

University of Wisconsin-Madison Teaching Academy Annual Report for July 2012-June 2013

1. Mission and Objectives

The mission of the Teaching Academy is to provide leadership to strengthen undergraduate, graduate, and outreach teaching and learning by the University of Wisconsin-Madison faculty members and instructional staff. More information on the TA can be found at <https://tle.wisc.edu/teaching-academy>.

2. Activities for 2012-2013

The TA achieved its mission in 2012-2013 through a core of TA activities and events including:

- Fall Kickoff on “Grading: From Philosophy to Practice”
- Winter Retreat on “Review of Teaching for Learning and Peer-review Database”
- Teaching and Learning Symposium workshop and roundtable Luncheon
- Induction Ceremony of New Teaching Academy Fellows and Future Faculty Partners
- Teaching Academy Summer Institute “Teaching to Engage a New Generation of Learners”
- Supplemental Course Evaluation for Essential Learning Outcomes supported by the UW-Madison Assessment Council
- MIU-Funded Madison Teaching and Learning Excellence Program

2.1. 2012 Annual Fall Kickoff

Grading practice, as an essential element of effective teaching and learning, can be complicated and challenging to instructors. The UW-Teaching Academy 2012 kickoff symposium on Grading: from Philosophy to Practice initiated a campus wide conversation about how to evaluate our own grading practices on Friday, September 28th at Union South, Varsity Hall III. Teaching Academy Executive Committee member Professor David Baum from Botany organized this event. Over 100 participants from across campus showed up, shared thoughts, and left with a raised awareness of the importance and challenge of establishing rigorous and consistent grading practices.

An introductory short video set the stage by providing participants with a snapshot of attitudes to grading from current UW instructors and students. Professor James Wollack, from the Department of Educational Psychology and Office of Testing and

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Evaluation Services, followed up with a keynote on Grading: Principles and Practices. Jocelyn Milner, Director of Academic Planning and Institutional Research, talked about Grading Patterns and the Student Experience. A Career Service Panel, organized by Wren Singer, Director of Undergraduate Advising, gave attendees a perspective on how grades are used post-graduation by potential employers and graduate programs. The symposium ended with a series of concurrent hour-long facilitated lunch discussions where participants shared their reflections upon six topics. Detailed program agenda and other presentation slides are available here <https://tle.wisc.edu/teaching-academy/2012-fall-kickoff-symposium>

2.2 2013 Annual Winter Retreat and Peer Review Database

Teaching Academy Co-Chair Erica Halverson from the Department of Curriculum and Instruction organized our 2013 Winter Retreat on Review of Teaching for Learning on Wednesday, January 16 at Varsity Hall II of Union South which attracted over 80 participants across campus.

Professor Richard Halverson, from the Department of Educational Leadership and Policy Analysis, gave a keynote on Learning to Notice in a College Classroom, sharing strategies for constructing peer groups for ongoing teaching improvement, and using data about student learning and behaviors to inform changes in our teaching. Mr. Christopher Carlson-Dakes, from the Delta Program for Research, Teaching, and Learning and also a Faculty Associate in the College of Engineering, gave a talk on The Peer Review Process: What's in it for me? Chris guided participants through the peer review resources available on the TLE website (<https://tle.wisc.edu/teaching-academy/peer-review-teaching>). Chris helped to build this resource a few years ago and will be providing oversight on the site's reengineering and in conducting workshops. , an important initiative the Teaching Academy is undertaking for the 2013-2014 Academic Year.

For some time now, the Teaching Academy has been thinking and talking about ways to engage the campus community in the peer review of teaching. Many teachers want to have conversations about how to improve their teaching but lack the network of people to be successful. We have taken a first step toward building that network by developing a database of UW-Madison faculty/staff who are interested in engaging in peer review. A survey (<http://tinyurl.com/Tapeerreview>) was created and disseminated to Teaching Academy Fellows as an initial step. In the following academic year, we strive to push further this peer-review database project for the Teaching Academy members.

2.3. 2013 Annual Teaching and Learning Symposium

In the spirit of UW–Madison's Year of Innovation, the 2013 Teaching and Learning
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Symposium theme was *educational innovation*: reinvigorating how we teach for the 21st century. The Teaching Academy provided a total of \$4,200 to support this event including 1) sponsoring a roundtable discussion on innovative educational approaches that enhance student learning for all symposium participants (450 in total) facilitated by the TA fellows and future faculty partners; led by Erica Halverson (Curriculum and Instruction), Beth Martin (Pharmacy), Adrian Treves (Nelson Institute for Environmental Studies), Sarah Miller (Associate Director of Madison Teaching and Learning Excellence Program), Margaret Nellis (Manager, Academic Partnerships, University Health Services) and Mary McAvoy (Theatre Research), and 2) giving out the 2013 Teaching Academy “Academy Award” to Ms. Christine Lupton in DoIT Academic Technology to acknowledge her active involvement with the Teaching Academy in promoting teaching and learning excellence at UW-Madison since she joined the Academy in 2005.

This energizing lunch discussion, sponsored by Teaching Academy since 2011, created connections between faculty, staff and graduate students and continues to raise the visibility of Teaching Academy to the broader campus community. In the Academic Year 2013-2014, we will continue this sponsorship hoping to build a more cohesive discussion community for the Teaching and Learning Symposium.

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

This year, the TA inducted 10 fellows and 13 Future Faculty Partners from departments all across campus, and 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 the Wisconsin Idea room of the Education Building on April 24th, 2013, and Chris Lupton provided the keynote address. Please see the name and affiliation of inductees in Appendix B.

2.5. Teaching Academy Summer Institute (TASI)

On June 3-6, the UW-Teaching Academy held its 13th annual Summer Institute (TASI) at the UW Arboretum. Our theme was “Teaching to Engage a New Generation of Learners.” This year’s co-organizers are Teaching Academy Executive Committee members Ruth Olson from the Department of Comparative Literature and Folklore Studies and Debra Shapiro from the School of Library and Information Studies. Once again, the institute was an overwhelming success, with 45 participants from 22 departments across campus working on 21 different teaching projects as well as a cohort of 29 faculty/staff attending as presenters, panelists and facilitators.

TASI participants enjoyed both time to work on their projects, and concurrent sessions such as designing writing assignments, evaluating writing, using rubrics, and
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addressing the achievement gap in their classrooms. Dr. Markus Brauer talked about how to motivate students; Dr. Chris Olsen reviewed the Wisconsin Experience; and Dr. Erin McCloskey addressed the basics of online and blended learning. Panels on Service Learning and "How to Make Students Think Hard" provided participants with ideas and models from outstanding instructors and programs. TASI participants gave the institute high ratings and 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, some of 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-2013>

On behalf the UW-Teaching Academy and the organizing committee of this Summer Institute, we want to thank the Office of the Provost, DoIT Department of Academic Technology, UW-Madison Writing Center, the UW Libraries and the Delta Program for their financial and/or staff support during the whole week.

2.5 Supplemental Course Evaluations

An ongoing initiative of the TA Assessment Subcommittee, chaired by David Baum, has been to explore the possibility of campus-wide supplemental course evaluations built around the UW Essential Learning Outcomes (ELOs). David Baum and Janet Batzli, in collaboration with the UW Survey Center, and with funding from the University Assessment Council, conducted a series of focus groups to test alternative questions and assess student attitudes towards the proposed survey. A presentation of the results was given to the University Assessment Council with the recommendation that further piloting be conducted with a goal of eventually instituting a centralized system for evaluating student perceptions of how courses advance the ELOs and making summary data available. Baum and Batzli will be requesting an Educational Innovation grant to continue pushing this initiative forward.

2.6 Madison Teaching and Learning Excellence Program

Since inception (funded by MIU 2011), the Madison Teaching and Learning Excellence (MTLE) has been a collaborative initiative of teaching and learning organizations at UW-Madison, with the UW Teaching Academy as the flagship partner. MTLE aims to improve undergraduate education at UW-Madison by supporting early-career faculty to integrate educational innovations into their courses, efficiently and effectively.

The goals of MTLE are to a) promote excellent undergraduate education by supporting early-career faculty who guide undergraduate learning experiences with evidence-based educational approaches and high-impact practices, b) develop a cross-

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disciplinary community of scholars around teaching and learning through mentorship and a curriculum that models learner-centered pedagogies and promotes reflection, reciprocal feedback, and experimentation, c) organize and nurture a cross-campus coalition of teaching and learning organizations to integrate, connect, and broaden the scope of resources and scholarship available to the early-career faculty participants for implementation into their classrooms, and d) establish and maintain a sound and sustainable program infrastructure that meets undergraduate learning needs, while maintaining a cutting-edge curriculum that keeps pace with the ever-changing landscape of teaching and learning in higher education.

Through Sept 2013, we have enrolled 34 junior faculty in the year-long programming, who represent 26 departments and 7 colleges, and who have reached 6,278 enrolled undergraduates in 85 courses. The inaugural cohort of fellows completed the year-long program in August 2013; three cohorts are currently in progress. Plans are in progress to connect the MTLE Faculty Fellows with Teaching Academy Fellows in mentor-mentee relationships based on peer review of teaching.

MTLE is staffed by Co-PI's Nick Balster (Soil Science) and Janet Batzli (Biocore); Sarah Miller, Associate Director; and Emily Utzerath, Program Coordinator. More information about the program is available at mtle.wisc.edu.

2.7 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:

- Janet Batzli
 - Associate Director, Biocore
 - Co-Director, Madison Teaching and Learning Excellence Program
 - Outgoing Co-Chair, Teaching Academy
- Erica Halverson:
 - Assistant Professor, Curriculum and Instruction
 - Co-Chair, Teaching Academy
 - DoIT/Engage Faculty Advisory Board
 - The EI Core Committee, Space Committee, and Proposal Review Committee
- 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)

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- Sarah Miller
 - Campus Affiliate, Office of Professional and Instructional Development (OPID), UW System
 - Member, Ad Hoc Committee on the Center for the Advancement of Learning, UW-Madison
 - Co-Chair, Planning Committee, Teaching and Learning Symposium, UW-Madison
 - Member, Advisory Board, Achievement Gap Project (Delta Program), UW-Madison
 - Associate Director, Madison Teaching and Learning Excellence Program
- Beth Martin
 - Assistant Professor (CHS), Pharmacy
 - Co-Chair, Teaching Academy
 - Co-Director, 2012 Teaching Academy Summer Institute
 - Co-Coordinator, Teaching Certificate Program for Pharmacy Residents
- Cheryl Diermyer
 - DoIT Technology
 - TA Communications Committee Chair
 - TASI Planning Committee
 - TASI Consultant
 - MTLE Assistant Director Hiring Committee
 - MTLE DoIT Representative
- Ruth Olson
 - The Department of Comparative Literature and Folklore Studies
 - Associate Director, the Center for the Study of Upper Midwestern Cultures
 - Member, the University Archives committee
 - Co-Director, 2013 Teaching Academy Summer Institute
 - Member, Comparative Literature and Folklore Studies Budget/Events Committee, 2012-2013
- Margaret Nellis
 - Academic Partnerships in Office of Campus Community Partnerships, University Health Center
 - Faculty Associate, Interdisciplinary Studies Department, School of Human Ecology
 - Member, Planning Committee, Teaching & Learning Symposium (TA representative)
 - Member, Leadership Educators Council planning Coordinated Leadership Initiative
 - Faculty Advisor, Slow Food UW South Madison Interns
 - Partner, Morgridge Center for Public Service's "Community-University Exchange: South Madison" project

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- Debra Shapiro
 - School of Library and Information Studies
 - Instructional Program Manager, UW-SLIS Library and Information Studies MA via distance
 - SLIS Distance Education and Communication Committee
 - Member, ComETS
- Adrian Treves
 - Associate Professor of Environmental Studies
 - Co-chair, Teaching Academy (May 2013–present)
 - Affiliate, Agroecology Program
 - Affiliate, Land Tenure Center
 - Affiliate, African Studies
 - Affiliate, Latin American, Caribbean, and Iberian Studies
 - Member, University Committee on Access and Accommodation in Instruction
- David Baum
 - Professor, Botany
 - Co-Chair, Evolution Coordinating Committee
 - Biology Majors Program Committee (Evolution Option Representative)
- Mary McAvoy (FFP Representative)
 - Theatre Research

3. Administrative and financial support: 12-13 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 12-13 is described below.

3.1 Fiscal 12-13 Budget

Vice Provost Aaron Brower approved the TA budget request in 12-13, and granted the organization:

- A 0.5 FTE project assistant for 12 months
 - This PA had primary responsibility to:
 - Assist with agenda and minutes of the executive committee meetings
 - Communicate with chair 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

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- A \$11,570 budget to support the Teaching Academy events

From these funds, the T.A. contributed \$4,200 to the 2013 Spring Symposium. The remaining amount (\$7370) was to be used to sponsor and promote the 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.

APPENDIX A:

Teaching Academy Executive committee member — Academic Year 2012-2013

- Janet Batzli, Biocore, Ex-Officio
- David Baum, Botany
- Cheryl Diermyer, DoIT Academic Technology
- Erica Halverson, Curriculum and Instruction, Co-Chair
- Jamie Henke, Division of Continuing Studies
- Mary McAvoy, Theatre Research (FFP Rep)
- Beth Martin, Pharmacy, Co-Chair
- Sarah Miller, Institute for Cross-College Biology
- Margaret Nellis, University Health Services and School of Human Ecology
- Ruth Olson, Comparative Literature and Folklore Studies
- Debra Shapiro, Library and Information Studies
- Adrian Treves, Nelson Institute for Environmental Studies

Teaching Academy Support staff — Academic Year 2012-2013

- Weili Zhao

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APPENDIX B

**Teaching Academy Fellows Inducted
in 2013:**

Thomas A. DuBois
Professor, Scandinavian Studies

Cecelia Klingele
Assistant Professor, Law

Teresa (Teri) Larson
Associate Faculty Associate, Chemistry

John Martin
**Information Process Consultant, DoIT
and Counseling Psychology**

Sarah McDaniel
**Instruction Program Consultant, the UW-
Library**

Seth McGee
**Laboratory Manager II, Biology Core
Curriculum**

Steven George Oakes
**Clinical Assistant Professor,
Pharmacology**

Suzannah Sandrik
**Associate Faculty Associate, Engineering
Physics**

Jeremy Smith
Clinical Assistant Professor, Medicine

Hazel Symonette
**Program Development and Assessment
Analyst, Division of Student Life**

**Teaching Academy Future Faculty
Partners Inducted in 2013**

Dzhambul (Jambul) Akkaziev
History

Holly A. Basta
**Institute for Molecular Virology and
Biochemistry Department**

Kara Bresnahan
Nutritional Sciences

Anne (Samuelson) Clarkson
School of Human Ecology

KC Councilor
Communication Arts

Sarah Decato
Chemistry

Brian C. Gibbs
Curriculum and Instruction

Rachel Gross
History

Emily Heying
Nutritional Sciences

Sara Lam
Curriculum and Instruction

Ilana Nankin
Curriculum and Instruction

Aaron B. T. Perzigian
**Rehabilitation Psychology and Special
Education**

William Tucker
Chemistry