

Interested in teaching innovation? Become part of a group that offers collegiality, professional development and recognition of your efforts in designing, implementing and evaluating teaching innovation.

Call for Proposals: SoTL Fellowships to Support Teaching Innovation

Faculty participating in course redesign, transitioning to large classes, or using technology in innovative ways are strongly encouraged to apply!

WHO CAN PARTICIPATE

The CSTL Teaching Associates invite full time tenure-track and non-tenure track returning faculty members to participate in the Scholarship of Teaching and Learning Fellows Program (SoTL Fellows), now in its sixth year and funded by FFR. Up to 10 Fellows will be selected. Past SoTL Fellows who have completed projects may apply.

WHAT IS THE SoTL FELLOWS PROGRAM?

Southeast Missouri State University's SoTL Fellows Program is an internationally recognized initiative dedicated to enhancing excellence in teaching and learning. Each year a group of SoTL Fellows is selected according to the provisions of this CFP to work with a committee of peers on projects that seek to improve student learning. A key aspect of the program is the support and reward structure that encourages innovation campus-wide. The SoTL Fellows Program supports faculty members in designing, implementing and evaluating teaching innovation projects, and also provides professional development support for going public with their findings. "Teaching innovation" is broadly defined and includes methods, materials, approaches, or assessments that a faculty member wishes to adapt, adopt or create in a class. Innovations currently in use are eligible. Over the span of an academic year, SoTL Fellows and SoTL Associates work on refining innovations, developing measurement instruments, systematically analyzing results, and preparing projects for presentation and publication. The SoTL Seminars discussed below follow a collegial model that emphasizes group-work and individual consultation. For more information on the Program, please visit the SoTL website at <http://cstl.semo.edu/sotl>.

BENEFITS

- \$500 in Professional Development funds upon completion of the project and full participation in the SoTL Fellows seminar program
- \$500 travel reimbursement to conferences to present project findings
- membership in a collegial community of faculty focused on teaching and learning
- assistance in designing evaluations of student learning
- assistance in preparing the project results for presentation and publication
- accomplishments and professional development relevant to promotion, merit and tenure

PROGRAM REQUIREMENTS

- attendance at initial dinner meetings of April 19, 2011 and May 3, 2011
- participation in the SoTL Seminars (8-10 meetings during academic year, all dedicated to SoTL Fellows project development). This is key to both the successful completion of the project and the collegial processes of the program.
- presentation of projects and findings to other faculty members on campus
- preparation of written project reports that include the impact of the project on student learning
- sharing projects and findings in written form on the SoTL website

HOW TO APPLY

Complete the attached proposal form. The proposed project may be implemented in any course a faculty member teaches, but *must address at least two University Studies Objectives*. Proposals are limited to four double-spaced pages, and must be sent as an email attachment to SoTL@cstl.semo.edu. To facilitate blind peer review, please **DO NOT** put your name on the proposal. Do, however, identify yourself in the email. **Proposals must be received by 9:00 a.m. on April 1, 2011.**

SoTL Snap-Shot: Accomplishments to Date

To date, the SoTL Fellows Program has supported more than 50 Fellowships held by faculty representing 21 departments and 7 colleges on campus. In addition to enhancing the quality of teaching and learning on campus, many of the Fellows have presented their findings at national- and international conferences and through peer-reviewed published work.

Sample projects by prior SoTL Fellows

Mark Langenfeld Health Human Performance and Recreation	Exercise physiology case studies
Lucinda Swartzell Biology	Effect of using case studies to facilitate information transfer for non-major biology students
Linda Tansil Mathematics	Logarithmic Aids: Supplemental powerpoints
Kathy Conway Elementary, Early, and Special Education	Increasing the use of cooperative learning strategies by teacher candidates in K-6 classrooms
Karie Hollerbach Communication	Relationship between student learning styles and learning style instruction students with student attitudes and course performance in MC301
Julie Ray Elementary, Early, and Special Ed.	Tailoring case studies to specific regional experiences of students to improve students' critical thinking skills
Jayanti Ray Communication Disorders	Do students with traditional clinical experience understand scientific methods & evidence based practice better than students immersed in clinical research experience?
Debra Lee-DiStefano Foreign Languages/Spanish	A joint project with Deborah Holzauer focusing on role playing in Model United Nations and a UI100 course
David Probst Physics and Engineering Physics	Measuring the effectiveness of personal response systems in physics courses
Dana Schwieger Accounting and MIS	How will a computerized Decision Support System (DSS) help students make better computer selection for a specified purchase scenario?
Claudia Ruediger Kent Library and Glen Williams Communication	What is the effect of information literacy intervention on student's ability to locate and gather quality information?
Beverly Evans Health and Human Services	Photo scavenger hunt on theories of leisure
Ann Sprengel Nursing	What is the effect of Service Learning Projects (SLP) on increasing awareness of the role of the nurse leader in promoting change?

2011-2012 SoTL Fellows Project Proposal Form

Please answer the following 5 questions in a clear, concise manner using no more than 4 double spaced (font 12) pages.

IDEA

1. Describe a project idea you have to enhance the quality of teaching/learning in your classroom, on-line, in a learning lab, or clinical setting. The project idea may be teaching/learning methods, materials, approaches, or assessments that you wish to adapt, adopt, or create. *(one paragraph)*

GOAL

2. a) What is the main student learning goal for your project? *(one paragraph)*
b) Provide a rationale as to how or why this project will enhance the quality of your teaching *(one paragraph)*
c) Briefly explain how any 2 of the following University Studies' learner objectives relate to your project. *(one paragraph for each objective)*

Demonstrate:

- *Ability to locate and gather information*
- *Capabilities for critical thinking*
- *Effective communication skills*
- *Understanding of human experiences and ability to relate them to the present*
- *Understanding of various cultures and their interrelationships*
- *Ability to integrate the breadth and diversity of knowledge and experience*
- *Ability to make informed, intelligent value decisions*
- *Ability to make informed sensitive aesthetic responses*
- *Ability to function in one's natural, social, and political environment*

STRATEGY

3. What actions are you planning to take to achieve your goals? *(one paragraph)*

IMPLEMENTATION

4. Identify the course(s), semester(s), and the approximate number and level of students relevant to your plan *(two sentences)*

EVALUATION

5. How will you measure or evaluate the success or outcome of your plan? *(one paragraph)*.