

Wisconsin Teaching Fellows & Scholars Program Assessment Project: Final Report

ABSTRACT AND SUMMARY OF FINDINGS

August 15, 2013

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The Wisconsin Teaching Fellows and Scholars program (WTF&S) is the signature professional development program of the Office of Professional and Instructional Development (OPID) of the University of Wisconsin System. The year-long program includes collaborative workshops, discussions of teaching and learning, and the completion of a Scholarship of Teaching and Learning (SoTL) project.

This study comprehensively assesses the long-term impact of the WTF&S program on the careers of its participants, between 2000 through 2011, as well as considering the impact of Fellows and Scholars on their students, institutions, and fields.

We surveyed over 130 former program participants and interviewed two-dozen program alumni, with careful attention to the impact in four distinct yet related areas: Teaching and Learning, Scholarship, Collaboration, and Leadership. All told, about half of the available pool of alumni participated in the study.

Strikingly, 96% of the former participants whom we surveyed reported a positive impact. Indeed, just over one-fifth of participants reported a "transformational positive impact," while another 38% reported a "major positive impact" on their professional development and career path. An additional 37.5% reported a "modest positive impact."

Many participants commented on how the program helped them move toward student-centered teaching and improved assessments. One interviewee who cited a transformational impact described how the "switch from teaching to facilitating student learning had a 'dramatic' impact," and she went from "burned out to excited."

A significant majority—62% of participants—reported that they had published articles, essays, book chapters or books on teaching and learning, and three-quarters of these participants believed that the program was important in helping them publish.

The impact extended beyond teaching and scholarship to collaboration and leadership at many levels. For example, half of participants reported that the program led them to collaborations on their own campus, and one-third reported collaborations within the UW System. Furthermore, about half of participants reported that the program experience helped them participate in general education reform or inclusive excellence initiatives on their campuses.

Participants emphasized the importance of three key program components. First, they valued having time and resources set aside to develop their teaching in a scholarly fashion. Second, they learned from and were energized by collaborating with colleagues from various fields across the UW System. Finally, many reported that they developed as scholars by being guided through the process of carrying out a SoTL research project.

The study thus shows a tangible positive impact for almost all program alumni during this eleven-year period. Most participants reported that they grew as teachers, scholars, or leaders because of the experience, and many saw benefits in multiple areas. Along the way, many participants also became connected with a growing community of scholarly inquiry into teaching and learning within the UW System. In this way, the program has a substantial ripple effect over time.

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Introduction

The Wisconsin Teaching Fellows and Scholars program (WTF&S) is the signature professional development program of the Office of Professional and Instructional Development (OPID) of the University of Wisconsin System. While the program traces its roots back to the early 1980s, by 2000 the WTF&S program began focusing intentionally on promoting the Scholarship of Teaching and Learning (SoTL), following the lead of the Carnegie Scholars program of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). In 2005, the program won the TIAA-CREF Hesburgh Certificate of Excellence. Although the program has been widely acclaimed, until now it has not been thoroughly studied. The study reported upon here is an attempt to comprehensively assess the long-term impact of the WTF&S program on the careers of its participants, between 2000 through 2011. Indirectly, the study also considers the impact of Fellows and Scholars on their students, institutions, and fields.¹

"This program targets and connects outstanding early-career and later-career teachers. It is exceptional in several respects: its system wide approach and impact; the diversity of disciplines and institutions represented in each year's group of participants; and its development of communities of teacher-scholars within and across institutions. These communities multiply the impact on student learning at each UW System institution."

—WTF&S Program Description

The study was designed and carried out in 2012 and 2013 by UW–Green Bay faculty members David Voelker (Humanistic Studies & History) and Ryan Martin (Human Development & Psychology), in consultation with OPID Director La Vonne Cornell-Swanson, and with feedback from the OPID Council.² We conducted a lengthy survey of over 130 former program participants and interviewed two-dozen of these alumni. (See Appendix 1 for an overview of the survey data. Appendix 2 includes the preliminary interview questions. Appendix 3 provides the complete, long survey. Appendix 4 includes a brief, follow-up survey. Appendix 5 includes the follow-up interview questions.)

The WTF&S program evolved over the years under several different leadership teams, but many components remained fairly stable during the 2000–2011 period. Throughout this period, the program was administered using a collaborative leadership model. Two co-directors appointed by the OPID Director designed and implemented the program's curriculum and activities, in consultation with the OPID Director, and provided mentoring and feedback for Fellows and Scholars throughout the year. Program participants were selected by their

¹ For a lucid discussion of the role of OPID and the Wisconsin Teaching Fellows & Scholars program within the UW System, see Nancy Chick, "The Great Connector," *Wisconsin People & Ideas*, Summer 2008, 56–61. One precedent study did document the impact of Scholarship of Teaching and Learning activities on UW System faculty and instructional staff. See Renee A. Meyers, "Report on the Impact of the Scholarship of Teaching and Learning on the UW-System," UWS Leadership Site for the Scholarship of Teaching and Learning, September 2007. The report is available at: http://www4.uwm.edu/sotl/help_support/upload/UWS_Report_on_SoTL_impact.pdf

² Voelker, Martin, and Cornell-Swanson are alumni of the WTF&S program, having participated in 3 separate program years (2006–07, 2008–09, and 2004–05, respectively). Their familiarity with the program helped them to identify and study its key components. In doing so, they made every effort to seek out and attend to past participants from a variety of perspectives, including those who had criticisms of the program or questioned its effectiveness.

respective campuses using an application process that varies across the UW System. Typically, each comprehensive campus sent two participants (one early career Fellow and one tenured Scholar), while the UW Colleges and UW Extension each sent 2 participants. Generally, each participant was given a stipend or course release to support participation, as well as having expenses covered and receiving a modest fund (typically \$500) for research materials, student assistants, etc.

The program opens as part of a several-day Faculty College, a UW System wide event held immediately after the conclusion of the spring semester, with several dozen participants from the UW campuses (in addition to the Fellows and Scholars). The Fellows and Scholars participate in teaching workshops alongside UW System colleagues and also take part in a WTF&S orientation, with an emphasis on the SoTL projects that each participant is expected to carry out. The second component of the program is a week-long Summer Institute, held in Madison. Fellows and Scholars use the Summer Institute to read and discuss pedagogical research, share best practices for teaching, and begin to develop their SoTL projects. The Summer Institute also typically includes sessions on SoTL research methodology and Institutional Review Board (IRB) procedures. The third component of the program is a set of half-day meetings, typically held on a Saturday in the fall and again in the winter, although this structure has varied. The main purpose of these meetings is to help provide additional support and feedback for the Fellows and Scholars as they carry out their SoTL projects. The final component of the program (most years) is a spring semester conference sponsored or co-sponsored by OPID. Fellows and Scholars meet with their cohorts during the conference and also present the preliminary results of their SoTL projects, typically through a poster session. The conference thus provides an opportunity to share the SoTL project with the other program participants and with the conference attendees, who come mainly from the UW System.

Given that the program lasts nearly a year and involves multiple components, it can be difficult to separate out any particular component as more important than another. As can be seen in Appendix 1: Table 2, participants reviewed all major components of the program very favorably. Given the broad nature of the program, we focused on assessing the impact of the program overall, rather than attempting to isolate one particular component. Based upon our preliminary interviews, we took broad consideration of the possible scope of the impact—an approach that was borne out in our findings. (See Figure 1.)

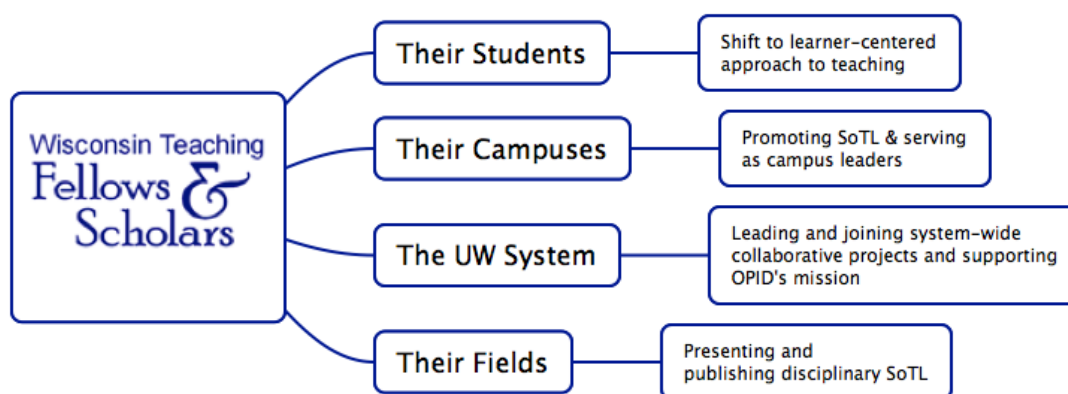


Figure 1: Scope of impact of Wisconsin Teaching Fellows & Scholars, with examples of activities.

Method

In designing the study, we drew upon two published surveys that CASTL conducted of Carnegie Scholars in 2004 and 2010.³ We conducted six preliminary interviews with former WTF&S participants during the summer of 2012. These interviews informed the creation of an 83-item survey that asked questions about program components and program influence on teaching, scholarship, service, collaboration, and leadership. In addition to gauging how program participation was perceived to affect activities on the participants' home campuses, the survey also asked about disciplinary activities and involvement in the UW System. We contacted approximately 320 past Fellows and Scholars via email during October 2012 to invite them to take the survey. Nearly half of the potential pool of participants completed all or most of the survey. While written comments have been utilized from about 150 survey participants, only the approximately 136 participants who completed the entire survey were included in the quantitative data analyses. The participants included a broad representation of institutions, ranks, and disciplines. (See "Participants" in Appendix 1 below for more information about the survey participants.) Informed by both the preliminary interviews and survey data, we then used an 8-item survey (sent to all former program participants from 2000–2011) to recruit a roughly representative sample of former Fellows and Scholars to interview. Through this follow-up survey, we were able to choose participants from diverse disciplinary backgrounds and institutions who had varying experiences with the program. We specifically chose to interview a selection of participants who reported having a negative experience with the program. (See Appendix 4 for the follow-up survey.) We subsequently conducted 18 additional interviews (of approximately 30 minutes each) with former Fellows and Scholars. We analyzed notes from all 24 interviews in order to find common themes, focusing on participants' explanations of the program's impact on their professional lives.

One potential limitation of the study is that it relies exclusively on self-reported perceptions. We asked program participants to think back, in some cases several years, to determine how the WTF&S experience contributed to their professional development and career trajectory. There is some risk that participants conflated program components or allowed their general feelings about the program to unduly influence their evaluation of particular program elements. However, our approach of including both objective (Likert scale) questions and open-ended questions on the survey allowed us in many cases to connect numerical scores to specific explanations—as does the extensive use of interviews to deepen our understanding of the program's impact. In many cases, for instance, participants stated with confidence that the process of doing their SoTL projects led them down a certain path with particular consequences. We can thus consider concrete results (such as presentations, publications, collaborations, and leadership positions) to derive in large part from WTF&S participation. Along similar lines, many participants specifically identified important readings, speakers, or pedagogical concepts that they first encountered through the program, and were able to connect these influences to specific changes in their own approach to teaching.

A second potential limitation of the study is the possibility that only supporters of the program volunteered for the survey or interviews. There are several factors, however, that mitigate this concern. First, the level of participation was remarkably high for a study of this nature. Fully half of the eligible pool participated in one of the two surveys. (See the opening note on Appendix 1 for a full discussion of the participant pool.) Second, the data from the second survey and the interviews suggest that the initial survey was not taken by people simply because they felt favorable about the program. In the second brief survey conducted in March 2013, we asked participants if they had taken the longer survey in October 2012. We also asked

³ See "Appendix: Survey of CASTL Scholars," in Mary Taylor Huber and Pat Hutchings, *The Advancement of Learning: Building the Teaching Commons* (San Francisco: Jossey-Bass, 2005), 133–149; and Mary Taylor Huber, Pat Hutchings, and Anthony Ciccone, "Appendix A: Exploring Impact," in *The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact* (San Francisco: Jossey-Bass, 2011), 128–152.

these respondents to rate the overall impact of the program, using the same scale as the earlier survey. Interestingly, those who reported not having taken the first survey rated the overall impact as approximately the same (mean of 4 out of 5) as those who reported having taken the first survey (mean of 3.8 out of 5). Although the number of participants in this situation was relatively small, it shows that there were additional program participants in the available pool who did not take the first survey but who rated the program highly. Additionally, in the follow-up interviews conducted after the surveys, we asked participants why they had taken the initial survey (if applicable). The most common response was that the participant believed that assessment was important and thus wanted to give feedback. Several interviewees did mention as well that they wanted to support the program, but this response was less common than the general desire to give feedback. Finally, to assure balance, we paid very close attention to any negative or critical responses. We conducted 3 interviews with participants who rated the program at a 1 or 2 out of 5. Thus 12.5% of our interview pool came from the 4% of the overall pool that ranked the program as having a “negative impact” or “no impact.” Additionally, we collated the miscellaneous criticisms and suggestions that emerged in the survey responses and interviews. These findings are summarized in the “Criticisms and Suggestions” section below.

Despite the emergence of a small number of criticisms, the overwhelming majority of participants in the study reported that the WTF&S program had a positive impact on their careers. We focused disproportionate attention on any criticisms, but the bulk of this report rightly focuses on the positive aspects of the program, which strongly dominated our findings.

Overall Impact

Perhaps the most important finding of the survey is that most participants highly value their WTF&S program experience. Twenty-one percent of participants reported a “transformational positive impact,” and another 38% reported a “major positive impact” on their professional development and career path. An additional 37.5% reported a “modest positive impact.” Only a small number (4%) reported no impact (3 participants) or a negative impact (2 participants). In sum, 96% of former participants whom we surveyed reported a positive impact. (See Appendix 1: Table 1 for complete data.)

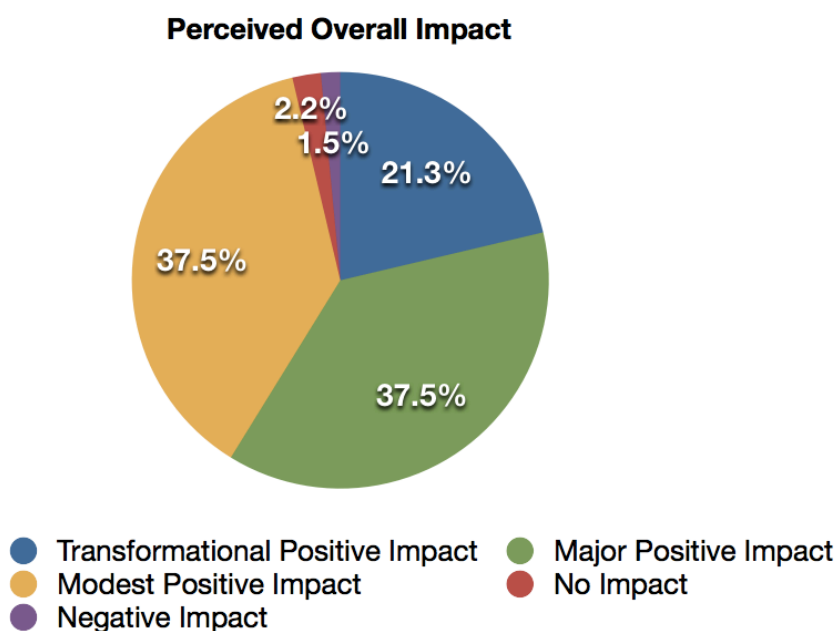


Figure 2: Perceived overall impact of participation in the WTF&S program

put the impact rather starkly: "I came to realize that my classes were really set up for my own benefit as a teacher, rather than for my students' benefit as learners." The overwhelming majority of participants (over 80%) claimed that the program made them "more excited about teaching" and helped them to change course designs to "place more emphasis on student learning." Almost 70% agreed or strongly agreed that the program influenced them to change the "kinds of assessments" that they used in their classes, which suggests a newly conscious effort to align assessments with learning objectives. (See Figure 4.) (See Appendix 1: Table 3 for additional data on the impact on teaching and learning.)

Changed Kinds of Assessments in Classes

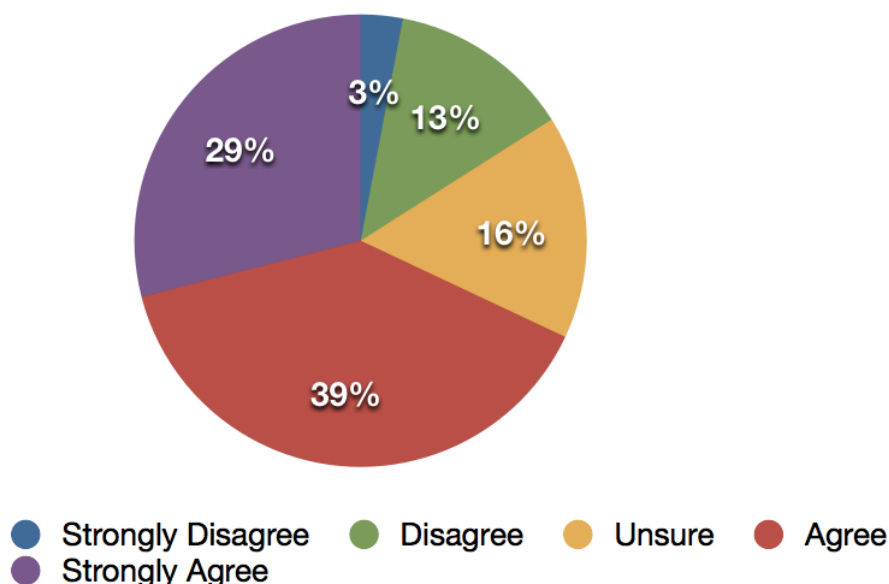


Figure 4. Almost 70% of participants reported that the program helped them to change the kinds of assessments that they used in their classes.

The interviews allowed us to explore in more depth how the program affected participants' understanding of the teaching and learning process. Many participants described a shift toward learner-centered teaching. As one person put it, she changed her course design to focus less on what she does as a teacher and more on what the students are supposed to get out of the course. As another participant from a professional studies field explained, she developed a renewed awareness of "the student perspective and student engagement." A number of participants use the language of "backward design" (from Grant Wiggins and Jay McTighe's *Understanding by Design* framework) to describe their new-found approach to course design. As one participant from the social sciences explained, she changed her practice to "start with learning outcomes" and then asked, "how do I teach that?"

With renewed or new attention to the learner, many participants developed what might be seen as a more rigorous definition of learning focused on "understanding," as opposed to simply "knowing." One participant from the arts explained that he gained "new ways of looking at student understanding" that "rejuvenated" his teaching. A humanist stated that she began using frequent "short writing assignments to see if students are understanding the material." One natural scientist noted that although he was familiar with the idea of backward design he had never implemented it until he participated in the WTF&S program. He overhauled a course he had taught many times so that "students had to really apply what they were learning." As this example suggests, learning here is understood as something that can be applied. One

participant from the arts explained that learning meant “not just listening and taking notes but applying it [the learning] and meeting deadlines,” specifically through a group project. A social scientist described a new interest in “applied learning” as a route to “authentic learning,” while yet another participant mentioned a new awareness of her students’ need for “authentic practice.” Across these comments on teaching and learning, there was a widely shared recognition of the potentially “transformational” idea that teaching at its best is not about an entertaining “performance” but is really about “facilitating student learning,” which means focusing the “spotlight” on students rather than on the instructor.

“It’s hard for me to describe the tremendous impact that WTF&S has had in my teaching, in my attitude toward my job—it’s made teaching a lot more fun!—and the almost unbelievable degree to which it has borne fruit.”

—2011 Participant

Some participants entered the program already having a deep familiarity with either educational psychology or the emerging SoTL literature. A very small number of participants in this situation perceived that the program had little to offer them (even as they recognized the value to colleagues without this prior training). One participant noted, for example: “I don’t think it did a whole lot for me, because of my education background.” This participant rated the overall impact of the program as a “modest positive impact,” however, in large part because he came to appreciate the subtle differences between educational research and SoTL research, the latter of which he saw as less concerned with replicability and more focused on the “practical” goal of “improving teaching and learning.” Interestingly, a number of Fellows and Scholars with ample expertise in teaching and learning issues emphasized that the program “reinforced” and in some cases deepened what they already knew. While these participants were less likely to report a “major” or “transformational” impact, most of them still saw a “modest positive impact” from the program, in some cases because of the strong collaborative feature of the program, which exposed them to new perspectives. (See below for further discussion of collaboration.)

Scholarship

Closely related to the impact on teaching and learning was the impact of program participation on the Scholarship of Teaching and Learning (SoTL) activities of program alumni. One of the key components of the WTF&S program has been a SoTL project—a research project usually focused on evidence of student learning in a particular course taught by a Fellow or Scholar, often associated with a particular “intervention” or new teaching strategy. Over half of participants rated the project as “very valuable,” while another 39% saw the project as somewhat valuable for enhancing their work as a teacher and SoTL scholar. Many of the participants noted that the program helped them to become more reflective teachers, with many also continuing to do research on teaching. One participant from mathematics explained: “The most profound effect is that now I am able to develop my questions . . . about students learning . . . into research (formal) questions. This in turn has helped me to think [about] how I can . . . answer these questions.”

“This field of [SoTL] scholarship has caused me to share my research with others. Before, I kept what I knew to myself and my students. Now, I share it locally, within the state, nationally and internationally.”

—2004 Participant

While half of the respondents indicated “some exposure” to SoTL prior to the program, only about one-fifth had completed a SoTL workshop, and fewer than 20% of participants had completed a SoTL project prior to beginning the WTF&S program. Almost one-third of participants had no exposure to SoTL prior to the program. Given the uneven experience of participants, it is notable that 84% indicated that the program helped them to “integrate teaching and scholarship.” Two-thirds of participants agreed or strongly agreed that the

program helped them to “develop a SoTL research agenda,” and many offered evidence of their scholarly presentations and publications in this area. (See Figure 5.)

For example, one participant from the humanities explained that the program “broadened [his] academic horizon” by opening up “a second area of research” for him, evidenced by the fact that his upcoming sabbatical project is connected to his SoTL research. Along similar lines, a social scientist explained: “What I didn’t know was that you could put research and teaching together—it’s not one or the other.” The overwhelming majority of participants, just over 80%, have given presentations on teaching and learning (with a median of 3 presentations), and nearly half (48%) indicated that their participation in the program was “very important” in helping them accomplish these presentations. Another 37% indicated the program was “somewhat important” in this regard.

A significant majority—62% of participants—reported that they published articles, essays, book chapters or books on teaching and learning. Of these participants, 38% reported that the program was very important in helping them do this and another 39% indicated that the program was somewhat important. Although the number of publications ranged widely for this group, from 1 to 23, the median was 1 and the mean was 2.3. The interviews revealed that many of the participants who did not publish the results of their WTF&S project nevertheless reaped scholarly benefits. For example, one participant from the humanities noted that her project yielded “no tangible product,” beyond the required OPID conference presentation, but what she learned from the project allowed her to carry out other projects, including a study that has had national influence in her field. A natural scientist recalled that he was “drowning in data by the end,” but he made some progress and published his results, and it really helped him understand how to approach this kind of project. Most importantly, he “learned how to write a good research question,” a skill that has served him well ever since. (For additional data on scholarly activity, see especially Appendix 1: Table 6.)

Helped Develop a SoTL Research Agenda

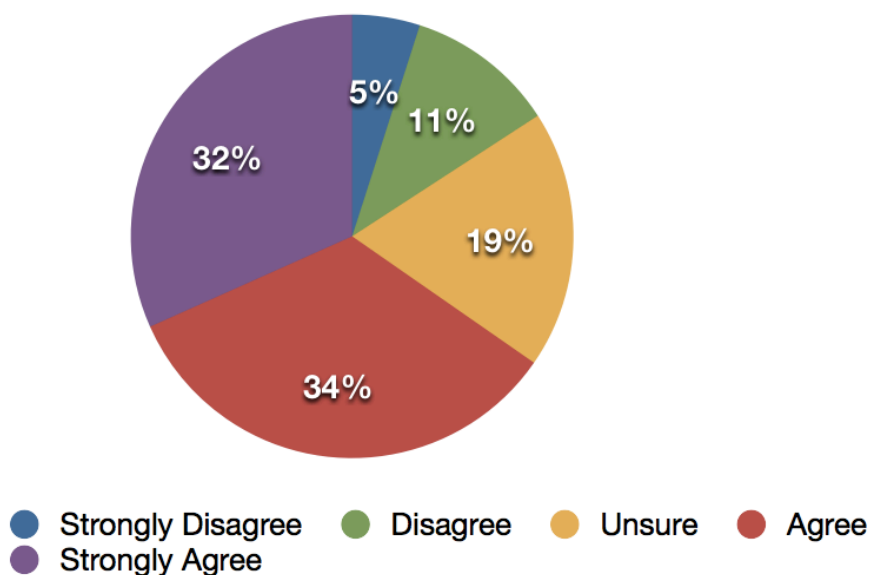


Figure 5. Two-thirds of participants indicated that participation in the program helped them to develop an ongoing agenda for SoTL research.

Although the overwhelming majority of Fellows and Scholars shared the results of their projects in one way or another, not all alumni of the program went on to develop a SoTL research agenda. Several participants mentioned that they chose not to pursue SoTL because their program or department did not value or reward SoTL work. Other participants found that

they simply did not have time to sustain a SoTL agenda while maintaining their traditional disciplinary research. Many participants, however, found new ways to integrate SoTL into disciplinary research. In fact, 38.8% of participants responded that their SoTL research and their disciplinary research overlap, so achieving balance was fairly easy. Another 18.7% said they shifted their attention to SoTL. Finally, approximately one-fourth of participants said they didn't pursue SoTL either because of a lack of time (18.7%) or because of a lack of interest (4.5%). Many comments also showed that the experience of completing a SoTL project, of gathering evidence of what students were "really learning," enhanced their ability to design courses to promote learning. A sizeable majority—81% of participants—believed that the program helped them revise course designs to "place more emphasis on student learning."

Although the various institutions and departments across the UW System value SoTL differently, in most cases SoTL work is being counted favorably toward tenure and promotion. Of the 82 participants who included SoTL activity as part of their case for tenure, 58 (70.7%) indicated that it strengthened their case. Just under one-third (28%) saw no clear impact. Only 1 person (1.2%) indicated that the SoTL work weakened his or her case. Similarly, of the 47 participants who included SoTL activity as part of their case for full professor, 36 (76.5%) indicated that it strengthened their case. Ten participants (21.2%) reported no clear benefit. Only 1 person (2.1%) reported that it weakened her or his case. Finally, regarding the most recent post-tenure review, 44 participants submitted evidence of SoTL activity. A majority (63.6%) reported that it strengthened their case, while 16 (36.4%) reported no clear benefit.

Collaboration

One of the most distinctive and influential features of the WTF&S program is that it brings together instructional faculty and staff from myriad disciplines across the UW System into a community of scholarly inquiry into teaching and learning. Collaboration across fields is built into the program structure. Participants spend time working in small, multidisciplinary groups to develop their SoTL projects. Over three-fifths of the former Fellows and Scholars surveyed (62%) rated "discussing and collaborating with other UW faculty" as a "very important" feature of the program, while another 30% saw this program feature as "somewhat important." Fully half of those surveyed reported that their WTF&S experience led to collaborative projects with colleagues on their own campuses. Nearly one-third (32%) collaborated with colleagues outside of their home campuses but within the UW System. Over one-fifth (22%) engaged in collaborations outside of the UW System. Of those who reported collaboration, the overwhelming majority (90%) described collaborations across disciplinary lines, with most projects leading to presentations (94%) or publications (79%) or both.

One participant from professional studies described how the WTF&S program planted the "'seeds' of collaboration": "I used my experiences in the program to build collaborations across disciplines on campus, which in turn led to collaborative projects, which then resulted in a cross-disciplinary study on engagement that was funded by the National Science Foundation." Perhaps the best example of interdisciplinary, system wide collaboration was the Signature Pedagogies project, which began with support from an OPID grant and was led by WTF&S participants Nancy Chick, Regan Gurung, and Aeron Haynie. The project result in the publication of two books — *Exploring Signature Pedagogies* (2008) and *Exploring More Signature Pedagogies* (2012)— each of which included numerous multi-author essays by WTF&S alumni.

Many of the survey and interview subjects commented on the importance of collaboration to the program. One faculty member in legal studies explained: "[The program] connected me with a fabulous cohort.... There was a modeling of something different than what I had been taught so I moved in direction with collaborative work, found collaborative

Half of WTF&S participants reported that the program led them to collaborations on their own campus, and one-third reported collaborations within the UW System.

community makes everyone's thinking sharper and clearer." Another participant from the humanities noted: "In 20 years, it was the only time I had worked on teaching in a seminar setting with faculty across UW and across disciplines. I brought back lots of enthusiasm and ideas." A participant from a professional studies field explained that working with others in the program helped her to "step back from my little bubble in the world and look at the big picture of how critical thinking works." A participant from biology noted that "completing the project required collaborating with people in other departments, which was a benefit." Although a small percentage of participants did not find these connections to be important, the overwhelming majority saw the trans-disciplinary, collaborative nature of the program as important.

Leadership

The perceived impact of the program was not limited to the participants' own courses and scholarship: many former Fellows and Scholars drew on their program experience to help them assume leadership positions. On most campuses, the existing leaders in the area of teaching and learning (whether formally or informally recognized) saw participation in the WTF&S program as a valuable asset. Thus many participants had new opportunities arise for giving campus presentations and exercising other informal kinds of leadership. For example, one Fellow from a professional studies field became chair of the undergraduate program committee, which was unusual for an untenured faculty member in her department. Another participant from the natural sciences felt sufficiently confident and motivated to set up a faculty group on science education that met regularly. These are not isolated cases. Nearly three-quarters of participants agreed or strongly agreed that the program helped them to promote student learning and SoTL within their departments.

In addition to the informal leadership activities noted above, many participants (34%) reported that they had assumed formal leadership positions related to teaching and learning. Of those, 61% indicated the program was very important to helping them accomplish this and another 33% indicated that the program was somewhat important. Examples of leadership positions included department chairs, campus assessment positions, teaching and learning center directorships or assistant directorships, and positions in teaching-related faculty governance (e.g., general education council). Additionally, about half agreed or strongly agreed that WTF&S helped them participate in general education reform or inclusive excellence initiatives on their campuses, or both. During the 2012–2013 academic year, nearly half (7 of 15) of the teaching and learning centers across the UW System had directors who are alumni of the Wisconsin Teaching Fellows & Scholars program. At the 4-year comprehensive universities, 6 of 9 Teaching and Learning centers had directors with WTF&S experience in 2012–13. Furthermore, on the OPID Council, which plays a system wide leadership role, 19 of 35 members (54%) during this time were former Fellows and Scholars.⁴ (For additional data on leadership, see especially Appendix 1: Tables 4, 5, & 6.)

A number of participants gave concrete examples to illustrate how their WTF&S experience supported their leadership roles. A social scientist who became an assessment coordinator noted that her SoTL experience from the program helped her to persuade other faculty members to participate in assessment. A humanities participant explained how her growing confidence and skills from the program really helped her understand SoTL, which led to a collaboration with a colleague that led to substantial curricular reform in her department.

Additionally, 80% or more of participants reported that the WTF&S program helped them become active in their disciplines at large in promoting scholarly teaching and SoTL through various means. More specifically, many participants reported publishing SoTL research in disciplinary journals and giving SoTL presentations at disciplinary conferences. One participant

⁴ Information regarding 2012–13 centers for teaching and learning leadership and OPID Council membership was provided by La Vonne Cornell-Swanson.

from the humanities noted that he was gaining traction with “an ongoing scholarly project,” carried out with another former Fellow, “with the stated goal of radically transforming teaching and practices within [his] discipline.” Another humanist described how her SoTL agenda, which began with her WTF&S project, not only had an impact on her department’s curriculum (across the UW Colleges) but also led to an invitation to serve as the associate editor for a new section of a disciplinary journal. Many participants reported activities along these lines that were enhanced because of their WTF&S participation. (See Appendix 1: Table 7 for additional data.)

Criticisms and Suggestions

Given that the survey and interviews yielded an overwhelmingly positive evaluation of the program’s impact, we will comment only briefly on the few negative responses. Three of the survey participants reported “no impact” and two reported “negative impact” in response to the following question: “Overall, how would you evaluate the impact of your participation in the WTF&S program (including the SoTL project) on your professional development and your career path?” Those who reported a negative impact simply felt that the program was not worth the time and effort that they invested. One noted that “It unnecessarily took time away from teaching and research,” and the other found the pedagogy used for the sessions was ineffective. Both of the participants who explained their response of “no impact” cited primarily disciplinary reasons. A participant with training in educational psychology cited a “strong background of education-oriented research” as the main factor that limited the impact of the program. The other participant, from performing arts, concluded that the SoTL project had no relevance to his discipline and therefore did not complete the project.⁵

Throughout the survey responses and interviews, a number of miscellaneous concerns and suggestions did arise. The nature of these (usually minor) criticisms varied depending on the year, as the program changed slightly over time. One common criticism was that the assigned readings were very valuable but were too numerous. Some participants felt undue pressure to complete readings that were not adequately discussed. (Still, 86% of participants found the readings to be an important program component.) Another recurring criticism involved the brief meetings held during the fall and early spring semesters. Although nearly 80% of participants recalled that these meetings were valuable, a significant minority suggested that the cost (in terms of travel time, etc.) outweighed the benefits. One final substantive concern that was mentioned by a few participants was that the program did not provide enough support for one of the most difficult steps of the SoTL process—data analysis. One participant noted that this limitation is a structural limitation of the program, given that it lasts for just under one year. Because of the timing of the program, many participants could not complete their data analysis until after the conclusion of the program. Some participants, however, commented that they found help completing their research process on their own campuses, which allowed them to make contact with a local network of support.

It is worth noting that many of these concerns have already come to the attention of the program leaders (including the OPID Director and the WTF&S co-directors) through regular assessments of the program. The program has continued to evolve since 2011 under the leadership of new co-directors, and many of these concerns have been addressed.

⁵ This particular participant from the performing arts drew the conclusion that SoTL research focused only on “transfer of knowledge” and not on application of that knowledge through performance. He made the valid point that “It’s possible to perform technically correctly and it falls flat.” His understanding of the nature of SoTL inquiry, however, diverged significantly from that of other participants in the study. Most participants developed or enhanced a conception of learning that focused not on “transfer” of knowledge but on students’ construction of deep understandings. Another participant from the performing arts, for example, developed a project to gauge the understanding demonstrated through performance.

Conclusion

Taken together, the survey responses and interviews conducted for this study yield a rich body of evidence regarding the sizeable, positive impact of the Wisconsin Teaching Fellows & Scholars program—not only for its participants directly but also indirectly for the students and campuses of the participants, and sometimes even for their fields. Many participants also found ways to give back to OPID. (See Appendix 1: Table 5 for examples.)

A few specific features of the WTF&S program stand out as particularly influential and valuable. Many participants emphasized the importance of:

- 1) Having time and resources set aside to develop their teaching in a scholarly fashion.
- 2) Collaborating with colleagues from various disciplines across the UW System.
- 3) Being guided through the process of carrying out a SoTL research project.

“The positive effects of the program can take many years to fully develop, from the momentum of starting the project to really completing and publishing, etc. The impact grows over time. . . . The positive effects linger in nice way.”

—2011 participant

The form of the Wisconsin Teaching Fellows & Scholars program has evolved over time, but its project-based, collaborative model of professional development has clearly enhanced the growth of participants' teaching, scholarship, service, and leadership on UW campuses, across the UW system, and within broader professional communities. While the program itself annually generates many fruitful products—in the shape of the various projects shared by Fellows and Scholars—the more subtle benefit of the program may well be the expanding community of scholarly inquiry into teaching and learning that the program has nurtured over time.

Acknowledgments

We are grateful to the approximately 180 former Wisconsin Teaching Fellows & Scholars who took the time to respond to our queries, including over 130 who completed a lengthy survey and the two dozen people whom we interviewed. OPID Director La Vonne Cornell-Swanson made this study possible and provided crucial input as well as assistance in conducting several interviews. James Marker, the IRB Chair at UW–Green Bay, was prompt and helpful in responding to our protocol submissions. OPID program assistants Ross Schendel and Brandon Clementi provided administrative support. Will Andresen helped us formulate survey questions relevant to WTF&S participants from UW Extension. The OPID Council provided useful feedback at two points during the study and helped remind former Fellows and Scholars on their campuses to take the survey. Bill Cerbin, Tony Ciccone, and Regan Gurung were especially helpful. Pat Hutchings, Mary Huber, and Tony Ciccone allowed us to adapt materials from surveys they carried out of participants in the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). We would also like to acknowledge the excellent work of Jane Ewens, Bill Cerbin, Tony Ciccone, Lisa Kornetsky, Donna Silver, La Vonne Cornell-Swanson, Nancy Chick, and the late Renee Meyers in sustaining the WTF&S program during this very rich period in its history.

APPENDIX 1: Summary of Survey of WTF&S Participants, 2000–2011

Note: The survey reported here took place online via Qualtrics during October 2012. OPID had up-to-date contact information for approximately 320 former Wisconsin Teaching Fellows & Scholars, each of whom received an email invitation and a reminder to take the survey. Approximately 153 participants completed some portion of the survey. While quantitative data was only retained for the 136 participants who completed the entire survey, comments from all participants were retained and scrutinized. The 136 participants constitute 42.5% of the overall pool of possible participants. A second brief survey carried out in February 2013 for the purpose of recruiting interview participants yielded 65 responses. Among these respondents, 7 claimed not to have taken the earlier survey, and 20 were unsure if they had taken the earlier survey. If just one-third of those who were unsure about taking the survey did not actually take it, then the second survey collected data, including a rating of overall impact, from an additional 13 WTF&S participants. All told, we gathered data from fully 50% of the available pool of participants. The complete survey with questions and possible responses is included as Appendix 3 below.

Participants⁶

Participants were 136 (59% female, 40% male) former participants in the Wisconsin-Teaching Fellows and Scholars Program from 2000 through 2011. (Some participants had completed the program twice, with initial participation going back at least as far as 1995.) Almost half (47%), however, had participated in the program in the last 5 years. The current ranks of participants were full (46%), associate (37%), assistant (10%), and other (7%). However, the ranks of participants when they last participated in the program were full (18%), associate (24%), assistant (53%), and other (6%). Participants were from the following disciplinary areas: 25% natural sciences, 24% social sciences, 18% humanities, 15% professional programs, 7% arts, and 11% other. Finally, the types of institutions participants were from were as follows: 83% four-year comprehensive university, 10% two-year college, and 7% research university. Because only three former Fellows and Scholars from UW-Extension completed the survey, we were unable to draw reliable conclusions about the impact of their participation, and the data from their responses is not included in the quantitative data summarized below. (We did, however, scrutinize their comments about their experiences with the program.)

Although we did not have historical data on the race of participants in the WTF&S program (or on the racial composition of UW System faculty during this period), we did ask the participants who completed the longer survey to provide their racial identity (using their own words, rather than multiple-choice options). The responses were as follows:

White/Caucasian/European American: 81.6%

Asian/Asian American: 6.6%

Multiracial/Biracial/Mixed: 3.7%

Hispanic/Latino: 2.2%

African American/Black: 1.5%

Unknown (left blank): 4.4%

Question 1: How did participants find out about the program and why did they choose to participate?

Most participants became aware of the program via a general campus announcement (55%) or a colleague recommendation (45%). The majority chose to participate in order to have some structured time to focus on discussing and improving teaching (68%) or because they wanted to carry out scholarly research on student learning (61%). Other reasons for participation were: wanted to make connections with colleagues across the UW-System (46%), a

⁶ OPID did not collect demographic data on program participants during this period. Therefore, we were not able to compare the race, gender, rank, etc., of the study participants with that of overall pool of WTF&S participants.

colleague recommended the program (40%), wanted to connect interests in teaching to a recognized body of research (38%), thought it might secure promotion (16%), and they were frustrated with their teaching or their students (5%).

Twenty-eight percent of participants had no exposure to SoTL before the program. Many had exposure via readings and colleagues (50%) or had attended a SoTL workshop (21%). Eighteen percent had completed at least one SoTL project.

Question 2: How did participants rate the impact of the program and what aspects of the program do they find most valuable?

Participants were asked to rate the overall value of the program (1 = negative impact, 2 = no impact, 3 = modest positive impact, 4 = major positive impact, and 5 = transformational positive impact). The average rating of the program was a 3.75 ($sd = .87$). Twenty-one percent of participants described the program as having a "transformational positive impact," 38% described it as having a "major positive impact," and another 38% described it as having a "modest positive impact." Only 4% of participants indicated that the program had a "negative impact" (2 participants) or "no impact" (3 participants).

To determine which components of the program participants found most valuable, they were asked rate nine different components on a scale of one to four (1 = not valuable, 2 = unsure, 3 = somewhat valuable, 4 = very valuable). Average ratings are as follows:

Table 1. Ns, Means, Mode, Median, Standard Deviations, and Response Percentages for Impact of the program (N = 136)

Mean	Median	Mode	SD	1	2	3	4	5
3.75	4	3, 4	.76	1.5%	2.2%	37.5%	37.5%	21.3%

Note: 1 = Negative Impact, 2 = No Impact, 3 = Modest Positive Impact, 4 = Major Positive Impact, and 5 = Transformational Positive Impact

Table 2. Ns, Means, Standard Deviations, and Response Percentages to the Question: How valuable was each of the following components of the WTF&S program for enhancing your work as a teacher and/or SoTL scholar?

Component	N	Mean	SD	1	2	3	4
Discussing and Collaborating with Other UW Faculty	135	3.49	.76	4%	5%	30%	62%
Summer Institute- Overall	133	3.43	.82	5	8	29	60
Faculty College- Overall	132	3.39	.76	5	1	44	50
Your WTF&S Project	136	3.39	.77	4	4	39	52
Faculty College-SoTL Sessions	127	3.32	.78	5	5	44	47
Summer Institute- Best Practices Sessions	130	3.23	.79	4	11	44	42
Readings on Teaching and Learning	135	3.19	.83	6	9	46	40
Mentoring Received by Program Leaders	133	3.07	1.00	11	15	32	43
Follow-up Sessions During Fall and Spring	131	3.05	.90	8	12	45	34

Note: Ns differ as there was a "not applicable" option for participants who did not participate in that component for some reason.

(Continues)

Question 3: How did the program influence teaching, campus involvement, UW-System involvement, and disciplinary involvement?

Participants were asked to rate how influential the program was with regard to teaching, campus involvement, UW-System involvement, and disciplinary involvement. Results are described in each are in the tables below.

Table 3. Ns, Means, Standard Deviations, and Response Percentages for Ways the Program Influenced Teaching

	N	Mean	SD	1	2	3	4	5
Integrate teaching and scholarship	134	4.15	1.02	4%	5%	7%	41%	43%
Become more excited about teaching	133	4.04	1.03	4	6	11	42	38
Change the designs of my courses to place more emphasis on student learning	132	3.98	.99	2	10	7	50	31
Document improvements in my students' learning	133	3.94	.38	2	4	20	45	29
Change my expectations for my own teaching	132	3.79	1.03	2	11	20	41	27
Change the kinds of assessments I use in my courses	131	3.78	1.10	3	13	16	39	29
Develop a SoTL research agenda	133	3.76	1.16	5	11	19	34	32

Note: 1= Strongly disagree, 2= disagree, 3 = unsure, 4 = agree, 5 = strongly agree. Ns differ as there was a "not applicable" option for participants who did not participate in that component for some reason.

Table 4. Ns, Means, Standard Deviations, and Response Percentages for Ways the Program Influenced Campus Involvement

	N	Mean	SD	1	2	3	4
Promoting the scholarship of teaching and learning in your department	125	2.98	.95	11%	12%	45%	32%
Sharpening attention to student learning in your department	128	2.96	.93	9	17	41	32
Leading faculty development workshops, presentations, etc.	116	2.90	1.04	16	13	38	34
Getting involved with the teaching and learning center	105	2.90	1.00	13	14	41	31
Getting involved with some other learning initiative	96	2.71	.96	14	24	41	22
Assuming a leadership position (department chair, other administration, etc.)	99	2.55	1.17	27	19	25	28
Getting involved with general education reform	98	2.53	1.03	22	19	41	17
Getting involved with an inclusive excellence initiative	79	2.37	1.03	27	24	35	14
Getting involved with a first-year experience program	70	2.06	1.13	44	21	19	16

Note: 1=not important, 2 = unsure, 3 = somewhat important, 4 = very important. Ns differ as there was a "not applicable" option for participants who did not participate in that component for some reason.

Table 5. Ns, Means, Standard Deviations, and Response Percentages for Ways the Program Influenced UW-System Involvement

	N	Mean	SD	1	2	3	4
Presenting at OPID Conferences or Workshops (after Fellows/Scholars year)	63	3.19	.91	8%	10%	38%	44%
Performing some other services related to teaching and learning external to your campus but inside the UW-System	76	2.99	1.09	16	12	30	42
Attending Faculty College (after Fellows/Scholars year)	52	2.79	1.14	21	14	31	35
Presenting at OPID Summer Institute	47	2.72	1.06	19	15	40	26
Serving on the OPID Council	36	2.50	1.34	39	8	17	36
Presenting at Faculty College	36	2.25	1.11	33	25	25	17

Note: 1=not important, 2 = unsure, 3 = somewhat important, 4 = very important. Ns differ as there was a "not applicable" option for participants who did not participate in that component for some reason.

Table 6. Ns, Means, Standard Deviations, and Response Percentages for Scholarship and Leadership

	N	Mean	SD	1	2	3	4
Receiving special recognition or an award internal to my campus	71	2.59	1.13	24%	20%	30%	27%
Receiving special recognition or an award external my campus	57	2.54	1.18	28	18	26	28
Publishing articles, essays, etc.	84	3.01	1.02	14	8	39	38
Presenting at conferences about teaching and learning issues	110	3.27	.87	6	8	37	48
Assuming leadership positions related to teaching and learning	87	2.84	1.12	20	13	32	36
Applying for one or more grants	78	2.78	1.10	19	15	33	32
Having some other professional opportunity	82	2.72	1.03	16	23	34	27

Note: Ns differ as there was a "not applicable" option for participants who did not participate in that component for some reason.

Table 7. Ns, Means, Standard Deviations, and Response Percentages for Ways the Program Influenced Disciplinary Involvement

	N	Mean	SD	1	2	3	4
Scholarly discussions regarding teaching and learning	119	3.27	.85	7%	6%	41%	46%
Leadership roles regarding teaching and learning	100	3.05	.97	12	8	43	37
SoTL activity (including conferences, journals, etc.)	108	3.19	.98	10	9	32	49

Note: 1=not important, 2 = unsure, 3 = somewhat important, 4 = very important. Ns differ as there was a "not applicable" option for participants who did not participate in that component for some reason.

APPENDIX 2:
Preliminary Interview Questions

Please answer these questions to the best of your ability. If you are uncertain or uncomfortable with any of the questions, please feel free to skip them.

1. Why did you decide to apply for the Wisconsin Teaching Fellows or Scholars Program? (How did you hear about the program, and what about the program attracted your interest?)
2. How would you describe the Wisconsin Teaching Fellows and Scholars program to a colleague who didn't know about it?
3. What aspects of the Wisconsin Teaching Fellows and Scholars program did you find most valuable?
4. What aspects of the Wisconsin Teaching Fellows and Scholars program did you find least valuable?
5. What project did you carry out for the program?
6. How did the project affect your teaching and the learning of your students?
7. Did you benefit professionally from the Wisconsin Teaching Fellows and Scholars program? And if so, how?

**APPENDIX 3:
Long Survey
(Administered October 2012)**

Instructions

Instructions:

Thank you for agreeing to complete this survey, which will help us assess the long-term impact of the Wisconsin Teaching Fellows & Scholars program. Throughout the survey, we will abbreviate the program name as "WTF&S." We will also abbreviate the Office of Professional and Instructional Development (UW System) as "OPID." The Scholarship of Teaching and Learning will be abbreviated as "SoTL."

If you participated in the WTF&S program more than once, please respond to the activity-specific questions based upon your most recent experience. For questions about the broader impact of your participation, you can consider your overall experience with the WTF&S program.

We ask that UW-Extension participants translate the labels as needed. For example, "students" can be taken as "community members," and "classroom" can be taken as any teaching environment. One question below is exclusively for UW-Extension participants.

We are grateful for your participation!

Best regards,

David Voelker, Associate Professor of Humanistic Studies and History, University of Wisconsin–Green Bay
Ryan Martin, Associate Professor of Human Development and Psychology, University of Wisconsin–Green Bay
La Vonne Cornell-Swanson, Director, Office of Professional and Instructional Development, UW System

INFORMED CONSENT STATEMENT

Title: Evaluation of the Wisconsin Teaching Fellows and Scholars Program: Phase 2

Primary Investigator: David Voelker (Associate Professor of Humanistic Studies and History, University of Wisconsin–Green Bay)

Co-Investigators: Ryan Martin (Associate Professor of Human Development and Psychology, University of Wisconsin–Green Bay) and La Vonne Cornell-Swanson (Director, Office of Professional and Instructional Development, UW System)

Contact Person for Questions/Problems: David Voelker (920-465-2491 or voelkerd@uwgb.edu)

Purpose of Research: This study is being conducted to examine the impact of the Wisconsin Teaching Fellows and Scholars Program.

Procedures: Participation in this study involves completing a short (20-30 minute), anonymous, online survey.

Benefits: There are no direct benefits to you for participating in this study. However, it is hoped that your responses will help us better understand the impact of the Wisconsin Teaching Fellows and Scholars Program.

Risks: There are few anticipated risks to participating in this study. Although your responses (including demographic information) may allow you to be identified by the researchers, they will not share any identifying information through presentations or publications. Thus, although your responses are anonymous, the researchers may be able to associate your responses with you (but this information would remain confidential).

Safeguards: The information you provide will be kept strictly confidential. Your participation is completely voluntary, and you may withdraw from this study at any time without penalty, prejudice, or loss of benefits. You have the option to skip questions on the survey. Questions concerning the research should be directed to [David Voelker](#) at (920-465-2491). This project and this consent form have been reviewed by the Institutional Review Board at the University of Wisconsin-Green Bay, which ensures that research projects involving human participants follow federal regulations. Any questions or concerns about your rights as a research participant should be directed to [James Marker](#), Chair of the Institutional Review Board, (920) 465-2230 or markerj@uwgb.edu.

- ☐ I have been informed of the purpose, benefits, and risks of participating in this study. I have been given the opportunity to ask questions and have them answered to my satisfaction. I am at least 18 years of age, and I am interested in participating in this study.
- ☐ I am not willing to participate in the study. (If you choose this option, please close your web browser.)

Participant Background and Motivation

What is your gender?

What is your race?

What is your current rank?

- ☐ Lecturer
- ☐ Assistant Professor
- ☐ Associate Professor
- ☐ Professor
- ☐ Other

What year did you begin the WTF&S program? If you are unsure, you can consult the listing here:

<http://www.uwsa.edu/opid/wtfs/WTFdirectory.htm>

What was your rank when you participated in the WTF&S program?

- ☐ Lecturer
- ☐ Assistant Professor
- ☐ Associate Professor
- ☐ Professor
- ☐ Other

What type of institution were you employed at when you participated in the WTF&S program?

- ☐ two-year college (i.e., UW- Colleges)
- ☐ four-year college
- ☐ comprehensive university (i.e., UW-Green Bay, UW-Eau Claire)
- ☐ research university (i.e., UW-Madison or UW-Milwaukee)
- ☐ UW-Extension
- ☐ Other

What is your primary discipline or field of study? (i.e., English, Psychology, Business, Nursing, etc.)

How did you become aware of the WTF&S program? (Select all that apply.)

- ☐ General campus announcement
- ☐ Campus teaching and learning center
- ☐ Colleague recommendation
- ☐ Do not recall
- ☐ Other

Why did you decide to apply to the WTF&S program? (Select all that apply.)

- ☐ I wanted some structured time to focus on discussing and improving teaching.
- ☐ I was frustrated with my teaching or with my students.
- ☐ I wanted to carry out scholarly research on my students' learning.
- ☐ I wanted to connect my interest in teaching to a recognized body of research.
- ☐ I wanted to make connections with colleagues across the UW System.
- ☐ A colleague (or colleagues) recommended the program.
- ☐ I thought it might help me secure promotion.
- ☐ Other

- ☐ I had no experience or exposure.
- ☐ I had some exposure from readings, colleagues, etc.
- ☐ I had completed one or more SoTL workshops.
- ☐ I had completed one SoTL project.
- ☐ I had completed multiple SoTL projects.
- ☐ Other

--

How valuable was each of the following components of the WTF&S program for enhancing your work as a teacher and/or SoTL scholar? (If you did not participate in the specified activity, please choose "Not Applicable.")

	Not Applicable	Not Valuable	Unsure	Somewhat Valuable	Very Valuable
Faculty College (overall)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty College (SoTL sessions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer Institute (overall)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer Institute (best practices sessions by peers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readings on teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow-up sessions during fall and spring after Summer Institute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your WTF&S project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring you received from program leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussing and collaborating with other UW faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My participation in the WTF&S program helped me to:

[illegible]

become more excited about teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
change my expectations for my own teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
document improvements in my students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
integrate teaching and scholarship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop a SoTL research agenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please choose the most significant area of impact from above and briefly explain.

Program Impact on Campus, System, and Disciplinary Involvement

CAMPUS INVOLVEMENT

For the following items, please select "Not Applicable" if you did not become involved in the specified activity.

****UW-Extension participants: Please skip this question and respond to UW-Extension question below.**

How important was your participation in the WTF&S program in helping you become active in the following activities and areas on your campus?

	Not Applicable	Not Important	Unsure	Somewhat Important	Very Important
promoting the scholarship of teaching and learning in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sharpening attention to student learning in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leading faculty development workshops, presentations, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
getting involved with the teaching and learning center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
getting involved with general education reform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
getting involved with a first-year experience program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
getting involved with an inclusive excellence initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
getting involved with some other learning initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assuming a leadership position (department chair, other administration, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please choose the most significant area of impact from above and briefly explain.

****This question is for UW-Extension Participants only.**

For the following items, please select "Not Applicable" if you did not become involved in the specified activity.

How important was your participation in the WTF&S program in helping you become active in the following activities?

	Not Applicable	Not Important	Unsure	Somewhat Important	Very Important
creating or revising community-based programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
collaborating with community groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
collaborating with local colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
collaborating with state-wide teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluating short-, mid-, and long-term outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please choose the most significant area of impact from above and briefly explain. Or, feel free to detail other activities affected by your WTF&S participation.

UW SYSTEM INVOLVEMENT

For the following items, please select "Not Applicable" if you did not become involved in the specified activity.

How important was your participation in the WTF&S program in helping you become active in the following activities in the UW System?

	Not Applicable	Not Important	Unsure	Somewhat Important	Very Important
serving on the OPID Council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
presenting at OPID Summer Institutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attending Faculty College (after Fellow/Scholar year)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
presenting at Faculty College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
presenting at OPID conferences or workshops (after Fellow/Scholar year)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
performing some other service related to teaching and learning external to your campus but inside the UW System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please choose the most significant area of impact from above and briefly explain.

DISCIPLINARY INVOLVEMENT

For the following items, please select "Not Applicable" if you did not become involved in the specified activity.

How important was your participation in the WTF&S program in helping you become active in the following activities in your discipline or field (beyond your campus and the UW System)?

	Not Applicable	Not Important	Unsure	Somewhat Important	Very Important
scholarly discussions regarding teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leadership roles regarding teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SoTL activity (including conferences, journals, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please choose the most significant area of impact from above and briefly explain.

Promotion and Professional Advancement

Please estimate the role of your SoTL activity in advancing your academic career at the following junctures:

	Not Applicable	Not Submitted	Submitted--Weakened my case	Submitted--No clear impact	Submitted--Strengthened my case
In your tenure case	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In your promotion to full professor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In your most recent post-tenure review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In any other promotions or raises that you have received.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the following items, please select "Not Applicable" if you did not become involved in the specified activity.

How important was your participation in the WTF&S program in helping you accomplish the following?

	Not Applicable	Not Important	Unsure	Somewhat Important	Very Important
receiving special recognition or an award internal to my campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
receiving special recognition or an award external my campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
publishing articles, essays, etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
presenting at conferences about teaching and learning issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assuming leadership positions related to teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
applying for one or more grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
having some other professional opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you noted awards above, please list them below.

If you noted publications above, please detail the quantity and nature of the publications below (i.e., 3 articles and 1 edited collection).

If you noted conference presentations above, please input the approximate number of presentations below.

If you noted leadership positions above, please list the positions below.

If you noted grant applications above, please provide a brief list of grants applied for and note which grants you received.

Since concluding the WTF&S program, how have you balanced SoTL research with traditional disciplinary research?

- ☐ For me, the two overlap, so achieving balance is fairly easy.
- ☐ I shifted my attention from traditional disciplinary research to SoTL.
- ☐ I did not pursue SoTL further because of lack of time.
- ☐ I did not pursue SoTL further because of lack of interest.
- ☐ Other

Collaboration

Did the contacts that you made directly or indirectly because of your participation in the WTF&S program lead to collaboration with colleagues? If so, please indicate the number of collaborative projects for each context below.

	N/A	1 project	2 projects	3 projects	4 or more projects
collaboration on home campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
collaboration within UW System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
collaboration outside of UW System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you noted collaboration above, please indicate the number of projects that:

	» N/A	» 1 project	» 2 projects	» 3 projects	» 4 or more projects
were within your discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
were interdisciplinary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
led to (or will lead to) publications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
led to (or will lead to) presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Impact

Overall, how would you evaluate the impact of your participation in the WTF&S program (including the SoTL project) on your professional development and your career path?

- ☐ No impact
- ☐ Negative Impact
- ☐ Modest positive impact
- ☐ Major positive impact
- ☐ Transformational positive impact

Please write a paragraph that sums up your assessment of the overall impact of your completion of a SoTL project for the WTF&S program on your professional development and your career path.

Please write a paragraph that sums up your assessment of the overall impact of your participation in the WTF&S program on your professional development and your career path.

APPENDIX 4:
Follow-Up Survey
(Administered February 2013)

Default Question Block

Informed Consent Statement

- Title: Evaluation of the Wisconsin Teaching Fellows and Scholars Program: Phase 3
 - Primary Investigator: David Voelker (Associate Professor of Humanistic Studies and History, University of Wisconsin-Green Bay)
 - Co-Investigators: Ryan Martin (Associate Professor of Human Development and Psychology, University of Wisconsin-Green Bay) and La Vonne Cornell-Swanson (Director, Office of Professional and Instructional Development, UW System)
 - Contact Person for Questions/Problems: David Voelker (920-465-2491, voelkerd@uwgb.edu)
 - Purpose of Research: This study is being conducted to examine the impact of the Wisconsin Teaching Fellows and Scholars Program.
 - Procedures: Participation in this study involves completing a short (less than 5 minute), electronic survey to gauge your interest in participating in a phone interview.
 - Benefits: There are no direct benefits to you for participating in this study. However, it is hoped that your responses will help us better understand the impact of the Wisconsin Teaching Fellows and Scholars Program.
 - Risks: There are few anticipated risks to participating in this study. Participation is voluntary and your responses are anonymous.
 - Safeguards: The information you provide will be kept strictly confidential. Your participation is completely voluntary, and you may withdraw from this study at any time without penalty, prejudice, or loss of benefits. Questions concerning the research should be directed to David Voelker at (920-465-2491). This project and this consent form have been reviewed by the Institutional Review Board at the University of Wisconsin-Green Bay, which ensures that research projects involving human participants follow federal regulations. Any questions or concerns about your rights as a research participant should be directed to James Marker, Chair of the Institutional Review Board, (920) 465-2230 or markerj@uwgb.edu.
-

Please choose one option below:

- ☐ I have been informed of the purpose, benefits, and risks of participating in this study. I have been given the opportunity to ask questions and have them answered to my satisfaction. I am at least 18 years of age, and I am interested in participating in this study.
- ☐ I am not willing to participate in the study.

Overall, how would you evaluate the impact of your participation in the WTF&S program (including the Scholarship of Teaching and Learning project) on your professional development and your career path?

- ☐ Negative Impact
- ☐ No Impact
- ☐ Modest Positive Impact
- ☐ Major Positive Impact
- ☐ Transformational Positive Impact

Did you complete the initial survey (Oct. 2012) on the WTF&S program?

- ☐ No
- ☐ Unsure
- ☐ Yes

☐ Prefer not to say

Are you willing to participate in a 30-minute interview about your experience with the Wisconsin Teaching Fellows & Scholars program?

☐ Yes

☐ No

Last Name:

First Name:

Email Address:

What is your general area of study?

☐ Arts

☐ Humanities

☐ Natural Sciences & Mathematics

☐ Social Sciences

☐ Professional Studies (Business, Education, Nursing, Social Work, etc.)

☐ Other

Thank you for your willingness to be interviewed. We will contact you via email if you are chosen as an interview subject. (Not all willing participants will be interviewed.)

Please hit the "Submit" button to complete the survey.

Thanks!

APPENDIX 5:
Follow-up Interview Questions

Please answer these questions to the best of your ability. If you are uncertain or uncomfortable with any of the questions, please feel free to skip them.

1. On the pre-interview survey, you rated the overall impact of your experience with the WTFS program as _____. Can you please explain why you choose this rating?
2. Did your participation in the program affect your understanding of the teaching and learning process? If so, why and how?
3. Did your participation in the program lead you to make any changes to your teaching? If so, please describe and explain.
4. Did your completion of a Scholarship of Teaching and Learning project help you to develop a research agenda? If so, please describe and explain.
5. Did your participation in the program open up any new leadership or other professional opportunities? If so, please describe and explain.
6. How do you think that your primary disciplinary perspective shaped or affected your experience in the program?
7. Do you have any other comments or feedback about the program?
8. Did you take the first survey in October? Why or why not?