

## Faculty Interaction with Students

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### Overall summary

1. Almost every unit reported that faculty members teach courses that reflect their discipline-specific knowledge and research interests, either as regular courses, seminars, or as special topics courses. Graduate students taking these courses get information from faculty members who have first hand knowledge in the area. As suggested by one unit, these are faculty who in many cases are at the cutting edge of the field discovering new facts and information.
2. Exemplary professional practice is considered research in some fields (e. g., Art History, Dance, Film, Music, and Theatre). Faculty members in these fields use creative work to inform their graduate teaching.
3. Clinical Experiences for students provide another way in which applied research interests can be conveyed to students. Departments listing such experiences include Communication and Speech Disorders, Educational Psychology, Nursing, and Psychology. An example of the link between research and clinical experience comes from the Department of Communication and Speech Disorders where one of the faculty members and her students gather normative data on acoustic measures of voice that are then used when evaluating clients in the Voice Clinic.
4. Many faculty members supervise students doing their dissertation or research experience in the faculty member's area of research specialty. No units listed titles or numbers of completed projects.
5. Faculty have developed graduate certificates to reflect research expertise of their faculty members. Only one program reports this, but there is probably institutional data available on graduate certificate programs.
6. Faculty members contribute educational tools through publication of textbooks and other scholarly works, together with supporting instructional materials. Many faculty members assign articles or books that they have authored in their graduate courses.

### Issues/Problems

There are resource issues involved in allowing faculty to teach in their specializations. One unit noted that specialized seminars that address only a narrow research interest needed to be managed carefully to ensure that there is sufficient enrollment. Some units hire ad hoc instructors or professionals to cover basic areas or areas where there is not faculty expertise to allow the faculty to teach almost exclusively in areas that fit with their research programs.

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### Africology

Courses beyond the basic and introductory ones in the department have largely appeared out of the research interests of the faculty. In general, faculty has published articles and books in the subject areas that they teach. Often the teaching area is different than the research area. For example, one faculty researcher works in the area of sexually transmitted diseases but teaches a course on sex and family health. In other instances, faculty life-long research is broad and is directly related to the classes they teach.

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## Anthropology

No strong connection between research area and undergraduate education except on individual basis.

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## Architecture

1. Design: Many faculty members who engage in professional practice utilize their experience in teaching design studios. Exemplary design in professional practice is considered to be design research. Students benefit from working with faculty members who have this kind of design research experience.
  2. Faculty also conduct research in human behavior, building technologies, urban design, landscape design, and specialized building types such as housing. The faculty brings the knowledge gained in these pursuits directly into their teaching in seminars and design studios.
  3. Faculty members conduct research and develop products in the field of digital technologies. This expertise is used directly in their teaching of specialized courses as well as in more general courses, such as studios.
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## Art History

All faculty members teach some courses in their general field of research. For instance, Professor Jeffrey Hayes teaches and publishes extensively on American Folk Art.

Some of the faculty members work on international archaeological excavations in which undergraduates can participate. Professor Derek Counts, who teaches courses in ancient Mediterranean art, is co-director of an excavation project in Cypress, which has an educational component funded by a major NSF grant.

UWM undergraduates have an opportunity to compete for a slot in the program, which not only pays expenses but also offers a weekly stipend. The Art History Department cosponsors the undergraduate Certificate in Ancient Mediterranean Studies. Professor Christina Maranci has written a textbook on how to conduct research in Art History geared toward undergraduates, soon to be published by Prentice Hall. Professor Stone has assisted such institutions as the San Diego Museum of Man in developing educational material on the ancient Maya. She has made an educational video on Maya cave art under the aegis of the Center for Latin American and Caribbean Studies.

The Art History Department uses the university art collection to expand undergraduate knowledge of art through a first-hand experience of primary objects. Utilization of the collection is related to faculty expertise in their respected fields.

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## Biotechnology

Biotech faculty members regularly present aspects of their research in lecture classes including BioSci 101, 103, 383, 401, 402, 529, and 536, 539 (formerly 663). Undergraduates do independent research supervised by biotech faculty through BioSci 699.

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## Chemistry

For the undergraduate program the instruction of chemistry is largely divided along traditional sub-disciplinary lines. Our Department features three Organic chemists, four Inorganic chemists, two Analytical chemists, three Physical Chemists and five Biochemists. The vast majority of undergraduate courses in these sub-disciplines are taught by professors whose research specialties are in these areas.

Two areas of exception occur. First, in lower level courses, such as general chemistry and organic chemistry, courses are sometimes taught by permanent or ad hoc teaching staff. Again, when these courses are assigned the instructor has pertinent background and/or teaching experience in the area. Second, in Physical Chemistry, chronic vacancies have led to the instruction of some courses with faculty who are formally not in the Physical Chemistry division. These instructors, however, all have significant components of their research associated with the methodology of physical chemistry.

Our Department does offer some specialized classes at the undergraduate level as well, particularly within the Freshman and Honors Seminar programs. In the past four years we have offered four different courses that rely on the unique expertise of the faculty members involved. The titles of these courses are, Life's Matrix; The Biography of Water; Toxic Animals of Australia; Forensic Science: Solving Crimes with Chemistry; and Chemistry and Science Fiction

Perhaps most importantly, we have recently devised a new major in Biochemistry for UWM. This major could not have been put together without the strong presence in our Department of research expertise in this area. Students who major in Biochemistry must do undergraduate research in the field, so our strength in this discipline is a prerequisite for our new and, initial estimates, popular, major.

UWM is unquestionably a leader in the production of educational tools in chemistry as well. As the host institution for the Examinations Institute of the American Chemical Society, UWM has a prominent national role in the development of materials used by faculty members in Chemistry Departments across the country. Few campuses in the US have the same level of visibility in Chemical Education that UWM enjoys.

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## Civil Engineering and Mechanics

Students begin to concentrate in Civil Engineering and Mechanics after completion of their sophomore year. These courses are very closely linked to faculty professional knowledge and expertise. For example, these courses must convey current codes and practices of the profession. Faculty research expertise, as distinct from professional expertise, is somewhat less directly linked to these courses. This is because these courses emphasize learning how to implement current engineering knowledge to solve problems, rather than developing fundamentally new problem solving methodologies. Several courses have laboratory components, which, in order to be successfully designed and conducted, critically depend upon the faculty research expertise.

Several faculty members in the Department sponsor undergraduate research programs. These opportunities clearly link faculty research expertise to student experience.

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## Communication

Generally, every effort is made to have faculty members teach courses, particularly advanced courses in the area of their specialty. Examples of this include the courses in mediation, training and development, health communication, intercultural communication, family communication, and technology.

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## Communication Sciences and Disorders

At the undergraduate level, many faculty members teach directly in their primary area of research specialty. For example:

1. Dr. Paula Rhyner, our department expert in child language disorders and multicultural populations, teaches courses both in language development and client diversity in healthcare settings.
2. Dr. Carol Seery, our department expert in stuttering and fluency disorders, teaches an undergraduate course in fluency disorders.
3. Dr. Byoung Kim, our department's expert in speech science, teaches the undergraduate course in speech science. Dr. Kim's main area of scholarly pursuit is to develop educational software for the teaching of speech science; he develops and uses the software with his undergraduate classes.

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## Criminal Justice

Faculty members across the Department teach courses in their areas of research expertise. In fact, faculty members, all of whom conduct research, publish, and consult, are hired to teach in their areas of research expertise.

The Department's instructional strategy is based on this notion, so law enforcement researchers instruct in law enforcement areas, corrections researchers instruct in corrections areas, court researchers instruct in courts areas, juvenile justice researchers instruct in juvenile justice areas. With such a small faculty, each faculty member must have expertise and research background in more than one area and this is the case. Faculty will instruct across more than one area according to expertise, also including such areas as race and crime, white collar crime, and so on.

Faculty members contribute to education tools through publication of textbooks and other scholarly works, together with supporting instructional materials. Department members have contributed texts and other scholarly works with wide distribution and adoption in the areas of corrections, police and policing, research methods in criminal justice, race and crime, disproportionate confinement of minority youth, administration and management of criminal justice organizations and agencies, minorities and the death penalty, and others.

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## Curriculum and Instruction

All faculty members are expert in their designated field of study. In addition to an advanced degree in an area (e.g. Early Childhood Education), all faculty must have been classroom teachers at the level reflected in their program area (e.g. High School English).

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## Dance

1. Ed Burgess (Professor, Chair), *Specialties*: modern technique, improvisation, partnering, composition, skills for musical theatre, dance and film collaboration, oversees hiring of production team for the performance season. *History*: New York dancer. *Research/contribution to the field*: work as a director in regional theatre, emphasis on theatre and musical theatre work and works that are collaborative in nature. *Links to student learning-Undergraduates*: Provides basic foundations for success as a dancer or choreographer. *Graduates*: Provides guidance to more collaborative work in the Theater as a choreographer or director.

2. Marcia Parsons (Professor), *Specialties*: teaches movement sciences, creative movement, music for dancers, dance rituals and culture, dance pedagogy. *History*: Studied/performed with Hanya Holm, Anna Halprin. *Current research/contribution to the field*: studies of movement sequences which affect overall learning in young adults. *Links to student learning-Undergraduates*: Provides excellent pedagogical foundations for teachers in public school settings or community settings. *Graduates*: Provides wide range of research methodologies.
3. Ferne Bronson (Professor), *Specialties*: Dance of the African Diaspora and African influence on Brazilian and Caribbean styles, artistic director of Department's resident company — Ko-Thi Dance Company. *Current research/contribution to the field*: celebrating 35th anniversary of Ko-Thi, published author on African studies. *Links to student learning-Undergraduates*: Exposes students to artistry of other cultures. *Graduates*: Adds musical (drumming) training to studies of African styles.
4. Janet Lilly (Associate Professor, Associate Chair of Dance, Director/Grad Program), *Specialties*: modern technique, improvisation, composition, Yoga studies. *History*: New York dancer. *Current research/creative activity*: 2nd degree of Iyengar Yoga Certification, choreographs and performs locally and nationally. *Links to student learning-Undergraduates*: Provides solid foundations for success as a dancer and choreographer. *Graduates*: Deepens choreographic resources, guidance to applying for positions in higher education.
5. Andre Tyson (Associate Professor), *Specialties*: modern technique, jazz technique, Pilates certified. *History*: New York dancer. *Current research/contribution to the field*: intensifying Pilates studies. *Links to student learning-Undergraduates*: Provides solid foundations for technical dancing. *Graduates*: Deepens the knowledge of advanced physical conditioning methods.
6. Simone Ferro (Assistant Professor), *Specialties*: all levels of ballet, composition, Pilates certified. *History*: European and South American dance companies. *Current research/contribution to the field*: merging international dance forms with ballet techniques. *Links to student learning-Undergraduates*: Provides solid foundations for success as a dancer or choreographer. *Graduates*: Deepens choreographic resources.
7. Long Zhao (Assistant Professor), *Specialties*: all levels of ballet, Asian movement forms. *History*: trained in China, Broadway, Ballet and Modern companies. *Current research/contribution to the field*: Teacher and Choreographer for Chinese Dance Companies and Schools. *Links to student learning-Undergraduates*: Provides solid technical foundation for success as a dancer. *Graduates*: influence on staging techniques utilizing Asian staging techniques in choreographic work
8. Darci Wutz (Assistant Professor), *Specialties*: all levels of Jazz and Musical Theater Dance, Tap. *History*: professional choreography for regional theatres. *Current research/contribution to the field*: Developing musical theater degree program for Peck School of the Arts. *Links to student learning-Undergraduates*: Provides solid training for musical theatre. *Graduates*: Offer expertise in planning a musical theatre curriculum.

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## Educational Policy and Community Studies

Faculty members teach courses that reflect their research interests and projects. Examples include:

1. Professor Beaulieu, who served as the director of the U S Office of Indian Education, teaches courses on the history of native education and policy issues related to education of Native Americans.
2. Professor Bonds, who teaches the Milwaukee Community, has been doing research on the state of Black Milwaukee.
3. Professor Diamond, who teaches courses on the foundations of urban education, does research on the involvement of inner city parents in their children's education.
4. Professor Epps, who has published widely in the area of urban education, teaches courses in multicultural education and sociology of education.
5. Professor Farmer-Hinton, who teaches courses on the cultural foundations of education, publishes articles about aspects of urban education and political aspects of educational policy.
6. Professor Harris, who has written several books on peace education, teaches courses in that area.
7. Professor Kailin, who has written a book on anti-racist education, teaches courses on racism and education.
8. Professor Schutz, who publishes articles on postmodern theory, teaches courses in philosophy of education.
9. Professor Swaminathan, who runs the certification program in alternative education, teaches courses on students at-risk and does research on alternative schools.
10. Professor Tapia, who has been studying the migration of people between Guanajato and Wisconsin, teaches courses on Hispanics education and the Chicano Experience.

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## Educational Psychology

At the undergraduate level, all courses are taught by faculty/staff with research specialties or practical experience in the field.

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## Electrical Engineering and Computer Science

All of our faculty members teach at least one undergraduate course in the area of their research specialty. Faculty also supervises undergraduate independent study projects in their areas of interest.

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## English

For most of our faculty, there is a linkage between their area of research expertise and their undergraduate teaching. Here are a few examples:

1. Gilbexto Blasini, Assistant Professor, taught English 383, 'Film Genre: U S. Road Movies, 1967-Present and he is completing a book manuscript on Cine-Nomadism: Road Movies and U S. Society and Culture, 1967-1995.
2. Dave Clark, Assistant Professor, taught English 431 ,“Knowledge Management” (Fall 2003), and he has published four articles in refereed journals this year on the topic of organizational communication and knowledge management.
3. M. Lousie Buley-Meissner, Associate Professor, regularly teaches “Hmong Life Stories” (English 192) and “Asian-American Women Writers” (most recently in Winterim 2004). Her essay, “The Spirit of a People: Hmong American Life Stories,” won the 2002 Virginia Hamilton Award for the best essay published in a national journal on issues related to multicultural youth.
4. Min-Zhan Lu, Professor, taught English 095, “Basic Writing,” in Fall 2003, and Professor Lu is one of the leading scholars in the country on the topic.
5. Alice Gillam, Associate Professor, taught English 201, “Strategies for Academic Writing,” and she has recently published a textbook on academic reading and writing, *Reading Rhetorically*, with Virginia Chappell of Marquette University and John Bean of Seattle University.

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## Exceptional Education (13 faculty)

Research focus contributes to the preparation of teachers in early childhood special education by incorporating research to practice in assessment, curriculum/methods courses. For example:

1. Dr. McLean’s research expertise in the area of early childhood assessment is evident in her recently published: Mclean, M., Wolery, M. & Bailey, D. (2004) *Assessing Infants and Preschoolers With Special Needs*. Columbus, OH: Pearson/Merrill, Prentice Hall.
2. Dr. Obiakor teaches a course in Exceptional Children and draws heavily on his work and research interests in disabilities, schooling and multi-culturism.
3. Finally, Dr. Shealey and Dr. Keyes are faculty members who teach in the undergraduate program. They also teach courses that take advantage of their research interests in the sociology of disability, methods of support, and so forth.

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## Film

A review of Film Department faculty curriculum vitae will show a collection of faculty who are deeply invested in their creative work and bring their passion for art making into the classroom and share their expertise with the greater community. Each of the faculty is committed to supporting undergraduates as they progress through the B.F.A. program

1. Dick Blau (Professor) teaches at the introductory and advanced level of the undergrad program. He has redesigned the initial film production course, Film 320 so that it can be delivered more effectively in both large and small learning groups. Dick's insightful critiques make him an effective instructor in Film 510, Senior Projects, a capstone course in the major. Dick is multidisciplinary and collaborative, very active with his own art production as a photographer and maintains many links on campus and in the community.
2. Carl Bogner (Instructor/Film Programmer) teaches Film 101 and 102, large and crucial gateway classes in the Film curriculum. In these screening/lecture/discussion classes, Carl programs an ambitious mix of new and traditional work that varies each semester. Also incorporated is the work of six or more visiting artists each year. 101/102 serves as a key to our B.F.A. program and to the discipline of experimental film production. It is in these classes where most students first experience the range of possibilities of non-traditional media production and come to terms with their own interest in film as an art form. In addition to programming and teaching 101/102, Carl is instrumental as curator of new films and videos both on campus and in the Milwaukee community. Carl also serves as the departments Undergraduate Program Coordinator and advises many of the incoming Pre-Film freshmen.
3. Portia Cobb (Associate Professor) teaches undergraduate video students in Film 222, and in an upper-level elective, Multicultural Video Production. Portia directs the Community Media Project, showcasing films from the African Diaspora and teaches, with UWM students, at El Puente High School to produce projects about social issues, through the Film 302 class, Video in the Classroom. Portia brings to her classes expertise in multicultural issues and networking within the discipline.
4. Cecelia Condit (Professor) teaches film and video production at level (Film 220, 222) and advanced elective level, multidisciplinary production (Video and Dance, Video and Architecture) and topic-based production (Dreams). Her steady stream of creative work is well known and screened widely.
5. Rob Danielson (Associate Professor) has adopted digital production techniques into the core audio, video and film curricula. Rob specializes in audio recordings, non-traditional video/audio installations and multimedia productions. He teaches Film 221/222 and upper-level electives in audio. He has led department efforts to make digital facilities available to students at all levels and contributes widely to department curriculum and organizational planning, including the department web site.
6. Diane Kitchen (Professor) teaches traditional 16mm film and audio techniques in Film 221, upper-level electives, (including Film 420, Documents, with production of film/video installations), and the capstone course 510, Senior Projects. Diane is active with her creative work and her film productions are screened widely. Her work as department archive representative has been instrumental in the successful development of the 300+ film Golda Meir Cinema Arts Archive, in collaboration with the Library staff.
7. Meredith Root (Assistant Professor) offers animation electives, and also teaches the core film classes of 220, 221 and 410, Junior Projects. Meredith is developing the curriculum and capabilities of animation production within the department. Her creative work in 16mm stop-motion animation has attracted recognition and is being widely screened.

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## Film Studies

All faculty members teach undergraduate courses in their research areas relevant to Film Studies: Dr. Blasini (Latin American Cinema), Dr. Petro (Hollywood and Berlin), Dr. Callahan (Film History), Dr. Paik (Spirituality and Cinema), Dr. Maitin (Vietnam and American Culture), Dr. Oren (Theories of Mass Culture).

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## Foreign Languages and Linguistics

Faculty members in all of the undergraduate programs in the Department teach courses that are in their research expertise. All faculty members share in the responsibility of teaching, in addition, courses that are more basic, more general, and/or satisfy the Department's service obligations to the college and the university.

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## French, Italian, and Comparative Literature

Faculty members develop and teach undergraduate courses related to their fields of research. Their scholarly publications, which may include textbooks, critical studies, translations of literature and criticism, and CD-rom programs as well as presentations of research and workshops, contribute to educational tools.

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## Geography

Undergraduate track linkages with faculty research expertise:

1. Urban/cultural geography (Professors DeSousa, Ghose, Kentry, Heynen, McCarthy, Wei)
2. Environmental (Professors Day, DeSousa, Drezner, Fredlund, Heynen, Schwartz)
3. Physical systems (Professors Day, Drezner, Fredlund, Schwartz)
4. GIS (Professors Andrews, Ghose, Wei, Wu)

Individual faculty contributions to pedagogy include instructional texts by Professors Kenny, McCarthy, Schwartz.

Individual faculty contributions to other undergraduate instructional programs include Urban Studies, Urban Planning, Architecture, International Studies, Global Studies, Asian Studies Certificate Program, Latin America, Conservation and Environmental Science, Anthropology, Cultures and Communities. (Interdisciplinary)

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## Geosciences

Department of Geosciences faculty members teach their research specialties bringing their current research findings into the classroom. The on-going research of our faculty also includes participation by undergraduate students in both field and laboratory acquisition and analysis of information.

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## Health Sciences

New program development in Public Health Microbiology, Molecular Diagnostics, Toxicology, Radiologic Technology, and Certificates in Molecular Diagnostics, Nutrition are all related to faculty research expertise.

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## History

All faculty members teach a variety of courses, including courses in their areas of specialization. Some have produced or edited volumes for use in college/university courses.

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## Human Movement Sciences

The B.S. Kinesiology degree program is premised on a series of core human movement sciences and statistics courses in areas of Biomechanics; Exercise Physiology; Motor Control; Psychology of Physical Activity; Sociology of Physical Activity; and Statistical Analysis.

The Biomechanics area is supported by a faculty member with a Ph.D. in biomechanics; the Exercise Physiology area is supported by four faculty with Ph.D. degrees in exercise physiology; the Motor Control area is supported by a faculty member with a Ph.D. in motor control; the Psychology of Physical Activity area is supported by a faculty member with a Ph.D. in psychology of human performance, and the Sociology of Physical Activity is supported by two faculty with Ph.D. degrees in the sociology of sport. All of these faculty members are active researchers with records of publication, presentation, and extramural funding.

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## Industrial and Manufacturing Engineering (six faculty)

Most of our faculty members, who are active in research, teach undergraduate courses. The faculty bring their research results to their undergraduate students either directly through course development or indirectly through the use of projects or examples.

1. Professor Garg has shared his research experiences with his students in IND ENG 580–Introduction to Ergonomics.
2. Professor Lee has developed and taught IND ENG 590–Web-enabled Industrial Systems to his students based on his research in the area of intelligent maintenance systems.
3. Professor Seifoddini has developed and taught IND ENG 587–Lean Manufacturing based on his research in the area of lean manufacturing. He also shares his research experiences in cellular manufacturing with his students in IND ENG–Design.

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## Journalism and Mass Communication

Journalism and Mass Communication encourages faculty to teach in their areas of research. JMC encourages faculty to develop courses that build on their research programs.

In addition, all tenure-track faculty members are required to teach our capstone course, JMC 661 (Seminar in Mass Communication and Society). Faculty members are encouraged to design their sections of 661 around their ongoing research.

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## Latin American and Caribbean Studies

The Latin American and Caribbean Studies Certificate exists because of the diverse areas of research expertise of Center for Latin American and Caribbean Studies (CLACS) faculty members. In addition, new course development in Latin American studies is initiated largely based on research interests.

The short-term study abroad opportunities in Latin America, run by Overseas Programs and facilitated by CLACS, exist thanks to faculty research. Further, the Winterim courses offer opportunities for faculty to teach in the field. Two examples: Tim Ehlinger (Biological Sciences) and the development of a Costa Rica-based credit course on tropical streams; Sandra Pucci (Curriculum and Instruction) and the credit course on Education in Argentina.

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## Materials Engineering

Faculty and students interact by working together in research activities of common interests.

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## Mathematical Sciences

Faculty members teach their research specialties, contribute to the development of educational tools in their field on curriculum development and integrate research into their courses.

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## Music

The mission of the University of Wisconsin–Milwaukee Department of Music is to provide quality undergraduate education in music in a stimulating and creative environment. In cooperation with professional arts and educational organizations, a dedicated, internationally-active faculty involved in teaching, performing, research and service, prepares students for professional careers and enriched musical lives. A primary goal of the music faculty is to use to their creative and scholarly activities to enhance their undergraduate teaching.

For example, when our trumpet teacher, Kevin Hartman, performs with the Chicago Symphony Orchestra, he is able to relate this experience to his students. He is able to demonstrate how various world-class conductors demand different interpretations.

When Valarie Errante performs an opera role or art song recital, she is able to share with her students various ways that she researched, prepared, and presented the literature.

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## Nursing

At the undergraduate level, full time instructional academic staff is used to teach courses required for professional accreditation. This allows faculty to be assigned courses where their research and clinical expertise can be maximized. Guest lectures, electives, and independent study options in the undergraduate program also allow faculty to share their research and clinical expertise with students.

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## Occupational Therapy

Students in the B.S. degree program who are considering graduate education are encouraged to take an elective course, Occ Thpy 541, in which all faculty members provide instruction about their research areas and provide opportunities for brief interactions in their research laboratories.

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## Philosophy

We believe maintaining an active research program is a prerequisite for effective teaching in general. In addition this activity enables faculty to teach courses on the latest findings in their specialties.

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## Physics

1. Several of the faculty members of the Physics Department perform research funded by the National Science Foundation (NSF) in the areas of astrophysics, gravitation, relativity and cosmology. At least two of the faculty (Brady and Friedman) teach undergraduate courses in astronomy (Astronomy 103 and 300) and one (Brady) has recently taught the undergraduate course on Special Relativity (Physics 517).
2. Another of the Department's faculty members (Norbury who teaches the Astronomy 103 course) performs research in the area of space physics, funded by NASA. Dr. Norbury is also an expert in elementary particle physics and teaches a course entitled Elementary Particles.
3. One of the Physics faculty members (Yakovlev) performs research funded by the NSF and the National Institutes of Health (NIH) in areas of optics and biophysics, respectively. He teaches undergraduate lecture and laboratory courses 325 and 410, respectively, and has recently initiated a new course in Biophysics taught in the 2004-2005 year.
4. The research specialty of another Physics faculty member (Hirschmugl) lies in the area of infrared spectromicroscopy. She teaches an undergraduate course entitled Introduction to Inflated Spectromicroscopy (Physics 406).
5. Several of our faculty members (Sorbelli, Saldin, Weinert, Agterberg, Sarma, and Guptasarma) are experts in the area of condensed matter physics, which makes them particularly qualified to teach the undergraduate course on Thermodynamics (Physics 317), the undergraduate course on Statistical Mechanics (Physics 515), and the undergraduate courses entitled Introduction to Solid State Physics I and II (Physics 551, and 651, respectively).
6. One of our faculty (Gajdardziska) is an acknowledged expert in electron microscopy and teaches an undergraduate course entitled Electron Microscopy Laboratory.
7. Several of our faculty members are experts in ultra-high vacuum techniques. One of them (Li) teaches the undergraduate course on Vacuum Science and Technology.

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## Political Science

Our department members are actively involved in research, which keeps them current in their fields. Faculty members use their research expertise to provide information and insights in the undergraduate courses they teach. Research helps keep these courses current in terms of both factual information and the latest theoretical and conceptual approaches.

Several faculty members have authored undergraduate textbooks some of which are used in our classes.

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## Psychology

All of the faculty within the Department of Psychology identify themselves as scientists and teachers. We believe that the most effective teachers are those that are enthusiastic about the field and participate in it. We invite undergraduate students to work with us directly in our laboratories, in the field, and in our clinics. In addition to our general service courses, we also develop specialty courses in our own research fields that are specifically designed for undergraduates.

For example, Dr. Rodney Swain is currently offering a course in Brain Injury and Recovery that stems from his own personal research interests. It is expected that his enthusiasm for the subject will be noted by his students and that it will ignite in them a similar passion for the field.

Of course, our general service courses are also informed by the research specialties of the faculty. First, we believe that students in even the most introductory level should have access to more senior faculty. Second, we believe that a service course should be predicated on the research specialty of the faculty.

For example, Professors Helmstetter, Moyer, and Swain (neuroscientists) offer the introductory and advanced level courses in the biological bases of behavior.

Dr. Osmon, a neuropsychologist, offers an undergraduate course in Neuropsychology. Dr. Passman, a developmental psychologist, offers courses in Child Psychology. In fact, a survey of our course offerings and teaching assignments would find that most of our courses are taught by faculty with a research specialty in the topic.

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## School of Information Studies (SOIS)

Faculty members' research agendas will often inform their teaching, with students in the B.S. program in Information Resources benefiting from the faculty members expertise in these areas. Examples of this at the undergraduate level include:

1. Elizabeth Buchanan: information ethics and policy, distance learning, research methods 620–Ethics and the Information Society
2. Jacques du Plessis: instructional and multimedia technology 430–Multimedia Application Development (Required course)
3. Wooseob Jeong: human computer interaction, Internet technologies 310–Human Factors in Information Seeking and Use (Required course)
4. Alex Koochang: system usability and evaluation 490–Senior Capstone (Required course)

5. Tomas Lipinski: legal issues in library and information science, information policy 475–Legal Aspects of Information Products and Services
6. Hong Xie: information retrieval systems design and evaluation, information seeking and use, digital libraries 330–Electronic Information Retrieval Systems (Required course) 635 Digital Libraries
7. J. Zhang: has an extensive background in information retrieval systems design and evaluation research 410 - Database Information Retrieval Systems (Required course) 637–Information Storage and Retrieval

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## School of Business

All full-time and adjunct faculties in the School must, at a minimum, hold a master's degree; however, over 90 percent of the School's full-time faculty hold doctoral degrees. Additional evidence of currency includes previous experience developing and teaching similar courses, practical experience in the field, and/or research and/or publishing in the field or a related field.

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## Social Work

For both undergraduate and graduate courses, faculty members teach within their areas of expertise, consistent with their research interests. In addition to teaching the established courses, faculty members also develop special topic courses and electives that reflect their current research along with recent developments in the profession.

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## Sociology

A number of the courses that are taught by our well-published faculty are in the area of their research and publishing expertise.

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## Spanish and Portuguese

1. Professor Kathleen Wheatley serves as language coordinator for the department and teaches courses such as Syntax and Phonetics. She has received a contract from Prentice Hall for a syntax textbook. She conducts considerable research in the areas of her teaching.
2. Professor Susan Rascón is a published literary translator who is accredited in Spanish to English translation by the American Literary Translators Association. Most of her published literary translations are works by Central American authors (informing her teaching of Spanish 225: Understanding the Hispanic World as well as translation courses 347 and 447). In addition to teaching translation courses, she also teaches interpreting, with the present emphasis being on court interpreting. Professor Rascón is an attorney and a federally certified court interpreter. She is also part of a team of trainers for Wisconsin's state court interpreter certification program.
3. Professor John McCaw is a published specialist in Golden Age Peninsular Literature. This research expertise is applied in courses he teaches such as Spanish 351 Spanish Literature, Spanish 407 Golden Age Drama and Spanish 409 Don Quixote

4. Professor Margaret Crosby conducts research on Central American literature, U.S. Latino literature, and women writers. She teaches a number of courses on these topics, including Spanish 353 and Spanish 507.
5. Professor Bryan Kennedy's expertise in Portuguese language and Luso-Brazilian culture informs his teaching of all levels of Portuguese. He has contributed to educational tools in the field by authoring grammar workbooks as well as articles on his research in Brazil.
6. Lecturer Magaly Zeise teaches Spanish 348 and 448, the English to Spanish translation courses. She has a degree in translation from a university in Colombia and has translated several technical publications from English to Spanish.
7. Lecturer Isabel Mendez-Santalla has a background in law and applies this to her teaching of Business and Legal Spanish.
8. Professor Ismael P. Marquez is a specialist in Spanish American literature and uses his extensive research and publication record in the preparation of his courses.

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## Urban Planning

Faculty members in our program teach almost exclusively in areas related to their research fields. However, this is less true in the undergraduate courses. At the undergraduate level, however, undergraduate students are involved in those courses that closely match faculty research activities.

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## Visual Arts

Of the 26 full-time faculty and teaching academic staff members in Visual Art, 23 teach undergraduate courses which are directly related to their current research investigations and studio production activities. Of 23, four also teach in courses related to but not central to their primary areas of research and studio investigations. The remaining three faculty members teach courses that parallel their primary areas of research and studio investigations with numerous instances of crossover. All adjunct instructors are teaching undergraduate courses that closely parallel their own research and studio investigations and expertise or have grown out of their research areas.

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## Women's Studies

Women's Studies has only two faculty with partial lines in the program. Both of these teach courses for undergraduates in their research specialties in both Women's Studies and the departments in which they have their tenure homes (Political Science and Philosophy). Women's Studies relies heavily on cross-listed courses in which affiliated faculty teach their specialties in their home departments.

## Roles of Centers in Undergraduate Education

The following centers responded by saying that their faculty members teach courses in the research specialties:

- Center for 21st Century Studies
- Center for Information Policy Research
- Center for Mathematics and Science Education Research
- Center for Science Education
- Center for Urban Initiatives and Research
- Center for Urban Transportation Studies
- Deloitte & Touche Center for Multistate Taxation
- Early Childhood Research Center
- Institute on Aging and Environment
- UWS/UWM Great Lakes WATER Institute

The remaining centers responded as follows:

1. Bostrom Center for Business Competitiveness, Innovation and Entrepreneurship  
Internship program for both undergraduate and graduate students
2. Center for Age and Community  
Development of an undergraduate certificate in Aging Studies
3. Center for International Education  
Global Studies Initiative linking undergraduate teaching and faculty research
4. Center for International Studies  
International Studies Major
5. Center for Urban Community Development  
Offers research classes in several Milwaukee Public Schools
6. Field Station  
Director and Manager mentor undergraduates in their research specialties
7. Institute for Service Learning  
Students work in a non-profit in the community
8. Institute of Visual Arts  
Exhibitions and gallery talks attended by undergraduates
9. NIEHS Marine and Freshwater Biomedical Sciences Center  
Faculty host summer undergraduate students in their labs
10. Tutoring and Academic Resource Center  
Faculty and academic staff make presentations at tutor training sessions
11. Youth Work Learning Center  
Youth Work Research Group; research library; publishes the Journal of Child and Youth Care Work in which some students have published articles.

## Centers and Undergraduate Education

### **Bostrom Center for Business Competitiveness, Innovation and Entrepreneurship**

Creation of the Entrepreneur Internship Program: Designed to provide both undergraduate and graduate students with opportunities for experiential learning through internships with entrepreneurs, the Entrepreneur Internship Program was made possible by a seed grant from the Ewing Marion Kauffman Foundation and additional support from We Energies and entrepreneur intern host companies. In the two years of the program, 24 entrepreneur interns have been placed.

### **Center for 21st Century Studies**

As stated earlier, the Center is a postgraduate research center. While there are no formal linkages between the Center and faculty fellows research at the undergraduate level, undergraduate courses (honors seminars, freshman seminars) are offered by faculty fellows on the Center's research theme, thus allowing undergraduate students to take advantage of visiting speakers.

### **Center for Age and Community**

We recently received extramural funding to support the development of an undergraduate certificate in Aging Studies, along with scholarship monies to support students who pursue it.

### **Center for Information Policy Research**

Professor Buchanan teaches an undergraduate class on Ethics and the Information Society. Professor Lipinski teaches Legal Aspects of Information Products and Services; Legal Issues in LIS.

### **Center for International Education**

The Global Studies Initiative seeks to link undergraduate teaching with faculty research through a series of curriculum and faculty develop initiatives centered on globalization themes.

### **Center for International Studies**

Our International Studies majors benefit greatly from faculty members' research expertise. Because the I.S. Major is interdisciplinary, faculty members from a wide variety of disciplines are called upon to teach the I.S. Senior Seminar. So, for example, students have benefited from the expertise of a member of the History Department and his expertise in Asia; as well as topics such as cultural geography in the Caribbean, politics of North Africa, and more, depending on the faculty members' field of interest.

### **Center for Mathematics and Science Education Research**

Faculty members of our Center teach courses in their area of expertise.

### **Center for Research on International Economics**

At the undergraduate level, the CRIE mostly is a source of data. Many undergraduate students, who are engaged in a term paper in their courses, seek our assistance in providing data or sources of data for their projects.

### **Center for Science Education**

The Center programs tapped the expertise of UWM's science faculty. They provided information as well as materials. These include faculty from the Biological Sciences, Atmospheric Science, Mathematics Department, Chemistry Department, Great Lakes Water Institute, Geography Department, Conservation and Environmental Studies Program, Cultures and Community, Latin American and Caribbean Studies Certificate Program and others.

### **Center for Urban Community Development**

The Center maintains linkages with a number of UWM schools, departments or centers as a resource and technical backup for our community outreach programming. These include the School of Education, Nursing, and Social Welfare, The Department of Education Policy and Community Studies, and the Center for Urban Initiatives and Research. The Center currently offers action research classes in several Milwaukee Public Schools as part of the school's comprehensive school reform process. Students enrolled in these action research classes receive undergraduate credit through the Education Policy and Community Studies Department in the School of Education.

### **Center for Urban Initiatives and Research**

Faculty members have utilized the Survey Center at CUIR to instruct students in survey research skills and applications.

### **Center for Urban Transportation Studies**

Faculty members teach courses in their specialties and have developed professional training programs directly based on undergraduate courses. Experiences within the undergraduate senior design course were published in Transportation Research Record # 1848 "Engineer-in-Residence: Strategy for increasing Relevance in Transportation Education" Dec., 2003."

### **Center for Volunteerism and Student Leadership**

We go into approximately 50 class rooms each year and talk to the students, by request of the faculty, about the importance in applying what they learn in the class, into the community setting, as an act of being a citizen of our community.

### **Deloitte & Touche Center for Multistate Taxation**

Professor Michael Schadewald teaches an undergraduate course entitled Income Tax Accounting II (216-406), which includes a one-week segment on multistate income taxation. Professor Schadewald also authors and updates annually a chapter entitled "Multistate Income Taxation," for a leading undergraduate tax textbook, Federal Taxation, Corporations, Partnerships, Estates and Trusts, which is published by Prentice Hall.

### **Early Childhood Research Center**

The ECRC is made up of 20 faculty who come together through ECRC activities to share their expertise and interests. One activity of the center is to encourage enrollment of students in courses across disciplines.

### **Field Station**

The Director and Manager/Staff Biologist at the Field Station mentor undergraduates in their research specialties (wetland ecology, plant insect interactions, invasive species ecology, evolutionary biology). Several other faculty members in the Department of Biological Sciences, Geosciences, and Geography also involve undergraduates in their research conducted at the Field Station.

### **Institute for Service Learning**

The majority of the service learning faculty members have either spent time working in the fields that they are incorporating service learning into or spend time at the sites they will send students to. All of our affiliated courses require that students participate in working within a non-profit organization in the community to enhance their understanding of the material through primary research in the field.

### **Institute of Visual Arts**

As an exhibiting venue, inova is not an instructional, academic department offering courses. However, inova has facilitated a number of workshops, visiting artists' talks, tours, seminars, and exhibitions. Many of these activities have involved UWM faculty and staff, both from the Peck School of the Arts, the greater UWM campus, the Milwaukee community, and the southeastern Wisconsin region. These exhibitions and gallery talks are attended by undergraduate students. UWM faculty who have recently exhibited at inova and have given gallery talks and public lectures on their work include: Leslie Bellavance, Joan Dobkin, Kyung Ae Cho, Lane Hall, Lisa Moline, Leslie Vansen, and Mat Rappaport.

### **Institute on Aging and Environment**

The two faculty involved in the institute teach regularly at the department of Architecture. Teaching ranges from doctoral level courses to undergraduate courses. Overload activities include mentoring doctoral students and serving on dissertation committees as well as master's theses.

### **Institute on Multicultural Relations**

There are 35 tenured faculty members who serve as Institute Scholars. Their research expertise spans a wide range of academic disciplines - all with a racial and ethnic focus.

### **NIEHS Marine and Freshwater Biomedical (MFB)**

A number of members of the Center host summer undergraduate students in their labs. Intrinsicly, the scientists are contributing to this discovery-based activity using their scholarly expertise.

### **Tutoring and Academic Resource Center**

Our center provides tutoring for 150 100-300 level courses at UWM. We send out print and email communications to faculty about our services. We have made class presentations on college study strategies to Letters and Science freshman seminars and freshman orientation classes in Education, Architecture, Social Work, Nursing, and Health Sciences.

Several professors and teaching academic staff have made presentations at our tutor training sessions. These have been from educational psychology, English, Fine Arts, Math, and ESL. Example: an educational psychology professor presented on student motivation.

**UWS/UWM Great Lakes WATER Institute**

Institute scientists have offered courses in Global Biogeochemical Cycles, Benthic Biogeochemistry, Environmental Toxicology, Limnology, Microbial Ecology, etc. All courses are related to the specific expertise of the scientists. Numerous informal opportunities for undergraduate research through independent study, work study programs, honors projects, summer internships, etc.

**Youth Work Learning Center**

Undergraduate students are linked with our non-credit Youth Work Research Group, our extensive research library in youth work, and ongoing qualitative and quantitative research. The credit Youth Work Program is coordinated with Social Work, Exceptional Education and Educational Policy and Community Studies and links students with faculty in those schools but we do not have specific data. We also publish the Journal of Child and Youth Care Work in which at least three of our students have published their research articles. We have conducted two major studies in which practitioners and community organizations have been partners in the research: a ten year study of a model program that we developed with several faculty for a residential treatment center in Milwaukee and a study of staff patterns for a large residential school in Pennsylvania. Both of these studies were faculty/practitioner partnership that had an impact on improving the care and education of children in these programs.