

University of Wisconsin System
Department of Academic Programs and Educational Innovation (APEI)
2017-18 WISCONSIN TEACHING FELLOWS AND SCHOLARS PROGRAM

Check whether applying as a Fellow or Scholar

- ____ Teaching Fellow = Full-time, untenured faculty OR instructional academic staff with at least one year teaching at UW-L
- X** Teaching Scholar = Full-time, tenured faculty OR instructional academic staff with at least five years of teaching at UW-L

Name: **James Murray**

Campus: **UW-La Crosse**

Department: **Economics**

Office Address: **403 T Wimberly Hall** Home Address: **3321 Glendale Ave**

1725 State St

La Crosse, WI 54601

La Crosse, WI 54601

Office Telephone: **608-406-4068**

Home Telephone: **608-406-4068**

E-mail Address: **jmurray@uwlax.edu**

Current academic rank: **Associate Professor**

Two participants will be selected from each UW institution for the 2017-18 Wisconsin Teaching Fellows and Scholars (WTF&S) Program. See the WTF&S Program Description for program requirements and selection criteria, <http://www.uwsa.edu/opid/wtfs/details.htm>. To apply, complete the following application material:

- ☐ This cover sheet
- ☐ A strong statement of your interest in and qualifications for the WTF&S Program (two page single space max). Include a list and description of any teaching and learning projects you have undertaken, including SoTL projects.
- ☐ A brief description of a teaching and learning question that you would like to investigate (1 page single space max). If selected, you are not required to carry out the project you describe in your application. Fellows and Scholars often revise their topics and projects as they participate in Faculty College and Summer Institute.
- ☐ 1 reference letter from your Department Chair or Dean.
- ☐ A brief curriculum vitae (2-page limit)

Application Deadline. Noon, Friday, November 4, 2016. Submit by email all application material in **one file** to Bill Cerbin, wcerbin@uwlax.edu. A UWL Selection Committee reviews applications and selects two applicants for participation in the program. For questions regarding your application contact Bill Cerbin, wcerbin@uwlax.edu. For more information, please contact either co-director of the program, David Voelker at voelkerd@uwgb.edu or Cyndi Kernahan at Cyndi.kernahan@uwrf.edu.

Statement of Interest

I approach my teaching in the same manner as my other scholarly interests, with ambition to continually improve and a curiosity to better understand student learning. My goal for participating in the Wisconsin Teaching Scholars Program is to develop one of my current ideas for a teaching improvement project, devise a strategy for measuring its effectiveness, and eventually disseminate what I have learned in conferences and peer-reviewed publications.

I recently participated in the OPID Spring Conference and OPID Faculty College. These motivating and stimulating events inspired both small and large ideas for teaching improvement activities. I especially valued the interaction with my peers across disciplines and UW schools who offered a diversity of knowledge and perspectives. I look forward to being immersed in this atmosphere again as part of the Wisconsin Teaching Scholars Program.

I have a history of making deliberate inquiries into my teaching and making evidence-based improvements in my curriculum. Below I list eight teaching and learning projects that I have completed since 2010. In most instances, I was awarded grants for these projects, and I disseminated these projects at conferences and/or in peer-reviewed journals.

1. (SOTL project) Lesson study: "Developing Students' Ability to Connect Economic Modeling to Real World Issues" with Nabamita Dutta
 - Grant award: 2014 UWL Lesson Study Grant
 - Presented the work at local and regional conferences:
 - + Poster at the 2016 UW OPID Spring Conference
 - + Poster at the 2016 UWL Annual Conference on Teaching and Learning
2. Online resource development: "Pencast Lessons for Advanced Undergraduate Economics Classes" with John Nunley. We developed numerous Pencasts lessons (3-5 minute videos narrating and writing in a notebook page, teaching a short economics lesson or solving a mathematical / graphical problem) for four advanced undergraduate level economics classes.
 - Grant award: 2013 UWL Faculty Grant Development Program
 - Grant award: 2013 Kazanjian Economics Foundation Grant
3. Curricular redesign project: "Integrating the economics curriculum through a unified emphasis on critical thinking and communication" with Nabamita Dutta, Lisa Giddings, Michael Hauptert, Wahhab Khandker, and John Nunley.
 - Grant award: 2012 UWL Curricular Redesign Grant
4. Published in a peer-reviewed journal instructor-authored Pencasts. These are 3-5 minute videos of me narrating and writing on a notebook page, teaching short concepts from Introductory Macroeconomics and walking students through solving problems. Bibliographic reference:

Murray, J. (2012). Pencasts for Introductory Macroeconomics. *Journal of Economic Education*. 43(3): 438.

5. (SOTL project) Lesson study: "Efficient and Effective Feedback: Lesson Study Investigating Feedback on Students' Writing" with Taggart Brooks, Betsy Knowles, Bryan Kopp, and Laurie Strangman

- Grant award: 2013 UWL Lesson Study Grant
- Presented the work at local and national conferences:
 - + Poster at the 2014 UWL Annual Conference on Teaching and Learning
 - + Presentation at the 2013 National Conference on Teaching Economics

6. (SOTL project) Lesson Study: "Investigating Students Thought Processes for Choosing Appropriate Statistical Methods" with Betsy Knowles.

- Grant award: 2011 UWL Lesson Study Grant
- Presented the work at local and national conferences:
 - + Poster at the 2012 UWL Annual Conference on Teaching and Learning
 - + Presentation at the 2012 National Conference on Teaching Economics
- Peer-reviewed publication:
Knowles, E.F. and Murray, J. (2014). Developing Students Thought Processes for Choosing Appropriate Statistical Methods. *Journal of Education for Business*. 89: 389-395

7. Teaching and Learning Book Clubs: Frequent participant in teaching book clubs. We disseminated this valuable experience with a poster presentation and essay titled, "Of Mice and Men: Using a Book Club as a Means to Improve Teaching and Learning," coauthored with Kathryn Birkeland, Betsy Knowles, and Laurie Strangman

- Poster at the 2010 UWL Annual Conference on Teaching and Learning
- Essay published in *The Teaching Professor*, December 2010

8. (SOTL project) Lesson study: "Gender Equality Issues in the Developing World for Macroeconomics Principles" with Kathryn Birkeland in 2010-2011.

Selected video content on real world gender equality issues and developed classroom materials that integrated the content into problems using macroeconomic models for economic development.

Project Idea: Multidimensional Approach to Efficient and Effective Feedback

My goal is to develop a semester-long strategy for providing students efficient and effective feedback in their written work for my undergraduate business research methods class (BUS 230: Business and Economics Decision Making and Research).

I envision a feedback strategy with three dimensions: (1) feedback letters from the instructor on initial drafts, (2) student peer feedback using a carefully designed structured process that involves using rubrics and assignment descriptions, and (3) instructor-student, face-to-face, out-of-class consultations after students have devised writing strategies based on earlier feedback.

I have three goals for my feedback strategy: (1) Give students feedback quickly, so they are most likely and can most effectively use it, (2) Give feedback that encourages guided self-discovery for revisions and corrections, (3) Make it likely that the feedback helps students develop into more confident and capable writers, not just resulting in better drafts.

The first component is a follow up from a lesson study I conducted on designing feedback letters for the students. My colleagues and I created a database of feedback snippets for students writing. The database included common writing suggestions and corrections and also assignment-specific suggestions. For each student paper, we selected a small number of snippets and copied and pasted these into a customized feedback letter which was addressed to the student. This efficient feedback system allowed quick turn-around time from the students' submissions to instructor feedback, maximizing the likelihood students use the feedback. The letters also allowed students to make guided self-discoveries on how they could improve their work. While we found several successes for the strategy, we concluded that this method alone could often be insufficient. In several instances I followed up with face-to-face consultations with students that focused on their specific paper and we discussed strategies for revision.

Finally, I want to design one or more metrics to measure how effective is the feedback process. I want to measure how useful students find each feedback component and how specific and confident students are in their revision plans having received each method of feedback. I am also interested in whether these feedback components complement one another. Finally I am interested in measuring whether students become more capable and confident writers when finishing my class.



November 3, 2016

To: Wisconsin Teaching Scholars Program Selection Committee

From: Taggert J. Brooks, Ph.D.
Chair, Department of Economics

Re: Recommendation for Dr. James Murray for the Wisconsin Teaching Scholars Program

I strongly support Dr. James Murray's application for the Wisconsin Teaching Scholars Program. Dr. Murray has demonstrated a commitment to continually improving his teaching, evidenced in part by numerous curriculum development and SOTL projects that he has completed and disseminated since joining the UWL Economics Department. We also value Dr. Murray's service to the university which aims to improve student learning under all our instructors. He regularly participates or leads in assessment efforts at the department, college, and university levels and he has been a leader in curriculum development efforts at the department and college levels.

I am confident Dr. Murray will make the most of the Wisconsin Teaching Scholars Program and I look forward to learning the details of his next teaching improvement project.

Sincerely,

Taggert J. Brooks, Ph.D.

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James Murray | Curriculum Vitae

Associate Professor – Department of Economics – University of Wisconsin - La Crosse

Employment History

Associate Professor

Department of Economics, University of Wisconsin - La Crosse

July 2014 - Present

Courses include undergraduate principles of macroeconomics, undergraduate business research methods, intermediate macroeconomics, undergraduate field courses in econometrics and money and banking, and MBA-level decision and research methods.

Assistant Professor

Department of Economics, University of Wisconsin - La Crosse

August 2009 - June 2013

Assistant Professor

Dahl School of Business, Viterbo University

August 2008 - June 2009

Courses include undergraduate principles of microeconomics and macroeconomics, undergraduate business statistics, MBA-level management science, and MBA-level research methods.

Adjunct Instructor

Dahl School of Business, Viterbo University

Summers 2010-2011

Summer course in MBA-level business cycle fluctuations

Adjunct Instructor

School of Adult Learning, Viterbo University

Summers 2006-2007, 2009

Summer courses in undergraduate elementary statistics

Education

Ph.D. Economics

Indiana University, Bloomington, IN

August 2008

M.A. Economics

Indiana University, Bloomington, IN

May 2004

M.A. Economics

University of Notre Dame, Notre Dame, IN

May 2002

B.S. Economics

University of Wisconsin - La Crosse, La Crosse, WI

May 2000

Minors in Computer Science, Mathematics, and Statistics

Publications

- [1] Glenn Knowles, James Murray, Michael Hauptert, and Keith Sherony. Shirking in major league baseball in the era of the reserve clause. *Nine: A Journal of Baseball History and Social Policy Perspectives*, 12, 2003.
- [2] Pedro de Araujo and James Murray. Estimating the effects of dormitory living on student performance. *Economics Bulletin*, 20(1):866–878, 2010.
- [3] Pedro de Araujo and James Murray. Channels for improved performance from living on campus. *American Journal of Business Education*, 3(12):57–64, 2011.
- [4] Michael Hauptert and James Murray. Regime switching and wages in major league baseball under the reserve clause. *Clometrica*, 6(2):143–162, 2012.
- [5] James Murray. Pencasts for introductory macroeconomics. *The Journal of Economic Education*, 43(3):348–348, 2012.
- [6] Nicholas Herro and James Murray. Dynamics of monetary policy uncertainty and the impact on the macroeconomy. *Economics Bulletin*, 33:257–270, 2013.

- [7] Elizabeth Knowles and James Murray. Developing students thought processes for choosing appropriate statistical methods. *Journal of Education for Business*, 89:389–395, 2014.
- [8] Pedro de Araujo and James Murray. A life insurance deterrent to risky behavior in Africa. *Journal of Policy Modeling*, 37:548–576, 2015.
- [9] Sloan Komissarov and James Murray. Factors that influence undergraduate information-seeking behavior and opportunities for student success. *Journal of Academic Librarianship*, 42:423–429, 2016.

Grants Awarded to Support Research

- [1] James Murray (principal). Academic benefits of living on campus: A look at peer influences and utilization of university provided resources. UW-L Faculty Research Grant, Amount: \$3,511, 2011.
- [2] James Murray (principal). Fiscal and expenditure multipliers when there are adaptive expectations. UW-L College of Business Administration research grant, Amount: \$3000, 2011.
- [3] James Murray (principal). Labor markets and adaptive expectations: Estimating a new Keynesian model with learning and unemployment. UW-L Faculty Research Grant, Amount: \$4,000, 2012.
- [4] James Murray (principal). Identifying regime switching in adaptive expectations, its causes, and consequences. UW-L College of Business Administration research grant, Amount: \$3000, 2013.

Grants Awarded to Support Teaching and Curriculum Development

- [1] Kathryn Birkeland and James Murray (co-principals). Teaching economic development in principles of macroeconomics. UW-L CATL Lesson Study Grant, Amount: \$1,000, 2011.
- [2] Glenn Knowles and James Murray (principal). Video lessons for graphical modeling strategy in principles of economics. UW-L CATL Teaching Innovation Grant, Amount: \$3,000, 2011.
- [3] James Murray (principal). Online education grant for eco 120: Global macroeconomics. UW-L CATL Online Education Grant, Amount: \$3,000, 2011.
- [4] James Murray (principal). Online education grant for online instructor training. UW-L CATL Faculty Development Grant, Amount: \$500, 2012.
- [5] James Murray (principal), Taggart Brooks, Elizabeth Knowles, Bryan Kopp, and Laurie Strangman. Efficient and effective feedback: A lesson study investigating students' responses and follow-up to feedback on their writing. UW-L CATL Lesson Study Grant, Amount: \$2,500, 2012.
- [6] James Murray (principal), Nabamita Dutta, Lisa Giddings, Michael Hauptert, Wahhab Khandker, and John Nunley. Integrating the economics curriculum through a unified emphasis on critical thinking and communication. UW-L Curricular Redesign Grant, Amount: \$20,000, 2012.
- [7] James Murray and John Nunley (co-principals). Faculty grant development program. Amount: \$5,000, 2013.
- [8] James Murray and John Nunley (co-principals). Pencast lessons for advanced undergraduate economics courses. Kazanjian Economics Foundation grant, Amount: \$34,032, 2013.
- [9] Nabamita Dutta and James Murray (co-principals). Developing students' ability to connect economic modeling to real world issues. UW-L CATL Lesson Study Grant, Amount: \$1,000, 2014.