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 researching and discussing possible approaches to creating a university wide teaching and learning center. This report details UACT’s accomplishments for the 2003-04 year as well as our plans and goals for the 2004-05 academic year and beyond.

2003-2004 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. This year, UACT provided a number of successful programs on a variety of subjects from inclusivity and diversity in the classroom, mentoring at all levels, designing writing assignments that work, to teaching writing effectively. In each case, UACT was responsible for all aspects of the event: initiating the event and inviting the presenters, 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: “Inclusive Teaching and Diversity in the Sciences and Professional Schools”

Thursday, September 18, 2003

The first teaching roundtable of the year featured internal speakers from several of the professional schools: Joseph Cadray (Educational Studies), Robert Lee (Medicine), Pat Marstellar (Emory College) & Howard Kushner (Emory College & School of Public Health).

The panel was a resounding success, with nearly 35 faculty in attendance. Presenters covered a variety of topics, including the various programs already available in the medical school that work toward diversity and inclusivity, suggestions for becoming more “culturally responsive” teachers, and a review of the student response to a program in biology that works toward inclusivity. Evaluations from this event were positive, with all items evaluated averaging a 3.7 or higher (out of a possible 5). (See attached evaluation form results.)
Teaching Roundtable: “A Conversation on Mentoring”
Thursday, October 23, 2003
This panel, featuring internal speakers, Tom Lancaster (Dean of Undergraduate Education in Emory College), Bill Eley (School of Medicine), Kim Loudermilk (Dean’s Office, Emory College) and Vera Dixon-Rorie (Office of Multicultural Programs & Services) drew approximately 47 faculty members. The panel explored a range of significant issues, including the differences between mentoring and advising, the barriers and benefits of mentoring for both students and faculty, and the ways in which the professionalization of mentoring affects the process of mentoring at Emory. The event was a great success as indicated by the evaluations, where each item averaged a score of 4.5 or higher (out of a possible 5). (See attached evaluation form results.)

Visiting Speaker: Beverly Tatum, “Talking About Race, Learning About Racism”
Monday, November 3, 2003
Dr. Beverly Tatum is the ninth president of Spelman College in Atlanta, Georgia. Prior to her appointment as president, she spent thirteen years at Mount Holyoke College where she served in many capacities: professor of psychology, department chair, dean, and acting president. Dr. Tatum is also a clinical psychologist who focuses on racial identity in teens, black families in white communities and the role of race in the classroom. Not only an educator, administrator and researcher, Dr. Tatum is also a prolific author. She is best known for her book Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations About Race (1997), as well as Assimilation Blues: Black Families in a White Community (1987) and her Harvard Educational Review article “Talking About Race, Learning About Racism: An Application of Racial Identity Development Theory in the Classroom” (1992).

On Monday, November 3rd, 2003, Dr. Tatum gave an outstanding presentation. Attended by over 62 faculty members, students, staff and community members, her lecture, on the subject of “Talking About Race, Learning About Racism” provided both theoretical and practical strategies for productive discussions about race and racism in the university classroom. This event garnered high praise from the attendees, with every item on the evaluations averaging a score greater than 4.3 (out of 5). Narrative comments on the workshop evaluation forms described Dr. Tatum as “Awesome!” and asked that we “Bring her back!” Following her talk, Dr. Tatum interacted with attendees at both a reception and a book signing sponsored by Charis, the local feminist bookstore. Dr. Tatum wrapped up her visit with a dinner attended by a number of UACT members as well as various administrators, faculty members, and graduate students with research interests similar to hers.

Teaching Roundtable: “Teaching Writing in Law and Business”
Tuesday, January 27, 2004
This roundtable discussion, attended by approximately 40 faculty members from across the university, was led by several of Emory’s own faculty members, namely: Jennifer Romig, Instructor, Legal Writing, Research and Advocacy Program (LWRAP); Anne Rector, Director, LWRAP; Nikki Graves, Assistant Professor, Practice of Management Communication at the Goizueta Business School, and Molly Epstein, Assistant Professor in the Practice of Management Communication at the Goizueta Business School. The faculty leading this
roundtable used actual student writing samples to discuss writing instructors’ expectations for writing classes, students’ expectations and attitudes for courses on writing and to stimulate discussion with participants about how writing is taught across disciplines. The evaluations for this event were extremely positive, with all items evaluated averaging at least 4.7 or higher (out of a possible 5). Comments included such things as “Thank you! Excellent comments, fun participants!” and “Good cross-section of participants. Last five minutes on the ‘beauty of writing’ were fantastic!” (See attached sample evaluation for specific items evaluated.)

Visiting Speaker, Peter Elbow: “Writing As High Stakes, Writing As Low Stakes: Improving How We Assign And Respond To Writing”
Thursday, February 19, 2004; lunchtime talk co-sponsored with Academic Exchange
Peter Elbow is Emeritus Professor of English at UMass Amherst. He directed the Writing Program there—and earlier at SUNY Stony Brook. He also taught at M.I.T., Franconia College, and Evergreen State College.


In 2001, the National Council of Teachers of English (NCTE) gave him the James Squire Award "for his transforming influence and lasting intellectual contribution." Everyone Can Write was given the James Britton Award by the Conference on English Education. He has served on the Modern Language Association’s (MLA) Executive Council and NCTE’s Executive Committee.

Prior to his public lecture, Dr. Elbow met with approximately 20 faculty members for an informal lunchtime discussion of teaching writing across the curriculum. His subsequent afternoon lecture was well-attended by 50+ people (including members of the Emory community as well as the local community). Dr. Elbow discussed the importance of assigning what he calls “low stakes writing” or writing that is ungraded and often free form along side “high stakes writing” which is always graded and often follows some sort of assignment sheet, topics suggestions or outlines. Not only did Dr. Elbow talk about effective writing assignments as well as strategies for better teaching, he also asked audience members to actually write and then discuss their writing. Members of the audience were so engaged with Dr. Elbow’s lecture, that the question-and-answer session lasted almost an hour. The post-lecture reception, book signing, and the dinner with UACT members that evening were equally provocative and engaging.

The evaluations for this event were extremely positive, with all items evaluated averaging at least 4.7 (out of a possible 5). Comments included such things as “This was a fabulous session. Not only informative- also inspiring” and “Really terrific learning process-imaginative and grounded. What a wonderfully freeing and informative experience! Thank you!” (See attached sample evaluation for specific items evaluated.)
Teaching Roundtable: “Designing Writing Assignments That Work: A Faculty Workshop”  
Wednesday, April 14, 2004 (held on Oxford campus)
This teaching roundtable held on Oxford’s campus was facilitated by Dr. Christine Cozzens, Associate Professor of English and Director of the Center for Writing and Speaking at Agnes Scott College, along with Adriane Ivey, Assistant Professor of English and and Director of Oxford’s Writing Center. This workshop offered both theoretical and practical suggestions for creating better and more effective writing assignments for courses throughout the university and college. Most useful was small group “brainstorming” or “problem solving” about a specific group member’s writing assignment predicament. This panel drew 21 attendees from both the Oxford and Emory campus and resulted in positive evaluations, with all items evaluated averaging a least 4.5 (out of a possible 5). Comments included: “So nice at Oxford!” and “Anytime I have attended a writing workshop I benefit. More teaching writing workshops would be great.” (See attached sample evaluation for specific items evaluated.)

Master Teacher Program  
Monday-Tuesday, May 17-18, 2004
This year, UACT successfully coordinated the second year of the Master Teacher Program (MTP). This 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 program, including the following:
- thirty three faculty members from nine schools across campus who attended the program as “students”;
- five Emory faculty members who served as “video reviewers” (providing feedback on an individual basis to participants on the teaching videos or demonstrations they provided);
- several UACT members and staff who either participated in the program as students and/or helped to coordinate the program itself.

Program participants took part in seven different modules, a video review session and a lunchtime talk, all of which addressed a variety of topics related to teaching. For example, in “Designing Effective Presentations,” 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. Furthermore, Harry Ice Professor of English, Liberal Education and Pedagogy at Butler University, Marshall Gregory delivered a lunchtime talk entitled “Common Aims Among Teachers As Teachers: Ethos and Transformation.” This talk provided participants with a space where they were able to engage
theories of pedagogy and ethics in the classroom- a nice theoretical compliment to the practical applications and strategies gained during the Master Teacher Program. (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 and video reviewers; corresponding with and providing support and remuneration for Harvey Brightman; serving as a liaison between Professor Brightman, the MTP 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 the MTP was a “great workshop; should be required of all faculty!” Plans for UACT to continue this program during the 2004-2005 academic year have already begun and we look forward to further improving this already outstanding program. Our newest addition to this program will be a “follow up” session where participants from May 2004 (and perhaps May 2003) can come together during a lunchtime seminar and discuss with Harvey Brightman the ways in which they have implemented the tools they gained from MTP into their own classrooms. 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.

Co-sponsored Events
Passages- “Creating a Teaching Portfolio” event
Office of Multicultural Affairs- Jane Elliot lecture
Academic Exchange- Peter Elbow lunch discussion
MLA Disability Conference- sponsored four faculty members’ registration
Center for Teaching and Curriculum (CTC)- sponsored “teaching pairs” program
Structure and Communication

Subcommittees
As was reported in last year’s annual report, UACT formed four subcommittees to address specific topics for the year. They were: Communications (Chair: Laura Kimble), Evaluation (Chair: Carol Hogue), Programming (Chair: Jim Morey) and Master Teacher Program (Chair: Diana Robertson). The following are their reports for the year:

Communications:
Members: Laura Kimble (chair) and Wendy Newby. Walt Lowe was initially assigned to the committee but did not attend UACT meetings because of being on sabbatical.

Goals for 2003-2004

1. Evaluate the UACT website for effectiveness in communicating about UACT’s purpose and programming.

2. Identify and implement strategies to enhance communication to UACT staff within the Emory University community.

Achievements and Plans
The primary achievement of the communications committee was a thorough review of the UACT website. The overall conclusion was that there was a need to create a new design with new content for the UACT website. The need to have a website developer/designer to assist in this process was identified with the understanding that this person would need to work closely with Terri Loften who is the webmaster for the UACT website. Specific issues noted when reviewing the website were the need for the following: 1) making the site itself more accessible. The site is accessed through the site of the Office of the Provost, which is very cumbersome. 2) update information about awards and award recipients 3) link council member names to departmental and personal webpages 4) Consider ways to highlight more effectively Emory University teaching resources 5) Add a way to subscribe to the UACT webserv through the website and 6) Have an events page which would provide updated and inviting information about upcoming UACT events. Along with the website, other areas to enhance communication were explored including the need for a specific email address for UACT so that Anne Sinkey and Donna Troka do not have to use their personal email accounts to receive RSVP’s for UACT events. Plans for next year involve developing a budget to make these improvements and then contracting with a website developer to make the changes in collaboration with the Office of the Provost.

Evaluation:
Membership- Carol Hogue (Chair), Arri Eisen, Daniel Teodorescu (guest)
No report was submitted.
Programming:
Membership- James Morey (Chair), Bill Eley and Gretchen Schulz. The Programming Committee had a successful year bringing both Dr. Beverly Tatum and Dr. Peter Elbow, whose lectures were supported by a number of successful, smaller lunchtime discussions facilitated by faculty from Emory, Oxford and Agnes Scott. Next year’s theme “Science Literacy/ Literate Science will address the subject of how best to educate a University Community and the populace at large on the challenges posed by science education. Invited guests are Larry Altman for the fall and Lynn Margulis for the spring.

Master Teacher Program:
Membership- Diana Robertson (Chair,) Gary Smith, Steve Nowicki (Fall 2003—on leave Spring 2004)

The goals of the subcommittee were to review the highly successful 2003 Master Teachers Program taught by Harvey Brightman and to plan and execute a second equally successful MTP in 2004. The subcommittee aimed to make minor improvements in the program by:
1) Involving an Emory faculty member to deliver some sessions
2) Broadening the business school examples used in the workshop in order to provide relevance for all areas of university teaching.

The achievement of the subcommittee was to deliver a two-day MTP with 33 participants from 9 schools of Emory and a waiting list of 35. The program was extremely well-received and was rated by the participants as a 4.4 or higher on 5 point scale. Praise from Emory faculty included “Great workshop; should be required of all faculty!” and “I appreciated the specific, practical advice given in this program instead of a lot of the abstract hand-waving often heard in the area of pedagogy.” Improvements in this year’s program included a lunch-time lecture by Marshall Gregory, more emphasis on non-business school examples, and Harvey Brightman’s greater involvement in the video review sessions. We were not able to involve an Emory faculty member as a co-facilitator this year, but plan to revisit this idea in 2004-2005.

We will work with Harvey Brightman to plan a “reunion” event, where participants from the 2003 and 2004 programs will discuss workshop recommendations that they have used in their teaching. We will also plan and deliver the MTP for 2005.

Brochure and Listserv
UACT continued two mechanisms for facilitating greater awareness of its work and greater communication with those individuals most interested in teaching-related events at Emory. First, a brochure was created, similar to last years which details UACT’s history, mission, current members, and upcoming events. The brochure also includes 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, the UACT listserv which informs faculty of upcoming UACT-sponsored events continued to grow. This listserv, along with an accompanying database helps to track attendees at various events and sustain community. Since its inception, the database and accompanying listserv has amassed approximately 430 names. The list serv is one to which recipients must subscribe. Each year faculty are reminded in an “all faculty” email that it is available and how to subscribe.

Website
After redesigning its website (www.emory.edu/TEACHING) last year, the Communications committee continued to discuss possibilities for improvement 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. A much more extensive redesigning and updating of the website will take place during Summer 2004 so that it becomes more useful, better linked, and more aesthetically attractive.

Pads of Paper
UACT staff also designed and coordinated the printing of small note pads of paper with the UACT logo, name, mission and website on it. These pads of paper were distributed at all UACT events as well as made a part of various welcome packets used in different faculty development programs. The goal of distributing these pads of paper was to increase awareness among faculty about UACT and its programs.

Other

Mini-grants
This year, UACT continued to support the mini-grants programs administered by the Center for Teaching and Curriculum (CTC). The first of these, the “Teaching Pairs” program, provides 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.
Teaching Center Information Gathering
Starting in June 2004 Donna Troka and Anne Sinkey will be traveling to a number of renowned Teaching and Learning Centers across the country to interview staff and faculty involved in creating some of the best university-wide teaching centers nationally. Trips include Stanford University and University of North Carolina (UNC). The goal of these trips is to gather information on how other leading universities created and maintain their teaching centers, as well as to learn from their mistakes. With this information a charter for a university wide teaching center at Emory can be created and discussed by UACT faculty members, Provost Lewis and President Wagner.

Goals and Plans for 2004-2005 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 involved having every faculty member be a part of a subcommittee, which we accomplished this year. In the 2004-2005 school year, each UACT event will be co-facilitated by a faculty member. Over their three year term, a UACT member will facilitate at least one, if not two events.

UACT has also begun discussions of inviting non-UACT members to serve on various secondary committees. This will not only facilitate more interaction and dialogue among faculty across the university; it will also help expose more faculty members to the inner workings of UACT while informing them about the excellent programming UACT provides to the university.

Events
Beginning talks about programming and development for next year have indicated that our theme and our programming for the year will be Science Literacy and Literate Science. A concurrent sub-theme will center on faculty discussions about the development of a university-wide teaching center. Each semester will be comprised of one large lecture, which has historically highlighted a visiting speaker from outside of Emory University. Larry Altman, MD, Chief Medical Editor of The New York Times will visit campus November 15-16, 2004 and Lynn Margulis, Professor of Biology at the University of Massachusetts and member of the National Academy of Sciences will visit campus February 10-11, 2005.

The smaller workshops/mini town hall meetings/ lunchtime roundtables will focus on four key issues (two per semester) that emerge from our information gathering at various teaching and learning centers across the country. Emory faculty will be encouraged to engage the topic of creating a centralized teaching and learning center and ultimately help shape a charter to be presented to both the Provost and the President.
Lastly, a continued goal for the upcoming 2004-2005 school year is to continue creating relationships with the larger Atlanta educational community. Through our programming this year, we helped to develop relationships with local colleges and universities like Kennesaw, Agnes Scott, and Spelman College. In the future, we hope to enrich our programming around teaching while also demonstrating our commitment to forging partnerships with local institutions - thereby ultimately improving higher education throughout the greater Atlanta area.

Visibility
During the summer and fall of 2004, we will create several 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 new 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 include digital video feeds of previous programs (such as the Master Teacher program) on the UACT website in excerpted form, as well as list all the resources (books, videos, handouts and worksheets) available in the UACT office.

Resources
Beginning this Summer and continuing throughout the academic year, UACT will be expanding its resource library with more books, videos and handouts. Along with this, we will be creating area specific bibliographies, annotated bibliographies, as well as worksheets that will help faculty members become more effective teachers in the classroom. UACT is also in the beginning stages of working with the CTC to develop a program that provides videotaping services for faculty members who would like to review their teaching techniques.

Membership
Because several UACT members have just completed their three-year terms, the coming year will bring five new UACT members: The chair of UACT, Gary Smith (Law School) will be replaced by Michael Lubin (School of Medicine). Bob McCauley (Emory College) will be replaced by Patrick Allit. Replacements have yet to be identified for Walt Lowe (Theology), Rick Doner (Emory College), Carol Hogue (School of Public Health), and Diana Robertson (Business).

During the 2003-2004 year, Program Coordinator Donna Troka and Assistant Coordinator Anne Sinkey both worked part time (twenty hours/week). Starting in Fall 2004, Donna’s position will become full time (thirty-two hours/week). She will be in charge of all programming, faculty support, and the development of an “in house” Master Teacher Program. Utilizing the information gathered during the summer, Anne will head up the development and research required to create a charter for a university-wide teaching and learning center at Emory.