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 system-wide network of faculty and academic staff committed to educational excellence.

Renee Meyers Memorial Keynote

Keep Your Eyes on the Prize: Strategies to Cultivate Learning
by Regan Gurung, University of Wisconsin-Green Bay

"It is always easier to work towards goals when you have a clear, inspirational version of what your goals are. As educators we want students to learn, but what exactly is learning? I will unpack different views of learning comparing what faculty want with what students want and then reviewing the key factors that predict learning. I will advance a helpful metaphor for fostering learning and provide pragmatic tools on how we can optimally cultivate student learning."

Dr. Regan A. R. Gurung is a Ben J. and Joyce Rosenberg Professor of Human Development and Psychology at UW-Green Bay. Dr. Gurung is the recipient of numerous local, state, and national grants for his health psychological and social psychological research. He is the author of Health Psychology: A Cultural Approach (Cengage) and is the co-author/co-editor of eight other books. He is a dedicated teacher and has strong interests in enhancing faculty development and student understanding.

2016 Schedule

Tuesday, May 31
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
6:30–7:30 Welcome: Charles Clark, UW-Richland
7:00–9:00 Renee Meyers Memorial Keynote by Regan Gurung - Keep Your Eyes on the Prize: Strategies to Cultivate Learning

Wednesday, June 1
7:30–8:45 Breakfast
9:00–11:30 Morning Seminars
10:00–10:15 Break
11:45–12:45 Lunch, Poster Session
1:00–2:30 Afternoon Workshops
2:30–2:45 Break
2:45–3:45 Work-life Balance and Wellness Series
4:45–6:45 Cash bar and dinner
7:00–8:30 Evening presentation: UW-Madison First Wave Student Group

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

Friday, June 3
7:30–8:45 Breakfast
9:15–10:30 Morning Seminars
10:30–10:45 Break
10:45–12:00 Reflective Dialogue: Faculty College Reflection Session
12:10 Adjourn (box lunches)

2016 Schedule

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.

Staff

La Vonne Cornell-Swanson, Ph.D.
OPID Director
lcornell-swanson@uwsa.edu

Brandon Clementi
Program Associate
bclementi@uwsa.edu

1652 Van Hise Hall
1220 Linden Drive
Madison, WI 53706
opid@uwsa.edu
www.wisconsin.edu/opid

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Embedding Research and Creative Projects into an Undergraduate Course by Scott Cooper

Involving students in an undergraduate research project is considered a high-impact practice. These projects let students experience what it is like to be a scholar in their discipline, design and troubleshoot experiments, analyze results, and make presentations. The faculty to student ratio in a department is often a limitation to the number of students who can be involved. One solution is to use course-embedded undergraduate research projects. These projects can be chosen by the student or instructor, or could be done for an external client. This workshop will train instructors on the use of backwards design to integrate an undergraduate research project into their class.

Evaluating 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 student development. This workshop will explore three key questions:
1. What might it mean to educate the whole person?
2. What kinds of goals might we have for our students that would extend beyond traditional ones?
3. How might we best foster those kinds of goals?

Establishing Research Networks with Community Partners by Scott Cooper

There is increasing pressure on instirutes of higher education to demonstrate how their students are being prepared for successful careers upon graduation. One high impact practice being used by an increasing number of disciplines is undergraduate research. This workshop will discuss the establishment of four research networks at UW-L (Public policy, Non-profits, Business, Biomedical/Health Care), and help participants work through the steps necessary to create similar networks on their own campus.

Reflective Discussion and Transformational Learning by David Voelker

Reflective discussion is a special kind of discussion that can be used in the classroom (among other contexts) to build community, expand the capacity for listening, and cultivate individual reflection. A reflective discussion which is only lightly moderated can perhaps more directly build the capacity for both deep listening and reflection in the classroom community, in a way that can enable a different sort of learning. A reflective discussion opens space for students to work through the intellectual and emotional implications of the content that they are studying, without the pressure for everyone in the room to arrive at the same destination.

This workshop will introduce theory and evidence supporting the pedagogical usefulness of reflective discussion and will offer the opportunity to participate in a model reflective discussion.

For comprehensive abstracts, bios, and photos visit www.wisconsin.edu/opid

Wednesday Evening Session and Presenter List

First Wave Student Group Sean Medlin, Christian Robinson; UW-Madison

The Office of Multicultural Arts Initiatives’ mission is to provide innovative, culturally relevant hip-hop art programs to inspire engagement, learning, and activism for diverse communities.

Administered by the Office of Multicultural Arts Initiatives (OMAI), the First Wave Learning Community is the first university program in the country centered on urban arts, spoken word and hip-hop culture.

Alumni Performers Sean Medlin, Christian Robinson

Guided by Rain Wilson, Associate Artistic Director
Willie Ney, Founding Executive Director
Office of Multicultural Arts Initiative/ First Wave Learning Community
University of Wisconsin-Madison

Scott Cooper is a Professor of Biology at the University of Wisconsin-La Crosse.

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

Cyndi Kernahan is a Professor of Psychology at the University of Wisconsin-River Falls and Co-Director of the Wisconsin Teaching Fellows and Scholars program.

Greg Valde directs the Teaching Scholars Program and is a faculty member in Educational Foundations at the University of Wisconsin-Whitewater.

David Voelker is an Associate Professor of Humanistic Studies and History at the University of Wisconsin-Green Bay and Co-Director of the Wisconsin Teaching Fellows and Scholars program.

Dôna Warren is a Professor of Philosophy at the University of Wisconsin-Stevens Point.

You Are Here:
A Brief Introduction to Argument Mapping by Dôna Warren

Critical thinking involves understanding and evaluating pieces of reasoning, or arguments, which are composed of ideas which are related to each other in particular ways. Argument mapping can help students to improve their critical thinking skills by enabling them to better understand, evaluate, and construct arguments.

This afternoon workshop will quickly introduce participants to some of the literature about argument mapping, acquaint participants with a small but powerful set of argument mapping skills, and explore how participants can use argument mapping to teach and assess critical thinking within the context of their disciplines.

Seeing What You, and Your Students, are Thinking: Using Argument Maps to Conceptualize, Teach, and Assess Critical Thinking Across the Curriculum by Dôna Warren

An argument map represents reasoning in a way that makes the relationships between the constitutive ideas much easier to see. That, in turn, makes the reasoning much easier to evaluate and improve. Faculty participants will be introduced to some scholarly literature bearing upon argument mapping, learn how to map and evaluate arguments, and master some strategies for helping their students to acquire these skills.

Thinking About Learning: Goals, Students, & Instruction by Greg Valde

This workshop will explore some key ideas relevant to teaching in higher education—including the purposes of higher education, student thinking in the college years, the psychology of learning, and state-of-the-art practices in teaching. In the process you will be invited to reconsider what it means to be an excellent teacher.

Implict Biases and Stereotypes: Evidence and Implications for Student Learning by Cyndi Kernahan

In this workshop, participants will be provided with explanations and evidence for how biases work and how it influences our students, specifically in terms on their academic performance and their feelings of belonging on campus and in our classrooms. Short and long term consequences will be discussed as well as how biases operate across a number of relevant social identities (e.g., race, gender, first generation status, body size, age). Tested and successful classroom interventions will be described and resources for further learning will be provided. You should leave this workshop with more than one idea for how to make your classroom more inclusive and with a better understanding of how bias works.

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.