



# Brilliance Is Not Enough: When Educational Demands Push Beyond Disciplinary Expertise

*Whirlpool Galaxy*  
Credit: NASA, ESA, S. Beckwith (STScI), and The Hubble Heritage Team (STScI/AURA)

## 2011 FACULTY RETREAT

February 18, 2011 • Illini Union • University of Illinois at Urbana-Champaign

8:00–8:30	<b>Registration and Coffee</b>
8:30–8:45	<b>Overview</b> <b>Cheelan Bo-Linn</b> Center for Teaching Excellence
8:45–9:00	<b>Welcome</b> <b>Richard P. Wheeler</b> Provost and Vice Chancellor for Academic Affairs (Interim)
9:00–10:30	<b>Plenary Session</b> <i>"Brilliance Is Not Enough: When Educational Demands Push Beyond Disciplinary Expertise"</i> <b>Therese Huston</b> Founding Director of the Center for Excellence in Teaching and Learning Adjunct Professor of Psychology Seattle University  The landscape of college and university teaching has been changing in ways that faculty and administrators can be reluctant to admit: at many institutions, it's necessary but no longer sufficient to be brilliant in one's discipline. There is a growing demand to broaden teaching repertoires and teach on the edge of one's expertise. This does not, however, have to be the excruciating squeeze of a square peg in a round hole. How can we position our doctoral graduates to enter the professoriate with the tools and attitudes needed to navigate such challenges? And what can we learn from professors who have mastered this mindset (and skill set) that might inform, invigorate, and improve our own teaching?
10:30–10:45	<b>Break and Light Refreshments</b>
10:45–12:00	<b>Round Table Discussions</b>
12:15	<b>Adjourn</b>
1:30–2:30	<b>Optional Workshop</b> <i>"Teaching Outside One's Comfort Zone"</i>  The interactive afternoon workshop builds on the morning plenary and offers an opportunity to apply some of the concepts directly to one's syllabus and assignments. Faculty will be working on a segment of a course that tackles new concepts, applications, or readings or on a segment that revisits concepts that have changed radically in the years since you last encountered them. Participants will leave with strategies for managing their workload, teaching difficult topics, and deciding what to prioritize in class.