The Office of the Secretary of the Faculty is proud to sponsor this event, with support from University Relations, to recognize that excellence in teaching is part of what makes the University of Wisconsin-Madison a world-class institution.
COMMITTEE
The secretary of the faculty acknowledges the contributions of the 2018-2019 Faculty Distinguished Teaching Awards committee.

Cindy I-Fen Cheng, Associate Professor, Asian American Studies
Finn Enke, Professor, Gender and Women's Studies
Jacob Gardner, undergraduate student
Jan Heide, Professor, Marketing
Ashtin Massie, graduate student
Regina Murphy (co-chair), Professor, Chemical Engineering
Sissel Schroeder (co-chair), Professor, Anthropology

RECIPIENTS
CHANCELLOR’S DISTINGUISHED TEACHING AWARD
Anna Andrzejewski, Professor, Art History
Mark Ediger, Professor, Chemistry
Sara McKinnon, Associate Professor, Communication Arts
Patrick Remington, Professor, Population Health Sciences
Michael Wagner, Associate Professor, Journalism and Mass Communication

CLASS OF 1955 TEACHING EXCELLENCE AWARD
Evan Polman, Assistant Professor, Marketing

EMIL H. STEIGER TEACHING AWARD
Rob Yablon, Assistant Professor, Law School

EXCELLENCE IN COMMUNITY-BASED LEARNING TEACHING AWARD
Bianca Baldridge, Assistant Professor, Educational Policy Studies

VAN HISE OUTREACH TEACHING AWARD
Lisa Brown, Assistant Professor, School of Nursing

WILLIAM H. KIEKHOFER TEACHING AWARD
Kristin Shutt, Associate Professor, Psychology
PROFESSORanna ANDRZEJEWSKI
College of Letters & Science
Department of Art History

Anna Andrzejewski has made invaluable contributions to her department’s curriculum, mentored graduate and undergraduate students with exceptional skill and dedication, and helped lead the way in educational innovation. While the primary focus of her own research is “ordinary” buildings and the environments they help shape, her remarkable breadth of knowledge and expertise allows her to mentor students with widely varied interests and disciplinary paths. She is dedicated and skilled in mentoring as she is in classroom teaching, and she shares her expertise in everything from modern American painting to historic preservation and urban planning history. Her teaching, evaluation scores consistently rank near or at the top of the department even when she has taken on some of the more challenging classes. She has been a department leader in educational innovation, excelling in engaging students in fieldwork and making use of technology.

“What stands out most about Professor Andrzejewski as a multi-disciplinary, multi-dimensional instructor of students is that she is preparing them for a present and future in which the employment landscape is constantly shifting.”

— Professor Steven Nadler

PROFESSOR MARK EDIGER
College of Letters & Science
Department of Chemistry

Mark Ediger views his efforts holistically, always striving to engage students who otherwise would not, and to blend rigor with compassion. He has served as a mentor and role model for thousands of high school and college students who cherish him for his extraordinary dedication to teaching. Faculty have benefited greatly from his insights into graduate student mentoring and his full-speed ahead efforts to improve diversity and to enhance our sense of community. He takes time to answer clarifying questions from students in order to help further understand the material. An important aspect of his teaching style is always the connection of the concepts to real life, whether that’s climate change or energy production on campus. It helps keep students engaged and informed of what chemistry looks like outside of the classroom — something especially important for an introductory class.

“Perhaps no faculty member in the chemistry department has devoted so much effort to such a wide range of community building, from high school students to entering and seasoned college students to beginning faculty.”

— Professors Gilbert Nathanson and Judith Bursyn
ASSOCIATE PROFESSOR SARA MCKINNON
College of Letters & Science
Department of Communication Arts

Sarah McKinnon keeps her classes rigorous and fun, professional and approachable, and above all, committed to student success. She has created bridges between academic and community work, inviting students to participate in community projects and expand their scope beyond the university. On a grant-funded project about transgender youth in Wisconsin schools, the resulting community report has been used to advocate for safe school conditions for transgender and gender non-conforming youth. She co-directed We the 350: Stories of Poverty, Racism, and Incarceration with T. Banks, an original performance that was held at the Overture Center, and helped raise awareness of racial disparities in Dane County and raise money for nonprofit Freedom, Inc. McKinnon is a model for how to do scholarship that offers tangible impact to the local community, and she invites graduate students to participate in those projects — tremendous learning experiences beyond the walls of the classroom.

"In Dr. McKinnon's classes, I learn as much about myself as I do the subject at hand."
— Cristina E. Henriques, Student

PROFESSOR PATRICK REMINGTON
School of Medicine and Public Health
Department of Population Health Sciences

Patrick Remington's teaching style is interactive, multidisciplinary, challenging and fun. His vast knowledge, expertise and ability to explain a topic in depth, yet simplify it with an interdisciplinary point of view, are well-respected nationwide. Remington's research examines ways to improve public health surveillance methods and outcomes. He led the development of the Wisconsin County Health Rankings program, which has now evolved into a major national program based at the UW-Madison Population Health Institute. In 2004, a new Master of Public Health (MPH) professional degree program was established with Remington serving as its first director. He developed two additional courses, one on the principles and practice of public health and the other on effective communication of public health information, based on a textbook he co-edited for the American Public Health Association. Both of these courses are in high demand, feature active learning and real-world community engagement, and are critical to the success of the MPH program. Remington is also a highly valued mentor to graduate and professional students, postdoctoral fellows and junior faculty working on research to improve public health.

"Dr. Remington is a masterful teacher who has for many years contributed to the teaching mission of the university at multiple levels across the campus and beyond."
— Professor Maureen Durkin
ASSOCIATE PROFESSOR
MICHAEL WAGNER
College of Letters & Science
Department of Journalism and Mass Communication

Michael Wagner is the co-author of one of the most widely used political behavior texts for upper level undergraduates and beginning graduate students in the country. The book, Political Behavior of the American Electorate, mirrors his classroom style in terms of deep scholarly engagement, conversational style and thoughtful discussion questions. Students speak to his willingness to help them at every turn, his understanding nature and sense of humor. He has high expectations for his students and always stands ready to help them achieve. Wagner revels in celebrating their successes — from a student in his introductory class finally getting the right way to start a story to one of his doctoral advisees winning a research award. He was instrumental in creating several paid internships for student journalists of color. Wagner reviews each internship application and helps students prepare for their interviews at the news organizations each year. He constantly advocates for his students by pushing them to imagine what they can become, creating opportunities for their development and encouraging them that they can do it.

“No matter the course he is teaching, he seamlessly weaves innovative research and practical skill-building together to create valuable outcomes for his students.”
— Professor Hemant Shah

ASSISTANT PROFESSOR
EVAN POLMAN
Wisconsin School of Business
Department of Marketing

Evan Polman’s students are transformed by his way of getting them to think curiously and creatively about business practices and marketing. He uses real-life applications and research to guide his lectures and engage his students. By making lectures relevant, Polman inspires incredible classroom discussions that encourage participation from every student. He engages students in learning experiences that demonstrate how marketing as a discipline can positively influence behaviors that improve life. By guiding students through the process of complex problem solving, he facilitates students’ understanding of the limitations of their knowledge that motivates their desire to learn more and value the contributions of others. The cornerstone of his pedagogy is fostering curiosity through critical inquiry about substantial issues. Rather than covering content and asking students questions about it, Polman expects the students to create their own questions and develop the inquiry skills necessary to answer them.

“When students speak of Evan’s class, it is with awe, reverence, and deep appreciation.”
— Professor Thomas C. O’Guinn
ASSISTANT PROFESSOR
ROB YABLON
Law School

Since joining the Law School in 2014, Rob Yablon has already made a big impact. In 2017, he was named Law School Teacher of the Year. He uses a mix of teaching methodologies, all to good effect. He does it all with mastery of the material and an ability to make information clear and accessible for students. His courses, particularly the Law of Democracy and its focus on voting rights, contains sometimes-controversial material on the current U.S. political landscape and its interplay with legal developments. While these subjects have the potential to alienate students who disagree with each other and chill participation, Yablon has a particular ability to generate inclusive conversation on politically charged topics. The resulting discussions encourage students to probe thoughtfully into the broader ideas at stake. He is a natural teacher whose manner of speaking and thinking are ideally suited to the exploration of complex legal and political issues in the classroom.

“Professor Yablon is a talented teacher, speaker, and writer, and routinely puts these gifts to work for the students, organizations, and faculty of the University of Wisconsin Law School.”
— Colleen Weyers, Student

EXCELLENCE IN COMMUNITY-BASED LEARNING TEACHING AWARD

ASSISTANT PROFESSOR
BIANCA BALDRIDGE
School of Education
Department of Educational Policy Studies

Bianca Baldrige is deeply committed to critically examining and engaging community-based educational spaces and engaging black youth in marginalized areas. She embraces, exemplifies and models the importance of combining scholarship and activism to work toward social justice through her ongoing engagement with students, local communities, and direct work with youth and youth workers across Madison. She encourages students to attend local events and invites guest speakers from the community to contribute to classroom discussions. In addition to providing opportunities for students to engage with a variety of voices, she creates learning environments that foster critical reflections and dialogue around ethnicity, power and oppressions and the intersections of race, class, gender and sexuality. Her students are encouraged to engage in self-reflective practices and deconstruct normative ideas and practices. Baldrige encourages a culture of reflection in the classroom that fosters patience with the learning process and kindness to self and others while mindfully nudging students to expand boundaries that limit their ways of thinking, knowing and seeing the world.

“Dr. Baldrige works alongside both her students and the greater Madison community to blur the invisible walls between Madison and the university.”
— Marlo Reeves and Michael Davis, Students
ASSISTANT PROFESSOR
LISA BRATZKE
School of Nursing

Lisa Bratzke developed the popular Nursing 590/511 Community Supports for Persons with Dementia. She led a small group of faculty in writing and submitting a grant proposal to the Bader Foundation to develop a Dementia Friendly Toolkit. The toolkit includes videos and simulations that enable participants to experience both having dementia and caring for someone with dementia. It has been widely distributed throughout the Madison and surrounding communities and is used to train students in multiple professional disciplines on campus. She ensures that students are introduced to techniques to communicate clearly and respectfully with people living with dementia. Bratzke builds upon this foundation with readings and discussions on the personhood of people living with dementia, as well as health inequities and dementia and caregiving experiences across different racial and ethnic communities.

“I can wholeheartedly say I am a better student, professional, and person having had the opportunity to learn from Dr. Bratzke.”

— Anna Klar, Student

ASSOCIATE PROFESSOR
KRISTIN SHUTTS
College of Letters & Science
Department of Psychology

Kristin Shutts seeks to generate student engagement by making coursework relevant to them. Extant research shows that when students see value in material, they work harder and learn more deeply. She strives to achieve relevance in multiple ways. For example, in her large lecture course, she asks every one of her more than 100 students to turn in a response card at the end of every lecture noting what they found most interesting, what they wish she had talked more about, and what remaining questions they have about the day’s lecture topic. She identifies common themes in response cards and uses them to enrich lectures for the next time she teaches. Shutts stands out for her ability to push students to go far beyond where they started, tackling sensitive and challenging issues and, in doing so, building critical thinking skills that will benefit them long after they leave our campus.

“Dr. Shutts’ deep dedication to the students in her lab stands out from any other mentor I’ve worked with.”

— Rachel King, Student
ABOUT THE AWARDS
Since 1953, the University of Wisconsin–Madison has been honoring its finest educators with Faculty Distinguished Teaching Awards. In addition to recognition at this ceremony, each honoree receives an award of $10,000.

Chancellor’s Distinguished Teaching Award
Established by former UW–Madison chancellor Edwin Young in 1973, the Chancellor’s Distinguished Teaching Award honors six faculty members for their excellence in teaching.

Chancellor’s Inclusive Excellence Award
The Chancellor’s Inclusive Excellence Award celebrates exemplary achievements in teaching that honor the university’s value of diversity and inclusion as the path to excellence. This award recognizes outstanding faculty whose creative and innovative teaching develops strategies that promote diverse and inclusive environments and practices in the spirit of the Wisconsin Idea.

Class of 1955 Teaching Excellence Award
During its 25-year reunion, the Class of 1955 established a fund to honor professors, especially at the assistant and associate rank, who have made significant teaching contributions to undergraduate students. The Class of 1955 Teaching Excellence Award was first presented in 2004.

Emil H. Steiger Teaching Award
Manufacturer Emil H. Steiger served as the president of the Delco Grass Rug Company of Oshkosh, Wisconsin, from 1909 until his death in 1929. A passionate supporter of education — and of Wisconsin’s state universities in particular — Steiger sent his two sons, Carl and Emil, to the UW. The younger Emil Steiger became a UW regent in 1952 and served as president of the board of regents from 1959 to 1962. He and Carl created the Emil H. Steiger Teaching Award in 1958 to honor their father. Traditionally, the Steiger Award has been given to a junior faculty member.

Excellence in Community-Based Learning Teaching Award
The teaching award for Excellence in Community-Based Learning celebrates the achievements of outstanding faculty who incorporate meaningful, mutually beneficial community engagement into their courses to create deeper student learning outcomes and community benefit. This award was established during the 2018–2019 academic year.

Van Hise Outreach Teaching Award
As president of the University of Wisconsin from 1903 to 1918, Charles Van Hise developed the doctrine known today as the Wisconsin Idea: the guiding philosophy of UW–Madison’s outreach efforts to extend the borders of the university to touch the lives of people throughout Wisconsin and around the world. The Van Hise Outreach Teaching Award was established in 1990 to honor distinguished outreach teaching.

William H. Kiekhofer Teaching Award
Legendary economics professor William “Wild Bill” Kiekhofer taught upwards of 70,000 undergraduates during the course of his 38-year UW career. Known nationally for the textbook *Economic Principles, Problems, and Policies* — one of the best-selling texts of the first half of the 20th century — he was a beloved figure on campus, and before each of his lectures, his students would give him a “skyrocket” cheer. The Kiekhofer Award, which honors an assistant or associate professor in the College of Letters & Science, was established as the UW’s first teaching award shortly after Wild Bill’s death in 1951.