Introduction

This year has been a highly successful one for the University Advisory Council on Teaching (UACT). First, we have continued UACT’s tradition of providing quality faculty development programming around a variety of teaching issues to faculty from all nine schools of the University. At the same time, we have improved UACT’s internal structure and improved its means of communicating with faculty across campus. Finally, we have begun the important process of conducting a self-evaluation to determine how we might build upon our successes and strengthen UACT even further. Each of these areas represents a goal that had been set for the previous year (see UACT Annual Report for Academic Year 2001-2002), and we are extremely pleased to report that we have attained those goals and are continuing to set new ones. This report details UACT’s accomplishments for the 2002-03 year as well as our plans and goals for the 2003-04 academic year and beyond.

2002-2003 Accomplishments

Events

One of UACT’s main functions is to provide opportunities for faculty to learn about various aspects of teaching from both local and nationally-known experts. As such, this year, UACT provided a number of successful programs on a variety of subjects from fostering critical thinking to creating a teaching persona. In each case, UACT was responsible for all aspects of the event, from initiating the event and inviting the presenters, to promoting and publicizing the event; securing rooms, catering, and A/V equipment; providing necessary materials for both presenters and audience members; facilitating discussions and introducing speakers; and disseminating, collecting, and analyzing evaluations. Specifically, UACT sponsored the following speakers and events this year:

Teaching Roundtable: “Teaching Innovations Across the University”
Monday, September 23rd, 2002
The first teaching roundtable of the year featured internal speakers from several of the professional schools: Maryam Alavi, Ruth Parker, and David Kleinbaum. The panel was a resounding success, with over 70 faculty in attendance and a waiting list. Presenters covered a variety of topics, including the potential role of technology in teaching, the question-based learning method and the possibilities of interactive teaching. Evaluations from this event were very positive, with all items evaluated averaging a 3.8 or higher (out of a possible 5). (See attached sample evaluation for specific items evaluated.)

Teaching Roundtable: “Teaching and Disability”
Thursday, October 24th, 2002
This panel, featuring both internal and external speakers Simi Linton, Wendy Newby, Rosemarie Garland-Thomson, and Gloria Weaver, drew approximately 40 faculty members. The panel explored a range of significant issues, including the language of disability, Disability Studies as a
field of inquiry, inclusive learning as a pedagogical paradigm, working with students with disabilities, the disability rights movement, and integrating Disability Studies into existing courses. The event was a great success as indicated by the evaluations, where each item averaged a score of 4.3 or higher (out of a possible 5). (See attached sample evaluation for specific items evaluated.)

Visiting Speaker: Craig Nelson, “Fostering Critical Thinking and Mature Valuing Across the Curriculum” and “Dysfunctional Illusions of Rigor in College Teaching”
Tuesday, November 13, 2003
Craig Nelson is Professor of Biology and of Public and Environmental Affairs at Indiana University in Bloomington where he has been since 1966. Dr. Nelson has received numerous awards for distinguished teaching from IU and elsewhere, including the IU Student Alumni Council’s Outstanding Teaching Award, the Lilly Foundation Postdoctoral Teaching Fellowship, the Amoco Foundation Award in Recognition of Distinguished Teaching, the IU Student Alumni Council’s Outstanding Faculty Award, the IU Faculty Colloquium on Excellence in Teaching (“In Recognition of Distinguished Teaching”), Northwestern University President's Honor for Teaching, and Vanderbilt University Chancellor's Lecture on Great Teaching. He is also a consulting editor for College Teaching and was selected as a Sigma Xi National Lecturer.

The UACT members welcomed Dr. Nelson to campus with a dinner the night before his presentations. On Tuesday, November 12th, 2002, Dr. Nelson gave two presentations. One was an all-day workshop on “Fostering Critical Thinking and Mature Valuing Across the Curriculum.” This workshop was filled to capacity with 45 faculty members. The second presentation was a lunchtime lecture that took place during the lunch break of the workshop. This lecture, on the subject of “Dysfunctional Illusions of Rigor in College Teaching,” drew a larger faculty audience of approximately 70. Both events garnered high praise from the attendees, with every item on the evaluations for both events averaging a score greater than 4.2 (out of 5). Narrative comments on the workshop evaluation forms described Dr. Nelson as an “Outstanding example of [a] speaker practicing what he preaches” and noted that “I have been intensely motivated to study further in this area.” The luncheon lecture evaluation responses were equally enthusiastic, with such comments as “Wonderful; good stuff; very useful; outstanding” and “Excellent speaker.” Dr. Nelson wrapped up his visit with a dinner with a professor and student from the Anthropology department who engaged his thoughts on recent local controversies surrounding the teaching of creationism and evolution in public schools.

Teaching Portfolio Workshop: “Creating a Successful Teaching Portfolio”
December 3, 2002: co-sponsored with the Passages Faculty Mentoring Program
This roundtable discussion, attended by approximately 40 faculty members from across the university, was led by several of Emory’s own faculty members (primarily current or former UACT members) who have attended the Peter Seldin workshops on teaching portfolios previously hosted by UACT. The roundtable discussions provided information for junior faculty members who are preparing their own portfolios, and for senior faculty members who are advising junior colleagues about the portfolio process, regarding such issues as how and when to build a teaching portfolio, the importance and uses of a teaching portfolio, and the various styles and materials incorporated into these portfolios.
Teaching Roundtable: “Developing a Teaching Persona”  
*Thursday, January 23rd, 2003*

This teaching roundtable featured three Emory professors (Bobbi Patterson, Patrick Allitt, and Patrick Noonan) discussing their various approaches to teaching, including such subjects as incorporating Theory-Practice Learning into your classes and teaching in the professional school context. Another successful event, this panel drew 64 attendees from across the university and resulted in extremely positive evaluations, with all items evaluated averaging a 4.3 or higher (out of a possible 5). (See attached sample evaluation for specific items evaluated.)

Visiting Speaker: Leon Botstein, “Education and the Promise of American Culture”  
*Tuesday, February 25, 2003*

Leon Botstein has been a leader and innovative thinker on the subject of education ever since he became the youngest college president in American history. He took over leadership of Bard College in 1975 at age 23, a position he still holds and one through which he is credited with elevating Bard to elite status. Botstein is widely regarded as a dynamic Renaissance man and one of America’s leading intellectuals. After earning degrees in history from the University of Chicago and Harvard, Botstein began his tenure at Bard College. He is also the musical director of the American Symphony Orchestra, credited with making it a major innovative force in classical music. He is a prominent writer on music and history, and in 1996 received Harvard's prestigious Centennial Medal for his scholarly work.

Prior to his public lecture that evening, Dr. Botstein met with approximately 20 Music Department faculty & students early in the afternoon of February 25th for an informal discussion related to his distinguished musical career. His subsequent lecture in White Hall was well-attended by 90+ people (including members of the Emory community as well as the local community), who were so engaged that the question-and-answer session lasted almost an hour. The post-lecture reception and the dinner with UACT members that evening were equally provocative and engaging. A lunch the next day sponsored by Academic Exchange was also well-attended, generating lively and productive debate. Overall, all of Dr. Botstein’s interactions at Emory were very provocative and well-received. UACT is considering a variety of ways to keep in touch with him in the future, perhaps via Emory’s Phi Beta Kappa chapter.

Master Teacher Program  
*Monday-Tuesday, May 19-20, 2003*

This year, UACT initiated the fulfillment of one of its long-term goals by developing and coordinating the first-ever Master Teacher Program (MTP) to be held at Emory. This pilot program consisted of a two day workshop led by Harvey Brightman, Regents Professor Emeritus of Management and Decision Sciences at Georgia State University. The Master Teacher Program was specifically designed to serve two purposes: first, to honor those who have already distinguished themselves as outstanding, committed educators by providing them with an opportunity to further enhance and broaden their range of teaching skills; and second, to encourage less seasoned faculty members to engage theories of pedagogy in order to improve their teaching skills and to think more critically about the teaching methods they employ.

Approximately 45 people attended this inaugural program, including the following:
- thirty faculty members from eight schools across campus who attended the program as “students” (only Oxford College did not participate at the “student” level);
- four Emory faculty members who served as “video reviewers” (providing feedback on an individual basis to participants on the teaching videos or demonstrations they provided);
- four non-UACT Emory faculty members who served on the Advisory Committee to the Master Teacher Program; and
- several UACT members and staff who either participated in the program as students, helped to coordinate the program itself, and/or served on the Advisory Committee.

Program participants took part in eight different sessions that addressed a variety of topics related to teaching. For example, in “Designing and Presenting an Effective Presentation,” participants learned the “big six” principles for presenting a topic clearly as well as strategies to assess the effectiveness of any presentation. In “Active Learning and Cooperative Groups,” participants learned how to form and norm effective cooperative groups and also have students learn at higher-learning levels. (For a complete explanation of all sessions, see the attached schedule.)

UACT was responsible for coordinating all aspects of the Master Teacher Program, including recruiting and confirming participants, video reviewers and advisory committee; corresponding with and providing support and remuneration for Harvey Brightman; serving as a liaison between Professor Brightman, the Advisory Committee, and the program participants; arranging all rooms and catering; coordinating and distributing all program materials, including binders, name tags, and certificates; securing all audio-visual and other equipment; video taping the entire program (except the video review sessions); and arranging and hosting a reception to thank Professor Brightman for his exceptional program and to present all participants with a certificate of achievement.

Overall, the Master Teacher Program was a smashing success, as evidenced by the overwhelmingly positive evaluations submitted by the participants. Participants noted that Brightman, as a facilitator, was “excellent overall,” and that the MTP was an “excellent program” which was “a great course on the whole.” Plans for UACT to continue this program during the 2003-2004 academic year have already begun and we look forward to further improving this already outstanding program. Building on suggestions posed by the Advisory Committee and in the program evaluations, we intend to undertake some or all of the following improvements:

- making the program longer (at least adding another half day);
- refine the video review session so that the review process is more uniform and consistent;
- incorporate examples and case studies from a wider range of disciplines (perhaps breaking into smaller discipline-specific groups that are led by a former “students” of a past MTP);
- create more time for participants to meet with the program facilitator on an individual basis;
- incorporate more sessions on grading and group discussion; and
- provide a bibliography of readings cited during the program (perhaps even putting them on reserve at Woodruff Library following the program).

Ultimately, our goal is to create an ongoing, sustainable Master Teacher Program that is conducted entirely in-house; that is, led and facilitated by Emory faculty.

**Structure and Communication**

**Mission Statement and Bylaws**
At the beginning of the year, the UACT Chair and staff submitted to the Council members a formal mission statement and bylaws for their approval. After several discussions and revisions, these bylaws were approved by a vote of the members and will continue to govern the group until amended. In addition, the group approved a substantive change to the structure of the group that was put in place at the end of last year; namely, the creation of four sub-committees targeting specific areas of interest to the members. Each member joined one of the subcommittees, which then served as a vehicle for completing various projects throughout the year.

**Brochure and Listserv**
UACT developed two mechanisms this year by which to facilitate greater awareness of its work and greater communication with those individuals most interested in teaching-related events at Emory. First, we designed and created a brochure detailing UACT’s history, mission, current members, and upcoming events. The brochure also included a tear-off reply card, which individuals could use to be placed on UACT’s mailing list and indicate their preference of the type of events and programs they are most interested in attending. This brochure was made available at all UACT events and generated a number of responses from faculty interested in attending future events. (A copy of the brochure is attached.)

Second, UACT staff e-mailed all Emory faculty early in the year, inviting them to join a listserv that would keep them inform of upcoming UACT-sponsored events. With the responses generated, the UACT staff created and activated a database and a listserv that help to track attendees at various events and sustain communication between UACT and its primary audience. Since its inception, the database and accompanying listserv has amassed approximately 400 names.

**Website**
After redesigning its website (www.emory.edu/TEACHING) last year, UACT continued to make improvements to the site this year. The goal of the website is to serve as a central clearinghouse for information about teaching throughout the university – for UACT members and other faculty and administrators both within and outside of the Emory community. To that end, UACT has worked hard to ensure that the information contained on the page is continually updated. This information available on the site ranges from details about upcoming UACT events to links to other teaching resources, both on- and off-campus.
Other:

Evaluation/Survey
This year, UACT has begun the process of administering a survey about the group’s visibility and utility to all Emory faculty members. Working in conjunction with the Office of Institutional Research and the University Teaching Fund, the evaluation subcommittee has conducted some preliminary research, drafted the survey instrument, and established a timeline for its administration and analysis. This survey will serve two purposes: First, it will remind Emory faculty of UACT’s previous accomplishments, thereby publicizing UACT as a faculty resource. Second, it will serve as an information-gathering tool, whereby faculty can provide their feedback about past events and express their priorities for upcoming events and issues they would like UACT to address. We plan to disseminate the survey several times during the fall semester (first in September and again in November), and have the results compiled by January of 2004. These results will be a critical tool for UACT as it sets its agenda for the future.

Mini-grants
This year, UACT continued to supporting the mini-grants programs administered by the Center for Teaching and Curriculum (CTC). The first of these, the “Teaching Pairs” program, provides for reimbursement of professional expenses for College faculty who wish to serve as peer teaching mentors for each other. In this program, which pairs a tenured professor with an untenured colleague, each member of the pair observes the other’s class at least twice, and they meet for discussion after each session. Upon completion of the semester, these “teaching pairs” submit brief synopses about what they learned from the experience. The second program, the “Teaching Meals” program, allows faculty members the opportunity to host a meal with their current students. These meals, which may take place inside the professor’s home or at another location, provide a way for faculty to connect with current students outside of the classroom. Both of these programs provide faculty with truly innovative teaching opportunities.

POD conference
Two UACT members – Kim Loudermilk and Kirsten Rambo – attended the annual conference of the Professional and Organizational Development Network in Higher Education (POD) in October on behalf of UACT. Overall, their experience was extremely positive. They attended several valuable sessions, including a workshop on event planning, a session on evaluation (which seemed especially timely for UACT), and several very worthwhile sessions on faculty development. They noted how helpful the conference was for putting our experience at Emory in the context of other universities, because there was such a diverse range of universities represented at the POD conferences, from small liberal arts colleges to some of our peer institutions. Also attended the keynote was the keynote speech by Beverly Daniel Tatum, the new President of Spelman College. It was determined that UACT should invite her as a speaker for the coming year.
Goals and Plans for 2002-2003 and Beyond:

UACT continues to strive to provide innovative, top-quality faculty development initiatives that promote teaching excellence at Emory. These initiatives serve to improve faculty teaching and student learning, as well as enhancing Emory’s reputation for teaching excellence both regionally and nationally. The objectives and plans we have developed for the coming years are all designed to serve those long-range goals.

Structure
One of UACT’s main priorities going forward will be to encourage faculty to take a more active role in programming development. Our first step toward this goal involves having every faculty member be a part of a subcommittee, which we accomplished during the past year. In the coming year, we intend to implement a policy in which each yearly event is co-facilitated by a faculty member. Over their three year term, a UACT member should facilitate at least one, if not two events.

Events
We intend to develop a theme for each semester around which all events will center. With this approach, we hope to create more complete programs that can more deeply and thoroughly investigate various aspects of a particular topic, rather than engaging topics superficially. Beginning talks about programming and development for next year have indicated that our theme and our programming for the Fall semester will focus on diversity and inclusiveness in the classroom. Spring semester will focus on the importance of writing across the curriculum, or more specifically, strategies for incorporating writing instruction in most, if not all, classes. Each semester will be comprised of one large lecture, which has historically highlighted a visiting speaker from outside of Emory University. We have invited and are hoping to confirm Dr. Beverly Daniel Tatum, the President of Spelman College, to be our Visiting Speaker for the Fall, and we have already confirmed Dr. Peter Elbow, Professor Emeritus of the University of Massachusetts-Amherst as our Visiting Speaker for the Spring. This event is then supported by two smaller “in-house” lunchtime workshops. For these workshops, we are planning to incorporate both Emory professors and other local faculty members from such institutions as Agnes Scott College, Georgia State University, and UNC-Asheville.

We will also continue the Master Teacher Program, inviting Harvey Brightman back for an additional year of instruction. While Dr. Brightman will still facilitate his two-day seminar with approximately 35 faculty members attending as students, the 2003-2004 will serve as a transition year for the Master Teacher Program. Utilizing the skills and knowledge gained from the Brightman program, UACT hopes to develop an in-house, Emory-led Master Teacher Program.

Lastly, part of our goal for the upcoming 2003-2004 school year is to continue creating relationships with the larger Atlanta educational community. Through relationships with local colleges and universities like Agnes Scott, Georgia State University and Spelman College, Emory will enrich its programming around teaching while also demonstrating its commitment to forging partnerships with local institutions - thereby ultimately improving higher education throughout the greater Atlanta area.
Visibility

During the summer and fall of 2003, we will create several new promotional items for UACT. First, we will update the UACT brochure to provide descriptions of this year’s programming, as well as basic information about UACT’s mission, membership and previous programs. In addition, we intend to create a bookmark and small notepads bearing the UACT name and website address, so as to encourage faculty to visit our website and learn more about all that UACT has to offer them. Finally, we plan to explore this year the possibility of including digital video feeds of previous programs (such as the Master Teacher program) on the UACT website in excerpted form.

Membership

Because several UACT members have just completed their three-year terms, the coming year will bring five new UACT members: James Morey from Emory College (replacing Darrell Stokes), Laura Porter Kimble from the School of Nursing (replacing Helen O’Shea), Diana Robertson from the Goizueta Business School (replacing Maryam Alavi), Gretchen Schulz from Oxford College (replacing Ken Carter) and William Eley from the School of Medicine (replacing Alan Otsuki). In addition, UACT will undergo some staff changes as of this fall. Harriet King will be serving as UACT’s ex-officio representative from the Provost’s Office, replacing Kim Loudermilk, who has accepted a position with Emory College. In addition, Kirsten Rambo will be ending her tenure as UACT Program Coordinator so that she can accept a Visiting Assistant Professor position in Women’s Studies at Emory in the fall. Her position will be filled by Donna Troka, a graduate student in the ILA who worked with Kirsten on the Master Teacher Program in Spring 2003, and Anne Sinkey, another graduate student in the ILA who is new to UACT.