Provost’s Teaching Fellows
2016 Annual Report
PREPARED BY THE PROVOST’S TEACHING FELLOWS STEERING COMMITTEE AND FACULTY INNOVATION CENTER
Why We’re Here
The Provost’s Teaching Fellows (PTFs) envision a UT-Austin campus that embraces creativity, innovation, and a passion for teaching and learning that is complementary to its mission to advance knowledge through research.

What We Do
The Fellows program empowers faculty to advance education in two ways: through individual initiatives that improve teaching and learning at UT, and through participation in campus-wide events that promote the quality of education and its status in the campus culture. Advised by a Senior Fellow mentor and with staff support from the Faculty Innovation Center as needed, each Teaching Fellow undertakes an individual initiative to improve teaching and learning in their own classroom, department, and College. Collectively, Fellows spearhead events that benefit the entire campus, including the New Faculty Symposium, a Teaching Colloquium, an Innovation Showcase, and monthly “Think Tanks” where faculty discuss thorny issues in a safe and collaborative environment; additionally, work began in late 2016 to launch the university-wide Eyes on Teaching Event. Our close partnership with the Faculty Innovation Center ensures the sustainability of PTF-led initiatives and events.

Who We Are
The Fellows are hard-working, forward-thinking, community-minded faculty committed to improving teaching practice and campus culture at UT Austin. The current cohort of 47 Fellows represent faculty of all rank, 12 of 15 Colleges and Schools, and a multiplicity of disciplines and unique perspectives. At present, 27 Fellows pursue individual initiatives, and 20 Senior Fellows provide mentorship and guidance. Together, we create a community in which faculty cross boundaries to collaborate in the service of improved student learning, scholarship, and campus culture.
Statement from the Chair

The members of the Provost’s Teaching Fellows (PTF) program are excited to share our 2016 annual report with our university colleagues. This program was created to promote innovation across the campus and support faculty members who are exploring new ways to improve the teaching and learning experience at UT Austin. In the three years since the program was launched, it has made an undeniable impact on the Fellows involved in the program, and their initiatives have helped transform courses, departments, and colleges across the university.

This year the Fellows were deeply involved in the planning and execution of large university-wide events, such as the 2016 New Faculty Symposium and the Eyes on Teaching event planned for February 2017. These campus events contribute to building community and appreciation for excellence and innovation in teaching across campus. Fellows also launched and continued initiatives designed to do everything from integrating research into undergraduate courses to developing new online tools to enhance students’ learning. While the exact nature of Fellows’ initiatives may vary, each is designed with support of the Faculty Innovation Center and senior mentors in the program. The highly collaborative culture of the program facilitates interdisciplinary connections and the spread of best practices across campus.

As our program continues to evolve and mature, increased emphasis is placed on the evaluation and sustainability of new initiatives. We seek not only to pursue innovative ideas, but also to study their impact on students’ learning and disseminate our findings. In this way the Fellows can contribute to broader understanding of the best approaches to be used in higher education, helping make UT Austin an international model for continuously improving the student learning experience.

Michael Mackert
Chair, Provost’s Teaching Fellows
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Associate Professor, Stan Richards School of Advertising & Public Relations
Moody College of Communication | The University of Texas at Austin
Adjunct Professor, UTHSC School of Public Health
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Rationale

History
Senior Vice Provost David Laude commissioned the Provost’s Teaching Fellows program on October 14, 2013. Recognizing that true excellence in teaching innovation has its foundations in the university faculty, the inaugural group of 20 faculty, of all rank, was charged to work together to create a sustainable structure in which faculty could be incentivized to continue to develop and refine their craft, and further share their practice and lessons learned with their peers as they worked collectively to advance the teaching mission of the university. In the three years since its inception, the Program has had a positive impact on the development of our Fellows as educators, and broad impact on teaching and learning across the campus.

Vision
A UT-Austin campus that embraces creativity, innovation, and passion for teaching and learning and serves as an international model for higher education.

Mission
Empower faculty to advance education through individual initiatives that improve teaching and learning at UT and participation in campus-wide events that promote the quality of education and its status in the campus culture. Partner with the Faculty Innovation Center and the Provost’s Office to ensure sustainability of PTF-led initiatives and events that benefit students at UT Austin and beyond.

Goals
Program resources and activities advance three goals:

- Enhance student learning.
- Conduct, validate, and share scholarship on teaching and learning.
- Create a campus culture more supportive of innovation in teaching and learning.
Who We Are

Three types of fellowships comprise the PTF program: Fellows, Senior Fellows, and Alumni Fellows. Fellows pursue individual initiatives to enhance their own teaching practice and contribute to a culture of innovation. After two years, Fellows may become Senior Fellows, who provide mentorship to Fellows on their initiatives. Both contribute to program leadership, event planning, and working groups. At the conclusion of their 2-year terms, Senior Fellows may continue involvement in certain program activities as Alumni. The first cohort of Senior Fellows will be transitioning to Alumni Fellows in 2017.

Fellows represent twelve of fifteen Colleges and Schools at UT Austin. Not currently represented are the Schools of Law, Architecture, and Medicine. Seeking to represent the entire campus, PTFs are actively recruiting in those Schools. More than half of Fellows come from the Colleges of Natural Science (9 Fellows) and Liberal Arts (11 Fellows), which is roughly proportional to those Colleges’ share of UT Austin’s student population. More than two-thirds of Fellows are Full or Associate Professors; Lecturers at all levels comprise 20% of Fellows.

Appendix A provides an overview of the Fellow selection process, Appendix B provides a full list of Fellows, and Appendix C provides further information on program governance.
What We Do

A complete theory of action for the PTF program is provided as Appendix D to this annual report.

Signature Events
The PTFs foster culture change by serving as the faculty coordinators and champions of key campus events and initiatives dedicated to culture-building and teaching excellence across the University.

New Faculty Symposium
Beginning in 2015, the PTFs played a pivotal role in developing and coordinating the University-wide New Faculty Symposium (NFS), driving implementation of changes identified by the Campus Conversation Faculty Development Committee. PTF Ambassador and NFS Chair Lori Holleran Steiker, NFS Co-Chair and Senior Fellow Mary Steinhardt, and a NFS steering committee composed of PTFs planned and executed a successful 2016 symposium that built on the success of the 2015 NFS. PTFs will continue providing the faculty leadership for this event in future years, with significant staff support from the Faculty Innovation Center and the TEXAS Extended Campus.

Faculty Innovation Showcase
Each year the PTFs will host a Faculty Innovation Showcase, open to the entire campus, where second-year Fellows share the work on their initiatives in engaging, Pecha Kucha presentations. There was no showcase in 2016 due to the need to align the showcase with the cycle of Fellows entering the program, but planning began in 2016 for the next showcase, scheduled for April 2017.

Teaching Colloquium
In January 2016, Fellows collaborated with the Faculty Innovation Center to offer a Teaching Colloquium for University instructors. The event offered a variety of presentations and panels on effective teaching. Multiple PTFs were on the planning committee: Chair Ruth Buskirk, Pat Davis, Diane Schallert, Carole Taxis, and Mary Steinhardt. Additionally, numerous PTFs presented and led sessions at the colloquium: Brian Bremen, Lori Holleran Steiker, Penne Restad, and Michael Mackert.

First Friday Think Tanks
Led by Senior Fellow Penne Restad, Fellows and invited guests lead monthly discussions and work sessions on topics of interest to faculty. In 2016 there were ten Think Tanks on topics ranging from how to get students to read for class to designing team assignments that work to in-class exercises to develop...
students’ critical thinking skills. These events provide a safe forum for faculty to talk to each other about shared challenges and new experiments in early stages.

Eyes on Teaching
In 2016 the Fellows began to work on Eyes on Teaching, a new initiative of the Provost’s Office. The purpose of Eyes on Teaching is to help strengthen the culture of teaching at UT Austin by providing an opportunity for faculty to visit other classrooms and observe different teaching styles and learning environments, which will facilitate meaningful conversation around teaching and learning across the university. An Eyes on Teaching committee – which includes Fellows and staff from the Provost’s Office and Faculty Innovation Center – provided support in the design and planning of Eyes on Teaching. The first Eyes on Teaching event is scheduled for February 8 and 9, 2017; Fellows will be observed in the classroom and serve as docents to facilitate faculty across campus engaging in an class observation experience and conversation around teaching.

Regular Activities
In addition to spearheading campus-wide events and individual initiatives, PTFs work together and on behalf of the University on a regular basis throughout the year.

All PTFs participate in the following regular events.

Monthly meetings: Fellows meet monthly to share information and weigh in on decisions that affect the program.

Monthly newsletter: PTFs and the Faculty Innovation Center collaborate on a monthly newsletter highlighting projects, events, successes, and opportunities.

Summer lunch series: During the summer of 2016, Fellows participated in a regular series of lunches to allow the newest cohort of Fellows to share ideas and get feedback on their nascent initiatives from peers and mentors. Attendees were energized, and new Fellows benefited from concrete suggestions.

Select groups of PTFs also participate in the following regular events (not included in graphic):

Steering Committee meetings: Members of the Steering Committee meet twice each month to discuss PTF operations and opportunities for partnerships, and to chart the course for upcoming meetings and initiatives.
**Working groups:** To plan events or propose significant programmatic changes, Fellows opt in to smaller working groups that meet separately to conduct work and report back to the group. Examples include working on the committee to nominate and select new Fellows and to support the planning of the Eyes on Teaching event.

**Initiatives and Development**
The Fellows influence the culture within academic units and develop their own practice through both their individual initiatives and a regular cadence of programmatic events. The initiatives launched by new Fellows in 2016 are listed below.

**2015 Initiatives**
- Hina Azam: Teaching the University: Redefining Higher Education from the Student Perspective
- Diane Bailey: Beyond Classroom Techniques: Teaching Doctoral Students to Teach
- Maura Borrego: Hispanic STEM Transfer Student Challenges and Resources
- Erika Bsumek: Unlocking Timeline
- Stephanie Cawthon: Increasing Access to Education for All Students
- Julia Clarke: Curiosity to Question: A Tiered Graduate and Undergraduate Course on Research Design, Data Analysis, and Visualization
- Zhengrong Cui: Transforming a Class without Back-flipping and Handstands
- Arturo De Lozanne: Measuring the Effectiveness of Active Learning Methods in Cell Biology
- Erin Donovan: Undergraduate Survey Research in Interpersonal Health Communication
- Michelle Habeck: The Collaboratory: A UT/Global Classroom Initiative to Develop an Interdisciplinary, Arts-based Pedagogy for Use in New and Emerging Learning Environments
- Luis Martins: Descriptive Title: Establishing an Entrepreneurship Minor at the McCombs School of Business
- Jen Moon: Performance Training for Instructors
- Mary Neuburger: Restructuring REE 301 Connected to the Launch of the CREES Fusion Room – An Interdisciplinary Digital Workshop
- Vicki Packheiser: From Putting in Time to Meaningful Civic Engagement: Transforming Service Learning in a Undergraduate Social Work Program
- Dixie Stanforth: Learning to Just Do It: Get ‘em While They’re FiGs
Success Stories
As the program matures, increased emphasis is being placed on evaluating the success of Fellows’ initiatives and disseminating their outcomes – both across the University of Texas, but also more broadly through academic conferences and publications. Below are highlights and success stories from 2016.

- **Renee Acosta – Use of Standardized Patients in an Observed Structured Clinical Exam (OSCE):** Phase I of the project used a backward design to create a new grading rubric for the OSCE in Nonprescription Pharmacotherapy lab. The rubric, which includes both knowledge and communication skills, is transferable to other OSCEs within the College of Pharmacy with an exchange of the knowledge component. In addition, scripts for the various counseling scenarios were developed. Phase II of the project, which is currently underway, includes a pilot using the rubric, scripts, actors to serve as standardized patients, and students who previously completed the course. The video-recorded pilot will be used to train current and future OSCE graders using the rubric. The project will culminate with the capstone OSCE in Nonprescription Pharmacotherapy lab in April 2017 using the rubric, scripts, and standardized patients.

- **Courtney Byrd – Simulated Training in Evidence-Based Practice for Stuttering (STEPS):** Among the 153,000+ practicing clinicians in the US, less than 1% feel competent to provide services to the nearly 20 million children and adults who stutter. The STEPS content and learning management system provides an innovative solution that will end this struggle. Through access to STEPS, students, professors, and practicing clinicians worldwide will be provided interactive exposure to this exceptional range of clinical scenarios. At present, the majority of Phase 1 of the STEPS project (the wireframes, layouts, and webpage design, along with the technical framework) have been created. The remaining aspects of Phase 1 that require completion are the creation of the functional specifications, merging of the content, coding of the layouts, integration of the learning and content management system software, and usability testing. The second and final phase will be complete by the end of the semester and will allow for sophisticated user specific feedback after each response entry, as well as additional attempts to provide the correct response. Phase 2 will also allow for the tracking of responses for future classroom use and documentation of clinical competency.

- **Janet Davis – Animals, Sustainability, and the Environment: A Service Learning Model for the Humanities.** This project will combine classroom readings and discussion on the history of American animals and the environment with hands-on service learning and community engagement outside the classroom. The Austin Animal Center, Travis Audubon, and the Lady Bird Johnson Wildflower Center are partnering with this service learning initiative, which will go live in Fall 2017 in the upper-division seminar, “Animals and American Culture.” Work related to animals and American culture have received substantial
media attention recently.¹ Students who choose to fulfill their service learning requirements at the Austin Animal Center will work with animals—walking, grooming, feeding, and enclosure care. Students who choose Travis Audubon will conduct bird strike research and/or habitat studies on the UT campus, or they can choose to work with Audubon staff members on trail/habitat maintenance, and educational outreach activities. Students who elect to fulfill their service hours with the Lady Bird Johnson Wildflower Center will research specific wild animals onsite and will present this research to visitors through the Center’s innovative Discovery Cart program. Other service learning options at the Lady Bird Johnson Center include research on Lady Bird Johnson’s life and legacy as an environmentalist, as well as the development and implementation of educational programs on pollinators, invasive species, and the synergetic relationship between gardens and animals.

• Katie Dawson – Drama-Based Pedagogy: Refinement and Alignment for the University Context: During the spring and summer of 2016, a needs assessment was conducted for CoFA’s DBI Network website and revisions made based on responses. Changes included revision of 100 drama-based strategies for K-12 educators, a new section on theory of drama-based pedagogy; and updated lesson plans from local, national and international research partners. During the fall of 2016, the Active and Creative Teaching at UT professional learning community was formed with six UT faculty members representing the College of Fine Arts, the College of Education, the College of Liberal Arts, and the College of Natural Sciences. Multiple group trainings were hosted for the six faculty members, and each faculty participant developed two new active/creative teaching lessons in a targeted course. With IRB approval, participants’ experience in the project was documented through pre/post surveys and individual and group interviews. During Spring 2017, UT graduate students and faculty will analyze data for future publication and dissemination at UT.

• Cynthia LaBrake – Creating Online Resources for the Development of Peer Learning Assistant Courses, Including Optional Curricula to Meet the Ethics and Leadership Flag Requirements. The large (300-500 students) general chemistry courses have replaced the straight lecture model with active, student-centered learning. Active learning requires coaching, and in a large class it is impossible to implement with only one instructor and one teaching assistant. The Peer Learning Assistant Program trains and employs undergraduate chemistry students to serve as learning coaches within these large blended courses. The focus of this PTF initiative was to further develop the content of the CH372C: Peer Learning Assistants course. Through the funding of this project, new resources were developed to: test student learning and show that students participating in our program have gains in their mastery of core chemistry concepts; create curricula to satisfy the Ethics and Leadership Flag criteria, which the course now carries—only the second in CNS to do so; and develop high-quality online course and program materials that are found on the CNS TIDEs website and

¹ http://www.talkinganimals.net/2017/01/panel-discussion-about-the-end-of-ringling
archived in a Box folder. The course will be replicated in the Spring 2017 semester to support active learning in a biology course.

- **Brad Love – Coaching Career Success.** This initiative is an assessment program to examine several career-skills activities targeted at preparing students for life after their baccalaureate degrees. In partnership with experts in the Vick Center for Strategic Advising and the College of Education, the project will gather data over two years to study the effectiveness of ongoing efforts to build personal development skills relevant to thriving post-graduation, such as self-awareness, positive coping, and self-efficacy, among others. Phase 1 focused on project and measurement design. The ongoing Phase 2 involves testing the survey and interview tools before the ongoing data collection (Phase 3) kicks off this summer.

- **Adam Rabinowitz – Nanosourcing: Semantic Tools to Involve Students in Citizen Science and Online Data Publication.** This initiative involved the construction of a suite of digital crowdsourcing tools to help UT students in humanities classes join the growing ranks of citizen scientists. These tools allow students to engage directly with primary source documents (texts and images) while creating new information that will be useful for both scholars and the public. A customized version of the document transcription platform FromThePage is hosted by UT libraries. Here, instructors can upload handwritten archival documents, and students can log in and contribute to the digital transcription of these documents, making them searchable and indexing particular subjects like people and places. A Canvas module called Nanosourcer allows students to add tags to images. Unlike normal image tagging, however, these tags consist of persistent, unique identifiers for entities like places and periods, drawn from shared vocabularies. These tags will connect the images to other digital resources that share the same identifiers, allowing them to become part of the emerging Semantic Web. Students in four classes tested these tools in Fall 2016.

- **Carolyn Seepersad – Freshman Introduction to Research in Engineering (FIRE).** Freshman Introduction to Research in Engineering (FIRE) provides opportunities for first-semester freshmen to participate in authentic research projects led by a faculty advisor. The goal is to encourage students to participate in research throughout their undergraduate careers, starting with their very first semester on campus. The FIRE course was offered for the third time in Fall 2016. Thirty-eight students were enrolled and worked on 11 faculty-led projects. Current students are surveyed and the progress of former FIRE students is tracked to document the impact of the course on the students. A conference paper is being prepared to document and disseminate the results of this initiative. There is significant interest (among students and the department) to expand FIRE to a multi-semester program, and another engineering department is attempting to replicate the program already. A document that describes the structure of the course for anyone wishing to replicate it is available.

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2 [http://fromthepage.lib.utexas.edu](http://fromthepage.lib.utexas.edu)
3 [https://utexas.box.com/s/w4tea1q93fbndqszl6gza4d6rpm13d](https://utexas.box.com/s/w4tea1q93fbndqszl6gza4d6rpm13d)
Lydia Steinman – Nutrition in the Kitchen aka “Cook ‘em:” The Nutrition in the Kitchen project, aka Cook ‘em, asks students to create an online collection of instructional videos that use cooking demonstrations to educate viewers in the preparation of nutritious, student-friendly dishes, while also incorporating small nuggets of nutritional science that build a conceptual understanding of healthy eating. The project has been in full operation for three semesters, in which time roughly 200 students have participated and produced approximately 130 instructional videos. A subset of the best have been posted for viewing on a Cook ‘em website, hosted by the Department of Nutritional Sciences. Refinements to the comprehensive instruction manual explaining how to analyze a recipe for nutritional content and produce a quality video have been made each semester to improve students’ understanding of the desired work product, leading to steady increases in the number of videos posted on the web site. The project has received favorable publicity via multiple outlets, including News from the College of Natural Sciences, the Daily Texan, and by tweets from the Food and Housing Division at UT. It is being considered for listing on the MyUT web portal, and discussions are in progress with the UT Student Body President to help promote the project.

4 https://he.utexas.edu/ntr/community/cook-em
Appendix A: New Fellows Selection Process

The Fellows have a process for identifying appropriate nominees that allows the program to vet nominees for their interest and understanding in the program, while also ensuring broad representation across campus.

The process begins with “Home Fellows” within each College or School identifying promising candidates, gauging their interest in the program, obtaining approval from the Dean and Department Chair, and then preparing a brief application statement outlining candidates’ qualifications and project interests. All Fellows have an opportunity to review applications and weigh in on the full list of candidates by responding to a survey. A small selection committee composed of Home Fellows then meets to discuss candidates and recommend a final list of 12 nominees, which are ratified by the full Fellows membership and approved by the Provost’s Office.

TABLE: Home Fellows

<table>
<thead>
<tr>
<th>Fellow</th>
<th>College or School</th>
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<tbody>
<tr>
<td>Carolyn Seepersad</td>
<td>Cockrell School of Engineering</td>
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<td>Dixie Stanforth</td>
<td>College of Education</td>
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<tr>
<td>Katie Dawson</td>
<td>College of Fine Arts</td>
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<tr>
<td>Penne Restad</td>
<td>College of Liberal Arts</td>
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<tr>
<td>Cynthia LaBrake</td>
<td>College of Natural Sciences</td>
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<td>Pat Davis</td>
<td>College of Pharmacy</td>
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<tr>
<td>Mike Mackert</td>
<td>Dell Medical School</td>
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<tr>
<td>Julie Clarke</td>
<td>Jackson School of Geosciences</td>
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<tr>
<td>Carole Taxis</td>
<td>LBJ School of Public Affairs</td>
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<tr>
<td>Sanford Leeds</td>
<td>McCombs School of Business, School of Law</td>
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<tr>
<td>Anita Vangelisti</td>
<td>Moody College of Communication</td>
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<td>Diane Bailey</td>
<td>School of Information</td>
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<td>Carol Delville</td>
<td>School of Nursing</td>
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<td>Vicki Packheiser</td>
<td>School of Social Work</td>
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Appendix B: List of Fellows

Senior Fellows
In the program’s first two years, 15 Senior Fellows were invited to join the program at the Senior Fellow level, to complete the cohort and provide guidance and mentorship to Fellows. Now, Senior Fellows come from the ranks of Fellows who have completed their individual initiatives and are interested in continuing in the program.

Transitioned to Senior Fellows 2015-16
• Brian Bremen, Associate Professor, College of Liberal Arts, Department of English
• Keith Brown, Professor, School of Business, Department of Finance
• Carol Delville, Assistant Professor, School of Nursing
• Jen Ebbeler, Associate Professor, College of Liberal Arts, Department of Classics
• Michael Mackert, Associate Professor, Moody College of Communications, Stan Richards School of Advertising & Public Relations
• Rick Neptune, Professor, Cockrell School of Engineering, Department of Mechanical Engineering
• Penne Restad, Distinguished Senior Lecturer, College of Liberal Arts, Department of History
• Michael Scott, Senior Lecturer, College of Natural Science, Department of Computer Science
• Sean Theriault, Associate Professor, College of Liberal Arts, Department of Government
• David Vanden Bout, Professor, College of Natural Sciences, Department of Chemistry

Entered as Senior Fellows 2014-15
• Calvin Lin, Professor, College of Natural Science, Department of Computer Science
• Jeremi Suri, Professor, Lyndon B Johnson School of Public Affairs and College of Liberal Arts, Department of History
• Carole Taxis, Associate Professor, School of Nursing
• Anita Vangelisti, Professor, Moody College of Communication, Department Communication Studies

Entered as Senior Fellows 2013-14
• Ruth Buskirk, Distinguished Senior Lecturer, College of Natural Sciences, Department of Molecular Genetics and Microbiology
• Pat Davis, Professor, College of Pharmacy
• Martha Hilley, Professor, College of Fine Arts, Butler School of Music
• Lori Holleran-Steiker, Associate Professor, School of Social Work
• Mike Starbird, Professor, College of Natural Sciences, Department of Mathematics
• Mary Steinhardt, Professor, College of Education, Department of Kinesiology and Health Education
Teaching Fellows

Entered 2015-16

- Hina Azam, Associate Professor, College of Liberal Arts
- Diane Bailey, Associate Professor, School of Information
- Maura Borrego, Associate Professor, Cockrell School of Engineering
- Erika Bsumek, Associate Professor, College of Liberal Arts
- Stephanie Cawthon, Associate Professor, College of Education
- Julia Clarke, Associate Professor, Jackson School of Geosciences
- Zhengrong Cui, Associate Professor, College of Pharmacy
- Arturo De Lozanne, Associate Professor, College of Natural Sciences
- Erin Donovan, Associate Professor, Moody College of Communication
- Michelle Habeck, Associate Professor, College of Fine Arts
- Jen Moon, Senior Lecturer, College of Natural Sciences
- Luis Martins, Associate Professor, McCombs School of Business
- Mary Neuburger, Professor, College of Liberal Arts
- Vicki Packheiser, Clinical Associate Professor, School of Social Work
- Dixie Stanforth, Senior Lecturer, College of Education

Entered 2014-15

- Renee Acosta, Clinical Associate Professor, College of Pharmacy
- Tasha Beretvas, Professor, College of Education, Department of Educational Psychology
- Courtney Byrd, Associate Professor, Moody College of Communications, Department of Communication Sciences and Disorders
- Janet Davis, Associate Professor, College of Liberal Arts, Departments of American Studies and History
- Kathryn Dawson, Assistant Professor, College of Fine Arts, Department of Theatre & Dance
- Cynthia LaBrake, Senior Lecturer, College of Natural Sciences, Department of Chemistry
- Sanford Leeds, Distinguished Senior Lecturer, McCombs School of Business, Department of Finance
- Brad Love, Associate Professor, Moody College of Communications, Stan Richards School of Advertising and Public Relations
- Adam Rabinowitz, Associate Professor, College of Liberal Arts, Department of Classics
- Sonia Seeman, Associate Professor, College of Liberal Arts, Department of Middle Eastern Studies and College of Fine Arts, Butler School of Music
- Carolyn Seepersad, Associate Professor, Cockrell School of Engineering, Department of Mechanical Engineering
- Lydia Steinman, Distinguished Senior Lecturer, College of Natural Sciences, Department of Nutritional Sciences
Appendix C: Governance Structure – Steering Committee

Chair: Mike Mackert
The Chair provides the voice and vision for the PTF program, chairs monthly meetings, liaises with the Faculty Innovation Center, chairs the Eyes on Teaching event, assigns ad hoc committees as needed, and prepares monthly statements for the newsletter and a program annual report.

Chair-Elect: Cynthia LaBrake
The Chair-Elect is responsible for overseeing the new PTF selection process and for editing the monthly newsletter.

Immediate Past Chair: Pat Davis
The Immediate Past Chair assumes responsibility for the Annual Showcase.

Sr. Fellow: Mary Steinhardt

2nd Year Fellow: Katie Dawson

1st Year Fellow: Julia Clarke

Ambassador: Lori Holleran-Steiker
The Ambassador liaises with other key faculty groups and initiatives across campus, such as the Academy of Distinguished Teachers. The Ambassador also assumes responsibility for coordinating the New Faculty Symposium.

Staff Liaison: Leslie Hall
The Staff Liaison ensures execution on all PTF commitments and serves as a bridge to the Faculty Innovation Center, engaging and overseeing staff as necessary in service of program and project goals.

The Steering Committee meets every two weeks to discuss initiatives specific to the Fellows and opportunities for collaboration, engagement, and/or leadership with other programs and organizations across the campus. In addition, the Steering Committee sets the agenda for the monthly meetings of the full PTF.
Appendix D: Theory of Action

Our Theory of Action traces the impact of the PTF program from inputs, through short-term activities and outcomes, to ultimate goals. A best-practice in program evaluation, it also identifies the indicators we will use to measure our success and hold ourselves accountable.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Short-Term Outcomes</th>
<th>Indicators</th>
<th>End Goals</th>
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<tbody>
<tr>
<td>47 Fellows</td>
<td>Teaching Fellow initiatives and mentorship</td>
<td>Fellows engage in focused, collaborative work.</td>
<td>Excellent and innovative teaching is identified, developed.</td>
<td>Broad distribution of faculty engagement across colleges and departments</td>
<td>Student learning is enhanced.</td>
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<td>Networks and relationships between Fellows and their faculty colleagues</td>
<td>New Faculty Symposium</td>
<td>Fellows are aware of key teaching innovations and collaborations around campus.</td>
<td>Best practices and lessons learned are disseminated through events, presentations, and publications.</td>
<td>Projects meet milestones articulated in charters.</td>
<td>Scholarship on teaching and learning is validated and shared.</td>
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<td>Teaching Colloquium</td>
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<td>Faculty Innovation Center staff and skills</td>
<td>Faculty Innovation Showcase</td>
<td>Regular cadence of faculty-driven, campus-wide events and communications</td>
<td>Faculty collaborate with each other more frequently and productively, across disciplines.</td>
<td>Products align with established standards.</td>
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<td>First Friday Think Tanks</td>
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<td>Funds for projects and fellowships</td>
<td>Summer Lunch series</td>
<td>Curated resources and contacts online</td>
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<td>High and representative attendance at events</td>
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<td></td>
<td>Review of grant proposals</td>
<td>Fellows’ initiatives are delivered successfully.</td>
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<td>Monthly meetings and newsletters</td>
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<td>Learning communities</td>
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<td></td>
<td>Multimedia web profiles and features&lt;sup&gt;7&lt;/sup&gt;</td>
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<sup>7</sup> [http://facultyinnovate.utexas.edu/innovators/provost-teaching-fellows](http://facultyinnovate.utexas.edu/innovators/provost-teaching-fellows)