

## TEACHING ACADEMY ANNUAL REPORT FOR 2011-2012

### 1. 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 TA can be found at <https://tle.wisc.edu/teaching-academy>.

### 2. Activities for 2011-2012

The TA achieved its mission in 2011-2012 through a core of TA activities and events including:

- MIU-funded Madison Teaching and Learning Excellence Program
- Winter Retreat in collaboration with the Health Sciences Teaching Symposium
- Teaching and Learning Symposium workshop and roundtable luncheon
- Induction ceremony of new Teaching Academy fellows and future faculty partners
- Teaching Academy Summer Institute
- Fall and Spring *Call to Arms* and *State of the Academy Letter*
- Supplemental course evaluation for essential learning outcomes

#### 2.1. Madison Teaching and Learning Excellence Program

Madison Teaching and Learning Excellence is an MIU initiative to improve undergraduate education by providing programming for faculty professional development in teaching. It aims to support and promote early-career faculty as fast, efficient starters. As a grassroots program, Madison Teaching and Learning Excellence is a collaborative of teaching and learning organizations at UW-Madison, led by the UW Teaching Academy. MTLE connects faculty to a teaching community and provides guidance, consulting, and mentoring to early-career faculty participants, the “MTLE Faculty Fellows.” Each cohort of faculty will work together with campus leaders in a learning series that includes: large-group standardized curriculum on pedagogy; lesson design and assessment; individualized, custom consultations; and mentored teaching during the academic year. The goals of this program are to:

- establish a teaching and learning community and mentoring network for early-career faculty
- improve understanding and implementation of learner-centered course design, assessment, and instructional methods
- foster increased and sustained use of high-impact educational practices among faculty and, thereby, improve educational experiences among students
- improve satisfaction and success for faculty as they develop community and integrate their roles among teaching, research, and mentoring

The MTLE program is co-directed by Nick Balster (Soil Science) and Janet Batzli (Biocore), with Associate Director Sarah Miller who joined the program in May 2012. More information about the program is available at <https://tle.wisc.edu/mtle>.

#### 2.2. 2012 Annual Winter Retreat

The 2012 Teaching Academy Winter Retreat joined the third annual Health Sciences Teaching Symposium under the theme of “Using Community Service Learning to Integrate the Wisconsin Idea into Our Teaching and Learning.” This event emphasized teaching strategies for including community service learning opportunities in our curriculum and methods in evaluating programs and assessing students. This free event was held Wednesday, January 18, 2012 in the Health Sciences Learning Center and was open to all in the UW-Madison community. Approximately 80 attendees from across the campus participated in the event and left with a better understanding of the Wisconsin Idea and how to integrate a community service component into their curriculum and teaching pedagogies.

Keynote speaker Aaron Brower, PhD, professor of social work and vice provost for teaching and learning at UW-Madison, addressed the Wisconsin Idea and its 100-year celebration. Dr. Brower also discussed the Wisconsin Experience and how integrating learning inside and outside the classroom, and collaborating with our communities to teach, would produce graduates who are not only great leaders and problem solvers, but good citizens. The video of Dr. Brower's presentation, "Does the Wisconsin Experience Lead to the Wisconsin Idea?" can be viewed at <http://videos.med.wisc.edu/videos/37980>. Detailed program agenda and other presentation slides are available at <http://www.med.wisc.edu/health-sciences-teaching-symposium/main/32316>.

Dr. Janet Batzli and Dr. Beth Martin represented the TA in their closing presentation entitled, "The UW Teaching Academy: A Catalyst for Teaching and Learning Excellence." Several nominations for TA Fellows were received from faculty/staff who attended the event.

### **2.3. 2012 Annual Teaching and Learning Symposium**

The Teaching and Learning Symposium took place in May 2012 with the theme "Year of the Wisconsin Idea." The TA provided a total of \$4,200 to support this event including: 1) sponsoring a roundtable discussion on the Wisconsin Idea for all symposium participants (300 in total), facilitated by the TA fellows and future faculty partners and led by Janet Batzli (Biocore), Erica Halverson (Curriculum and Instruction), Sarah Miller (Madison Teaching and Learning Excellence Program) and Debra Shapiro (School of Library and Information Studies); and 2) giving out the 2012 Teaching Academy "Academy Award" to Professor John DeLamater (Sociology) to acknowledge his active involvement with the TA in promoting teaching and learning excellence at UW-Madison since he joined the academy in 1995. In addition, TA representatives (Janet Batzli and Sarah Miller) co-hosted a workshop with the Morgridge Center (Director Nancy Mathews) together with Giri Venkataramanan (Electrical and Computer Engineering) entitled, "Preparing faculty to teach beyond the borders of their classroom." Approximately 35 participants in attended the workshop.

### **2.4. Spring Nomination and Induction of Fellows and Future Faculty Partners**

This year, the TA inducted 16 fellows and 10 future faculty partners from departments all across campus, admitted to the academy based on their demonstrated excellence in teaching and on the recommendations from fellow faculty and students. The induction ceremony was held in Union South on April 25, 2012. The names and affiliations of the inductees are listed in Appendix A. A highlight for this year's induction ceremony was John Delamater's introductory remarks where he revisited the Teaching Academy's history. It was especially encouraging to know that much of the original philosophy and motivation for the TA is still intact; in particular, the TA intends to build on the great work begun in past years by focusing in 2012-2013 on peer review of teaching.

### **2.5. Teaching Academy Summer Institute (TASI)**

The TA's 12th annual summer institute was held June 4-7, 2012 at the UW-Madison Arboretum. This year's theme was "Designing Relevant Learning," and was developed by a committee of thirteen faculty and staff from around campus, led by TASI co-directors Ruth Olson and Beth Martin. The institute was once again an overwhelming success with 26 participants from 13 departments across campus working on 17 different teaching projects as well as a cohort of 38 faculty/staff and 5 students attending as presenters, panelists and facilitators.

TASI participants said that they benefited a great deal from the presentations, the poster sessions, the venue, and discussions with colleagues passionate about teaching and learning and interested in innovation surrounding "relevant learning." Many left with new or revitalized courses. Most important, 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 the event evaluation are available at <https://tle.wisc.edu/teaching-academy/teaching-academy-summer-institute-2012-1>.

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On behalf the TA and the organizing committee of this summer institute, we want to thank the Office of the Provost, the DoIT Department of Academic Technology, the Writing Center, the School of Library and Information Studies, and the Delta Program for their financial and/or staff support during the whole week.

## **2.6. Teaching Academy Fall and Spring Call to Arms and State of the Academy Letter**

In fall 2011, for the first time, we actively solicited TA members through a “Call to Arms” to participate in activities across campus that called for expertise in teaching excellence. Our members’ positive response was overwhelming and affirming of fellows’ interest in contributing to a strong, vibrant TA. Thanks to our members, in the 2011-2012 academic year, the TA was well represented in the following activities: the DELTA Achievement Gap Advisory Board (John Booske), The Center for the First Year Experience ‘First Year Award’ reviewer committee (Karen Kopacek, Susan Wenker, Christina Matta, Linda Roberts), and the Go Big Read review committee (Shannon Blake Skelton, Patrick McBride, Jennifer Conrad, and Michael Chial).

Through the spring Call to Arms, we welcomed two new executive committee members Adrian Treves (Environmental Studies) and Margaret Nellis (University Health Services, School of Human Ecology). In addition, we received an enthusiastic response with 17 TA fellow volunteers to introduce new fellows and FFPs during the 2012 induction ceremony and 22 volunteers to serve as facilitators at the Teaching and Learning Symposium roundtable discussions. The Spring Call to Arms also served to reach out to TA fellows for their contributions on event planning committees including TASI and the 2012 Fall Kickoff symposium, “Grading: from Philosophy to Practice.” [TASI: Beth Martin (co-organizer), Ruth Olson (co-organizer), Sage Goellner, Christine Lupton, Christopher Carlson-Dakes, Melanie Jones, Debra Shapiro, John Parrish and Cheryl Diermyer. Fall Kickoff: David Baum (organizer), Christine Lupton, Jamie Henke, Erica Halverson, Jeffrey Henriques, Tony Gregerson, Sarah Miller, Beth Martin and Michael Braun. Communication subcommittee: Cheryl Diermyer (chair), Chris Lupton, Cydney Alexis, Mark Nelson, Mary Beth Anzovino and Janet Batzli. Assessment subcommittee: David Baum (chair), Janet Batzli, Beth Martin, Sarah Miller, Christine Lupton, Jamie Henke, Erica Halverson and Jeffrey Henriques.]

In an effort to build more cohesiveness for this community, we have also decided to use a “State of the Teaching Academy” letter to update our membership and the campus on TA business and to welcome our members’ future participation in our mission.

The fall and spring Call to Arms and the State of the Teaching Academy letter have great promise as a means to coalesce our membership that spans the entire campus, but which has been somewhat fragmented in past years.

## **2.7. Supplemental Course Evaluation**

In fall and spring 2012, the TA assessment subcommittee met to discuss the campus assessment landscape and how the TA could provide guidance and resources through programming. In addition, the committee, chaired by David Baum, discussed the evaluation of campus essential learning outcomes. As a product of these discussions, David Baum and Janet Batzli, in collaboration with John Stevenson at the UW Survey Center, applied for and were granted funding from the University Assessment Council to develop and user-test a supplemental course evaluation focused on the essential learning outcomes.

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## 2.8. A Network of Connectivity Across the Campus

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

- Nick Balster (ex officio), associate professor, Soil Science
  - Brady Fellow
  - CALS Instruction Committee
  - DELTA instructor
  - Co-director, Madison Teaching and Learning Excellence Program
- Janet Batzli, associate director, Biocore
  - Co-chair, Teaching Academy
  - Co-director, Madison Teaching and Learning Excellence Program
- Erica Halverson, assistant professor, Curriculum and Instruction
  - Co-chair, Teaching Academy
  - DoIT/Engage Faculty Advisory Board
- Jamie Henke, director, Independent Learning in Music, Continuing Studies; director, Non-credit Online Programs in Music, Continuing Studies
  - Member of OPID Council (UW System)
  - Chair, MACRO (national music theory pedagogy group)
- Sarah Miller, Institute for Cross-College Biology Education
  - Co-chair, Planning Committee, Teaching and Learning Symposium
  - Team Leader, Planning Group, University Response Plan and Emergency Operations Center
  - Member, Planning Committee, 2012 National Academies Summer Institute at UW-Madison: Leadership Summit
  - Member, Steering Committee, National Academies Summer Institutes
  - Member, Steering Committee, Delta Program for Research, Teaching, and Learning
  - Founder and member, Planning Committee, Postdoc Conference on Professional Development
  - Member, Teaching and Learning Council, College of Agricultural and Life Sciences
  - Associate Director, Madison Teaching and Learning Excellence Program
- Beth Martin, assistant professor (CHS), Pharmacy
  - Co-director, 2012 Teaching Academy Summer Institute
  - Co-coordinator, Teaching Certificate Program for Pharmacy Residents
- Cheryl Diermyer, DoIT Technology
  - Chair, TA Communications Committee
  - TASI Planning Committee
  - TASI consultant
  - MTLE Assistant Director Hiring Committee
  - MTLE DoIT representative
- Ruth Olson, Folklore Program, associate director, Center for the Study of Upper Midwestern Cultures
  - Member, Archives Committee
  - Co-director, 2012 Teaching Academy Summer Institute
- Debra Shapiro, School of Library and Information Studies
  - Instructional program manager, Library and Information Studies MA via distance
  - Distance Education and Communication Committee
  - Member, ComETS
- David Baum, professor and chair, Botany
  - Director, James F. Crow Institute for the Study of Evolution (and chair, Evolution Coordinating Committee)
  - Introductory Biology Innovation Committee
- Peter Kuhn, FFP representative
  - Postdoctoral fellow, Biochemistry

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### **3. Administrative and Financial Support: 2011-2012 Budgets and Other Support**

The major resource of the TA is the time spent by a core group of individuals who are committed to the mission of the TA. Neither the TA chairs nor any member of the organization are compensated for their work in the academy. The administrative and financial support for 2011-2012 is described below.

Vice Provost Aaron Brower approved the TA budget request in 2011-2012 and granted the organization:

- A 0.5 FTE project assistant for 12 months. This PA had primary responsibility to:
  - Assist with the agenda and minutes of the executive committee meetings
  - Communicate with the co-chairs and executive committee members
  - Email membership to announce meetings and events
  - Communicate and coordinate with partners and speakers at various events
  - Contribute to the planning and development of the new web site and other special projects
  - Provide support to the planning and implementation of major TA events
- A \$10,409 budget to support TA events

From these funds, the TA contributed \$4,200 to the 2012 Spring Symposium. The remaining amount (\$6,209) was to be used to sponsor and promote various TA 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.

### **4. Membership, Academic Year 2011-2012**

#### Teaching Academy Executive Committee

Nick Balster, Soil Science (ex officio)  
Janet Batzli, Biocore (co-chair)  
David Baum, Botany  
Cheryl Diermyer, DoIT Academic Technology  
Erica Halverson, Curriculum and Instruction (co-chair)  
Jamie Henke, Division of Continuing Studies  
Peter Kuhn, Biochemistry (FFP representative)  
Beth Martin, Pharmacy  
Sarah Miller, Institute for Cross-College Biology Education  
Ruth Olson, Folklore Program  
Debra Shapiro, Library and Information Studies

#### Teaching Academy Support Staff

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APPENDIX A

Teaching Academy Fellows Inducted in 2012

Craig A. Albers, Professor, Educational Psychology  
Andrea-Teresa “Tess” Arenas, Director, Office of Service Learning and Community-Based Research  
Stacey L. Brickson, Assistant Professor (CHS), Orthopedics and Rehabilitation  
Harry Brighthouse, Professor, Philosophy  
B. Bradford Brown, Professor, Educational Psychology  
Duncan L. Carlsmith, Professor, Physics  
Suzanna Waters Castillo, Faculty Associate, Division of Continuing Studies  
Ralph Grunewald, Associate Faculty Associate, Comparative Literature  
Gregory A. Hollman, Professor (CHS), Pediatrics  
Evelyn Howell, Professor, Landscape Architecture  
Dipesh Navsaria, Assistant Professor (CHS), Pediatrics  
Catherine Voge, Clinical Associate Professor, Nursing  
Denise L. Walbrandt Pigarelli, Clinical Associate Professor, Pharmacy  
Larry Watson, Associate Faculty Associate, Physics  
Andrea L. Williams, Clinical Associate Professor, Nursing  
Scott T. Woody, Assistant Scientist, Biochemistry

Teaching Academy Future Faculty Partners Inducted in 2012

Katalin Dósa, Nelson Institute of Environmental Studies  
Erica J. Hagen, Geological Engineering  
Jacqueline Hartley, Sociology  
Gina M. Hedberg, Bacteriology  
Melinda Kavanaugh, Social Work  
Jennifer A. Kowalkowski, Nursing  
Sarah McArdell Moore, Counseling Psychology  
Melanie Spero, Bacteriology  
Gina Spitz, Sociology  
Xin Zou, East Asian Languages and Literature/Curriculum and Instruction