

CENTER FOR INTEGRATIVE LEARNING & TEACHING INNOVATION



INTEGRATIVE LEARNING FELLOWS PROGRAM

Call for Applications 2018

ABOUT THE CENTER

The Center for Integrating Learning & Teaching Innovation (CILTI) is essential to facilitating intentional Integrative Learning. CILTI provides a centralized location that brings together resources from across the campus and the larger community to support teaching and learning. It serves as an “Educational Change Agent” and promotes pedagogical approaches and high-impact strategies that lead to integrative learning.

CILTI’s mission is to foster a supportive, creative, and collaborative environment that enhances student success by promoting teaching and learning excellence and professional growth for the faculty community.

In pursuing this mission, the Center’s focus is on four key areas:

- Innovation,
- Teaching Resources,
- Professional Development and Scholarship, and
- Communities and Programs.

OVERVIEW: INTEGRATIVE LEARNING FELLOWS

The overarching goal of this program is to provide faculty with an opportunity to research and/or enhance their understanding of a self-selected pedagogical approach or high-impact strategy that leads to Integrative Learning. The program also supports faculty in generating resources to be made available via CILTI’s teaching resources and developing and delivering professional development sessions based on their research.

Integrative Learning Fellows will complete an application process wherein they will identify their selected research project (pedagogical approach or high-impact strategy) and provide other information as required. Selected Fellows will serve a one academic year term. As a cohort, selected Fellows will participate in regularly scheduled professional development sessions (i.e. a general introduction to Integrative Learning, classroom research design, methods, and strategies, professional development delivery techniques, and publication/document design). All Fellows must provide at least one professional development session to be made available via the CILTI.

ELIGIBILITY

A candidate must:

- Be a faculty member or full-time academic staff.
- Be willing to contribute 3-5 hours per week to project-related activities for the full academic year.
- Have the endorsement of his/her Dean or Department head.

FUNDING

Fellows will be allotted an allowance of \$2,200 each to be used to purchase materials and/or resources (including journals, online access, books, etc.) specific to their research. The allowance may also be used to support participation in a relevant institute, workshop, conference, webinar(s) or other appropriate academic enrichment activity.

Fellows are encouraged to apply for the district's Pay for Performance program. Positive completion of the project will result in an adjustment to base salary. Acceptance into the Fellows program does not guarantee approval of Pay for Performance. Fellows must adhere to and satisfy the criteria of the Pay for Performance program.

APPLICATION PROCESS AND TIMELINE

Call for applications: **September 24, 2018**

Application deadline: **October 05, 2018**

Notification of fellowship: **October 09, 2018**

Fellowship Term: 2018/2019 academic calendar year

EXPECTATIONS AND DELIVERABLES

As a cohort, selected Fellows will participate in regularly scheduled professional development sessions (i.e. a general introduction to Integrative Learning, classroom research design, methods, and strategies, professional development delivery techniques, and publication/document design). Faculty fellows are expected to:

- Develop a project plan that includes a clear project design, a strong link between design and intended outcomes, and high likelihood of the proposer being able to complete the project within the timeline provided. There is a clear statement of learning outcomes along with descriptions of how the activities are designed to affect student learning. Research projects must include action plans and assessment measures.
- Prepare for and participate in all professional development sessions and meetings. Absences from more than two sessions/meetings over the course of the year may result in dismissal from the program.
- Facilitate at least one professional development session to be made available to the campus via the CILTI.
- Submit a final report to the CILTI describing their project and assessment of the outcomes. These reports will be published via CILTI (i.e. web page, faculty portal, etc.).
- Provide leadership/guidance related to their chosen selected pedagogical approach or high-impact strategy.

APPLICATION GUIDELINES & REQUIREMENTS

The Integrative Learning Fellows Program is designed to allow fellows to research and/or enhance their understanding of a self-selected pedagogical approach or high-impact strategy that leads to Integrative Learning. Generally, projects are developed and implemented during the fellowship year. All projects should include classroom research and/or measurable goals or assessment measures. All candidates must submit a complete application, which includes a declaration of support from their school Dean or Department Lead.

Integrative Learning Practices

Pedagogical Approaches	High-Impact Strategies
<ul style="list-style-type: none">• Active Learning• Cooperative Learning• Problem-Based Inquiry• Service Learning• Thematic Courses• Discovery-Centered Learning• Experiential Learning	<ul style="list-style-type: none">• Study Abroad• Signature Work• Capstone Projects• Learning Communities• Interdisciplinary Courses and Programs• Internships• Community Service• First-Year Seminars and Experiences• Undergraduate Research• Diversity Studies/Global Learning• ePortfolios• Case Study• Shadowing• Common Book• Public Performance

REVIEW PROCESS AND SELECTION CRITERIA

CILTI leadership and/or the Integrative Learning Council will review the applications.

Applications will be evaluated according to the following criteria:

- **Merit:** The purpose, objectives, timeline, and work proposed in the project plan exemplifies merit and soundness.
- **Topic & Scope:** The topic and scope of the project satisfies the purposes and parameters of the program and leads to intentional Integrative Learning practices. The project must be new and imminent; it cannot be based on previously employed activities, projects, or practices.
- **Student Learning Outcomes:** The project will provide for the enhancement of student learning outcomes and the student learning experience.
- **Institutional Outcomes:** The project will provide for the enhancement of institutional outcomes commonly affected by Integrative Learning (i.e. retention, academic performance, completion, mastery of core curriculum objectives).

For more information: Center for Integrative Learning & Teaching Innovation
Director: Sha-shonda Porter, PhD, MFA
Location: A-105
Email: rlcCILTI@dcc