Executive Summary

The project, "Promoting Excellence in Teaching and Learning Orientation" incorporated instructional technology (Desire2Learn) into a hybrid orientation for new faculty and instructional staff at University of Wisconsin – Superior. This was a historical shift in the orientation, which had always been face-to-face sessions only (no D2L use) from 2007 – 2014. The primary focus of the orientation was on teaching and learning, and included content such as strategies to engage students, techniques for classroom management, and assignments for assessment. Orientation activities were determined that met learning goals and meaningfully incorporated D2L components (content, discussions, quizzes) as appropriate. The use of these tools effectively provided participants with a way to engage, as well as demonstrating examples of instructional technology application.

Purpose and Objectives

Desire2Learn (Learn@Superior) was implemented at University of Wisconsin – Superior more than 10 years ago. However, there are faculty and instructional staff who do not fully utilize the course management system. As indicated in the 2014 Educause survey of students and IT, more students than ever have experienced digital learning (75% partially online, 6% totally online of learners 18 – 24). As a result, an increasing number of students expect UW-S faculty and instructional staff to utilize instructional technology deliberately in their courses. One of the top five things students request is for more and better instructor participation in D2L. Literature shows that the use of technology in teaching and learning can increase student engagement and provide students the flexibility needed to continue their academic goals.

The Center on Excellence in Teaching and Learning had a distinctive opportunity in Summer 2015 to develop the skills of instructors. Since 2007, CETL has facilitated the orientation of new faculty and full-time teaching academic staff. Sessions were all face-to-face and did not include online learning opportunities. Under a new director and with the shift of instructional technology staff to CETL, a planned change in the orientation began in July 2015.

In collaboration with IT and the Distance Learning Center, CETL developed a hybrid teaching and learning orientation to develop skills and knowledge related to working with the UW – Superior student population. The orientation included online aspects to discuss content, and provided a model of how to effectively use D2L and learning technology to engage with students.

This project supported the achievement of the Learning Technology area, specifically in relation to:
- Faculty and staff development in the use and application of learning technologies;
- Technology-enabled learning spaces;
- And emerging technologies and processes that impact instruction.

Organization and Approach

Promoting Excellence in Teaching and Learning Orientation was held in Fall 2015 beginning on August 26. The content for the orientation was determined by a design team (including an instructional designer and instructional technologist, as well as faculty). Once learning goals were identified for each of the content areas, learning activities were determined. These online and face-to-face activities met guidelines regarding effective practices in teaching and learning based on Chickering and Gamson's Seven Principles of Effective Teaching and Quality Matters. The course was designed to maximize hybrid learning. Best practices in the use of D2L and learning

technologies were taught throughout orientation in relation to topics on student engagement, learning strategies, course development and assessment, and student retention.

We expected results in the outcomes as stated below. Participants would:

- Utilize student information to design appropriate learning strategies for use in the classroom/other.
- Identify appropriate strategies to assist with student retention and progress.
- Identify own expectations of students and impact on student engagement.
- Identify student expectations of instructors and impact on student engagement.
- Understand best practices and the role of Quality Matters and universal design when teaching a course.
- Identify methods to increase student engagement for learning in the classroom.
- Apply effective assessment strategies to course assignments.

Regular assessments and a final evaluation were used to determine participants' learning and application of the teaching and learning strategies discussed, including the use of D2L and online approaches. The evaluation demonstrates that the outcomes were achieved in a meaningful way, even while there is still room for growth.

Analysis and Findings

This was not a formal research project. However, the team believed that if activities using instructional technology could be effectively implemented and an effective hybrid learning environment developed, the learning outcomes would be met. The evaluation demonstrates that the learning outcomes were met and that participants believed the hybrid orientation to be meaningful.

A challenge regarding implementation of learning in the content areas was impacted by the start of the semester and timing of orientation. Participants were already beginning the semester at the first orientation session. Some techniques and activities could be implemented immediately in the classroom, such as activities for student engagement. However, some techniques could not as the syllabus had been written and class already begun. A second evaluation will be completed in May 2016 to assess application during the spring semester. It is the hypothesis that the evaluation will show more implementation.

Conclusions and Recommendations

The timing of orientation is a significant concern, both to the team and participants. To support student learning and professional development of instructors, the orientation should begin before the new hires teach their first set of courses at UW – S. Therefore, planning has already begun for the orientation to begin as an online course the summer before new hires begin, with face-to-face sessions during the fall semester. The early online sessions will focus on understanding the UW – S student population and strategies for effective teaching and learning that can be implemented while planning courses. Activities will include discussions, quizzes, and others as appropriate. Progress will be facilitated by the CETL Director.

In the evaluation, data specifically on the online and face-to-face activities was not collected. The evaluation focused on the learning outcomes for the content areas, not the activities themselves.

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The future evaluation will incorporate items to determine the effectiveness of activities. Questions to assess the aptitude of participants to use the different activities would also be helpful.

CETL is happy to share the orientation D2L shell with other campuses, and consult on the topics and activities. CETL is collaborating with other campus constituents, including the Academic Staff Senate, University Staff Senate, and Human Resources to create an onboarding process for ALL staff. Content related to the UW – S student population and engagement in learning may be included (pending Cabinet approval).

Appendices

	INITIAL BUDGET Item Description *(person or item)*	"Hours and Rate" (if labor) or "Purchase Cost"(if non-labor)	Line Total
1	Student assistant to help with orientation needs – printing, setting up meeting space	60 hours x $8.50/hour	$510
2	Paper costs for printing/copying	$50	$50
3	Headsets with microphones for participants	15 x $25	$375
4	Flash drives for participants	15 x $6	$90
		Total Request:	$1025
1	Matching Funds (Source: Center for Excellence in Teaching and Learning)		$ 250
		Total Matching funds:	$250

	FINAL BUDGET Item Description *(person or item)*	"Hours and Rate" (if labor) or "Purchase Cost"(if non-labor)	Line Total
1	Student assistant to help with orientation needs – printing, setting up meeting space	60 hours x $8.50/hour	$510
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		Total Matching funds:	$250

Lead Facilitator   Dr. Monica Roth Day   **Office:**   Swenson 2072
Office Phone: 715-394-8486   **E-Mail:**   mrothday@uwsuper.edu

Group Meets: Thursday from 8:15 to 9:45 a.m. in the Center for Excellence in Teaching and
                         Learning meeting room or other locations as noted in the schedule.

Orientation Description and Purpose
Orientation began in 2007 and has been facilitated every year since then, with revisions made to content and activities for Fall 2015. The purpose of the orientation is two-fold. First, it supports new faculty and academic instructional staff in their efforts to teach, mentor, and support students to learn and grow. Second, it enhances retention and professional development activities for new faculty and academic instructional staff. Additional activities are hosted by the Dean of Faculty and Governance committees directly related to retention.

The semester-long orientation is intended to provide participants with resources and tools to enhance skills in working with students and learn the context of teaching and learning at UW-S.

The sessions provide information to help the group engage in discussions and meaningful learning experiences. Content include information on the UW-S student population and their expectations, faculty expectation of students, teaching and learning strategies, Scholarship of Teaching and Learning, and assessment. Members of the campus community participate as guest speakers and facilitators.

UW-Superior Statement on Making Excellence Inclusive
The mission of Making Excellence Inclusive is to facilitate development, support sustainability and monitor progress of the creation of inclusive learning, living, and working environments for individuals from all diverse backgrounds and institutional roles to ensure the likelihood of success in attaining their goals and ambitions.

The vision of Making Excellence Inclusive is to aspire to collaboratively create an organizational culture that actively advances inclusion, equality, and diversity throughout all aspects of campus functioning through shared responsibility.

To this end, PETL orientation uses inclusive design to consider appropriate tools and strategies to support the growth and development of a diverse population of students and UW-S faculty and staff.

You will be exploring the teaching and learning concepts which are inclusive of cultures and backgrounds.   Listening to others and communicating effectively and respectfully is the key to developing knowledge.

All participants are encourage to express their thoughts in an honest and respectful manner, listening and respecting others' viewpoints while using critical thinking and communication skills to develop an understanding of diversity in the world. We learn best when we listen to one another. Let's always assume that people are doing the best they can, and offer feedback that can assist in learning.
Learning outcomes (Participants will…)

Teaching and Learning at a Liberal Education University

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1. Conceptualize the context of a liberal arts campus and its meaning to coursework.
2. Identify resources to utilize to develop courses and work with students.
3. Apply the W-curve to the first semester at UW-S (students and staff).
4. Utilize student information to design appropriate learning strategies for use in curricular and co-curricular environments.
5. Understand the UW-S student population.
6. Identify the impact of campus and community experiences on student learning.
7. Identify appropriate strategies to assist with student retention and progress.
8. Identify own expectations of students and impact on student engagement.
9. Identify student expectations of instructors and impact on student engagement.
10. Understand best practices and the role of Quality Matters and universal design when teaching a course.
11. Identify methods to increase student engagement for learning in the classroom.
12. Utilize resources on information literacy to heighten course activities.
13. Apply effective assessment strategies to course assignments.

Scholarship at a Liberal Education University
14. Identify the role of Scholarship of Teaching and Learning (SoTL) research.

Service at a Liberal Education University
15. Articulate the meaning of shared governance to academic life.

Readings; additional resources will be added to Learn@UW-Superior (D2L).

Articles/white papers/handouts (all available on D2L by week)
- Challenging and Supporting First Year Students
- Coping with Seven Disruptive Personality Types in the Classroom
- First Day Class Activity: The Interest Inventory
- High Impact Practices Toolkit – LEAP Initiative
- Quality Matters Rubrics
- Rethinking Expectations about Assignments
- Redesigning Teaching to Meet All Students' Needs
- Seven Practices of Effective Teaching by Chickering and Gamson
- Ten Ways to Improve Retention Rates of First Generation Students
- The Skillful Teacher: Core Assumptions
- The Syllabus as a Classroom Management Tool
- The W – Curve for Parents
- Understanding Universal Design in the Classroom
- University of Wisconsin System Policy on Plagiarism and related UW-S process
- UW-S course syllabus guidelines and course attachment
- Other materials as provided.

Books
- Engaging Ideas by Bean
- Roads Taken edited by Epp and Spellman
- The Academic Portfolio (used for portfolio meeting with Dean Liz Blue)

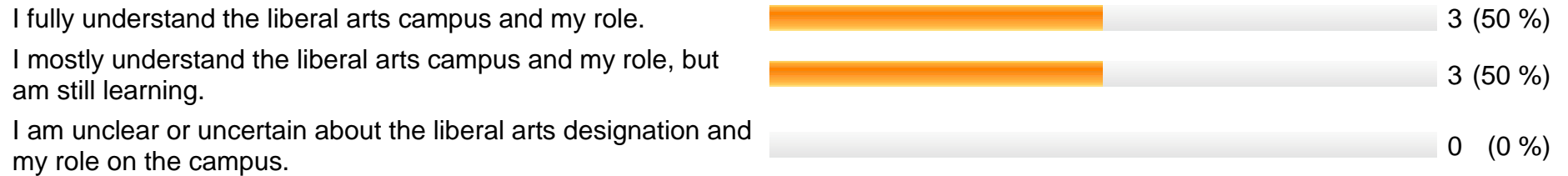| Schedule of topics and activities				
Topic/focus	**Date**	**Learning outcomes; Participants will...**	**Content**	**Related readings**
Welcome to UW-S - living, learning and teaching on our campus	**August 26 noon to 4 in YU 203**	Articulate the meaning of shared governance to academic life.	Campus structure and shared governance	• **Course syllabus guidelines and course attachment** • **The Skillful Teacher: Core Assumptions** • **The W – Curve for Parents** • **First Day Class Activity: The Interest Inventory** • **The Syllabus as a Classroom Management Tool** • **Challenging and Supporting First Year Students**
		Identify resources to utilize to develop courses and work with students.	UW-S academic "routine" (focusing on the first weeks)	
		Apply the W-curve to the first semester at UW-S (students and staff).	Student and staff life - the W-curve	
	Sept 10	**No meeting** – online activity for self-assessment and planning		
UW-S Students and Opportunities to Engage	**Sept 17**	Understand the UW-S student population.	UW-S student strengths and needs (with information on student resources)	• **UW-S Student Demographics**
	Sept 24	Utilize student information to design appropriate learning strategies for use in curricular and co-curricular environments.	Teaching and learning strategies	• **Seven Practices of Effective Teaching** by Chickering and Gamson • **Engaging Ideas** by Bean, pages 149 – 160, 202 – 210, 211 - 223
	Oct 1	**No meeting**		
	Oct 8	Identify the impact of campus and community experiences on student learning.	The campus and community experiences of UW-S students	• **Information will be provided on campus activities**
	Oct 15	Identify appropriate strategies to assist with student retention and progress.	Strategies to promote retention and graduation	• **Ten Way to Improve Retention Rates of First Generation Students** • **A Dozen Strategies for Improving Online Retention Rates**

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Expectations in the learning environment	**Oct 22**	Identify own expectations of students and impact on student engagement.	Student expectations of learning experiences and instructors	• **Rethinking Expectations about Assignments** • **Redesigning Teaching to Meet All Students' Needs**
		Identify student expectations of instructors and impact on student engagement.	Classroom management; working with difficult issues (behavioral, emotional, financial and other crises)	• **Coping with Seven Disruptive Personality Types in the Classroom**
Key concepts in Teaching and Learning	**Oct 29** **Our session will be held in Swenson 2005.**	Conceptualize the context of a liberal arts campus and its meaning to coursework.	Liberal arts/liberal education at UW-S and learning outcomes and the High Impact Practices	• **Roads Taken** edited by Epp and Spellman, pages 21 – 35, 188 – 206; • **High Impact Educational Practices (AACU) at http://www.aacu.org/leap/hips**
	Nov 5 – online only	Understand best practices and the role of Quality Matters and universal design when teaching a course.	Best practices in teaching and learning – engaged learning techniques for all types of learners	• **Quality Matters Rubrics** • **Understanding Universal Design in the Classroom**
		Utilize resources on information literacy to heighten course activities.	Enhancing information literacy and reducing plagiarism	• **UW-S Policy on Plagiarism** • **Information on Turnitin**
	Nov 12	Apply effective assessment strategies to course assignments.	Assessment strategies for activities in and outside of the classroom	• **Engaging Ideas** by Bean, pages 267 – 289, 317 - 336
	Nov 19	Identify the role of SoTL in teaching and learning, and professional research.	Scholarship of Teaching and Learning	• Readings TBA
Welcome to UW-S - wrapping up your first semester	**Dec 3**	Celebration breakfast		

Completion Summary – Promoting Excellence in Teaching and Learning Orientation Summative Evaluation

6 attempts have been completed

Question 1

Conceptualize the context of a liberal arts campus and its meaning to coursework.

I fully understand the liberal arts campus and my role.	3 (50 %)
I mostly understand the liberal arts campus and my role, but am still learning.	3 (50 %)
I am unclear or uncertain about the liberal arts designation and my role on the campus.	0 (0 %)

Number of Responses: 6

Question 2

Identify resources to utilize to develop courses and work with students.

I feel confident in my use of resources for working with students.	4 (66.67 %)
I am still learning new resources, but utilize my current knowledge of resources in working with students.	2 (33.33 %)
I know minimal resources on campus and/or do not use resources to assist me in working with students.	0 (0 %)
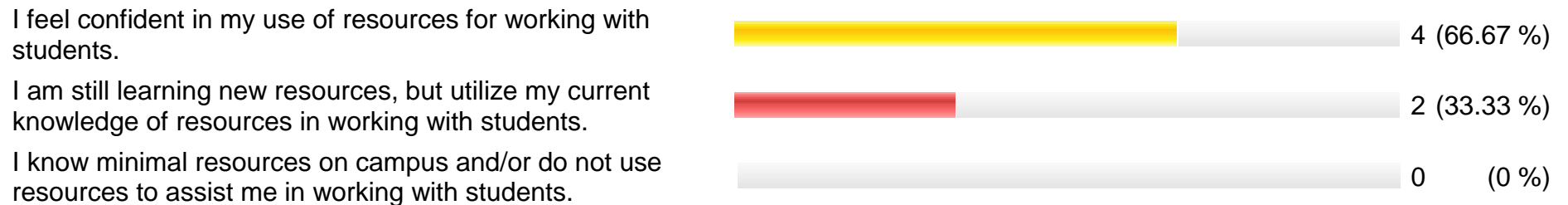
Number of Responses: 6

Question 3

Apply the W-curve to the first semester at UW-S (students and staff).

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I have used the W-curve information at least three times this semester to understand my students and/or myself.

3 (50 %)

I have used the W-curve information at least once this semester to understand my students and/or myself.

3 (50 %)

I have not used the W-curve information to understand my students and/or myself.

0 (0 %)

Number of Responses: 6

Question 4

Utilize student information to design appropriate learning strategies for use in curricular and co-curricular environments.

I have used the information about UW-S students to inform my courses and apply appropriate learning strategies.
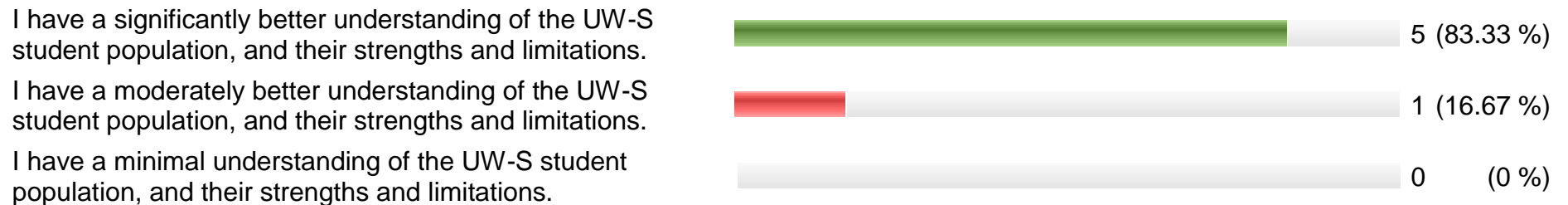
6 (100 %)

I have used the information about UW-S students in general ways, but it has not been considered when developing my courses and/or learning strategies.

0 (0 %)

I have not used the information about UW-S students in my work.

0 (0 %)
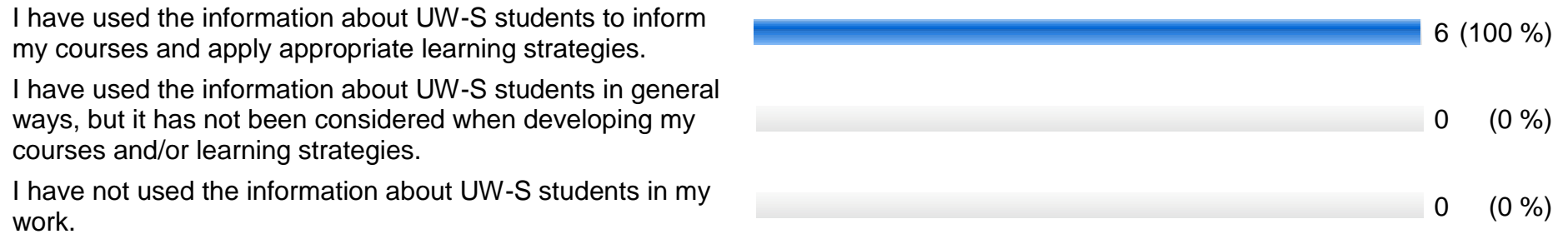
Number of Responses: 6

Question 5

Understand the UW-S student population.

I have a significantly better understanding of the UW-S student population, and their strengths and limitations.

5 (83.33 %)

I have a moderately better understanding of the UW-S student population, and their strengths and limitations.

1 (16.67 %)

I have a minimal understanding of the UW-S student population, and their strengths and limitations.

0 (0 %)

Number of Responses: 6

Question 6

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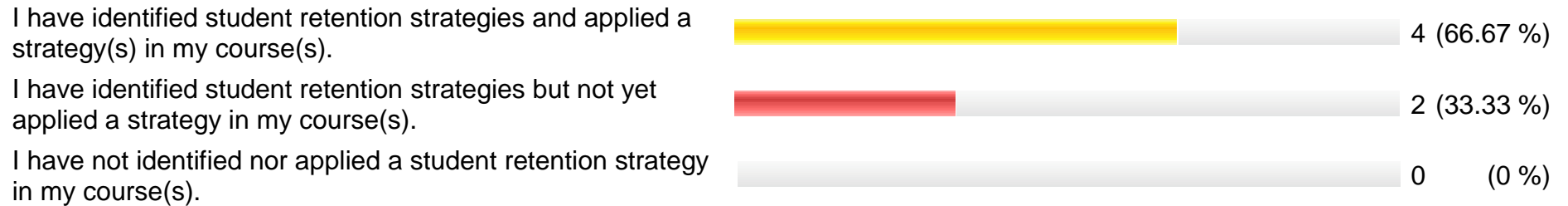
Identify the impact of campus and community experiences (such as family and work obligations) on student learning.

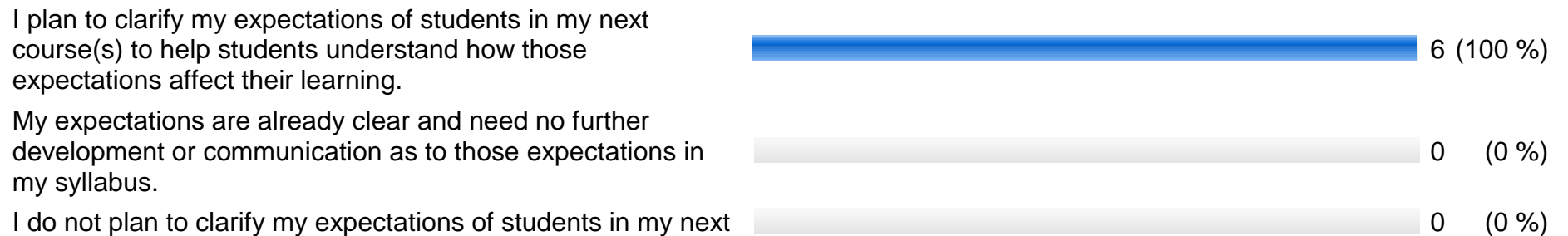I have a significantly better understanding of the obligations UW-S students experience.

5 (83.33 %)

I have a moderately better understanding of the obligations UW-S students experience.

1 (16.67 %)

I have a minimal understanding of the obligations UW-S students experience.

0   (0 %)
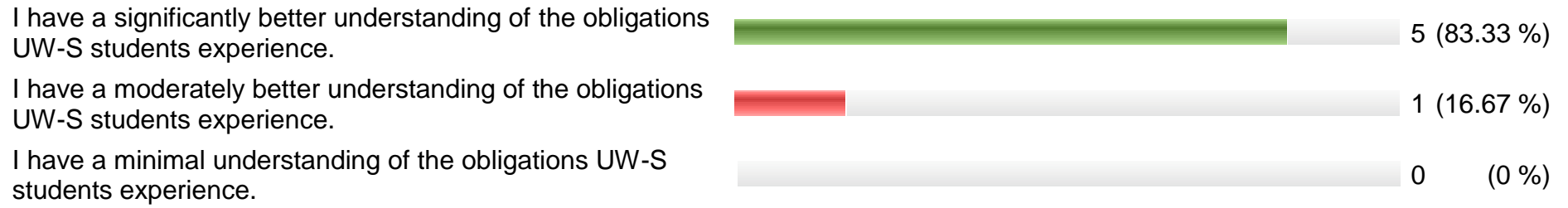
Number of Responses: 6

Question 7

Identify appropriate strategies to assist with student retention and progress.

I have identified student retention strategies and applied a strategy(s) in my course(s).

4 (66.67 %)

I have identified student retention strategies but not yet applied a strategy in my course(s).

2 (33.33 %)

I have not identified nor applied a student retention strategy in my course(s).

0   (0 %)

Number of Responses: 6

Question 8

Identify own expectations of students and impact on student engagement.

I plan to clarify my expectations of students in my next course(s) to help students understand how those expectations affect their learning.

6 (100 %)

My expectations are already clear and need no further development or communication as to those expectations in my syllabus.

0   (0 %)

I do not plan to clarify my expectations of students in my next

0   (0 %)

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course(s) to help students.

Number of Responses: 6

Question 9

Identify student expectations of instructors and their impact on student engagement.

I plan to clarify students' expectations of myself and the classroom to help students understand those who affect their learning.

4 (66.67 %)

It is already clear as to students' expectations of me and the classroom and no further work and/or communication is needed.

2 (33.33 %)

I do not plan to clarify students' expectations of myself or my classroom.

0   (0 %)

Number of Responses: 6

Question 10

Understand the best practices and the role of Quality Matters and Universal Design when teaching a course.

I have integrated Quality Matters and/or Universal Design into my course(s).

3 (50 %)

I plan to integrate Universal Design into my next course(s).

3 (50 %)

I do not plan to integrate Universal Design into my next course(s).

0   (0 %)

Number of Responses: 6

Question 11

Identify methods to increase student engagement for learning in the classroom.

I am using at least one new method to increase student

4 (66.67 %)

engagement in my course(s).

I plan to use at least one new method to increase student engagement in my course(s). — 2 (33.33 %)

I am satisfied with the level of engagement in my course(s) and do not plan to use new strategies. — 0   (0 %)

Number of Responses: 6

Question 12

Utilize resources on information literacy to heighten course activities.

I am integrating at least one activity related to information literacy in my course(s). — 3 (50 %)

I plan to integrate at least one activity related to information literacy in my course(s). — 3 (50 %)

I do not plan to integrate an activity related to information literacy in my course(s). — 0   (0 %)

Number of Responses: 6

Question 13

Apply effective assessment strategies to course assignments.

I am implementing at least one (new or previously used) assessment strategy in my course(s). — 6 (100 %)

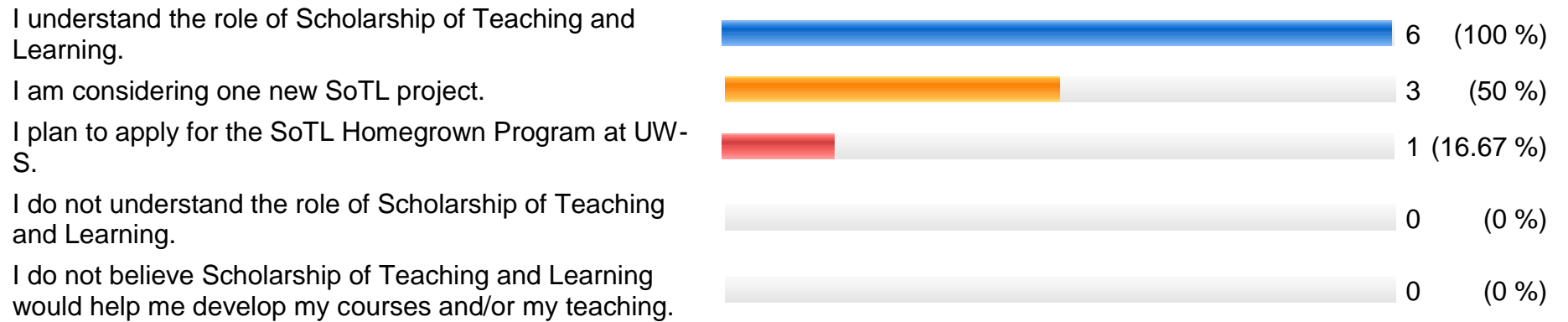I plan to implement at least one (new or previously used) assessment strategy in my course(s). — 0   (0 %)

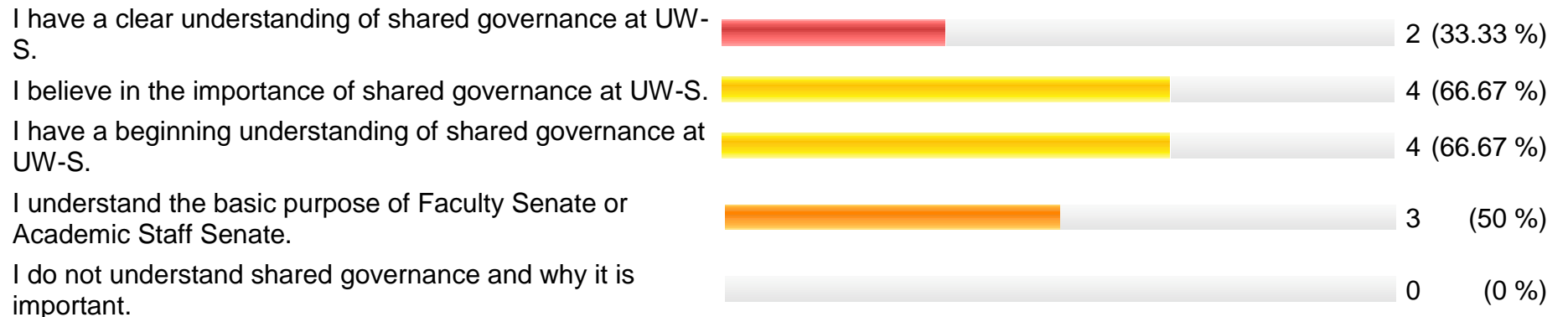I do not plan to implement assessment strategies in my course(s). — 0   (0 %)

Number of Responses: 6

Question 14

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Identify the role of Scholarship of Teaching and Learning (SoTL) research. Check all that apply.

I understand the role of Scholarship of Teaching and Learning.	6	(100 %)
I am considering one new SoTL project.	3	(50 %)
I plan to apply for the SoTL Homegrown Program at UW-S.	1	(16.67 %)
I do not understand the role of Scholarship of Teaching and Learning.	0	(0 %)
I do not believe Scholarship of Teaching and Learning would help me develop my courses and/or my teaching.	0	(0 %)

Question 15

Articulate the meaning of shared governance to academic life. Check all that apply.

I have a clear understanding of shared governance at UW-S.	2	(33.33 %)
I believe in the importance of shared governance at UW-S.	4	(66.67 %)
I have a beginning understanding of shared governance at UW-S.	4	(66.67 %)
I understand the basic purpose of Faculty Senate or Academic Staff Senate.	3	(50 %)
I do not understand shared governance and why it is important.	0	(0 %)

Question 16

In what ways have you incorporated information from the PETL orientation into your courses and campus activities?

Answers

⌄Collapse Responses

Awareness of ways to improve rapport and communication with students

I've incorporated the Growth Mindset feedback for my students.

Assessment techniques in class, updating syllabi for next semester, creating new assignments for next semester

There were so many great ideas shared on a weekly basis of what other faculty were doing in their classes. I tried to implement new ideas each week based on our conversations. I'm very excited to revamp my syllabi based on the learning in Quality Matters.

I appreciated the access to resources that I could use when planning activities for my courses.

I have used the information/resources that Randy Barker provided to help students adjust to life on campus. I relied on a growth mindset in working with students. This allowed me to "meet them where they are developmentally" yet make it clear that I expected and was invested in their growth. I used the W-curve in lecture and in two different reflection assignments, and as a reminder before Thanksgiving break that the students should expect vicissitudes in their psychological lives. I tried to normalize those vicissitudes for my students. I had an idea for a "What is" Homegrown SOtL project. I am working on that idea.

Number of Responses: 6

Question 17

Did you enjoy the orientation sessions with colleagues? If so, why? If not, why not?

Answers

⌄Collapse Responses

Yes, it was a great way to gain collective knowledge about a variety of topics (grading, communication, organization of classroom activities, etc)

Yes, it was a great way to share ideas, challenges, solutions, etc.

Yes! It was great to connect with people outside of my department and share ideas.

Yes, it was a highlight of the week to discuss challenges with other faculty and get some great ideas to integrate into my own classes.

It was great to meet everyone else starting out at the same time here.

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I did enjoy them. It was helpful to hear the approaches that the other new faculty were taking to the challenges that they were experiencing.

Number of Responses: 6

Question 18

What is the strength of the PETL orientation program?

Answers

⌄Collapse Responses

After taking this course, I really began to fully accept my role as a professor

Being able to connect with the broader UWS community and learn about its various facets.

Allowing us to have group discussions and work as a part of a team. I always felt encouraged sharing my ideas and knew I would receive helpful feedback.

The opportunity to discuss our classes and struggles we have and know you're not alone. Its the collaboration which is such a benefit to the program. Monica had such great advice and was a fabulous facilitator of the program

There are several strengths that involve creating a cohort of peers, providing access to educational resources, increases knowledge specific to this campus and to show the University is invested in faculty development.

Monica has a really wonderful presence and embraces a realistic approach to the challenges of the first year. I like that she did not really try to "sugar coat" things. It was nice to hear about her experiences and how she was able to grow and develop as an instructor by facing each semester's challenges.

Number of Responses: 6

Question 19

What do you suggest for development of the PETL orientation program?

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Answers

⌄Collapse Responses

I think there should be an ePortfolio assistance day

More help with developing assessments/rubrics.

Campus tour

Make everyone do it! Have more time to just discuss.

A brief organizational rundown at the beginning - here's where you can find the schedule, here's where you can find announcements for PETL, etc.

I wonder if we could work in some time for participants to actually work on course prep together. Whereas the many different resources that we were introduced to were helpful to know about (or potentially helpful given the right circumstances), it may have been especially useful to set aside time to prep syllabi for Spring semester (or to do some catch up grading?). Anyway, some activity or activities (perhaps nominated by the members of the cohort) that would create concrete products (like a syllabus) that would promote forward momentum for the Spring semester would be really nice!

Number of Responses: 6