Marquette University
Way Klingler Teaching Enhancement Award
Application (Application Deadline – December 8, 2017)

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The Way Klinger Teaching Enhancement Award is intended to foster the development of effective and sustainable changes and innovations in teaching approaches within specific courses or clusters of courses. This annual award is given to a team of two or more faculty to develop, implement and evaluate a specific teaching project. One award of up to $20,000 will be given to the selected project team for one fiscal year. The award is competitive and will be selected by the Committee on Teaching. Please see pages 5-7 for abstracts of the winning applications 2013-17.

Each year the Provost and Committee on Teaching may identify a particular area of higher priority for projects that meet strategic academic goals to enhance teaching and learning at Marquette. **For this next year, projects featuring innovations that promote high impact educational practices are encouraged. While all types of high impact practices will be considered, applications focused on one of three following areas are especially encouraged: undergraduate research, diversity/global learning, and capstone courses and projects** (see pages 8-9 for more details of high impact educational practices).

The project may start July 1, 2018 and must be completed by June 30, 2019. A final report (3-5 pages) detailing project implementation, along with outcomes (including pedagogical products as applicable) and implications (to the extent available), is due September 1, 2019 to John Su in the Office of the Vice Provost (Zilber Hall 454). Submit electronic report to: john.su@marquette.edu. In addition, a presentation to discuss project findings will be scheduled during through the Center for Teaching and Learning during AY 2019-20.

SELECTION CRITERIA

The Committee on Teaching will review all award proposals using the following criteria:

- The project involves two or more full-time (continuous appointment) faculty members committed to working together to improve student learning in a specific course, cluster of courses or sequenced curriculum.

  - The proposed project is designed to improve student learning through actions such as assessing an innovative teaching approach, implementing a new high impact practice curriculum, or a course redesign project to incorporate best practices for pedagogy. Project faculty professional development in new teaching methods can be an integral part of the project.

  - The project is clearly designed as an action to meet specific student learning needs, evidence of which is identified in the proposal through course and program student learning assessments, and other sources of student performance data.

  - The potential impact of the project should be sizeable as well as sustainable. For example, proposals should provide indicators for institutional impact through the total number of students taking the course; improving student success in required courses with considerable withdrawals, failures, and repeats; and/or a project that is replicable across the university.

  - The project involves multiple approaches to evaluation; the main focus of

evaluation is on improved student learning outcomes.

- The rationale for the project (i.e., "why this course and why this method?") specifically addresses student assessment data and scholarly literature on teaching.

- The budget plan uses resources creatively and there is a clear justification for the funding requested.

WAY-KLINGLER TEACHING ENHANCEMENT AWARD APPLICATION

To apply for a Way-Klingler Teaching Enhancement Award, please use the following template that reflects the main selection criteria that the Committee on Teaching considers. Your application should not exceed 12 pages total and should be typed in Times New Roman, 12pt. font.

Applications are due **December 8, 2017 (noon)**; the award will be announced by February 6, 2018. A complete application consists of:

A. **Project Title:**

B. **Summary**: Please provide a 3-5 sentence proposal summary

C. **Intended Project:** Please describe the project by providing an overview of the project so that the Committee on Teaching can learn how the project will work. Then, under each sub-heading, please answer the specifics listed below.

1. General Overview: Please explain how the project will function and how it is designed to meet specific learning needs.

2. Rationale for the Project: The Committee on Teaching is interested in your answer to the question, "Why this course and why this method?" If possible, please provide specific student assessment data and scholarly literature on teaching that supports your answer to that question.

3. Goals and Outcomes: Please explain what your goals and desired outcomes for this project are. The Committee on Teaching is especially interested in hearing what specific student learning outcomes your project will improve.

4. Assessment of Student Learning: Please explain how you will assess whether the students achieved the desired student learning outcomes. Does your project include multiple approaches to assess student learning? If so, please explain each.

5. Assessment of Additional Goals: If your project has additional goals aside from student learning, please describe how you will evaluate whether the program met these goals.

6. Impact: Please explain the project's anticipated institutional impact. For example, for any of the following that apply, please explain:

   - How many students will benefit from the project;
   - If the impact will be sustainable for new groups of students in the future;
   - How the project may improve student success in required courses that have considerable withdrawals, failures, or repeats; and
   - If the project could be replicated across the university.

7. <u>Innovation</u>: Please explain how your project (1) incorporates an innovative teaching approach; (2) incorporates a high impact practice; or (3) redesigns a course to incorporate best practices for pedagogy.

D. **Faculty Members Involved:** Please list the names, ranks, departments, and colleges of each member of the faculty team. Describe the roles of each faculty member, including who will be the project team manager.

E. **Proposed Timetable:** Please provide a timetable for project development, implementation, and evaluation.

F. **Budget:** Please provide an itemized budget showing the Committee on Teaching how you will use the award money. The Committee on Teaching will evaluate whether your project uses the award money creatively and whether there is a clear justification for the funding requested. For example, please list any of the following applicable to your project:

- Types of expenses (with amount of funds needed for each type of expense);
- Student support stipends;
- Faculty summer salary;
- Course buyouts;
- Professional development support;
- Other sources of available funding; and
- Any other budget items not covered above.

G. **Project Support Agreements:** Along with this application, please attach separate project support agreements from both the department chair and college dean as well as from any outside agencies that you plan to involve in the project (these letters are not considered as part of the 12-page application limit). The Committee on Teaching recognizes that it takes courage to try out new, unfamiliar teaching methods and possibly make oneself vulnerable to peer and student reactions and lower teaching evaluations. As part of the award application, each department chair and college dean should be asked to provide a signed agreement that:

- The project and the faculty team will receive his/her full support;
- Receiving a Way Klinger Teaching Enhancement Award will be considered a strong indicator of quality teaching; and
- The faculty team members will have the option of not including the student course evaluations for any courses involved in the award project in the annual merit review and/or promotion and tenure applications.

Please submit your completed application as a single e-mail attachment (in pdf format) by **noon** on **December 8, 2017** to John Su, Vice Provost for Academic Affairs, at john.su@marquette.edu.

2013-17 Way Klingler Teaching Enhancement Award Winner Abstracts

2013 – Educating Students about Autism: Putting the Pieces Together through an Integrated, Experiential Approach

- Amy Van Hecke, Assistant Professor, Helen Way Klingler College of Arts & Sciences
- Mary Carlson, Adjunct Instructor, College of Education
- Wendy Krueger, Clinical Instructor, College of Health Sciences

This proposal assembles a unique cross-college interdisciplinary team in order to develop a new course, tentatively titled, "Understanding Autism Spectrum Disorders for the Professions." The course will be co-taught and emphasize knowledge and skill-sets necessary and valuable for undergraduate students in Psychology, Education, and Speech Pathology. In addition, students not in these fields will benefit from learned perspectives on neuro-diversity and sensitivity - *cura personalis* - for individuals with autism they will encounter in the everyday world. Finally, participants will develop the ability to work collaboratively as part of a multi-disciplinary team in academic and future vocational endeavors.

2014 - Clear Picture: Looking at Communities from an Art Museum. Cross-Disciplinary, Research-Intensive, Bilingual Undergraduate Modules for Four Classes (SPAN/JOUR) held in conjunction with the Haggerty Museum's "Blue Room Redux" Exhibition.

- Eugenia Afinoguenova, Associate Professor, Helen Way Klingler College of Arts & Sciences
- Pamela Hill Nettleton, Assistant Professor, Diederich College of Communication

In 2014-15, an unusual exhibit will open in the Haggerty Museum. On the surface, the museum will simply celebrate its 30th anniversary by reproducing the first art exhibit at Marquette, the so- called "Blue Room." Yet gaps will be left between items in the exhibit that students will curate and fill as the academic year progresses. As the Fall and Spring semesters unfold, visitors will see new works added and them connections to other works and to concepts of community become more apparent. Held in conjunction with the Haggerty's exhibit "Blue Room Redux," "Clear Picture" adds to it a student-led learning module for improving student research, student experience in writing and presentational skills in Spanish and English, and classroom and group work experience in understanding the role of art exhibits in representing and transforming communities. This experimental project is designed to set an example for future collaborations between different departments and the Haggerty Museum, whose administration has long wanted to transform its mezzanine gallery into an innovative classroom.

2015 - Developing and Implementing Interprofessional Education in the Health Sciences through a Collaborative Learning Approach.

- Mary Jo Wiemiller, Clinical Assistant Professor & Chair, Physician Assistant Studies, College of Health Sciences
- Marilyn Frenn, Professor, College of Nursing; marilyn.frenn@marquette.edu

We propose developing and implementing interprofessional education learning at Marquette University with a broad focus on the health sciences fields via collaboration with the respective

units in Health Sciences, Nursing, Dentistry, and Counseling Psychology and/or Education. This proposal is inclusive of undergraduate, graduate, and professional students, faculty, and administrators of the various mentioned units who will formally participate in interprofessional education activities centered on common applicable themes that cross disciplines and are key components in the students' education, job placement and career success. The learning components to be developed encompass interprofessional education (IPE) modules that can be offered in existing courses in such disciplines, and survey tools to evaluate the students' current understanding and exposure to IPE and to assess their understanding of the learning objectives after the exposure to IPE. Development of the learning modules will be targeted toward common learning themes in which students across disciplines will interact to critically think and problem solve with the goals of broadening their exposure and understanding of other professions, enhancing their individual communication skills, and promoting effective team interactions. The format of the learning modules will include unique methods of teaching such as cross-disciplinary online discussions, patient case-based clinical scenarios, use of the simulation lab, and standardized patients. The ultimate result of achieving such goals directly translates to improved patient outcomes, increased patient safety, and enhanced team communication in the health professional fields. IPE experience has been shown to be favored among employers in the health sciences settings where professionals will undoubtedly interface with other health professions on a daily basis.

2016 - St. Joan of Arc Chapel Investigation and Production/ 4-R Embodied Learning Process

- Catey Ott Thompson, Lecturer of Dance, Diederich College of Communication
- Connie Petersen, Artistic Assistant Professor of Theatre Arts, Diederich College of Communication
- Sarah Wadsworth, Associate Professor, Department of English
- Lynne Shumow, Curator of Education, Haggerty Museum of Art
- Susan Mountin, Project Advisor: Manresa Director.

This proposed project for 2016-17 involves a cross-disciplinary exploration into the life and legacy of St. Joan of Arc. The project will incorporate literature, dance, theatre, and art as a means for understanding and interpreting the significance of Joan of Arc from both a contemporary and historical point of view. We have designed a research to performance method entitled 4R-Embodied Learning Process, which involves 4 steps: Research-Reflect-Resonate-Re-Enact as a 4- dimensional approach to learning. The process looks at investigation from the outside in, and then the inside out to create a final research project that includes a full experience for a student with any type of learning style. The 4R-Embodied Learning Process would then be introduced to other professors, chairs, departments, and schools at MU as a possible method to be used for future Senior Capstones across campus.

2017 – A Community of Practice to Infuse High Impact Practices Across the Cuniculum

- Khadijah Makky, Clinical Assistant Professor, Department of Biomedical Sciences, College of Health Sciences
- Judith Maloney, Clinical Associate Professor, Department of Biomedical Sciences, College of Health Sciences
- Kim Jensen Bohat Director of the Center for Teaching and Learning Service Learning Program
- Amber Young-Brice, Clinical Assistant Professor, College of Nursing

- Jamie Cheatham, Assistant Professor/Head of Acting Digital Media and Performing Arts

This proposal assembles a Community of Practice (CoP) protbssional development opportunity for a critical population of Marquette faculty. Marquette University has a sizable population of full-time clinical faculty, but there are few professional development opportunities that specifically target and support this group. This year-long experience will engage clinical faculty from the College of Health Sciences and the College of Nursing in High Impact Teaching Practices (HIPs), integrated approaches to designing college courses, and the development of Scholarship of Teaching and Learning (SoTL). Faculty participating in the CoP will walk through the development of a collaborative, and integrative capstone course. The development of the capstone course will not only serve as a model for the CoP participants, but also will fill a void in the newly reformed curriculum in the Department of Biomedical Sciences. Finally, participants in the CoP will develop a network in which to work collaboratively as part of multidisciplinary teams in their future academic endeavors.

High Impact Educational Practices

High-impact educational practices are important because they engage students in ways that increase their learning and ability to integrate across experiences. Further they have been shown to be beneficial for students from many backgrounds and increase retention.

High-impact practices, come in many forms, but are effective because they typically demand more considerable time and effort from students and because they often require students to interact with faculty and peers about substantive matters, often over the course of an entire term. They often place students in situations where they experience greater diversity. Frequent feedback is often an integral component of high-impact practices so students are continually learning and thinking about how they can improve performance. High-impact experiences often provide opportunities for students to take their learning outside the classroom and are therefore challenged to integrate, synthesize and apply their knowledge and skills in new ways.

Below is a description of high-impact practices, with the first three being of particular interest with regard to the Way Klingler Award this year (Adapted from: High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter by George D. Kuh, (Washington, DC: AAC&U, 2008). For information and more resources and research from LEAP, see www.aacu.org/leap).

Undergraduate Research
Undergraduate research experiences may be created for students in all disciplines. In doing so, instructors connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Capstone Courses and Projects
These culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

First-Year Seminars and Experiences
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences
The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Service Learning, Community-Based Learning
In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.