

2011-12 Workshop Schedule & Grant Deadlines

8/24/2011 8-9:30am 1-4pm	1965 Room and IS 1034	New Faculty Orientation Welcome Breakfast and Tour 1 (Technology Support)
8/24 1:30-5pm	Heritage Room, University Union	Writing Workshop: "Teaching Writing Effectively in any Course!"
9/9 1:00-3:00	IS 1144 CATL office	New Faculty Orientation Tour II: Bookstore, Library, Student Services
10/5 and 10/6	IS 1004	Webconferencing information session: Leif Nelson, John Stoll, and Dan Schrickel
10/7 2:15-3:45	MAC 219	Assessment workshop: "Things we should know about our students and shouldn't be afraid to use!" by Debby Furlong
10/12 1:00-2:00 10/12 2:00-3:00	IS 1004	Wanna use CLICKERS in the spring?
10/13 and 10/14	Madison	Global Education Conference: "Internationalization Across the Disciplines"
10/19 2:00-3:00 10/20 1:00-2:00	IS 1004	There's an app for that! iPads and tablets for instruction and productivity
10/21		Conference Development Grant proposals due to OPID
10/21		Teaching Enhancement Grants and Faculty development in Online Learning Grant proposals due
10/21		UWGB Faculty Development Conference presentation proposals due
10/21		UW system Teaching Fellows/Scholars applications due to CATL
11/4 2:15-3:45	MAC 301 Vista Room	"Tenure and Merit Review Process" by Cliff Abbott, Secretary of the Faculty and Academic Staff
12/2 2:15-3:45	1965 Room Union	Course design workshop: "From final exam to syllabus: a hands-on workshop in course design" by Jill White
1/20/2012	Phoenix Rooms, University Union	Faculty Development Conference, "The Balancing Act: Being a Productive Scholar and Dedicated Teacher" with keynote speaker Kerry Ann Rockquemore

Advancement of Teaching & Learning

NEWS



CATL 465-2199

UWGB Center for the Advancement of Teaching and Learning

Providing opportunities, resources and supportive communities to foster exemplary teaching, curricular innovation, and professional development of the faculty.

2011-12 UWGB Instructional Development Council

Lucy Arendt
Kathleen Burns
Sampath Ranganathan
Mike Hencheck
Timothy Dale (ex-officio)
Catherine Henze
J. Vincent Lowery
Hosung Song
Aeron Haynie (ex officio)

2011-12 UWGB Teaching Scholars

Adolfo Garcia
Jennifer Zapf
David Voelker
Gaurav Bansal
Franklin Chen
Melissa Schnurr
Amanda Nelson
Alma Rodriguez Estrada
Aeron Haynie, Co-director
Angela Bauer-Dantoin,
Co-director

2011-12 UW System Teaching Fellow

Timothy Dale

Notes from the Instructional Development Council

Welcome to the start of the 2011-2012 academic year at UW-Green Bay! The IDC was hard at work last year to support faculty development in the area of teaching, and serving in an advisory role to the Center for the Advancement of Teaching and Learning (CATL) on campus.

For example, during the last academic year eight Teaching Enhancement Grants were awarded to support faculty development efforts related to teaching and learning, and two Faculty Development in Online Learning Grants were awarded to provide support for faculty members' professional development in the area of online education. The Scholarship of Teaching and Learning Award as well as the Student Nominated Teaching Awards were also presented to very worthy candidates. The IDC co-sponsored the 2011 Faculty Development Conference with the theme of "Collaborative Learning" and welcomed a nationally and internationally recognized figure in the Scholarship of Teaching and Learning, Dr. Elizabeth Barkley, as the keynote speaker.

As the outgoing IDC Chair, I would like to encourage each and every one of you to apply for the Grants and Awards offered through the IDC (look to the CATL website for specifics) and to attend the 2012 Faculty Development Conference during which we will have on campus Dr. Kerry Ann Rockquemore who will speak about how to get research and creative work done with a heavy teaching load, and how to navigate the tenure and full professor routes.

In short, I hope you each have a productive year at UW-Green Bay and take advantage of all the IDC and CATL have to offer.

Jennifer Zapf (zapfj@uwgb.edu)
2010-2011 Chair, Instructional Development Council

Notes from the Center for the Advancement of Teaching & Learning

I am excited to begin serving as Director of the Center for the Advancement of Teaching & Learning. Thanks to Heidi Fencil for her fine work these past three years as the center's first director. Heidi, enjoy being back in the classroom!

This year, we started with a very successful workshop: "Teaching Writing Effectively in Any Course." Professor Brian Sutton, Director of Composition, gave the plenary speech, summarizing what the research indicates are effective and ineffective ways of teaching our students how to write well. For those of you who missed the conference, Prof. Sutton's speech can be accessed on the CATL website at <http://www.uwgb.edu/catl/conference/>

Mark your calendars for next year, January 20, 2012, when the faculty development conference will shift its focus to how to balance scholarship and teaching. The keynote speaker, Kerry Ann Rockquemore, has led workshops on campuses across the country on writing productivity and work/life balance. She is an engaging, motivating speaker, and I hope you will consider attending and/or presenting next year. While the conference has been very well attended by faculty across the state, the majority of UWGB faculty do not take advantage of this (free) conference. If you've never attended the Faculty Development Conference, consider coming this year. And let us know what kinds of conference topics you'd like to see.

Aeron Haynie (CATL@uwgb.edu)
Director, Center for the Advancement of Teaching & Learning



Aeron Haynie

2011 Regents Excellence Awards

The University of Wisconsin System Board of Regents has honored both UW-Green Bay Prof. Regan A.R. Gurung for his outstanding career achievements in teaching, as well as the Professional Program in Education in the category of outstanding academic department, with the 2011 Regents Teaching Excellence Award—the UW System's top honor for outstanding teaching.



"These outstanding educators demonstrate extraordinary dedication and innovation in their teaching, and serve as exemplary role models for their colleagues and students," said UW System President Kevin P. Reilly. "Our students are fortunate to have faculty and staff of this caliber."

Gurung is UW-Green Bay's distinguished Ben J. and Joyce Rosenberg Professor of Human Development and Psychology.

He is a past recipient of the UW-Green Bay Founders Association Award for Excellence in Teaching (2004) as well as the Award for Excellence in Scholarship (2007). In Gurung's nomination materials for the Regents award, a colleague notes, "Students gush about how much they learn in his classes and how that learning changes their lives."

In 2009 Gurung was selected Wisconsin Professor of the Year by the national Council for Advancement and Support of Education (CASE) and the Carnegie Foundation for the Advancement of Teaching. The following year, UW-Green Bay awarded him a five-year term as Rosenberg Professor in recognition of his track record as a researcher, instructor and nationally prominent leader in modeling best practices in college teaching. Additionally, he was elected by his national peers to serve as 2011 president of the National Society for the Teaching of Psychology.

The Professional Program in Education has long been one of UW-Green Bay's most heavily enrolled programs. More than 500 students are either majors, pre-majors or candidates for teaching certification in elementary education, or are pursuing disciplinary majors and certification in secondary education.

Associate Prof. Timothy Kaufman serves as chairperson. Other full-time faculty members are associate professors Scott Ashmann, James Coates Jr., Mark Kiehn, Pao Lor, Patricia Ragan and Linda Tabers-Kwak; assistant professors Susan Cooper, Steven Kimball and Karen Lieuallen; and senior lecturers Karen Bircher and Art Lacey.

This is the 19th consecutive year for the Regents Teaching Excellence Awards. Recipients are selected by a board subcommittee, which this year consisted of Regents Betty Womack (chair), Jeffrey Bartell, John Drew and Ed Manydeeds. Selection criteria include strong commitment to teaching and learning; use of effective teaching strategies to enhance student learning; and significant impact on students' intellectual development.

Student Nominated Teaching Awards

Beginning Spring, 2010, the Instructional Development Council has recognized two teachers with Student Nominated Teaching Awards each year. As the name implies, nominations are made solely by students, but final decisions are made by the IDC SNTA committee. One award goes to an experienced teacher and the other to one new in his/her career. Each winner receives \$100 to use for teaching-related expenses. For the 2011 award, 28 instructors, lecturers and faculty members were nominated!



This year's winner of the Experienced Teacher Award goes to Andrew Kersten, DJS. The Early Career Award goes to Amanda Nelson, HUB. Both Andy and Amanda were recognized at the University Leadership Awards Ceremony in May.

COMING JANUARY 2012: 16th Annual Faculty Development Conference

Topic: Balancing Research & Teaching

Kerry Ann Rockquomore, our keynote speaker, is Executive Director of the National Center for Faculty Development & Diversity. Her scholarship has focused on interracial families, biracial identity, and the politics of racial categorization. She is author of two important books: *Beyond Black and Raising Biracial Children*, as well as over two dozen articles and book chapters on multiracial youth. After Dr. Rockquomore became a tenured professor, her focus shifted to improving conditions for pre-tenure faculty by creating supportive communities for writing productivity and work/life balance. Her award-winning work with under-represented faculty led to the publication of her most recent book: *The Black Academic's Guide to Winning Tenure Without Losing Your Soul*.

Dr. Rockquomore provides workshops for new faculty at colleges across the U.S., writes a weekly advice column for *Inside Higher Ed*, and works with a select group of new faculty each semester in the Faculty Success Program.



Six UW-System Faculty Summarize for Change in the Academic Community

by Nancy Chick, UW-Barron County

This summer, six UW System faculty members wrote a summary of the book *The Academic Community: A Manual for Change* by Donald E. Hall (2007, Ohio University Press) to share with colleagues. Nancy Chick (UW-Barron County), Shevaun Stocker (UW-Superior), Elizabeth Zanichkowsky (UW-Waukesha), Tim Dale (UW-Green Bay), Aeron Haynie (UW-Green Bay), and Joe Foy (UW-Parkside) divided the book by chapters and wrote brief summaries, which Chick compiled and posted online.

The project began at a June meeting of the UW System Wisconsin Teaching Fellows and Scholars Program when participants were discussing career stage, the challenges of the job, and specifically the difficulties in the current political and economic environment. Chick, who co-directs the Program, mentioned the book as offering ways to redefine how faculty and staff see themselves within academic institutions, particularly during hard times—and ways to effect change while feeling powerless. When she called for volunteers to help summarize and share, Stocker and Dale came forward from the Program, and the rest she gathered by posting a call on Facebook. The seven-page summary can be downloaded and shared at http://dl.dropbox.com/u/7645167/Summary_Academic_Community.pdf, but below is a summary of the summary.

Hall begins by encouraging us to think of our lives as narratives that we live and tell to others through our actions, granting us power to change those narratives. Such change within our professional lives and communities comes when we expand our view by moving beyond the local to a broader, global vision and then back to improve our understanding of the local. It also happens when we look to the models lived by others, especially those who've applied their ethics and ideals to their daily lives, even under the worst of circumstances. He offers a few examples and encourages us to look around for more.

After addressing our academic selves, he turns to how we interact with students and challenges us to ask "What are we already doing well, and what successes can we build upon?" (p. 42) His emphasis on conversation as a model also applies to students, as he describes the ideal

learning process as a conversation in which students interact with new knowledge, ask new questions, and practice understanding from multiple perspectives. He looks to Gerald Graff and Cathy Birkenstein's textbook *They Say/I Say* as a model for developing students' thinking skills via conversational templates that reflect Hall's own advice of shifting from one's own (local) perspective out to a broader (they) perspective and then back again to develop a more informed and critical understanding. Looking specifically to graduate students, Hall says they should think of themselves in conversation with their disciplines and come to understand collegiality not simply as being friendly but instead as being ethical toward others.

When thinking about the department and broader communities of the university, Hall advocates for exchange and interaction through reading circles, conferences, and sharing research among colleagues (not just those in our own departments) and with students, among other strategies. If our university community is problematic, we should ask ourselves what we can do about it, especially tenured faculty members who are in the best position to take risks on behalf of the community. He also reminds us that even small changes matter.

Hall turns also to the broader community of the public and acknowledges that, with the decrease in state funding and

the increase in the number of students and their school-related debt, it's easy to become disillusioned with hopeless narratives of our academic lives. He challenges us to talk publicly—respectfully and without jargon—about the value of an education: the importance to "national security" (p. 112) and the public service and outreach activities we participate in.

Finally, Hall offers eight suggestions for achieving balance in academic life, such as reflecting deliberately on your personal meaning of "an academic life" and how it differs from the rest of your life, creating a personal mission statement for that life, releasing the goal of "mastery," recognizing the pace of real change, and accepting leadership responsibilities to make some of the changes we want.

