

CATL *Newsletter*



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.



2010-11 UW-Green Bay Instructional Development Council

Jennifer Zapf, Chair
Lucy Arendt
Aeron Haynie
Brian Merkel
Jolanda Sallmann
Amy Wolf
Catherine Henze
Tim Dale



2010-11 UW-Green Bay Teaching Scholars

Karen Dalke
Greg Davis
Carol Emmons
Doreen Higgins
Sara Rinfret
Chuck Rybak

Aeron Haynie, Co-Director
Regan Gurung, Co-Director



UW-System Teaching Fellow, 2011-2012
Timothy Dale

Notes from the Instructional Development Council

The IDC has worked hard thus far this academic year to continue to provide support to those teaching on the UW-Green Bay campus. We hope that if you are new to UWGB you have taken advantage of the New Faculty Orientation, and that if you have been teaching for some time you have taken the time to become engaged in the SoTL Discussion Brown Bag series to help foster new ideas for classroom and online teaching. We are grateful to Paul Loeb, author of *Soul of a Citizen*, for offering a staff and faculty workshop while on campus, as well as to Debbie Furlong, Cliff Abbott, Renee Ettinger, Deb Anderson, and Jill White for offering workshops and sessions designed to help each of us better understand our students and our teaching possibilities. There are many opportunities this Spring semester for advancing your understanding of teaching and learning. Numerous grants and awards are available through the IDC this semester and we do hope you can take advantage of all we have to offer. As always, if you have suggestions or ideas you would like to share, please feel free to contact me or another member of the IDC.

Jennifer Zapf (zapfj@uwgb.edu)

2010-2011 Chair, Instructional Development Council

Notes from the CATL

It's been a pleasure serving as Interim Director of CATL this fall while Heidi Fencel was on a well-deserved sabbatical. Thanks to Heidi's amazing organization and the top-notch administrative help of Jan Snyder, everything ran relatively smoothly. Welcome back, Heidi!

Congratulations to all who participated in the 2011 Faculty Development Conference! The conference had record attendance this year and included participation from the following UWGB faculty: Jen Zapf, Tim Dale, Adam Gaines, Lucy Arendt, Angela Bauer-Dantoin, Ryan Martin, Doreen Higgins, Ekaterina Levintova. Also presenting was UW-GB alumnus, Casey Thayer (2006, English BA).

Mark your calendars for next year, January 20, 2012, when the faculty development conference will shift its focus a bit, 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 has the reputation of being an engaging, motivating speaker and I hope many of 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 next year. And let us know what kinds of conference topics you'd like to see.

As always, come and browse the CATL library of teaching and learning materials. In addition to books on teaching, the Center has copies of *The Teaching Professor*. Recent issues discuss how to "embrace" student texting during class (!) and a re-examination of the notion of learning styles. Also available are many donated humanities textbooks, free to interested faculty: Help yourselves!

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

COMING JANUARY 2012: 16th Annual Faculty Development Conference, on BALANCING RESEARCH AND TEACHING featuring keynote speaker Kerry Ann Rockquemore. Rockquemore 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. Rockquemore 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. Rockquemore 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.



Proposals are now being accepted for ISSOTL11 (Oct. 20-23, 2011 in Milwaukee) "Transforming the Academy through the Theory and Practice of SOTL" in Milwaukee, Wisconsin, USA. You may submit proposals for panels, papers, posters, workshops, and roundtables between now and March 15 at <http://issotl11.indiana.edu/>.

Congratulations to Heidi Sherman for winning a Conference Development Grant:
"Globalizing the Classroom: Developing Best Practices for Teaching Middle Eastern Content" for an OPID Spring 2011 Conference Development Grant Award

2011 President's Summit on Excellence in Teaching and Learning: April 14-15, 2011 at the Concourse Hotel and Governor's Club, Madison, WI featuring keynote speaker Randy Bass

Faculty College 2011

May 31 - June 3, 2011 UW-Richland Richland Center, Wisconsin

Sponsored by OPID, Faculty College provides an annual opportunity for UW System faculty and academic staff to unite in concentrated study and discussion aimed at improving undergraduate teaching and learning. Some 100 participants attend three days of intensive, interdisciplinary seminars on topics related to teaching and learning. Each participant registers for two of the four seminars offered. 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. Applications are due at CATL office April 1, 2011.

Each UW System campus is invited to send a team consisting of their 2010-11 UWS Teaching Fellow and Scholar and up to four additional people. Costs are covered by OPID. The conference brochure can be viewed online at http://www.uwsa.edu/opid/conf/uc_upcoming.htm

If you are interested in attending Faculty College, contact Heidi Fencl at catl@uwgb.edu.

Faculty Scholars Book Review:
*DIY U: Edupunks, Edupreneurs, and the Coming
Transformation of Higher Education* Reviewed by Tim Dale

Review: *DIY U: Edupunks, Edupreneurs, and the Coming Transformation of Higher Education* (Chelsea Green Publishing, 2010), by Anya Kamenetz

In the provocative book *DIY U: Edupunks, Edupreneurs, and the Coming Transformation of Higher Education* (Chelsea Green Publishing, 2010), journalist and author Anya Kamenetz inspires discussion about the delivery of college education in the United States. Part historical, part predictive, and part prescriptive, Kamenetz's book diagnoses and criticizes an inefficient and insufficiently flexible college experience. Kamenetz also authored *Generation Debt* (Riverhead Press, 2006), a call for outrage and action on behalf of a generation of young adults who owe too much because of "student loans, bad jobs, no benefits, and tax cuts for rich geezers." Written as a follow-up to her first book, *DIY U* takes on a higher education system that, Kamenetz argues, is inequitable, too expensive, and increasingly irrelevant.

The first section of the book is titled "How we got here" and begins with a chapter-long discussion of the history of higher education in America. The path sketched in this chapter shows the public support that higher education has always enjoyed in the United States, even if this education has not always been offered or available to all. The expansion of access and the proliferation of options over time were due to a series of social and political developments that helped make college education a crucial part of the American Dream. Over the past several decades, however, the successes of higher education have started to erode as graduation rates fall and costs increase exponentially. A culture that esteems college has succeeded, but the structures and institutions responsible for delivering on the cultural promise are failing, according to Kamenetz.

Chapters two and three of *DIY U* detail several of the sociological and economic challenges of the modern higher education system. Among the biggest problems are that equality of opportunity does not exist, nor is it easy to pay for the degrees that are offered. Compounding these difficulties, Kamenetz does not believe that many current college offerings are meeting the needs of students.

The solutions to these problems are varied, and are detailed in the conclusions of these first few chapters, and in the second half of the book. Among them are suggestions to make college less expensive by aggressively seeking public and private funding sources, supporting the development of alternative 'paths to success', and fixing inequalities in the rest of the economy and society. Perhaps because the second of these suggestions seems the most manageable, *DIY U* focuses most of its attention on ways to make college more flexible and less expensive through changes in delivery methods.

The second section of the book is titled "How we get there," and in it, Kamenetz answers this question by piecing together a collection of examples of experimental delivery methods and cost saving measures that seem to have worked for some institutions and students. Among them are ways to make textbooks cheaper and course delivery less costly. Saving time and money through automated grading, for example, frees faculty and personnel resources to focus on content and make credits cost less. Kamenetz also scolds instructors for using expensive textbooks and dated course packets rather than free knowledge resources available on the internet.

Overall, most of what Kamenetz proposes rests on the idea that there is not one 'best model' for acquiring an education, and that the "ideal education is different for each individual." To this end, Kamenetz envisions a future for cooperative and crowd-sourced accumulations of knowledge contributing to a system of self-managed learning. Although this kind of open-source educational experience is possible anywhere a group of people engage in an academic enterprise, it is made even more achievable and wide-ranging through the existence of new forms of technology and the internet.

Throughout its recommendations, *DIY U* trusts that "putting human beings in charge of their own learning" is the path to the transformation of higher education. What is not clear, however, is how or when students are equipped with the tools that will help them make these decisions. Kamenetz rightfully describes the varied ways that people are able to gain knowledge,

but goes too far if this means that the model of the student is as an isolated consumer. Even the consumer of education needs to be taught how to consume. Thus, just as Kamenetz suggests in the concluding pages of *DIY U* that we “empower individuals to find answers for themselves,” this empowerment requires some kind of teaching (the kind of teaching that many college instructors I know endeavor to accomplish).

Kamenetz is likely aware that many of her readers in the ranks of higher education are familiar with the challenges she details, as well as the experimental solutions she proposes. Efforts made by institutions, faculty, and students to facilitate and engage in conversation about the future of higher education are worthwhile, and have produced many innovations, with varied results. Whether resisted or promoted, higher education is certainly in a state of transformation. At its best this transformation will occur through an intentional process aimed at serving the changing and perennial needs of post-secondary learners. In *DIY U* Kamenetz reminds us that our activities in this process need to account for issues of equity, delivery, and student demands, but it would be a mistake to simply redesign higher education to meet the short-term demands of a customer-student, or confuse the quality of content for the means through which it is delivered. Meaningful transformations occur within higher education when trained and thoughtful practitioners reflect, improve, and persist in the face of challenges.

Center for the Advancement of Teaching and Learning 2010-11 Workshop Schedule and Grant Deadlines		
1/28/11		Instructional Development Award proposals for 2011-12 due
2/11/11 12:00-1:00 p.m.	IS 1144	SoTL Discussion Brown Bag: everyone is welcome!
2/11/11		Undergraduate Teaching and Learning Grant Proposals due to OPID
3/4/11 12:00-1:00 p.m.	IS 1144	SoTL Discussion Brown Bag: everyone is welcome!
3/4/11		Teaching Enhancement Grant and Faculty Development in Online Learning Grant proposals due
4/1/11		Conference Development Grant proposals due to OPID
4/1/11		Faculty College applications due to CATL
4/18/11		Scholarship of Teaching and Learning Award proposals due
4/18/2011		UW-System Deadline for Liberal Arts Essay Competition
3/3/11	Madison	OPID a day-long workshop on <i>Lesson Study for College Teaching and Learning</i> , Pyle Center, Madison
3/9/11		Nominations due for the student-nominated teaching award
3/15/11		Proposals for ISSOTL11 October in Milwaukee