

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.

DEADLINE EXTENDED!!!

PROPOSALS DUE APRIL 3, 2009

Call for Proposals: SoTL Fellowships to Support Teaching Innovation

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 fifth 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?

The ultimate goal of the Program is to enhance excellence in teaching and learning, as well as to stimulate and provide a reward structure for teaching innovation campus-wide. The SoTL Fellows Program supports faculty members in designing, implementing and evaluating teaching innovation projects intended to improve student learning. The innovation may be methods, materials, approaches, or assessments that the faculty member wishes to adapt, adopt or create in a class. Innovations currently in use are eligible. This Program creates an opportunity for innovations to be refined, for results to be systematically analyzed, and for projects to be publicly shared through presentations and publications. The SoTL Seminars focus on faculty projects, following 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 (additional travel funds up to \$500 may also be available for this travel from the University Studies Council)
- membership in collegial community of faculty focused on teaching and learning
- assistance in designing evaluations of student learning
- assistance in preparing the project results for publication
- teaching and professional development relevant to promotion, merit and tenure

PROGRAM REQUIREMENTS

- attend initial meetings April 21, 2009 and May 5, 2009 (dinner meetings)
- participate in the year-long seminar focused on further development of projects (8-10 meetings during academic year). This is key to both the successful completion of the project and the collegial processes of the program.
- present projects and findings to other faculty members on campus
- prepare written project reports that include the impact of the project on student learning
- share their 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 11:59 p.m. on April 3, 2009.**

Please reserve the initial meeting dates of April 21 and May 5, 2009 in anticipation of being selected a participant in the 2009-2010 SoTL Fellows Program.

SoTL Snap-Shot: Accomplishments to Date

To date, the SoTL Fellows Program has supported 42 Fellows representing 21 departments and 7 colleges on campus. In addition to enhancing the quality of teaching and learning on the Southeast 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 & Recreation	Exercise physiology case studies
Lucinda Swatzell Biology	Effect of using case studies to facilitate information transfer for non-major biology students
Linda Tansil Mathematics	Logarithmic Aids: Supplemental powerpoints
Linda Keena Criminal Justice	Experiential learning project designed to measure empathy toward the feelings and behavior of criminal offenders
Lees Hummel Theater and Dance	Enhancing the learning capacity of dance students through voice and body rhythm in dance
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?

2009-2010 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, including this page.

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? *(two sentences)*
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, and the number and level of students that will benefit from your plan *(one-two sentences)*

EVALUATION

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