

Faculty College

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.

Keynote Address

Student-Faculty Partnerships in Learning and Teaching

by Peter Felten and Desiree Porter,
Elon Center for Engaged Learning
Elon, North Carolina

Research demonstrates the importance of student engagement in learning. Faculty and colleges encourage that in diverse ways, including everything from undergraduate research to writing-intensive and community-based courses. What happens when we go further, inviting students to join us in pedagogical planning and in research into how undergraduates learn? This interactive session, co-presented by an undergraduate student and a faculty member, will explore practical questions about, and approaches to, student-faculty partnerships in learning and teaching.

Peter Felten is Assistant Provost, Director of the Center for Engaged Learning, and Professor of History at Elon University.

Desiree Porter is a junior marketing major at Elon University.

2014 Preliminary Schedule

Tuesday, May 27

12:00–1:10	Wisconsin Teaching Fellows & Scholars (WTFS) arrive for luncheon
1:15–4:30	WTFS Orientation Meeting
4:00–5:00	Faculty College participants arrive and register
4:45–6:30	Cash bar and dinner - everyone
6:30	Welcome: Dean Hagen, UW-Richland
7:00–9:00	Keynote by Peter Felten & Desiree Porter - <i>Engaging Students as Partners in Learning and Teaching</i>

Wednesday, May 28

7:30–8:45	Breakfast
9:00–11:30	Morning Seminars
10:00–10:15	Break
11:45–12:45	Lunch, Poster Session and Art Show
1:00–2:15	Afternoon Workshops
2:15–2:30	Break
2:30–3:30	Work-life Balance and Wellness Series
4:45–6:45	Cash bar and dinner
7:00–8:30	Evening presentation: Feminist Research In The Arts

Thursday, May 29

7:30–8:45	Breakfast
9:00–11:30	Morning Seminars
10:00–10:15	Break
11:45–12:45	Lunch, Round Table Discussions
1:00–2:15	Afternoon Workshops
2:15–2:30	Break
2:30–3:30	Work-life Balance and Wellness Series
4:45–6:45	Cash bar and cookout
7:00–9:00	Lawn games and cash bar

Friday, May 30

7:30–8:45	Breakfast
9:15–10:30	Morning Seminars
10:30–10:45	Break
10:45–12:00	Faculty College Reflective Dialogue
12:10	Adjourn (box lunches)

Office of Professional and Instructional Development

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 Affairs.

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Faculty College

2014

May 27 - 30, 2014

UW-Richland
Richland Center, WI

Morning Seminars
(Select 1 of 3)

Contemplative Consciousness and
Diversity Learning Environments–Safe
and Caring?
by Joanne Gozawa

What enables a learning environment to be inclusive even as it is diverse? In this workshop, I distinguish a caring learning environment from simply a safe one and the different consciousness they reflect. Participants will come away from this workshop mindful about the affective climate or presence that arises from their teaching and from student interactions. The take-away inquiry question is, “does the quality of presence in my classroom enable or discourage students in their ability to collectively learn and mutually engage?” In addition, participants will be able to consider the contemplative practice of no-practice and its ability to encourage inter-subjective consciousness in their classrooms.

Going Behind the Scenes of the Learning
Process: The Scholarship of Teaching and
Learning (SoTL)
by David Voelker and Regan A. R. Gurung

The Scholarship of Teaching and Learning (SoTL) offers an exciting opportunity for higher educators to integrate teaching and research. SoTL scholars systematically inquire into their students’ learning using the tools of their own disciplines and other accessible methods. Participants in this interactive workshop, co-led by Professors David J. Voelker and Regan A. R. Gurung, will engage in an open discussion of the goals, challenges, and basic steps of pedagogical research. Participants should be prepared to discuss student learning and learning problems in a specific course, for which they will formulate a possible research question and will begin considering research methodologies.

Learning Reconsidered: Values and
Evidence Based Teaching
by Greg Valde

This workshop will explore some key ideas in the history of education, the psychology of learning, and “best practices” in teaching. In the process, participants will be invited to reconsider what it means to be an excellent teacher, particularly for one of the courses they teach.

Afternoon Workshops
(Select 2 of 5)

America’s Next Top Model: Evidence-
Based Guidelines to Model Teaching
by Regan A. R. Gurung

Recent efforts to provide standardized benchmarks for quality in undergraduate education have not included specific definitions of teaching excellence. Recently, the major organization for teaching psychology completed a two-year effort to develop guidelines for teachers. The defined Model Teaching Criteria can be used as a standard for self-evaluation, preparing merit and promotion documents, and enhancing faculty development. This session will include a summary of 18 specific characteristics and practices included in the list of model teaching characteristics, with special emphasis on research-based practices.

Healthy Instructors Inspire Healthy
Students: Five Strategies to Avoid
Burnout and Improve Your Teaching
by Brian Udermann

Ask the average person nowadays how they are doing and they will usually say – “I am just so _____.” We live in a fast-paced, hectic world and sometimes we neglect the one thing that is vital to our success—that’s right—us! When was the last time you really felt at peace? How are you at controlling stress in your life? Might it be possible for you to move more, eat healthier, and sleep better? Throughout this highly engaging and interactive workshop, you will be exposed to realistic and attainable strategies to improve your overall health and well-being.

Educating the Whole Person:
What Exactly Would That Mean?
by Greg Valde

Some have argued that traditional higher education is too narrowly conceived—that our approach to learning neglects certain key aspects of students’ development. This charge has often included the idea that we ought to educate our students’ hearts as well as their heads. More broadly, advocates of opening this proverbial can of worms have raised topics ranging from attitudes, affect, and values to character, morality, emotional intelligence, mindfulness, compassion, commitment, and personal transformation.

Contemplative Consciousness and
Diversity Roundtable: Learning
Environments–Safe and Caring?
by Joanne Gozawa

In this “roundtable,” we will experience and discuss the different consciousness that support making-safe and being-caring in the context of learning environments. I propose that support for diversity and inclusiveness requires that teachers and learners be allowed to exercise and enhance their inter-subjective abilities. The difference between doing and being are explored. The contemplative practice of no-practice is also introduced. Participants will come away from this experiential and participative exploration mindful about presence, that is, the affective climate that arises from their teaching and from the quality of interaction among students. The take-away and on-going inquiry question is, “does the presence in my classroom, whether in-person or online, enable or discourage students in their ability to collectively learn and mutually engage?” In addition, participants will be able to consider the paradox of the practice of no-practice to enhance mutuality in their classrooms.

Rethinking Content Coverage
by David Voelker

As experts in our disciplines and professions, we sometimes forget that we developed our mastery of content knowledge in tandem with—not prior to—our deep understanding, judgment-making abilities, and disciplinary skills. While it might be possible for students who are inundated with a large volume of content to retain some factual and conceptual information, a pedagogy driven primarily by the imperative to cover content leaves most students holding a bag of disconnected pieces—and the bag probably has a hole in it. This seminar will briefly make the case for moving beyond the pedagogy of coverage toward an intentional pedagogy of understanding, thinking, and application. Participants will learn about and discuss several concrete strategies for moving beyond coverage in a way that will allow students to practice applying “content” as they learn it deeply.

Wednesday Evening Session
and Presenter List

Feminist Research In The Arts
by Alison Gates, Helen Klebesadel, and
Jane Purse-Wiedenhoeft

An example of arts-based activism using collaborative feminist process, the Exquisite Uterus Art of Resistance Project raises questions about what art is, what it is for, and who can be considered artists. The EUP was initiated in the spring of 2012 to give artists an opportunity to enter the public dialogue around increasing restrictions to women’s health care.

This session will be paired with a theatre arts performance/play about the life of Isabella Augusta Persse, also known as Lady Gregory.

Alison Gates is an Associate Professor and Chair of the Art Department at the University of Wisconsin-Green Bay.

Joanne Gozawa is an Associate Professor of Transformative Inquiry at the California Institute of Integral Studies.

Regan A. R. Gurung is the Ben J. and Joyce Rosenberg Professor of Human Development and Psychology at the University of Wisconsin-Green Bay.

Helen Klebesadel, UW-Madison, is an artist and holds twin roles as Director of the University of Wisconsin Women’s Studies Consortium (WSC) and the Wisconsin Regional Arts Program (WRAP)

Jane Purse-Wiedenhoeft is an Assistant Professor of Theater at the University of Wisconsin-Oshkosh.

Brian Udermann is the Director of Online Education and a Full Professor in the Department of Exercise and Sport Science at the University of Wisconsin-La Crosse.

Greg Valde is the Director of the LEARN Center and the Teaching Scholars Program and Associate Professor of Educational Foundations and at the University of Wisconsin-Whitewater.

David Voelker is an Associate Professor of Humanistic Studies and History at the University of Wisconsin-Green Bay.