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 Affairs.

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Poster Session
Infusing Diversity across the Curriculum: Multiple Multicultural Voices, Applications, and Outcomes

Virginia Lea, Holly Teuber, Renee Howarton

In an effort to infuse diversity throughout the UW-Stout campus, Drs. Holly Teuber (Speech), Virginia Lea (School of Education), and Renee Howarton (Nakatani Teaching and Learning Center, Director) launched a multiphase pilot program for faculty interested in transforming and integrating multiculturalism into their curriculum. Sixteen instructors from a broad spectrum of disciplines were accepted into the program and have completed workshop trainings, explored equity, multiculturalism and diversity-related concepts and resources, and developed plans for integrating this information into existing coursework during spring 2012. Participants are realizing benefits derived from the exchange of powerful discussions surrounding their teaching practices and ideas for enhanced student learning. They have also documented their project perceptions via digital story interviews and designed assessment tools useful in modeling this transformative curriculum application to a wider array of faculty and UW System campuses.

The sixteen UW-Stout instructors will showcase their diversity-based assignments, assessment tools and outcomes in a poster session during Faculty College. Viewers will learn about what faculty and students experienced throughout this project and have the opportunity to gather ideas and applications for their own curriculum.

2012 Preliminary Schedule

Tuesday, May 29
12:00–1:00 Wisconsin Teaching Fellows & Scholars (WTFS)Luncheon
1:00–4:30 WTFS Orientation Meeting
4:00–5:00 Faculty College Registration/check in
5:00–7:00 Cash Bar and Dinner
7:00 Welcome: Dean Hagen, UW Richland
7:15–8:45 Keynote by Bob Duke

Wednesday, May 30
6:30–7:30 Yoga
7:30–8:45 Breakfast
9:00–11:30 First Session
10:00–10:15 Break
11:45–12:45 Lunch, Poster Session
1:00–3:30 Second Session
2:15–2:30 Break
3:45–5:00 WTFS Meeting
3:45–5:00 Break for FC participants
5:30–7:00 Cash bar and Dinner
7:00–8:30 Evening presentation: TBA

Thursday, May 30
6:30–7:30 Yoga
7:30–8:45 Breakfast
9:00–11:30 First Session
10:00–10:15 Break
11:45–12:45 Lunch
1:00–3:30 Second Session
2:15–2:30 Break
3:45–5:00 WTFS Meeting
3:45–5:00 Break for FC participants
5:00–7:00 Cash bar and cook out
7:00–9:00 Lawn games and cash bar

Friday, June 1
9:15–10:30 First Session
10:30–10:45 Break
10:45–12:00 Second Session
12:15 Adjourn (box lunches)
Suzanne Burgoyne, Ph.D. is Curators’ Teaching Professor at the University of Missouri and Producing Director of MU’s Interactive Theatre Troupe. Suzanne participated in three MU grants that use interactive theatre: Ford Foundation Difficult Dialogues, NSF ADVANCE, and Komen. Named 2003 Outstanding Teacher by the Association for Theatre in Higher Education, Suzanne has also been a Kellogg National Fellow (leadership training and interdisciplinary research), a Carnegie Scholar (Scholarship of Teaching and Learning), and a Fulbright Scholar. With Kellogg colleague Bill Timpton, she co-authored Teaching and Performing: Ideas for Energizing Your Classes (2nd ed., 2002). Her latest book, Thinking Through Script Analysis (2011), embeds explicit learning of critical, analytical, and creative thinking in the disciplinary techniques.

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Robert Duke is the Marlene and Morton Meyerson Centennial Professor and Head of Music and Human Learning at The University of Texas at Austin, where he is University Distinguished Teaching Professor, Elizabeth Shatto Massey Distinguished Fellow in Teacher Education, and Director of the Center for Music Learning. He is also a member of the faculty and director of the psychology of learning program at the Colburn Conservatory in Los Angeles. The most recent recipient of MENC’s Senior Researcher Award, Dr. Duke has directed national research efforts under the sponsorship of such organizations as the National Piano Foundation and the International Suzuki Institute. His research on human learning and behavior spans multiple disciplines, including motor skill learning, cognitive psychology, and neuroscience. His most recent work explores procedural memory consolidation and the cognitive processes engaged during musical improvisation. A former studio musician and public school music teacher, he has worked closely with children at-risk, both in the public schools and through the juvenile justice system. He is the author of Scribe 4 behavior analysis software, and his most recent books are Intelligent Music Teaching: Essays on the Core Principles of Effective Instruction and The Habit of Musicianship, which he co-authored with Jim Byo of Louisiana State University.

A ‘This hands on, interactive, workshop will provide partici- pants a “how-to” for getting started in doing SoTL research. A puzzle for many instructors who wish to engage in scholarly inquiry into student learning is how to ask significant ques- tions and then how to best collect evidence that will answer those SoTL questions. This workshop will discuss such issues as why do SoTL research, determining a SoTL question to in- vestigate, and how to go about conducting the research in your own classroom. Some time will also be spent on identifying ways to gather evidence to answer your question. Participants in this workshop should come prepared to talk about the class in which they most want to engage in SoTL research.

Reene 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 undergraduate and graduate courses in Group Communication and Organizational Communication, as well as a course in Instructional Communication for graduate students interested in higher education. 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. Her research interests include investigating the role of communication in cooperative learn- ing groups, as well as the study of small group decision-making and argument. She is widely published, with numerous scholarly articles and books chapters, and has received several grants to support her research. Dr. Meyers also serves on the editorial boards of several communication and SoTL journals. She recently developed a “Certificate in Teaching and Learning” for graduate students or current faculty who want to learn more about teaching/learning in the higher education classroom.

A variety of basic concepts and research findings about teach- ing and learning will be presented and discussed. There will be plenty of opportunity for questions and dialogue – as well as a structured opportunity to apply these principles to revising a selected course.

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. He teaches graduate and undergraduate courses in the psychological foundations of education. The LEARN Center is the faculty development unit at UW-Whitewater, providing an array of teaching and learning enhancement serv- ices for the campus. The UW-W Teaching Scholars Program identifies a small group of faculty each year for participation in an intensive teaching and learning experience. Greg is the recipient of several teaching awards, including the College of Education Teaching Award and the university W.P. Roemer Excellence in Teaching Award. His most recently published works focus on the development of excellence in college teaching.