Introduction

During the 2001-2002 academic year, the University Advisory Council on Teaching (UACT; the Council) has achieved great success in fulfilling its mission of promoting and supporting teaching at Emory University. At least 750 members of Emory University and the local community were served by UACT programs and initiatives during the past year. Emory faculty members from each of the nine schools (College, Graduate School, Medicine, Law, Oxford, Business, Theology, Nursing, and Public Health) were the primary audience for these programs. In many cases, however, Emory staff, administrators, and graduate students, as well as local educators, also benefited from UACT initiatives. The Council has attained this level of success by consistently seeking out and implementing new and innovative programming while continuing to support successful programs that had been previously established. This report details UACT’s accomplishments for the 2001-02 academic year and describes its short-term and long-term goals for the years to come.

2001-2002 Accomplishments:

Events

The variety of speakers that UACT has sponsored or co-sponsored have provided some of the most notable accomplishments of this year. These visiting speakers have provided lectures, workshops, and other presentations to the Emory faculty on a range of subjects from teaching students with disabilities to learning from course evaluations. This year, UACT has sponsored or co-sponsored the following speakers and events:

Mel Levine, “How Learning Works When It’s Working” and “Dealing with the Universality of Diversity Among Learners in College and Beyond”

September 10-11, 2001: Co-sponsored with the CTC
Mel Levine, M.D., Director of the Clinical Center for the Study of Development and Learning at the University of North Carolina-Chapel Hill. His books include Developmental Variation and Learning Disorders (2nd Edition), Educational Care, and Keeping A Head In School. In addition to his current roles at UNC-Chapel Hill, Levine is the founder of All Kinds of Minds, a non-profit institute for studying learning differences.

Prior to Dr. Levine’s evening lecture, UACT hosted a successful dinner in which ten faculty and community members were able to converse with our guest speaker. The lecture was held in Tull Auditorium, which seats four hundred and was packed to standing-room-only by members of the Emory community and other local educators. Likewise, Dr. Levine’s faculty workshop the following day was filled to its maximum capacity of forty. As the evaluations attest, participants were delighted with the program,
describing it with such comments as, “. . . simply fantastic – at the end of the day I felt I had been greatly challenged,” “I cannot stress enough how pleased I was with the speaker and the importance of the material he conveyed,” and “This was amazingly interesting and useful on many fronts – as a parent, as an educator, as a clinician.”

Lee Shulman, “Inventing the Future: A Conversation with Lee Shulman about Teaching in the Research University”  
October 22-23, 2001: Sponsored by UACT

Lee S. Shulman is the President of The Carnegie Foundation for the Advancement of Teaching. Dr. Shulman was the founding Co-Director of the Institute for Research on Teaching at Michigan State University. He is also a member of the National Academy of Education, having served as both vice-president and president of that organization.

While Dr. Shulman’s visit to Emory was brief, UACT was able to facilitate his interaction with a wide range of people and groups on campus, including dinner with twelve UACT members, breakfast meetings with the Research at Emory and Jewish Studies groups, a luncheon lecture in Winship Ballroom for eighty faculty members, and an afternoon presentation and discussion with forty faculty members and graduate students from Educational Studies. The lunchtime lecture, entitled, “Inventing the Future: A Conversation with Lee Shulman about Teaching in the Research University” was particularly well received by the faculty who attended.

Teaching Portfolio Workshop, “Creating a Successful Teaching Portfolio”  
February 4, 2002: co-sponsored with the Passages Faculty Mentoring Program

This roundtable discussion, attended by 32 faculty members from across the university, was led by four of Emory’s own faculty 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.

Ross Lence, “Teaching in the Social Sciences” and “Teaching Discussion Classes”  
February 21-22, 2002: co-sponsored with CTC and the Graduate School of Arts and Sciences (GSAS)

Ross M. Lence is John and Rebecca Moores University Scholar at the University of Houston, where he also holds the Ross M. Lence Distinguished Teaching Chair. This Chair, which rewards and encourages excellence in teaching, was established in honor of Professor Lence by his former students and colleagues. Dr. Lence has won numerous awards for his teaching, including the Minnie Stevens Piper Professor Award, which annually honors the most outstanding teacher in the state of Texas, (1987), and the Henri Stegemeier Award for the Outstanding Faculty Advisor in North America (1987).

Eighteen faculty members and graduate students from the College, GSAS, and professional schools joined Dr. Lence for a highly productive lecture and interactive
discussion about teaching in the social sciences over dinner. The lunchtime event the following day drew another seventeen faculty members, administrators, and graduate students for a lecture and workshop on the most effective ways to lead a discussion-based class.

Robert Lichter, “Academic Excellence: Promoting Undergraduate Research Across the Disciplines” and “Conversations on Undergraduate Participation in Research” March 27, 2002: co-sponsored with CTC

Robert Lichter is Executive Director of the Camille and Henry Dreyfus Foundation. Prior to joining the Dreyfus Foundation in 1989, he was the Vice Provost for Research and Graduate Studies at the State University of New York at Stonybrook, starting in 1986. He also served as Councilor at Large for the Council on Undergraduate Research.

At his lunchtime presentation with approximately forty faculty members, graduate students and postdoctoral fellows from across the university, Dr. Lichter presented his rationale for embedding undergraduate research into the undergraduate curriculum as a means of enhancing the mission of a research university. He also presented his ideas on how such a project can successfully be achieved, including a discussion of the benefits of a strong undergraduate research program and the commonly encountered obstacles. Later that day, Dr. Lichter discussed more specific strategies to obtain funding from groups such as the Dreyfus Foundation with a smaller group of faculty from the natural sciences.

Anthony Greenwald, “Making Best Use of Student Evaluations” April 4-5, 2002: co-sponsored with CTC and the Department of Psychology

Anthony Greenwald is Professor of Psychology at the University of Washington. He is an Associate Editor of Experimental Psychology and serves on the editorial boards of several major journals. One of Dr. Greenwald’s primary areas of research is the validity of student evaluations of teaching. In addition, he has made important contributions to the philosophy of science, particularly the testing of scientific theories.

In addition to several smaller meetings with faculty and staff members from UACT, CTC, the Psychology Department, and the Academic Exchange, at which he shared his theories about the usefulness of student evaluations, Dr. Greenwald also gave an afternoon lecture for approximately fifty faculty and students from across the university. At the lecture, he discussed his widely publicized and influential research on the potential effects of biasing variables (e.g., grading leniency, class size) on student course evaluations. He argued that although student ratings of teaching possess some validity in assessing the quality of teaching, they also suffer from problems that can cause them to be misleading. Understanding these problems, he contended, can lead to wiser use and interpretation of student ratings of teaching.

Marshall Gregory, semester-long seminars on pedagogy (for faculty) and “The Idea of the University” (for staff) Spring semester 2002: Co-sponsored with the Provost’s Office

Marshall Gregory is the Harry Ice Chair of English, Liberal Education, and Pedagogy at Butler University. Formerly, he served as national director of the Lilly Endowment's
Post-Doctoral Teaching Awards Program. He is co-author with Ellie Chambers of *Traveling in the Realms of Gold: Teaching Literature in the Undergraduate Classroom*. Dr. Gregory has also served as an NEH consultant, as President of the Indiana Teachers of Writing, and as President of the Association for General and Liberal Studies.

During the Spring 2002 semester, Dr. Gregory served as Emory’s Visiting Professor of Liberal Education and Pedagogy. In this capacity, he conducted two seminars: a pedagogy seminar for twelve faculty from the professional schools, and a professional development seminar entitled “The Idea of the University” for thirty-six staff members. In addition, Dr. Gregory also attended monthly UACT meetings, where he lent his perspective and insights to the Council’s discussions and updated the group on the content and progress of his faculty and staff seminars.

The staff seminar, entitled “The Idea of the University,” aimed to create bridges of understanding across the faculty/staff divide. The seminar was designed to provide staff with a greater understanding about the history and development of colleges and universities and about the ways that their professional roles support the missions and activities of Emory and its faculty in this historical context. These sessions also explored the traditions and relationships within the university, with additional emphasis on university relationships with the groups and constituents that Emory serves. The seminar provided an enhanced sense of how staff work connects to Emory and to higher education in general, and a greater sense of integration of staff work with that of faculty. UACT ensured that this seminar was filled to capacity with 36 staff members from a broad range of departments and positions across the university. The evaluations were quite positive; they included such comments as “Excellent program for bringing the diverse components of the university together,” and “This was a treat for me – to have thoughtful interchange with a faculty member over lunch and to meet other colleagues from around campus and get their perspective. I learned more about the university as a whole by meeting with these people in these sessions.”

The faculty seminar provided participants with an opportunity to inquire into the theories and ideas that contribute to improved teaching. Rather than take a workshop approach, the seminar encouraged professors to be reflective about their teaching and the intellectual infrastructure of ideas and values that supports good teaching. The content addressed a range of pedagogical ideas and issues, such as the ethics of teaching, metaphors of teaching, professionalism vs. the "calling," the core vs. the major, the de-centering of teacher authority, the implications of multiculturalism, the tension between deliberate pacing and maximum coverage, and a number of different pedagogical strategies (such as peer tutoring, collaborative learning, feminist pedagogy, postmodern pedagogy, subversive pedagogy, and confessional pedagogy). Twelve faculty members were recruited (primarily from the professional schools) to participate in this program. The participants benefited greatly from the seminar, as their evaluations attest: the question of how to rate the seminar overall generated an average response of 4.5 on a scale of one to five.
UACT was responsible for coordinating all aspects of Dr. Gregory’s visit, from recruiting participants for faculty and staff seminars; arranging meeting space, catering, and course materials; corresponding with and providing support to Dr. Gregory, and hosting a welcoming reception to introduce our Visiting Professor to the broader university community. Having ensured that the faculty seminar and all three staff seminars were filled to capacity, UACT also served as the liaison between Dr. Gregory and the seminar participants.

**Ongoing Programs**

**Mini-Grants**
This year, UACT continued to support a highly successful initiative begun during the 2001-02 academic year: mini-grants for teaching. Specifically, UACT continued to provide small grants to support two programs.

The first of these, the “Teaching Pairs” program, provides for reimbursement of professional expenses for 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. Enthusiastic reports from faculty participants demonstrate that this program engendered positive pedagogical experiences for both junior and senior faculty.

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. These events provided faculty with some truly innovative teaching opportunities. For example, one such grant enabled a Hebrew instructor to take her students out for a Hebrew meal at Café Jerusalem to complement their classroom work in which they had been learning to read menus and discuss food. In another instance, the students in a Core Strategic Management course in the Business School participated, in five-person teams, in a live case competition to develop a comprehensive research report for a local company. With the UACT “Teaching Meals” grant, the professor was able to invite the students of the winning team to dine with and present their results to the President and CEO of that business.

In addition, UACT has continued to help fund similar programs in Emory College by providing supplemental funding to Dr. Pam Hall in the Philosophy Department, who administers the NEH grants.

**Website**

This year, UACT undertook a comprehensive review and subsequent redesign of our web page (www.emory.edu/TEACHING), in order to make it more accessible to – and useful for – UACT members and other faculty and administrators both within and outside of the Emory community. The goal of the website is to serve as a central clearinghouse for information about teaching throughout the university. To that end, the new design features continually updated information on upcoming events as well as links to other teaching resources both on- and off-campus.
Other

UACT has also worked to strengthen and publicize its role on campus in other ways over the past year. For example, we have built solid relationships with both the Emory Report and the Office of the Dean for Academic Affairs at Oxford. Both of these linkages help us to broaden the audience for our events, while simultaneously offering a wider range of opportunities to our members, thereby enabling UACT to have a greater impact on campus.

Goals and Plans for 2002-2003 and beyond:

One of UACT’s long-term goals is to continue to strengthen and promote teaching on Emory’s campus via faculty support and the development of positive and innovative approaches to teaching. While bringing teaching to the fore at Emory, UACT also intends to help Emory gain recognition both locally and nationally as a locus of teaching excellence. In order to accomplish these broader goals, UACT has established several specific objectives for the 2002-03 academic year, described in detail below.

Structure

Three changes to UACT’s structure for the 2002-03 academic year will help UACT to broaden its impact and accomplish its goals in the most efficient manner possible. First, the UACT Chair and staff will formalize a mission statement and bylaws for the group that will be submitted to the Council for approval at the beginning of the year.

Second, the Council has invited Dr. Wendy Newby, Assistant Dean of Emory College and Director of Faculty Resources for Inclusive Instruction, to join us as an ex-officio member for the coming year. Dr. Newby’s experience and insights will be invaluable to the Council as we strive to consider innovative approaches to teaching the diversity of Emory’s students.

Finally, UACT has developed a structure of subcommittees for the coming academic year. Each member of the Council will serve on one subcommittee, and each subcommittee will provide a report to the Council at UACT’s monthly meetings. The four subcommittees include the following:

1) Master Teacher Program Subcommittee. More information on the proposed Master Teacher Program may be found below.
2) Speakers/Programming Subcommittee, which will be responsible for suggesting and determining future events and programs to be sponsored by UACT.
3) Evaluation Subcommittee, which will be responsible for assessing UACT’s impact on campus.
4) Promotion and Tenure Subcommittee, which will examine the role of teaching in the promotion and tenure process. This committee will also explore Emory’s current teaching awards and assess what responsibility UACT should have (if any) in granting them.
Guest Speakers

UACT has invited two distinguished guests to campus for the 2002-03 academic year: Craig Nelson and Leon Botstein.

Craig Nelson
Craig Nelson, Professor of Biology and of Public and Environmental Affairs at Indiana University, will be our guest speaker for the Fall 2002 semester. Dr. Nelson has won numerous awards for his teaching, including the Sigma Xi National Lecturer for Scholarship on Teaching. He has been invited to present workshops on critical thinking at several of the National Institutes on Teaching and Learning at the University of Chicago, at national meetings of the Association of American Colleges, and at the Lilly Conferences on College Teaching.

Dr. Nelson will give two presentations on Tuesday, November 12th, 2002. The first, an all-day workshop on “Fostering Critical Thinking and Mature Valuing Across the Curriculum,” will include 35-45 faculty members from across the university. The second presentation will be a luncheon lecture for a larger faculty audience (approximately 50-70); the subject will be “Dysfunctional Illusions of Rigor in College Teaching.”

Leon Botstein
Leon Botstein, President of Bard College and Musical Director of the American Symphony Orchestra, has been invited to be our guest speaker for the Spring 2003 semester. In 1996, Dr. Botstein received Harvard's prestigious Centennial Medal for his scholarly work. In his book Jefferson’s Children: Education and the Promise of American Culture, he illustrates the deficits in both our current educational system and our thinking about what education can and should be.

UACT has invited Dr. Botstein to campus in late February 2003 to give a lecture on his theories of high school and college education for a large audience that would include faculty, students, and administrators from the University as well as members of the local community. In addition, we have asked Dr. Botstein to join us for a smaller discussion session with faculty from Educational Studies and other departments, focusing primarily on teacher training. We are hoping to confirm the details of this visit within the next few weeks.

Panels and Workshops

UACT plans to sponsor the following teaching workshops. Each of the workshops will consist of a panel of Emory faculty with particular pedagogical strengths. The panels will be open to faculty members from across the university. Two workshops will be held each semester. Topics for the Fall semester will be “Teaching and Disabilities” and “Innovative Approaches to Teaching in the Professional Schools;” Spring semester topics will be “Teaching Undergraduates” and “Teaching and Technology.”

Evaluation

At the beginning of the year, UACT will survey faculty across the University for two purposes: First, it will remind the 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 by late September and have the results compiled by mid-November. These results will be a critical tool for UACT as it sets its agenda for the future.

**Master Teachers Program**

Throughout 2002-03, UACT plans to develop a Master Teachers Program to be implemented during the following academic year. This program, modeled after similar programs at Georgia State University and elsewhere throughout the country, will focus on achieving excellence in the classroom by bringing together teachers who have truly “mastered” the art of teaching with those who have not yet reached their full potential as teachers. Adopting a very practical approach, the Master Teachers Program will consist of a series of workshops that allow for the integration of theory and “hands-on” experience. The pilot program, which will initially consist of a 1-2 day workshop for Emory faculty, may eventually be expanded to a longer event that may include faculty from across the region or the nation.