

**Marquette University**  
**Way Klingler Teaching Enhancement Award**  
**Application (Application Deadline – December 7, 2018)**

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**The Way Klingler 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 2013-18.

Each year, the Provost and Committee on Teaching may identify particular areas of higher priority for projects that meet strategic academic goals to enhance teaching and learning at Marquette. For this next year, the Committee is particularly interested in proposals that support:

**a. The theme of The Marquette Forum: Democracy in Troubled Times**

For example, projects might address:

- The promotion of civil discourse and development of trust across diverse members of the Marquette community
- Hispanic Serving Institution Initiative
- Diversity Initiatives
- Coursework that reflects the intellectual contributions and experience of African American, Latina/o/x, and Indigenous American communities

**b. Marquette Core Curriculum**

For example, proposals might support:

- Development and integration of Discovery Tier courses, Engaging Social Systems and Values course, Methods of Inquiry courses, or other aspects of the new university core

**c. Campus initiatives underway**

For example, proposals might support:

- Projects arising from the University Strategic Plan
- Partnerships with the community
- Development of electronic badges
- Enhancement of career readiness for all students

**d. Professional development of faculty and instructors across campus around a particular dimension of teaching.**

For example, proposals might support:

- Development of “communities of practice” among instructors of various professional levels (faculty, instructors, graduate students) who wish to enhance a their teaching together by engaging in workshops, journal clubs and/or other activities around a particular aspect of teaching.

The project may start July 1, 2019 and must be completed by June 30, 2020. 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, 2020. Submit electronic report to John Su, Vice Provost for Academic Affairs: [john.su@marquette.edu](mailto: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 7, 2018 (noon)**; the award will be announced by February 5, 2019. 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. **Innovation:** 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 7, 2018** to John Su, Vice Provost for Academic Affairs, at [john.su@marquette.edu](mailto:john.su@marquette.edu).

## **2013-18 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 30<sup>th</sup> 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 their 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](mailto: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) professional 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.

***2018 - Development of an Interdisciplinary Curriculum to Advance Graduate-Level Research Training***

- Lynne Knobloch-Fedders, Assistant Professor of Counselor Education and Counseling Psychology, College of Education (Project Team Manager)
- Mauricio Garnier-Villarreal, Research Assistant Professor of Nursing, College of Nursing
- Brooke Magnus, Assistant Professor of Psychology, Klingler College of Arts and Sciences.

This project is designed to develop and implement an interdisciplinary curriculum to advance the sophistication of graduate-level research training via collaboration among three participating academic units: the Department of Counselor Education and Counseling Psychology (CECP) in the College of Education; the College of Nursing; and the Department of Psychology in the Klingler College of Arts and Sciences. This initiative will expand the range of innovative, interdisciplinary course offerings in advanced research methods and quantitative data analysis, as well as create new learning tools for these courses. It will also establish a collaboration among participating faculty from each academic unit to promote best practice pedagogy and support professional development.