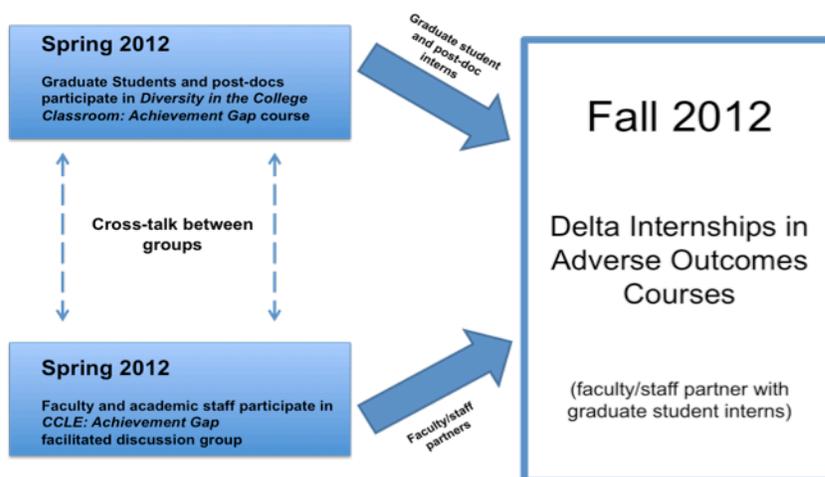


Bridging the Achievement Gap



This three-year collaborative project, will engage campus stakeholders in addressing the achievement gap by exploring high potential evidence-based curricular reform opportunities in adverse outcomes courses, and conducting Teaching-As-Research to discover project impacts. Success depends on engaging a diverse array of achievement gap-focused individuals and initiatives.

The progress to date in addressing the achievement gap in courses in the College of Letters and Science will be further supported and expanded by the Vice Provost's offices campus-wide reach. By leveraging the Delta Program's project infrastructure and systematic Teaching-As-Research (TAR) approach, focused opportunities will be offered for current and future faculty to raise their awareness of core achievement gap issues, and move to appropriate evidence-based action.



Project deliverables include Achievement Gap-focused adaptations of the following existing Delta programs:

- Graduate level course, Diversity in the College Classroom Course (DCC)
- Faculty/staff professional development program Creating a Collaborative Learning Environment (CCLE)
- Graduate student/post-doc driven TAR internship projects in partnership with faculty and staff.

Want to get involved?

There are many options for your involvement to suit your level of interest, time, energy and commitment.

- Participate in CCLE or DCC for a semester,
- Become a graduate student/post-doc intern,
- Partner with an intern to further develop your course, or
- Serve in an advisory capacity to the project.

To learn more contact...

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This project is led by the Delta Program in Research, Teaching and Learning, and funded by the Office of the Vice Provost for Diversity and Climate, the College of Letters and Science, and the Office of the Vice Chancellor for Administration, in collaboration with the Office of the Vice Provost for Teaching and Learning.