University Advisory Council on Teaching (UACT)
Annual Report for Academic Year 2004-2005
Submitted August 2005

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 continued the needs assessment process toward the creation of a university wide teaching and learning center. This report details UACT’s accomplishments for the 2004-05 year as well as our plans and goals for the 2005-06 academic year and beyond.

2004-2005 Accomplishments

Research
In June 2004 Program Coordinator Donna Troka and Assistant Program Coordinator Anne Sinkey traveled to Stanford University and spoke with the staff of the Center for Teaching and Learning. Later that month, Donna Troka traveled to the University of North Carolina at Chapel Hill and spoke with the staff of their Center for Teaching and Learning.

During these discussions, Donna and Anne began to uncover useful frameworks for two of the most successful teaching and learning centers in the country. By talking to various staff members as well as the directors of the centers, they were able to extrapolate a more well rounded understanding of the challenges and rewards of developing and maintaining a university wide teaching and learning center. (Please see attached reports for more detailed information on these visits).

During the spring, Assistant Program Coordinator Shana Deitch continued this information gathering throughout Emory’s schools and among the faculty. With the assistance of many UACT members, Shana was able to conduct a specific environmental scan that helped to inform an end of the year report on a Teaching and Learning Center at Emory. (Please see attached report for more details).

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 such as utilizing technology, poetry and journalism as a means of scientific and medical education. 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:
Faculty Development and Teaching Center Discussion #1
Tuesday, September 21, 2004
Nearly twenty-five faculty and staff members that represented the College, School of Law, School of Public Health, School of Medicine, School of Nursing and the Administration gathered to discuss what they see as the pros and cons of a university-wide teaching and learning center at Emory. Many participants said there is a real need for a university-wide center that coordinates programs and research and that serves as a home base for interdisciplinary work. Others voiced concern that such a centralized center may “swallow up” successful programs like the CTC and the language center that already do this kind of coordination on a smaller scale within schools or departments. Still others saw a need for a place that focused on orientation, evaluation, and research about how students learn. (Please see attached meeting minutes).

Faculty Development and Teaching Center Discussion #2
Wednesday, October 27, 2004
Nearly thirty-five faculty and staff members that represented the College, School of Medicine, Theology, Nursing, Business, Law, Yerkes, the Center for Ethics, the Administration and the Library gathered in groups to discuss the following questions:

- How could a university-wide teaching and learning center at Emory University best serve you? What needs does your school/department have?
- What services do you think already exist and are effective? How could these services be expanded to meet the needs mentioned above?
- What institutional structure would best serve your needs? A localized school specific center? A university-wide center? Some hybrid of the two?

While the groups came up with some very different suggestions, the overlapping themes were: this needs to be a place for coordination of resources, it needs to focus on research about learning, and lastly, there needs to be an evaluation component to the center. (Please see the attached meeting minutes).

Master Teacher Program (MTP) Follow Up Discussion
Wednesday, November 10, 2004
Twenty-five past participants of the Master Teacher Program (from 2003 and 2004) gathered to discuss the ways in which they had implemented the skills and strategies they learned about in the Master Teacher Program. They were also given the opportunity to ask Harvey any follow up questions about the application of his theories. There were representatives from all nine schools at the discussion.

Visiting Speaker: Larry Altman “Medicine and the Press: Then and Now”
Monday, November 15, 2004
Lawrence K. Altman, M.D., is one of the few full-fledged medical doctors working as a full-time daily newspaper reporter. He has been a member of The New York Times science news staff since 1969. In addition to reporting, he writes the “Doctor’s World” column in Science Times. Dr. Altman came to Emory as part of UACT’s “Science Literacy/Literate Science” visiting speaker series. Both his lunchtime discussion with faculty from the department of Biology, the
School of Medicine and the Journalism department and his afternoon lecture entitled “Medicine and the Press: Then and Now” focused on the importance of basic medical and health literacy for every day citizens. Dr. Altman spoke more specifically on how newspapers and journals can promote such literacy. A question and answer session, a reception and then an intimate dinner with faculty and staff from the School of Public Health, the School of Medicine, the College and the Centers for Disease Control followed his lecture. (Please see attached event flyer and evaluation summary)

Visiting Speaker, Lynn Margulis “From Gaia to the Microcosm: Poetry of the Earth”
Thursday, February 10, 2005
Lynn Margulis is a Distinguished University Professor in the Department of Geosciences at the University of Massachusetts, Amherst. She was elected to the National Academy of Sciences in 1983, received from William J. Clinton the Presidential Medal of Science in 1999. The Library of Congress, Washington, D.C., announced in 1998 that it will permanently archive her papers. Dr. Margulis’ lecture not only focused on the importance of general science literacy, but also invoked the genre of poetry as a way to express the beauty and grace of science. Faculty from across the Humanities and Sciences attended her lunchtime discussion on Friday, February 11th. Her afternoon lecture similarly drew a cross section of faculty, staff and students from the Emory community as well as members of the larger Atlanta community. It was a multimedia presentation that brought together video images, poetry and her research on the possible origin of cilia from spirochetes. After a lively question and answer session, Dr. Margulis took part in a small reception and then attended a dinner with select faculty at Dr. James Morey’s home. (Please see attached event flyer and evaluation summary)

Visiting Speaker, Bill Wood (Co-sponsored with the Department of Biology):
"Scientific teaching: why and how we should revolutionize instruction in large science courses"
Friday, April 15, 2005
In a lecture co-sponsored by the Department of Biology and the Center for Teaching and Curriculum (CTC), Dr. Bill Wood, **FILL IN HIS TITLE** gave a lively and engaging talk on the use of “clicker” technology in large science classes. With the assistance of Andrew Nevins from eInstruction, Dr. Wood was able to demonstrate how clicker technology benefits students and enhances learning. The question and answer session was followed by a small reception, after which Dr. Wood attended a dinner with various Emory faculty. (Please see attached event flyer and evaluation summary)

Master Teacher Program
Wednesday-Friday, May 18-20, 2005
This year, UACT successfully coordinated the third offering 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. A third day facilitated entirely by Emory faculty was added to the program. 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 53 people participated in this program, including the following:

- Twenty six faculty members from nine schools across campus who attended the program as “students”
- Nine graduate students from across the Graduate School of Arts and Sciences 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)
- Thirteen Emory faculty members served on an MTP Steering Committee that developed and facilitated an opening plenary session as well as three concurrent modules that MTP students attended

Program participants took part in eight different modules, and a video review session that 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. 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 of participants, video reviewers and steering committee members; 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 that the MTP was an incredibly program. For example, one participant said “This has been the best learning experience about teaching I have been exposed to by a factor of at least five. I recommend it be greatly expanded.” Plans for UACT to continue this program during the 2005-2006 academic year have already begun and we look forward to further improving this already outstanding program. We will continue our tradition of an MTP follow up session in the fall that will include members from all three cohorts. Here past MTP participants 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.
Co-sponsored Events

Academic Exchange- Lynn Margulis lunchtime discussion; Friday, February 11, 2005.

Department of Biology- Bill Wood lecture entitled "Scientific teaching: why and how we should revolutionize instruction in large science courses"; Friday, April 15, 2005.

Center for Teaching and Curriculum (CTC)- sponsored “teaching pairs” program.

Structure and Communication

Subcommittees
This year, UACT continued with three subcommittees to address specific topics for the year. They were: Teaching and Learning Center (Chair: Arri Eisen), Programming (Chair: Jim Morey) and Master Teacher Program (Chair: Steve Walton).

Teaching and Learning Center Committee:
Membership- Arri Eisen (Chair), Mel Gutterman, Wendy Newby, Mary Elizabeth Moore, Anne Sinkey (Fall), Shana Deitch (Spring).
The Teaching and Learning Center Committee spent the majority of the year conducting a needs assessment of the campus in regards to the need and desire for a university-wide teaching and learning center. In June 2004, Anne Sinkey and Donna Troka traveled to Stanford University to talk to staff members of their Center for Teaching and Learning. Later that month, Donna Troka traveled to the University of North Carolina at Chapel Hill to conduct similar interviews with staff at their Teaching and Learning Center. In the Fall the committee coordinated two luncheon programs with faculty members, staff and administrators where participants engaged in lively directed discussions about faculty development and teaching resources at Emory University. In the spring, UACT staff and members gathered more detailed information from their schools on what a university-wide Teaching and Learning Center should look like at Emory. The culmination of this needs assessment project was a report to Provost Earl Lewis on the findings. (Please see the attached copy of this report).

Programming Committee:
Membership- James Morey (Chair), Bill Eley, Gretchen Schulz, Donna Troka.
The Programming Committee had a successful year bringing Dr Larry Altman in the fall and Dr. Lynn Margulis in the spring. Adhering to the theme “Science Literacy/ Literate Science” both speakers engaged ways to best educate a university community and the populace at large on the challenges posed by science education. In the spring, the Programming Committee suggested approaches for UACT’s 2005-2006 programming that will focus on excellent teaching and learning centers at universities across the country and the frameworks and strategies they utilize.
Master Teacher Program Committee:
Membership- Steve Walton (Chair,) Michael Lubin, Michael Neville, Gretchen Schulz (Spring), Claire Sterk (Summer)
The MTP Committee worked with Harvey Brightman to coordinate a “reunion” event in November 2004, where participants from the 2003 and 2004 programs discussed workshop recommendations that they have used in their teaching and asked Harvey follow up questions about the strategies he suggested during the program.

The MTP subcommittee met its goals for improvement laid out in last year’s annual report by creating a MTP Steering Committee comprised of twelve Emory faculty members who developed and delivered three concurrent sessions and a plenary on an added third day of the program. This committee also worked with Harvey Brightman to broaden his examples from the business school to incorporate examples that are relevant to more areas of university teaching. The committee also opened up participation in MTP to upper level graduate instructors.

The committee also conducted follow up lunchtime evaluation sessions with the Steering Committee (June) and the graduate student participants (August) as a way to continue to improve and transform the Master Teacher Program so that it better serves all teachers at Emory.

Lastly, the MTP Committee will plan and deliver MTP 2006. (A copy of the roster of participants for 2005 is attached as is a summary of evaluations from the program)

Brochure, List serve, and Pads of Paper
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, the brochure was updated, reflecting UACT’s history, mission, current members, and upcoming events. It 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 list serve, which informs faculty of upcoming UACT-sponsored events, continued to grow. This list serve, since its inception, has amassed approximately 468 names. The list serve 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.

Finally, last year UACT staff 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 again this year, and were 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, its programs, and its website.
Website
Both Anne Sinkey, and Shana Deitch (with input from the committee) continued to work on the redesigning of the UACT website this year ([www.emory.edu/TEACHING](http://www.emory.edu/TEACHING)). 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. While the content of the site continues to improve, we are also working to make it more aesthetically attractive.

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.

Goals and Plans for 2005-2006 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 future goal described in last year’s annual report was to encourage faculty to take a more active role in programming development. We realized this goal both through our Science Literacy/Literate Science programming, our needs assessment for the Teaching and Learning Center, and through the Master Teacher Program. In each case, UACT members served as liaisons and often times as hosts for visiting speakers. This active engagement of faculty members in the planning, research, and programming of UACT is what has ensured the council’s continued success.
**Events**
As was mentioned earlier, the theme for the 2005-2006 programming will be researching successful teaching and learning centers across the country and creating a framework for a successful university-wide teaching and learning center at Emory University. This Fall, Dr. Ronald Barrett, an Assistant Professor in Anthropological Sciences, will join Dr. Michele Marincovich, the director of the Center for Teaching and Learning (CTL) at Stanford University. Together the pair will discuss how Stanford has created a framework for their center that not only coordinates university-wide programs, but also successfully recognizes the individual pedagogies of various schools and departments. Joining them will be Dr. Connie Cook, the director of the Center for Research on Learning and Teaching (CRLT) at the University of Michigan and Dr. Ifeoma CHECK SPELLING Nwanko, a PROFESSOR of English and African American Studies. Dr. Cook and Nwanko will discuss such innovative programming as their Theater CRLT, a program in which theater students act out common challenges that arise in a classroom and then participants work together to problem solve how to best address these challenges.

In the Spring, Pat Moholt, the director of the NAME OF PROGRAM from Columbia University and Ed Neal from the University of North Carolina-Chapel Hill NAME OF PROGRAM will visit Emory and participate in a second panel on excellent teaching and learning centers. Dr. Moholt will discuss the experiences of a director of a teaching and learning center that is not based in the Humanities. The CERE, is an organization that focuses solely on the scholarship and practice of teaching in the health sciences. Dr. Neal will address how UNC successfully creates faculty development programs that address the life cycle of a faculty member, that is, programs that address professional and pedagogical development from graduate student instructors up through tenured professors. Each director will bring one faculty member who can testify to the utility of his or her respective Teaching and Learning Center.

**Visibility**
During Summer 2005, we have worked on three main projects that serve as promotional tools for UACT. First, we have updated the UACT brochure to provide descriptions of this year’s programming, as well as basic information about UACT’s mission, membership and previous programs. This brochure is available at all UACT functions and is included in the new faculty orientation packet. In addition, we have continued diligent work on the re-vamping of the UACT website. Our goal is to make it richer in resources and links as well as more accessible and aesthetically pleasing. Finally, we plan to include digital video feeds of previous programs (such as the Master Teacher program) on the UACT website in excerpted form. This will allow faculty and students to get a taste of what videos we have available in our extensive UACT library.

**Resources**
During Summer 2005 and continuing throughout the academic year, UACT has expanded its resource library with more books, videos and handouts. Along with this, we have created an area- specific bibliography that provides easy access to all the books, videos and dvd’s we have in our library. As funds allow, we hope to continue to grow our resource library, especially to meet specific faculty requests.
**Membership**
This year we were excited to welcome a number of new people to UACT. They include: Michael Lubin (School of Medicine), Patrick Allitt (Emory College), Mary Elizabeth Moore (Theology), Michelle Lampl (Emory College), Vicki Hertzberg (School of Public Health), and Steve Walton (Business). Assistant Program Coordinator Anne Sinkey left UACT in the Fall and was replaced by Shana Deitch, a recent graduate of the Master’s program at Rollins School of Public Health. Lastly, we were absolutely thrilled with the appointment of Dr. Claire Sterk to the position of Senior Vice Provost of Faculty Development and Academic Planning.

During the 2004-2005 year, Program Development Coordinator Donna Troka worked thirty-two hours per week and Assistant Coordinator Anne Sinkey/Shana Deitch worked twenty hours per week. Starting in Fall 2005, Donna will reduce her hours to twenty-five hours per week and will focus almost entirely on programming. She will be telecommuting from Brooklyn, New York and will travel back to Emory’s campus for all five programs of the year. Shana will continue to work twenty hours per week with a focus on coordinating all UACT meetings, taking minutes and various other administrative tasks. She will also continue work on improving the UACT website.