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## Faculty College

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Faculty College provides an annual opportunity for UW System faculty and academic staff to unite in concentrated study and discussion aimed at improving teaching and learning. Some 100 participants attend three days of intensive, interdisciplinary seminars on topics related to teaching and learning. The experience of the College enhances collegial interchange on teaching, contributing to a systemwide network of faculty and academic staff committed to educational excellence.

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## Keynote Address

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*Joan Middendorf & Leah Shopkow*

The seven-step inquiry process known as “Decoding the Disciplines” allows faculty to identify disciplinary assumptions and types of thinking that are second nature to experts but can be baffling to novices, such as our students. Faculty will get an overview of the methodology and will see excerpts from videotapes of decoding interviews to uncover expert thinking, the key moment involved in opening this “black box.” Each faculty member will share a “bottleneck” to learning in his or her classroom, and practice the interviewing process. Having defined the expert thinking that caused the student bottleneck, participants will have new insights into the thinking in their disciplines and understand why students have difficulty with disciplinary thinking.



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## 2010 Preliminary Schedule

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### *Tuesday, June 1*

- 1:00-4:30 Wisconsin Teaching Fellows & Scholars Orientation Meeting  
4:00-5:00 Faculty College Registration  
5:00-7:00 Cash Bar and Dinner  
7:00-8:30 Welcome and Keynote by Joan Middleton and Leah Shopkow, University of Indiana

### *Wednesday, June 2*

- 7:00-8:00 Breakfast  
8:00-10:00 Early Morning Seminars  
10:00-10:15 Break  
10:15-12:15 Mid Morning Seminars  
12:15-1:15 Lunch  
1:30-3:30 Afternoon Seminars  
3:45-5:00 Wisconsin Teaching Fellows & Scholars Meeting  
5:30-7:00 Cash Bar and Dinner  
7:00-8:30 Academic Freedom, Dr. Marnie Dresser

### *Thursday, June 3*

- 7:00-8:00 Breakfast  
8:00-10:00 Early Morning Seminars  
10:00-10:15 Break  
10:15-12:15 Mid Morning Seminars  
12:15-1:15 Lunch  
1:30-3:30 Afternoon Seminars  
3:45-5:00 Wisconsin Teaching Fellows & Scholars Meeting  
5:30-7:00 Cash Bar and Cook Out Dinner  
7:00-8:30 Lawn Games

### *Friday, June 4*

- 7:00-8:00 Breakfast  
8:00-9:15 Early Morning Seminars  
9:15- 9:30 Break  
9:30- 10:45 Mid Morning Seminars  
11:00- 12:15 Afternoon Seminars  
12:15-1:15 Closing Lunch

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## Office of Professional and Instructional Development

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Established in 1977, the Office of Professional and Instructional Development provides leadership in fostering the pursuit of effective and innovative teaching to enhance student learning throughout the UW System. OPID organizes and administers a series of professional development programs designed to meet the broader needs of faculty and instructional staff, and to encourage the exchange of ideas and information on teaching and learning. While several other state systems now have similar programs, some of them directly modeled on ours, OPID remains one of the most comprehensive, system level faculty development programs in U.S. higher education.

Budgetary and staff support is provided by the UW System Office of Academic and Student Services.

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## Staff

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Faculty College

2010

June 1 - 4, 2010

UW-Richland  
Richland Center, WI

## Full Group Sessions

*An Interactive Play and Early Morning Seminars*

### Decoding the Disciplines

*Early Morning Seminar*

This workshop on “Decoding the Disciplines” will lead you through the seven steps of the process which helps students negotiate bottlenecks to their learning in your discipline. You will work with others in different disciplines to identify and refine your understanding of the bottlenecks your students face, will see an example of modeling a route through a student bottleneck and then devise ways to model such navigation for your own students, and explore classroom assessment techniques that can show whether students have mastered the important concepts they need to comprehend to succeed in your disciplines.

**Joan Middendorf** is a long time educational developer who serves as Associate Director of Campus Instructional Consulting Center and Adjunct Professor in Higher Education Administration at Indiana University Bloomington. Her early publications concerned the adoption of innovations in teaching and faculty culture change. Along with David Pace, she developed the Decoding the Disciplines method for helping students learn disciplinary thinking and has co-directed the Freshman Learning faculty seminar, facilitating over 150 professors in faculty learning communities. She has published numerous articles about college teaching and learning, and is a frequent guest speaker on focused assessments and easing entry into the scholarship of teaching and learning. She is a co-Director of the History Learning Project, recipient of the 2008 Robert Menges Research Presentation Award from the Professional and Organizational Development Network in Higher Education and the 2009 McGraw-Hill – Magna Publications Scholarly Work on Teaching and Learning Award.



**Leah Shopkow**, Associate Professor, History, Indiana University--Bloomington. Leah Shopkow has taught at Indiana since 1988. She is a past fellow of the Freshman Learning Project and a founding co-director of the History Learning Project with Arlene Díaz, Joan Middendorf, and David Pace, which currently holds a Spencer and Teagle Foundation grant for systematic improvement of education at research universities, for which she is the Principal Investigator. Her SoTL publications include “What ‘Decoding the Disciplines’ has to offer ‘Threshold Concepts,’” Threshold Concepts and Transformational Learning (forthcoming), “The History Learning Project: A Department ‘Decodes’ its Students,” with Arlene Díaz, Joan Middendorf, and David Pace (which won the McGraw Hill-Magna Publications Scholarly Publication in Teaching and Learning Award for 2009), and “Doing SoTL: A Cross Atlantic Dialogue Reflecting upon the Nature of Teaching and Learning in Medieval Studies” with Vicky Gunn.

### Academic Freedom

*A Short Interactive Play*

Academic Freedom is a play in which two very different professors, and one very individualistic student, confront their own ethics and shortcomings in ways that audiences have consistently found deeply funny. Reading and hearing this play will allow us to bring these characters and issues to life, and a full discussion of the issues involved will bring us all to a more thoughtful understanding of the way we interact with our peers and our students.

**Marnie Bullock Dresser** is Professor of English at UW-Richland, where she has taught creative writing, literature, and composition since 1992. A short play, “King of the Bullpen” was performed last fall at 24/7, a theater festival in Spring Green. A new full-length play, Second Blessing, is in development with a public reading planned for the spring. Dresser is a former Wisconsin Teaching Fellow and Teaching Scholar, and enjoys facilitating workshops related to civility in the classroom and creativity.

## Faculty College Session Selections

*For full descriptions please visit [www.uwsa.edu/olpid](http://www.uwsa.edu/olpid)*

### Looking Inside the Black Box:

*Exploring How Students Learn*

If we want to improve student learning, then we need to know *how* and *why* students learn or do not learn what we teach them. This means gaining access to how they interpret and make sense of the subject, where they stumble, how they respond to different instructional practices, and so on. Understanding the basis of student performance can help us identify appropriate teaching practices and approaches. This seminar focuses on how to observe and analyze student learning in the classroom, and use that information to improve teaching and student performance.

**Bill Cerbin** is Professor of Psychology and Director of the UW-La Crosse Center for Advancing Teaching & Learning ([www.uwlax.edu/catl](http://www.uwlax.edu/catl)). He also directs the College Lesson Study Project ([www.uwlax.edu/sorl/lsp](http://www.uwlax.edu/sorl/lsp)) which supports UW System instructors to use lesson study practices to improve teaching and student learning. He has presented and published widely on college teaching and learning, and in 1998 and 2003 was a Carnegie Scholar with the Carnegie Academy for the Scholarship of Teaching and Learning.

### Inclusive Excellence in the Classroom:

*Creating Equitable Learning Experiences for All Students*

Inclusive excellence requires more than *celebrating diversity* or instituting simple shifts in curricula. It requires each of us to examine our teaching styles, the ways in which power and privilege are present in our classrooms, and even the implicit or unintentional curricular and pedagogical practices through which we might bring bias into our classrooms. In this interactive workshop, we will consider in-depth strategies for creating equitable and just classroom experiences through deeper curricular and pedagogical change. After a brief discussion on the theory and philosophy of equitable classroom practice in higher education, we will turn our attention to reflection on our own teaching and specific strategies for ensuring that our classrooms are free of race, gender, sexual orientation, religion, socioeconomic, and other inequities.

*(Inclusive Excellence con't)*

**Paul C. Gorski** is founder of EdChange and Assistant Professor in Integrative Studies at George Mason University. He's an active consultant, leading workshops on educational equity and social justice throughout the US and Latin America. He's published three books and more than 30 essays on multicultural education, educational and social equity, and social justice. He's on the board of directors of the International Association for Intercultural Education. Gorski lives in Fairfax, Virginia, with his cats, Unity and Buster.

### Gathering SoTL Evidence:

*Methods for Systematic Inquiry into Student Learning*

Many instructors engaged in scholarly inquiry into student learning puzzle over how best to collect evidence that will answer their SoTL research questions. This hands on, interactive, workshop will offer participants an overview of various methods for gathering SoTL data (or evidence). An overview of a variety of methods will be offered, then the workshop will concentrate more specifically on the particulars of two or three of the methods that best fit participants' SoTL questions.

**Renee A. Meyers** is Coordinator of the UWS Leadership Site for the Scholarship of Teaching and Learning (SoTL), and Professor of Communication at the University of Wisconsin-Milwaukee. She received her Ph.D. in Communication from the University of Illinois in 1987. Prior to coming to UWM, she taught at the University of Oklahoma for five years. Her teaching interests include both undergraduate and graduate courses in Group Communication and Organizational Communication. She received a Central States Communication Teaching Award in 1989, and was twice a finalist for the UWM Martine D. Meyer Excellence in Teaching Award. She is widely published, with numerous scholarly refereed articles and book chapters, and has received several grants to support her research. Dr. Meyers also serves on the editorial boards of several communication and SoTL journals.