive, aware and deliberate in our teaching and learning work with them.

Thank you to all those interested in improving teaching and learning for our students on campus! Watch for the 2011 CETL Teaching and Learning Intensive in August 2011 on an exciting topic to be announced in Spring 2011!!

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**Below:** Lisa Larson facilitating workshop in JDH Library technology lab classroom.
<table>
<thead>
<tr>
<th>Name</th>
<th>Technology Focus</th>
<th>Course(s) Involved</th>
<th>Semester</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kay Biga</td>
<td>WordPress blogging tool</td>
<td>FYS IDS 104 Swimming with the Sharks</td>
<td>Fall 2010</td>
<td>TwT Project</td>
</tr>
<tr>
<td>Kay Biga</td>
<td>Video and image search engines and custom training tool</td>
<td>FYS Swimming with the Sharks (BUS)</td>
<td>Fall 2008</td>
<td>TwT Project</td>
</tr>
<tr>
<td>Eleni Pinnnow</td>
<td>WordPress blogging tool</td>
<td>FYS IDS 104 Psychology of Monsters</td>
<td>Fall 2010</td>
<td>TwT Project</td>
</tr>
<tr>
<td>William Bajjali</td>
<td>ArcGIS</td>
<td>Faculty workshops</td>
<td>Spring 2010 &amp; Fall 2006-Spring 07</td>
<td>LTDC Grant Projects</td>
</tr>
<tr>
<td>Nick Danz</td>
<td>Time-lapse digital photos and video with HandiAVI and webcams</td>
<td>BIOL 315 Plant Physiology</td>
<td>Spring 2010</td>
<td>TwT Project</td>
</tr>
<tr>
<td>Kathy Hubbard</td>
<td>Digital storytelling</td>
<td>Art 335 Teaching Art in the Elementary Grades</td>
<td>Spring 2010</td>
<td>TwT Project</td>
</tr>
<tr>
<td>Bruce Kibler</td>
<td>Elluminate web conferencing tool</td>
<td>BUS 495 Strategic Management</td>
<td>Spring 2010</td>
<td>TwT Project</td>
</tr>
<tr>
<td>Marilyn Toscano</td>
<td>SmartBoard</td>
<td>MTHED 323/324 Teaching Elementary-Middle School Mathematics</td>
<td>Spring 2010</td>
<td>TwT Project</td>
</tr>
<tr>
<td>Deb Augsburger</td>
<td>Ning social networking tool</td>
<td>FYS From Babel to Bloggers (ANTH)</td>
<td>Fall 2009</td>
<td>TwT Project</td>
</tr>
<tr>
<td>Haji Dokhanichi</td>
<td>WordPress blogging tool</td>
<td>FYS Genocide in the Modern Era</td>
<td>Fall 2009</td>
<td>TwT Project</td>
</tr>
<tr>
<td>Hilary Fezzey</td>
<td>Custom tutorial for online video an image searches</td>
<td>ENGL 102 College Writing</td>
<td>Fall 2009</td>
<td>CETL Pilot Project</td>
</tr>
<tr>
<td>Heather Kahler</td>
<td>Wiki</td>
<td>IDS 110 Uncovering the Role Math Plays in Everyday Life</td>
<td>Fall 2009</td>
<td>Lesson Study Project</td>
</tr>
<tr>
<td>Heather Kahler</td>
<td>Skype</td>
<td>Math 090 Fundamentals of Mathematics</td>
<td>Fall 2007-Spring 08</td>
<td>LTDC Project</td>
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<tr>
<td>Ann Miller</td>
<td>Learn@UW-Superior Discussion tool</td>
<td>IDS 104 Leadership UWS</td>
<td>Fall 2009</td>
<td>TwT Project</td>
</tr>
<tr>
<td>George Wright</td>
<td>Custom tutorial for online video an image searches</td>
<td>POLS 150 American National Government</td>
<td>Fall 2009</td>
<td>CETL Pilot Project</td>
</tr>
<tr>
<td>Shin-Ping Tucker</td>
<td>Wiki</td>
<td>CIS 108 Business Computer Applications</td>
<td>Fall 2009</td>
<td>Lesson Study Project</td>
</tr>
<tr>
<td>Dick Hudelson</td>
<td>Cmap concept mapping tool</td>
<td>PHIL 151 Intro. to Philosophy</td>
<td>Spring 2009</td>
<td>TwT Project</td>
</tr>
<tr>
<td>Lois Guderian</td>
<td>Making Music, Band in a Box, Groovy, and Sibelius music software</td>
<td>MUSI 382, 383 Elementary Music Methods</td>
<td>Spring 2009</td>
<td>TwT Project</td>
</tr>
<tr>
<td>Dan Rau</td>
<td>MathZone online study tool</td>
<td>Math 102 Intermediate Algebra</td>
<td>Spring 2009</td>
<td>TwT Project</td>
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<tr>
<td>Erin Aldridge</td>
<td>iMovie video editing software</td>
<td>FYS IDS 108 Film Music (MUS)</td>
<td>Fall 2008</td>
<td>TwT Project</td>
</tr>
<tr>
<td>Eri Fujieda</td>
<td>Custom training tool on visual analysis of photos</td>
<td>FYS Food and Society (SOC)</td>
<td>Fall 2008</td>
<td>TwT Project</td>
</tr>
<tr>
<td>Eri Fujieda</td>
<td>Cmap concept mapping software</td>
<td>Sociology 201</td>
<td>Fall 2007-Spring 08</td>
<td>LTDC Project</td>
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<tr>
<td>Tammy Fanning</td>
<td>Clickers</td>
<td>Grant-related co-curricular activities</td>
<td>Fall 2007-Spring 08</td>
<td>LTDC Project</td>
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<tr>
<td>John McCormick</td>
<td>LiveJournal blogging tool and GoogleDocs wiki</td>
<td>ENGL 101 College Writing</td>
<td>Fall 2007-Spring 08</td>
<td>LTDC Project</td>
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<tr>
<td>Tracy Fabian</td>
<td>QuizVideo</td>
<td>Counseling 728</td>
<td>Fall 2006-Spring 07</td>
<td>LTDC Project</td>
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<tr>
<td>Miki Henderson</td>
<td>Learn@UW-Superior Discussions</td>
<td>TED 253,353,486, 270,352,353,735</td>
<td>Fall 2006-Spring 07</td>
<td>LTDC Project</td>
</tr>
<tr>
<td>Laura Jacobs</td>
<td>Custom tutorial developed with Captivate</td>
<td>TED 253, TED 352, TED 734, COUN 704 information literacy sessions</td>
<td>Fall 2006-Spring 07</td>
<td>LTDC Project</td>
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<tr>
<td>Maureen Salzer</td>
<td>GoogleDocs wiki</td>
<td>ENGL 101 College Writing</td>
<td>Fall 2006 - Spring 07</td>
<td>LTDC Project</td>
</tr>
<tr>
<td>Ray Reinertsen</td>
<td>Custom tutorials developed with Flash</td>
<td>IHHP 102 Health and Wellness</td>
<td>Fall 2005 - Spring 06</td>
<td>LTDC Project</td>
</tr>
</tbody>
</table>
In the fall of 2009, CETL began collecting and inputting information about CETL activities and events from Spring 2008 forward into a data base using ACCESS software. The data will identify demographics of faculty and staff who take advantage of CETL activities. A subsequent survey will identify the impact and significance that those activities have on participating staff.

Demographics identify the departments that participating faculty and staff are affiliated with and how faculty or staff rank is linked to participation. CETL will continue to input information with each new event. A survey is being developed to gather information from participants about the impact and significance of the activities they attended.

Activities that are tracked by CETL include teaching and learning related events on campus as well as UW-System events and out-of-state conferences and meetings attended by UW-Superior staff.

On campus activities include CETL book clubs, Campus Conversations, Enhancement Day workshops, New Faculty Orientation sessions, Summer Intensive T&L workshops, and Teaching with Technology (TwT) projects.

UW-System activities include Teaching and Learning or Faculty Development conference attendance supported by CETL funds, OPID conference development grant projects, Undergrad Teaching and Learning Grant projects (UTLG), Learning Technology Development Council (LTDC) for Emerging Technology and Curricular Re-design grant projects, and Wisconsin Teaching Fellows and Scholars (WTFS) activities, including Faculty College and Summer Institute.

Out of state activities include conference attendance supported by CETL discipline funds, as well as national conferences sponsored by groups such as the American Association of Colleges and Universities (AAC&U) and The Collaboration for Learning.

Over the past 3 years participation in CETL activities has risen from 447 in 2008, to 553 in 2009, and to 575 in 2010. Participation is measured each time an individual engages in an activity or project, or attends an event.

### 2010 CETL Event Participants

<table>
<thead>
<tr>
<th>Participants</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>Human Behavior, Justice &amp; Diversity</td>
</tr>
<tr>
<td>59</td>
<td>Writing, Reading, and Library Science</td>
</tr>
<tr>
<td>50</td>
<td>Social Inquiry</td>
</tr>
<tr>
<td>42</td>
<td>Communicating Arts</td>
</tr>
<tr>
<td>36</td>
<td>Educational Leadership</td>
</tr>
<tr>
<td>25</td>
<td>Natural Sciences</td>
</tr>
<tr>
<td>23</td>
<td>Music</td>
</tr>
<tr>
<td>19</td>
<td>Business &amp; Economics</td>
</tr>
<tr>
<td>50</td>
<td>Others: World Languages, Literatures and Cultures; Mathematics &amp; Computer Science; Visual Arts; Health &amp; Human Performance</td>
</tr>
</tbody>
</table>

#### Total Participants 2010

- 373 (64.9%)
- 202 (35.1%)
- 575 (100%)

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### Work Study Students Provide Help with CETL Projects

**Brent Harings** has a work-study position with CETL to assist in office related projects. He updated a list of publications currently in CETL’s Library that will be sortable by author, title, or subject on line at [http://www.uwsuper.edu/cetl/library.cfm](http://www.uwsuper.edu/cetl/library.cfm).

Prior to coming to UW-Superior to complete a degree in Legal Studies, Brent had a career as a music teacher in K-12 settings. He chose UW-Superior because of its location, and hopes to graduate in May 2011 to work as a paralegal and mediator.

**Risa Vargas** also has a work-study position with CETL. She assists with organizational tasks and has recently finished inputting data using ACCESS software to create a data base that will be used to assess CETL demographics and outcomes of those who participate in CETL related activities. Coming from California’s high desert east of San Diego, Risa chose UW-Superior for its major in art therapy. Risa is a junior and serves as the secretary of the new student organization Community Campus Integration of Hispanic and Latino Culture (CCIHLHC). In her spare time, she enjoys painting.

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### CETL Weave Annual Plan 2010-11

The Center for Excellence in Teaching and Learning (CETL), along with all other units on campus, completed the 2010-2011 WEAVE Annual Plan process. Drafts of this plan were prepared by the Director of CETL and staff provided initial feedback and reviews. Then, the draft plans were shared with the CETL Advisory Committee members at three different meetings to ensure adequate feedback and review opportunities. The final plan included 5 Goals, 15 Outcomes and 8 Measures. Key priority areas for this year included continuous improvement on the New Faculty Orientation Series, maintenance of teaching and learning intensive workshops, future Enhancement Day events, ongoing development of the Teaching with Technology Projects, expansion of SoTL work on campus, continued implementation of the First Year Seminar mandatory requirements, support of higher education teaching and learning conference work for faculty and academic instructional staff, and many other important areas of professional development. CETL Staff are now working on the three year plan for submission in January 2011. Thank you to all CETL staff members and members of the CETL Advisory Committee for providing valuable input and refinement of the strategic plan!
**Summer 2010 Campus Conversations on Inclusive Excellence**

The CETL and Provost 2010 Summer Conversation on Inclusive Excellence occurred on June 22, 2010. There were 56 participants from across campus gathered to talk about furthering inclusive excellence on this campus. The Chancellor’s Inclusive Excellence Task Force (CIETF) was a co-sponsor and designer of this event (co-chaired by Dr. Keith Berry and Ms. Jill Schoer). Dr. Alma Clayton-Pedersen from AAC&U facilitated the session. Participants engaged in small group discussion, large group discussion and various action step planning around making excellence inclusive at UW-Superior. Over fifty action steps were generated by the attendees. These action steps were collated, processed and prioritized through the Chancellor’s Inclusive Excellence Task Force. Each participant received a reminder email from Alma and CETL about their individual action step to make excellence inclusive.

This important event was part of a one-year CETL commitment to focus on aspects of inclusive pedagogy (Dr. Paul Goski’s Fall 2009 Enhancement Day), Equity Scorecard (Ms. Vicki Washington and Dr. Elsa Macias, Spring 2010 Enhancement Day) and inclusive excellence (Dr. Alma Clayton-Pedersen, Summer 2010 Summer Conversation and Fall 2010 Enhancement Day).

Our campus has taken huge strides toward deeper understanding, more conversation and concrete actions about MAKING EXCELLENCE INCLUSIVE. We refer you to the important work being done by the Chancellor’s Inclusive Excellence Task Force (CIETF) and the Making Excellence Inclusive Initiative. Thanks to everyone who had a passion and interest in this important teaching, learning and living topic!

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**CETL and Provost 2010 Leadership Summit Encourages Breaking Down of Silos and Building Bridges of Collaborative Partnership**

Sixty participants from across campus gathered on June 21st at the CETL and Provost Leadership Summit 2010. The purpose of the summit was to explore collaborative partnership work in two specific realms: linking curricular and co-curricular practice and breaking down silos/building bridges between units. Dr. Alma Clayton-Pedersen from AAC&U facilitated the event. Participants engaged in large group, small group and individual discussions about collaborative opportunities and how our work in higher education is frequently “silied.” The attendees discussed various examples of silos and ways that we could practice more effective collaboration. Over fifty individual action steps were identified as to how we could more effectively blend curricular and co-curricular work at UW-Superior. Over sixty ideas were generated on how to “break down silos/build bridges of collaboration.” All participants received a follow-up email reminder of their specific ideas for collaborative work about a month after the event. The Provost’s Leadership Team and Chancellor’s Cabinet continue the conversation about how to work collaboratively and effectively at UW-Superior. Thank you to all those interested in building our interdisciplinary, cross-unit relationship and enhancing collaboration between us in our important work!
Fall 2010 Enhancement Day Focuses on Inclusive Excellence and Collaboration with Writing Across the Curriculum

CETL completed its one year focus on inclusive excellence and collaborative partnerships with the Fall 2010 CETL and Provost Enhancement Day featuring Dr. Alma Clayton-Pedersen of AAC&U. She offered the keynote presentation (97 attendees) and two breakout sessions related to inclusive excellence topics (30 attendees).

The featured collaborative practice was Writing Across the Curriculum (WAC). This liberal arts initiative invites collaborative, interdisciplinary work on writing across the classroom and co-curricular environment. Featuring WAC as an exemplar set of collaborative practices reinforced the importance of collaborative engagement by educators on campus in the liberal arts initiatives. Dr. Brad Hughes of UW-Madison was the featured luncheon keynote speaker on the Writing Across the Curriculum Initiative. Dr. Hughes spoke to a full house of sixty participants (including ten educators from the Superior School District) at a luncheon presentation in the Multicultural Center. Twenty-three educators spent the after-noon with Dr. Hughes in a teaching and learning intensive workshop on Writing Across the Curriculum. Dr. Deborah Schlacks, WAC Coordinator, helped design and organize the details of this important event on Writing Across the Curriculum. CETL offered fourteen breakout sessions on various topics with over 100 participants attending their sessions of choice. One hundred percent of attendees rated their individual session as “excellent” (76%) or “good” (24%). Topics included various liberal arts initiatives, teaching and learning topics, technology, conference lessons, and many others. Thank you to those who participated in Enhancement Day Fall 2010 and for your ongoing commitment to professional development and enhancement!

Thank You Collaborative Partners who worked with CETL in 2010 to break down silos and build bridges across campus for effective education, equipping & professional development:

- Dr. Keith Berry, Ms. Jill Schoer and Mr. Chip Beal representing the Chancellor’s Inclusive Excellence Task Force;
- Dr. Eri Fujieda, Assessment Coordinator and HLC Assessment Academy team members;
- Ms. Vicki Hajewski, Vice-Chancellor of Campus Life and Dean of Students;
- Dr. Faith Hensrud, Interim Provost;
- Dr. Chris Markwood, Interim Chancellor and former Provost;
- Ms. Jenice Kienzle Meyer, Coordinator of Academic Service Learning;
- Dr. Deborah Schlacks, Director of the Writing Across the Curriculum Project.
Keveles Project:

Evil creatures need to be separated from the “good” people. It is “us” against them. While strangeness leads to stereotyping, will acquaintance lead to thought-ful insight? Will learning about the lives, hopes, and difficulties of a group lessen their negative labeling? Will the demoniza-
tion of criminal offenders be diminished by becoming familiar with their daily experiences? In short, how can we gently reframe student thinking so that they are more likely to widen a band of tolerance towards those who ostensibly appear different?

Research Question: What affect, if any, is exposure of students to writings by offenders, to videos about the lives of criminals, and to interaction with offenders for their understanding of this stigmatized group? Will students develop a more empathetic appreciation of these human beings who have committed criminal offenses?

Hypothesis: Student familiarity with the lives of offenders will result in greater empathetic understanding toward offenders.

Project Design: The course is CJUS 316, Crime, Corrections and Punishment, Spring 2011. Students will learn about the lives of offenders in four ways: 1) writings by convicts; 2) videos about the lives of offenders; 3) class discussions; and 4) contacts with offenders. Students will interact with offenders at three or four correctional sites in the Twin Ports. Working through the Center for Academic Service Learning, relationships are being formed with two jails and two private nonprofit community correctional organizations. It is expected that students will use their skill set to provide meaningful services to the organizations and, in return, students will be able to compare what they learned in the field to what is discussed in the readings and classroom. In short, a “win-win” situation is set up for both the student and the community organization. The reciprocity is good for the student as well as the community.

Work required as part of the WTFS program:
Fellows and scholars participate in the President’s Summit in Madison in April to attend SOTL presentations and the WTFS poster presentations. During the first week of June, fellows and scholars attend Faculty College. They are required to attend WTFS sessions in addition to those offered as part of Faculty College. Both Faculty College and the WTFS meetings that are part of it require an extensive amount of reading on the topic of SOTL prior to attendance. Fellows and scholars also have to create a career map to present to the WTFS group. In mid-June, WTFS participants attend Summer Institute in Madison for a week. Participants must read numerous SOTL articles in preparation for the Institute as well as draft a poster on their research question, which they present and revise during the week. For the rest of the summer and early fall, fellows and scholars work on refining their research questions, developing their materials for data collection, reviewing the scholarship on the topic, and submitting their IRB proposals. The WTFS group meets again for a day in early November in Madison. Prior to this meeting, participants have to read additional SOTL essays, provide their working group members and the WTFS leaders with detailed project and workshop updates of their group members. After they have collected and analyzed their data on their question about teaching and learning, fellows and scholars present their work in the form of a professional poster at the President’s Summit in Madison in April. Upon completion of their project, participants submit a final report to OPID.

Keveles and Fezzey WTFS Projects

Keveles Project:

Evil creatures need to be separated from the “good” people. It is “us” against them. While strangeness leads to stereotyping, will acquaintance lead to thought-ful insight? Will learning about the lives, hopes, and difficulties of a group lessen their negative labeling? Will the demoniza-
tion of criminal offenders be diminished by becoming familiar with their daily experiences? In short, how can we gently reframe student thinking so that they are more likely to widen a band of tolerance towards those who ostensibly appear different?

Research Question: What affect, if any, is exposure of students to writings by offenders, to videos about the lives of criminals, and to interaction with offenders for their understanding of this stigmatized group? Will students develop a more empathetic appreciation of these human beings who have committed criminal offenses?

Hypothesis: Student familiarity with the lives of offenders will result in greater empathetic understanding toward offenders.

Project Design: The course is CJUS 316, Crime, Corrections and Punishment, Spring 2011. Students will learn about the lives of offenders in four ways: 1) writings by convicts; 2) videos about the lives of offenders; 3) class discussions; and 4) contacts with offenders. Students will interact with offenders at three or four correctional sites in the Twin Ports. Working through the Center for Academic Service Learning, relationships are being formed with two jails and two private nonprofit community correctional organizations. It is expected that students will use their skill set to provide meaningful services to the organizations and, in return, students will be able to compare what they learned in the field to what is discussed in the readings and classroom. In short, a “win-win” situation is set up for both the student and the community organization. The reciprocity is good for the student as well as the community.

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“Ripples in the Pond: Transforming Higher Education for Today”

by Tara Kachgal

Every part of the Collaboration for Learning annual conference in Plymouth, MN, was great. I think it is the best CETL conference I have gone to thus far. The preconference session I attended dealt with diversity issues – specifically, how to engage in discussion about race, gender, and sexuality. The session facilitator, Lee Mun Wah, was excellent in working with our small group. He has his own company, Stir-fry Seminars, and says that he regularly works with companies such as Best Buy and other associations and groups on diversity training. This session provided me with very useful ways to approach issues of identity and social inequalities in my classroom. In my current-semester Media Law course, we will soon begin discussing Kenji Yoshino’s book, Covering. Mun Wah’s session gave me strategies that will be helpful in engaging with that book and more generally, too. I was very captivated by this facilitator and thought of him in terms of our recent (wonderful) on-campus discussions about these issues with Alma Clayton-Pedersen. I picked up several of Mun Wah’s handouts.

The rest of the conference was great, as well. I went to a very interesting session, one that was very helpful to me as someone who is still new to campus and one who is starting to advise students this fall and participate more fully in campus discussions of curricular issues, focusing on how some campuses (Loras College and Doane College) have redesigned their general education requirements. I also went to a very helpful session on peer coaching. Other sessions, on using case-studies, evidence-based research assignments, and historical role-playing exercises, were also very helpful. I am sure that what I learned at this particular Collaboration conference (especially, ways to talk about identity issues in the classroom and with colleagues) will be useful this semester and subsequently. I plan to discuss the conference at a future CETL brownbag session. Thank you for providing me with this and other professional development opportunities. I am still in awe of the opportunities that CETL and its staff provide for us as faculty and academic staff. These opportunities have been wonderfully helpful.

Dr. Lisa Larson presented in the Traveling Workshop sessions at this final conference.

Dr. Eri Fujieda attended the conference, as well as the Collaboration Board meeting that followed.

Conference attendees, from left: Dr. Tara Kachgal, Assistant Professor of Mass Communication; Dr. Lisa Larson, Coordinator of Instructional Development, CETL; and Dr. Eri Fujieda, Assessment Coordinator and Associate Professor of Sociology.

The Collaboration for Learning Closing Its Doors

In early December, 2010, The Collaboration for Learning announced that it was in the process of dissolution due to the impact of the poor economy on its membership and attendance at conferences.

The Collaboration for Learning will be missed as an excellent resource for teaching and learning issues: “Deep Thinking” (Nov. 2007); Critical Thinking in the Age of the Internet” (Feb. 2008); Designing Learning Environments to Foster Cultural Awareness and Intercultural Competence” (Nov. 2008); “The Learning Educator: Fostering Our Own Development for Better Practice and Results (Feb. 2009); “Bridging the Generational Divide - Working Together to Teach Millennial Students” (Nov. 2009); “Assessment for the Changing Learning Environment” (Feb. 2010); and “Ripples Across the Pond (Nov. 2010).

Twenty-one faculty and staff at UW-Superior have enjoyed the presentations and collegiality provided with attendance at the conferences. Since Fall 2007, they include Marna Banks, Kay Biga, Jennifer Christensen, Maria Cuzzo (4x), Judy Dwyer, Gloria Eslinger, Tracy Fabian, Eri Fujieda (4x), Johanna Garrison, Cynthia Graham, Beth Grbavcich, Suzanne Griffith, Tara Kachgal (3x), Jenice Kienzle Meyer, Terri Kronzer, Lisa Larson, Shaun Lynch (3x), Rhoda Robinson, Monica Roth Day (5x), Shevaun Stocker and Paula Tracy.
Creativity, Inquiry, and Discovery: Undergraduate Research in and Across the Disciplines

Undergraduate research was the theme of the Association of American Colleges and Universities’ (AAC&U) Conference held in Durham, North Carolina on November 11-13, 2010. Seven faculty from UW-Superior attended the conference which took place near the campus of Duke University.

The conference kicked off on Thursday with PreConference sessions attended by several UW-Superior faculty. Dr. Rhoda Robinson attended the session on “Scaffolding Undergraduate Research into the Arts and Humanities.” Her attendance at the conference was funded through the Office of Academic Affairs.

Registration and travel for all the other UW-Superior attendees was funded through CETL.

Dr. Chad Scott attended the preconference session on “Fostering Research Methodologies across the Undergraduate Experience.” Dr. Michelle Arnhold chose to attend the session on “Undergraduate Research Outcomes in the Sciences,” while Dr. Tara Kachgal attended the session on “Faculty Roles in Undergraduate Research.”

The Keynote Address “Defining Dimensions of Undergraduate Research” was presented by Dr. Nancy Hansel, Executive Director of the Council on Undergraduate Research in Washington, DC since 2004.

Friday provided a plenary focused on the evidence and impact of undergraduate research in advancing the ability of students to integrate knowledge and problem solve. A luncheon plenary on “The Art of Questioning and Exploring Our Universe” provided insights from Dr. John R. Stilgoe of Harvard University on how students can learn to observe and question their cultural and physical environments to make connections and meaningful constructs.

Drs. Monica Day Roth, Jennifer Christensen, and Shevaun Stocker presented an afternoon session on “Interdisciplinary Implementation of Rubrics to Assess Undergraduate Student Research.” Saturday’s plenary provided insights from Dr. Carlos Gutierrez of California State University at LA on how to develop leaders for the multicultural society of 2042.

AAC&U Conferences

Upcoming Conference
“General Education 3.0: Next-Level Practices Now”

Five members of the General Education Committee are scheduled to attend the AAC&U conference to be held March 3-5, 2011, in Chicago, IL. UW-S attendees will include Eri Fujieda, Wendy Kropid, Shaun Lynch, Ella Cross and Priscilla Starratt.

“AAC&U is a quality association. I walked away from the conference in Durham with a better understanding of undergraduate research (why it is increasingly important [especially, why it is considered so effective as a learning tool]; how it is taking hold across the higher education landscape; how I might more fully integrate undergraduate research in my work at UW-S, given our institutional make-up; etc.). It was also nice to better get to know my colleagues in other departments and offices.”

Dr. Tara Kachgal

Rubrics to Assess Undergraduate Student Research.” Saturday’s plenary provided insights from Dr. Carlos Gutierrez of California State University at LA on how to develop leaders for the multicultural society of 2042.
Faculty Attend UW-System Conferences & Workshops

Teaching of English
UW-Fox Valley Conference

Ms. Beth Grbavcich, Mr. John McCormick, and Ms. Susie Isacksen, all senior lecturers in the Department of Writing, Reading and Library Science, met with other UW-System educators for a day focusing on the “Teaching of English.” The conference was held at the UW-Fox Valley campus near Oshkosh, WI, on October 29, 2010.

Conference topics included literature, creative writing, rhetoric, composition, program development and system-wide concerns related to teaching English. Attendees were also able to share their practices, concerns and expertise with one another.

Ms. Beth Grbavcich
Senior Lecturer of English
Writing, Reading, and Library Science

Mr. John T. McCormick
Senior Lecturer of English
Writing, Reading, and Library Science

Ms. Susie Isacksen
Senior Lecturer of English
Writing, Reading, and Library Science

Critical Thinking Conference at UW-SP

Ms. Yvonne Rutford and Dr. Ephraim Nikoi attended the 4th Annual Critical Thinking Conference at UW-Stevens Point on Friday, October 15, 2010. The day was focused on “Helping Students Reason Better: Using Argument Models in the Classroom.”

After a discussion of what critical thinking involves, three models for argument analysis were explained: the Box and Arrow Method, the Toulmin Method, and the Scientific Method. In the afternoon, small groups constructed classroom activities, and then presented them to their peers.

Ms. Yvonne Rutford
Assistant Professor of English
Writing, Reading, and Library Science

Dr. Ephraim K. Nikoi
Assistant Professor of Speech
Communicating Arts

Infusing East Asia
UW-River Falls Conference

The College of Arts and Sciences at UW-River Falls hosted a conference from September 30 through October 2, 2010, on “Culture, Counter-Culture and Modernity: A Faculty Development Workshop on Infusing East Asia into the Undergraduate Curriculum.”

Dr. Merose Hwang attended the conference and was grateful for this opportunity to expand her teaching knowledge as well as network with other educators nation wide.

The keynote address “Confucian China as Counter-Culture in a Changing World Order” was presented by Robert T. Ames, Professor of Chinese Philosophy at the University of Hawaii-Manoa and Editor of Philosophy East & West. The conference included a Korean story-singing theatre performance and a musical performance on the Chinese pipa (lute) as well as workshops with six other educators.

The conference was jointly sponsored by the Asian Studies Development Program of the University of Hawaii and the Center for Asian Studies of the University of Wisconsin (Madison & River Falls).

Interested in attending a teaching and learning conference with funding covered by CETL?
Contact Emily Levings at cetl@uwsuper.edu

Continued from page 24 … Lesson Study Workshop

will provide a morning introduction to lesson study to guide participants in examining basic lesson study principles and practices, and engage them in several exercises that simulate the lesson study process. The afternoon segment will be a training session to learn how to plan and support lesson study projects. Participants will identify strategies for their individual campuses. Go to https://tle.wisc.edu/forums/discussion-forum/conference-announcements for updates.
Upcoming UW-System Conferences

Collaborative Learning Conference at Green Bay

Dr. Gloria Eslinger, Dr. Olawole Famule, and Dr. Kathy Hubbard, all in the department of Visual Arts, are scheduled to attend a conference on collaborative learning on Thursday, January 20th, 2011. They will be joined by Dr. Ephraim Nikoi and Mr. Scott Smith of the Communicating Arts department, as well as Dr. Cecile Somme of the department of Educational Leadership.

The keynote speaker, Dr. Elizabeth Barkley, is a nationally known scholar, educator and consultant with over 25 years of experience as an innovative and reflective teacher. Her areas of interest include engaging students through active and collaborative learning; transforming F2F (face to face) and online curriculum to meet the needs of diverse learners (especially those from new and emerging generations); and connecting learning goals with outcomes and assessment, as announced on the Green Bay website at http://www.uwgb.edu/outreach/facultydev/. CETL funding and support will cover travel to this conference.

Lesson Study for College Teaching and Learning

OPID will sponsor a one day workshop at the Pyle Center in Madison on Thursday, March 3, 2011, for up to four instructors from each campus.

Presenters Bill Cerbin (UW La Crosse), Joy Becker (UW Stout), Nancy Chick (UW Colleges), Regan Gurung (UW Green Bay)

Continued at the bottom of page 23

Dr. Gloria Eslinger
Assistant Professor of Art Therapy, Foundations, Gallery Visual Arts

Dr. Ephraim Nikoi
Assistant Professor of Speech Communicating Arts

Mr. Scott Smith
Senior Lecturer of Speech Communicating Arts

Dr. Cecile Somme
Assistant Professor of Teacher Education Educational Leadership

UW System President’s Summit on Teaching & Learning in Madison

Members of the UW-Superior community will be presenting sessions at the University of Wisconsin System 2011 President’s Summit on Excellence in Teaching and Learning, scheduled for April 14–15, 2011, at the Madison Concourse and Governor’s Club. The Summit is being co-sponsored by the Office of Professional and Instructional Development (OPID), Women and Science, Learning Technology Development Council (LTDC), and the UW System Office of the Senior Vice President for Academic Affairs including Academic, Faculty & Global Programs; Equity, Diversity and Inclusion; and Student Affairs & Academic Support Services.

The President’s Summit will bring together over 200 faculty and academic staff to demonstrate the UW System’s commitment to excellence in teaching and learning. It will provide a forum in which to recognize and share the collective expertise of faculty and academic staff who excel at teaching, are committed to assessing student learning, and have engaged in the scholarship of teaching and learning, as well as student affairs professionals who provide the academic and student support services that enhance student success. Research on the intentional relationships among teaching, learning, and making excellence inclusive will be highlighted throughout this event. In addition to keynote addresses by UW System President Kevin Reilly and others, the Summit will feature plenary and concurrent sessions on the scholarship of teaching and learning across the disciplines in the Arts, Humanities, Professional Studies, Interdisciplinary Studies, Social Sciences, and STEM (Science, Technology, Engineering, and Mathematics). Additional teaching and learning initiatives will be featured, including the Wisconsin Teaching Fellows & Scholars Program, LEAP Wisconsin, Lesson Study, Emerging and Effective Technologies, Undergraduate Teaching and Learning Grant research projects, Curricular Redesign Grant projects, and High Impact Practices.

Go to http://www.wisconsin.edu/vpacad/summit/ for web updates.

See ISSoTL Conference at page 11