

Project Name: Madison Teaching and Learning Excellence (MTLE)

MIU Round: 3

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Partner(s): UW Teaching Academy (lead collaborator), DoIT Academic Technology (administrative home), Delta Program, Institute for Biology Education, Center for First Year Experience, L&S Learning Support Services, Morgridge Center for Public Service, New Faculty Services- Secretary of the Faculty, UW-Madison Library System, Writing Across the Curriculum

Report Date: Year 1, July 2012; Year 2, June 2013

Project Goal and Measures

Project Impact Measure(s)

Madison Teaching and Learning Excellence (MTLE) aims to improve undergraduate education through a professional development program for early-career faculty that accelerates the integration of educational innovation into their courses. MTLE models a learner-centered approach in its curriculum, which is aligned with the essential learning outcomes (ELOs) and high-impact practices (HIPs) that serve as frameworks to provide integrative learning experiences for undergraduates. It is supported by a cross-campus coalition of organizations focused on teaching and learning. Specific goals include:

- Promote excellent undergraduate education through an innovative professional development program in teaching.
 - Move ELOs and HIPs into practice through evidence-based teaching approaches.
 - Develop a cross-disciplinary community of early-career faculty around teaching and learning that promotes reflection, reciprocal feedback, and innovation.
 - Organize and nurture a cross-campus coalition of teaching and learning organizations to provide partnerships and resources to early-career faculty.
 - Establish and maintain a sound and sustainable program infrastructure positioned on the cutting edge of innovation in teaching and learning in undergraduate education.
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Project Impact Data Source(s)	Data collection involves a mixed-methods approach to gauge the impact of the program on the early-career faculty participants (a.k.a., the “MTLE Faculty Fellows”) and their undergraduate students and courses. Data sources include surveys and interviews with MTLE Faculty Fellows; collection of the instructional artifacts (e.g. syllabi, lessons, and assessments) they develop for their courses; their written proposals and reports about their educational innovations, including the use of HIPs and the ELOs in classroom materials and activities; enrollment, performance, and demographic data from administrative records; and, in some cases, surveys of the undergraduate students.
Baseline Measure(s)	Because this program did not exist prior to MIU funding, baseline measures were designed to gauge the extent to which the fellows’ teaching practices and philosophies are learner-centered and being implemented in their classrooms. Sample measures include student enrollment and performance data, number and type of courses taught, student assessments of course goals and their learning experience, and the faculty’s incorporation of learner-centered practices (e.g. the use of ELOs and HIPs) into course syllabi and other instructional artifacts.

MIU Impact Measures

A	Increased access in bottleneck areas	Not applicable to project.
B	Increased capacity for high-demand experiences	Not applicable to project.
C	Increased capacity for high-impact practices	Two primary data sources are used to gauge the increased use of high-impact practices in the faculty’s courses: (1) Self-reported survey data about the extent to which their courses increased student engagement in the four UW HIPs, and (2) Analysis of HIPs and educational innovations in instructional artifacts (e.g. syllabi and lessons) generated by the faculty during and after MTLE. <i>(Please see the 2013 detailed annual report for program results.)</i>
D	Increased student learning and teaching excellence	Multiple facets of “student learning and teaching excellence” are being assessed, including: (1) Self-reported survey and interview data assessing the extent to which the faculty perceive their courses integrate and accomplish the UW ELOs (including reports of whether their teaching has a positive impact on student learning), (2) Undergraduate surveys about the extent to which their students feel those courses accomplish the ELOs, and (3) Analysis of instructional artifacts (e.g. syllabi and lessons) to determine the extent to which the course materials aligned with ELOs. Additionally, course outcomes related to diversity, equity, and inclusivity are assessed through self-reported survey responses and instructional artifacts.

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	Increased student learning and teaching excellence (continued)	Evidence is also gathered from teaching portfolios, teaching statements, public presentations, exit interviews, and surveys. <i>(Please see the 2013 detailed annual report for program results.)</i>
E	More tenured, tenure-track faculty teaching undergraduate courses	Not applicable to project.
F	Decreased achievement gaps	Admission of MTLE participants is selective, with priority given to a diverse population of early-career faculty who teach courses with high achievement gaps or over-enrollment issues. Although the MTLE project is not specifically designed to target achievement gaps, research suggests that using high-impact practices with a focus on student learning outcomes provides a stimulating classroom environment and feedback loops between instructor and students, which in turn leads to improved learning outcomes for all students. Two primary data sources are used to gauge the use of practices aimed at increasing inclusivity or reducing achievement gap: (1) Self-reported survey data about the extent to which the MTLE fellows increase their use of inclusive teaching practices in their courses (as defined by Delta’s Achievement/Equity Gap Project) and (2) Analysis of inclusive teaching practices in their instructional artifacts (e.g. syllabi and lessons). <i>(Please see the 2013 detailed annual report for program results.)</i>
G	Attention to diversity in new hires	<p>Associate Director: The Division of Information Technology (DoIT) Human Resources provided the infrastructure and support for the hiring of an Associate Director (hired in 2012). To increase the diversity of candidates, the PVL was distributed to the OED Leadership Institute, AA/EEO Listserve through APO, Professional and Organizational Development (POD) network, Chronicle of Higher Education, Higher Ed Jobs, and Academic Careers Online. The search committee’s diversity and approaches to consistent review of applicants resulted in a diverse applicant pool. In addition, the evaluation of new hires has multiple checks and balances built into the process to address diversity issues as outlined in the full report and consistent with the guidelines set forth by DoIT HR and the UW-Madison Women in Science & Engineering Leadership Institute (WISELI).</p> <p>Program Coordinator: The Division of Information Technology (DoIT) Human Resources provided the infrastructure and support for the hiring of a 0.5 FTE Program Coordinator (hired in 2013). To increase the diversity of candidates, the PVL was advertised on the following sites: Wisconsin State Journal, Monster.com, WI Jobs 4 WI Grads, Our Lives, Madison Times, Capital City Hues, AA/EEO, Urban League-Madison, Centro Hispano, and NOW. This search resulted in a diverse applicant pool. Search and screen practices were guided by the principles set forth by DoIT HR and WISELI.</p>
H	Other goals	Not applicable to project.

I Unintended benefits	MTLE has unintended benefits to teaching and undergraduate education that extend beyond the classrooms of MTLE fellows and into departments, schools, and colleges across campus. For example, MTLE participants report that they are influencing their department's teaching climate; in one case, two MTLE fellows serve on the department's curriculum committee where they are sharing best practices learned in MTLE. A large majority report that their TAs are also using HIPs. In addition, MTLE fellows who have received Educational Innovation awards attribute their success, in part, to MTLE. Department chairs have also indicated the value of MTLE to their faculty. Other campus units have observed the MTLE model and are partnering with us to explore a similar cohort model for their new faculty or other stakeholders. Finally, MTLE hosts a monthly "Higher Ed Forum on Teaching and Learning" with our consortium of campus collaborators which, to date, serves faculty, staff, and administrators from 26 campus units. <i>(Please see the 2013 detailed annual report for program results.)</i>
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Progress Reports

Year 1, 2011-12

Focus in Year 1 was on the development of the program infrastructure, development of a campus consortium, development of programming, and hiring of an Associate Director. Specifically:

- Hired an Associate Director and began recruiting a Program Coordinator.
- Established a planning council and advisory board of faculty, staff, and administrators across campus.
- Met with 13 campus units about faculty development needs.
- Developed and signed an MOU with DoIT Academic Technology to serve as the Administrative home for the Madison Teaching and Learning Excellence program.
- Established physical campus location for Associate Director and programmatic clearing house for the Madison Teaching and Learning Excellence program
- Established an integrated web presence with the UW Teaching and Learning Excellence web site
- Drafted a preliminary curriculum (reviewed by Campus Consortium).
- Launched recruitment for AY 12-13 for 16-20 MTLE fellows.

Year 2, 2012-13

Focus in Year 2 was on programming and launching the initial year of the program, as well as implementing the program assessment structure. In this time, we built, launched, and evaluated a year-long curriculum that involved two 1.5-day Faculty Institutes on Teaching (FIT) and weekly 60- to 90-minute meetings around teaching and learning excellence during the semester for two cohorts of faculty. Summary highlights are bulleted below. *Please see the 2013 detailed report for more specific evidence of impact.*

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Year 2, continued

- Assessment measures show that MTLE is having a positive impact on undergraduate learning and teaching excellence, as evidenced by the increased use of educational innovations in MTLE fellows' instruction and course materials. These innovations manifest the UW ELOs and HIPs, in addition to practices that aim to foster inclusive classrooms and actively address achievement gap issues.
- Programming for the first year-long cohort began in summer 2012 with 10 early-career faculty recruited from across campus. Programming for a second cohort of faculty began in January 2013.
- The 19 MTLE Faculty Fellows in these two cohorts taught 46 courses (43 unique) across 18 departments to 3,485 undergraduates in 2012-13. Many are teaching large enrollment courses. These faculty represent 18 departments and three of the four tenure divisions.
- All MTLE fellows developed new curricula and/or course infrastructure changes that represent educational innovations, high-impact practices, and teaching excellence. Example changes include flipped-classroom design; teaching through games; small group-based critical-thinking activities; hand-on activities including service learning; and syllabus revisions with explicit focus on course resources, roles, and responsibilities.
- MTLE fellows reported shifting their philosophy from teacher-centered to learner-centered, and their assessment practices toward reflective and innovative. For example, fellows' statements about "the most important thing" they learned in MTLE included: the importance of reflection in teaching practices, interaction with students, student feedback, and peers and dialog in teaching; a revitalized/transformed approach to teaching; and the application of Bloom's Taxonomy (an instructional design tool).
- Four of the MTLE fellows have joint appointments in more than one department, six are funded by MIU (3 partially, 3 fully), and six teach First-Year Interest Groups (FIGs).
- MTLE fellows with enrollments >100 were provided with data about DFDr data in their courses. Fellows are using this information to identify possible achievement gaps and determine appropriate instructional adjustments.
- Through survey responses about the impact of their MTLE participation on their teaching, MTLE fellows overwhelmingly agreed that their participation helped them know how to access teaching resources effectively, be more efficient in their teaching, be more confident in their teaching, and connect with campus partners more effectively. Collectively, the MTLE fellows are collaborating actively with 15 other campus partners to develop, implement, and hone educational innovations for their courses.
- MTLE faculty survey responses show increased usage of high-impact practices after some participation in MTLE (as of spring 2013), as compared to before. In a pilot survey, student responses about the use of high-impact practices in MTLE faculty courses generally align with faculty reports of use of these practices.

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Year 2, continued

- MTLE staff gave presentations about MTLE at professional conferences on teaching (1 national, 1 UW System, 1 UW-Madison) sharing the impact of MTLE on faculty participants and undergraduate education.
 - MTLE staff also co-sponsored, organized, or presented at several UW-Madison events, including the Teaching Academy's fall and winter retreats, the Teaching and Learning Symposium, and the Faculty Institutes on Teaching.
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