



### **TEACHING ACADEMY**

<http://www.wisc.edu/teaching-academy>  
([see the scanned PDF version of this document](#))

**Background.** The Faculty Senate created the Teaching Academy on December 6, 1993, by approving Faculty Document 1041. The formation of the Teaching Academy was one of the recommendations of the Committee on Teaching Quality, Evaluation, and Rewards Committee, which was primarily charged with investigating the broad scope of issues that affect the quality, rewards, and incentives for teaching on the Madison campus.

**Purpose.** The Teaching Academy was envisioned as an organization, patterned after the national academies, where faculty and instructional staff could study and provide long-term recommendations on critical issues affecting teaching and learning.

Some specific functions are: to provide leadership to strengthen undergraduate, graduate, and outreach teaching; to gather together across disciplines and across colleges those scholars who have demonstrated excellence and expertise in teaching for scholarly dialogues on the critical issues affecting our abilities to communicate knowledge; to identify contemporary issues of teaching and learning in the context of a research university; to provide higher visibility and recognition for teaching and learning; and to provide a focal point for constructive change in the missions of this campus.

**Selection Process.** The Fellows select their own members based on a process conducted each year which elicits nominations from supervisors, colleagues and students from across the entire campus. This process is similar to that used for a University Teaching Award with an added criteria of a statement from the candidate demonstrating a direct and valid interest in furthering the purposes of the Teaching Academy. Membership in the Academy is granted for life and Fellows are encouraged to remain active after retirement.

**Functioning.** The Academy started with 11 initial founding Fellows, and the membership stands at 116 in 2000. The organization functions with a Chair and an Executive Committee of 9 Fellows. Meetings are held the first Friday of the month from 2:30 - 4:30 P.M. and are open to the public. Monthly meetings are divided between consideration of business items and an informative Program presented by a scholars noted for effective teaching practices or research on teaching and learning.

The Annual Program Calendar, membership lists, meeting sites and agendas and current Teaching Academy projects may be accessed through our website:  
<http://www.wisc.edu/teaching-academy>

**Task Forces.** The real work of the Teaching Academy is envisioned to occur through the creation of Task Forces. These Task Forces are designed to provide the major activities

that generate recommendations for constructive change in the climate of teaching and learning on the Madison campus.

- **Being New and Teacher Preparation:** This task force is designed to examine how we support, encourage, and share our teaching experiences with beginning and experienced colleagues as well as with graduate students who are considering the teaching profession.
- **Celebrating Effective Teaching:** This task force was established to search for, recognize, celebrate and disseminate examples of effective teaching, especially at the University of Wisconsin-Madison. The scope of work includes identifying and analyzing effective undergraduate, graduate and outreach teaching as a basis for specification of criteria for understanding effective practice. Teaching and teachers are both to be celebrated.
- **Instructional Technology:** This task force was established to determine how instructional technology could be implemented effectively, supported adequately and evaluated rigorously on our campus.
- **Peer Review of Teaching:** The task force on Peer Review of Teaching works to involve faculty and staff in supporting the development and quality of teaching activities on the UW-Madison campus through the use of effective peer review. Peer review specifically refers to the participation of colleagues in the development and/ or evaluation of one's teaching activities.
- **Student Assessment of Learning:** This task force was established to contribute to the improvement of learning on the Madison campus by examining the available methods of assessing the students' perceptions of their learning experience.

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