

## TEACHING ACADEMY ANNUAL REPORT FOR 2008-2009

### I. Mission and Objectives

The mission of the Teaching Academy (TA) is to promote effectiveness in teaching-learning on this campus and beyond, by encouraging innovation, experimentation and dialogue among existing faculty, instructional staff and teachers of the future. More information on the Teaching Academy can be found at <https://tle.wisc.edu/teaching-academy>.

### II. Activities for 2008-2009

The TA achieved its mission in 2008-2009 through a core of TA activities including:

- Fall and Spring Discussion Series
- Winter Retreat
- Spring Symposium and induction of new members
- Summer Institute

An additional major undertaking was the revising of the Teaching Academy bylaws after they were first drafted in 2002. This revision concerns aspects like changing Teaching Academy membership from the original lifetime honor to three-year membership terms for renewal on the every-three-year evaluation of their contributions to teaching and learning on this campus. The intention is to motivate and mobilize the existing members to fulfill the mission of the academy.

#### II.1. Fall and Spring Discussion Series

In the past academic year, the Teaching Academy organized a series of fall and spring discussion series, with the goal of sharing emerging pedagogies and technologies among faculty and staff.

These events were:

- October 30, 2008: “The role of teaching in retention and promotion” by Dr. David Kaplan, Harry Brighthouse and Laurey Martin-Berg
- November 30, 2008: “How do we provide graduate students with teaching experience and training?” by Sandy Courter, Robert Jeanne, Janet Batzli, Katy Swalwell and Linda Brindeau
- February 5, 2009: “Digital Storytelling — What is Digital Storytelling and how can I use it in my teaching?” by Cheryl Diermyer and Christopher Blakesley
- March 26, 2009: “Entering the academic job market” by Jeff Henriques, Wendy Crone and Matthew Capdevielle

#### II.2. Winter Retreat

The winter retreat took place on January 16, 2009 in Grainger Hall and was welcomed by over 40 people though it was the coldest day of this winter. The theme for this half-day event was *Engaging the Diverse Classroom*. This event was led by Mary Ellen Murray and Wendy Crone.

#### II.3. Spring Symposium

The Spring Symposium took place in May 2009 with the theme of *Shaping our Future: Teaching and Learning at UW-Madison*. The Teaching Academy provided \$1,500 to support this event. Teaching Academy members participated in planning the symposium and leading several sessions.

#### II.4. Spring Nomination and Induction of Fellows and Future Faculty Partners

This year, the TA inducted 13 fellows and 7 Future Faculty Partners. The induction ceremony was held at Grainger Hall on April 30, 2009, with Vice-Provost Aaron Brower as keynote speaker. Please see the name and affiliation of inductees in Appendix B.

## II.5. Summer Institute

The Teaching Academy Summer Institute (TASI) continues to be a significant contribution to the excellence of teaching and learning of UW-Madison faculty and instructional staff. The Summer Institute was held at the Arboretum June 1-4, 2009, and was a great success, co-directed by Nick Balster and Erica Halverson under the theme of *The Dynamic Classroom*. DoIT Academic Technology, the School of Pharmacy and the Writing Center also generously provided either financial and/or staff support during the whole week. Twenty-nine participants from 15 departments across campus working on 20 different teaching projects joined this event. TASI participants gave it high ratings (e.g. a “great learning week and enormously helpful”), and many left with new or revitalized courses. Most importantly, they left the institute eager to implement new ideas in the classroom and share ideas on teaching with colleagues. Additional details, the power-point presentation slides and participants’ shared experiences are accessible on the UW-Teaching and Learning Excellence webpage: <https://tle.wisc.edu/teaching-academy/teaching-academy-summer-institute>

The deans of Letters and Science, Agricultural and Life Sciences, Medicine and Public Health, Education, Pharmacy, Engineering and Nursing have generously contributed \$500 for each project of their department and college. This is indeed a welcomed support to, and more important, a reassuring recognition of our participants’ passion on teaching and learning. It is also a nice token of the deans’ commitment to promoting teaching and learning excellence at UW-Madison.

## III. A Network of connectivity across the campus

Members of the executive committee are deeply committed to teaching and learning issues on this campus. They are active in multiple teaching initiatives across campus. Here are examples of other commitments of executive committee members:

Jeff Henriques

- Academic Technology Engage Adaptation Awards Committee
- New Faculty Workshop

Caton Roberts

- Director, Chadbourne Residential College

Mary Ellen Murray

- Past chair of the Technology Enhance Learning Task Force
- Undergraduate General Education Requirements Committee

Robert Jeanne

- Past chair of the Biological Sciences Curriculum Planning Committee
- Committee on Electronic Course Guide

Chris Pfund

- Spring Teaching and Learning Symposium
- Delta Program

Christine Lupton

- DoIT Technology

Teri Balsler

- Institute for Cross-College Biology Education

Janet Batzli

- Institute for Cross-College Biology Education

Wendy Crone

- Women Faculty Mentoring Program

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#### **IV. Future Issues**

The Teaching Academy, in accordance with the changes in our bylaws, has begun efforts to revitalize the academy and clarify its value to members both present and future. This effort was initiated by the current co-chairs, Nick Balster and Jeff Henriques, and is in the process of being discussed by the executive committee. The Teaching Academy is no longer the only place on campus engaged in activities focused on excellence in teaching and learning. Rather than compete with these other groups (e.g. the Delta Program), we view it as a tremendous opportunity to work together to spread excellence in teaching and learning. However, to accomplish this goal, we believe the Teaching Academy must define its role on campus and better articulate its vision. We will begin this task by ensuring that we maintain the quality of the annual activities already done well by the academy. Then, we plan to define one or two efforts (e.g. assessment) that we, as an academy, can contribute in significant ways relative to teaching and learning on campus and beyond. Finally, we also plan to implement activities to build community among our members.

Because we are unique in our relationship with the Faculty Senate and because we are more than just a host for programs on teaching and learning, we will be looking for ways to work better with departments and centers across campus to strengthen relationships focused on teaching and learning. We recognize that many TA members are not currently active in the academy and that new members may view their induction as simply a resume enhancer. We need to reestablish the Teaching Academy as a group of faculty and staff passionate about strengthening teaching and learning on campus. To that end, we have begun this process and look forward to presenting this renewed vision and format in the next annual report.

#### **V. Administrative and financial support: 2008-2009 budgets and other support**

The major resource of the Teaching Academy is the time spent by a core group of individuals who are committed to the mission of the academy. Neither the TA chairs nor any member of the organization are compensated for their work in the academy. The administrative and financial support for 2008-2009 is described below.

Vice Provost Aaron Brower funded the TA budget request in 2008-2009 and granted the organization:

- A 0.5 FTE project assistant for 12 months. This PA had primary responsibility for:
  - assisting with agendas and minutes of the executive committee meetings;
  - communicating with chair and executive committee members;
  - emailing announcements of meetings and events to membership;
  - communicating and coordinating with partners and speakers at various events;
  - contributing to the planning and development of the new web site and other special projects;
  - providing support to the planning and implementation of major TA events.
- A \$10,770 budget to support Teaching Academy events. From these funds, the TA contributed \$1,500 to the 2009 Spring Symposium. The remaining amount (\$9,270) was to be used to sponsor and promote various Teaching Academy events. The largest expenditure was support for the Summer Institute, a four-day event requiring room rental, audio visual equipment, stipends for participants, and supplies.

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## APPENDIX A

### Teaching Academy executive committee for 2008-2009

Nick Balser, Soil Science  
Teri Balser, Soil Science  
Janet Batzli, Biocore  
Wendy Crone, Engineering Physics  
Erica Halverson, Educational Psychology  
Jeff Henriques, Psychology, co-chair  
Robert Jeanne, Entomology  
Christine Lupton, DoIT  
Mary Ellen Murray, Nursing, co-chair  
Christine Pfund, Delta  
Caton Roberts, Psychology

### Teaching Academy support staff for 2008-2009

Weili Zhao

## APPENDIX B

### Teaching Academy fellows inducted in 2009

Beth A. Martin, assistant professor, Pharmacy  
Susan Tipple, clinical associate professor, Nursing  
Thomas L. Eggert, co-director, Business, Environment and Social Responsibility Program; senior lecturer, Business  
Thomas R. Kratochwill, professor, Educational Psychology  
Mary Elizabeth Meyerand, associate professor, Medical Physics  
Greg Downey, associate professor, Journalism and Mass Communication; Library and Information Studies  
Regina M. Dunst, clinical associate professor, Nursing  
Robert Gervev, assistant professor, Rehabilitation Psychology and Special Education  
Ben-Tzion Karsh, associate professor, Industrial and Systems Engineering  
Sarah Miller, co-director, Wisconsin Program for Scientific Teaching  
John Parrish, professor, Animal Sciences  
Timothy Paustian, faculty associate, Bacteriology  
Nete Schmidt, senior lecturer, Scandinavian Studies

### Teaching Academy future faculty partners inducted in 2009

Cydne Alexis, English  
Elizabeth Ann Becker, Psychology  
Heather Carroll, English  
Jessica Citti, English  
Peter De Costa, English  
David Stock, English  
Katy Swalwell, Curriculum and Instruction