# Marquette University

**Way Klingler Teaching Enhancement Award Application (Application Deadline – December 4, 2020)**

**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 6-8 for abstracts of recent winning applications.

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:

1. **The theme of The Marquette Forum: acknowledging and healing the wounds of racial injustice**
	* The committee is especially interested in encouraging proposals that pursue unchartered pathways, especially those that build bridges between communities and promote cultural diversity and anti-racism in practice.
2. **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
1. **Campus initiatives underway**

 For example, proposals might support:

* Projects arising from the University Strategic Plan
* Partnerships with the community
* Enhancement of career readiness for all students
1. **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 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, 2021 and must be completed by June 30, 2022. 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, 2022. Submit electronic report to John Su, Vice Provost for Academic Affairs: 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 2022-23.

**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 4, 2020 (noon)**; the award will be announced by February 5, 2021. A complete application consists of:

# Project Title:

1. **Summary**: Please provide a 3-5 sentence proposal summary
2. **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.
3. **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.
4. **Proposed Timetable:** Please provide a timetable for project development, implementation, and evaluation.
5. **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.
1. **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 4, 2020** to John Su, Vice Provost for Academic Affairs, at john.su@marquette.edu.

**Recent Way Klingler Teaching Enhancement Award Winner Abstracts**

***2020-Bringing Mass Incarceration into the Classroom: Expanding the Blended Course Model***

* Dr. Darren Wheelock, Associate Professor of Social and Cultural Sciences
* Dr. Theresa Tobin, Associate Dean for Academic Affairs and Student Development
* Dr. Robert Smith, Harry G. John Professor and Director of CURTO
* Ms. Xhelili Ciaccio, doctoral student, Department of Philosophy

This proposal seeks to build on existing efforts at Marquette to address mass incarceration and reentry in the Milwaukee area. Specifically, it proposed to expand “the blended-course” model that brings traditional Marquette students into the classroom with currently/formally incarcerated students (C/FI students). Currently, only one such course is offered at Marquette University, PHIL 4931: Narrating Freedom: Gender, Race, and Mass Incarceration. This proposal outlines efforts to increase the number of blended courses to four by the spring of 2021. Expanding blended course offerings advances efforts by a broader coalition of Marquette faculty and staff to generate programs that both educates a chronically underserved population and exposes traditional Marquette students to the lived experiences of individuals that are/have been incarcerated. This blended course model is a high impact educational experience for both types of students but also creates pathways to higher education for current and released prisoners, a group that is severely underrepresented in educational attainment beyond high school.

***2019 - Promoting health equity through a community of practice and public health education.***

* John Mantsch, Professor and Chair, Biomedical Sciences, College of Health Sciences
* Joseph Byonanebye, Clinical Assistant Professor, Biomedical Sciences, College of Health Sciences
* Nilanjan Lodh, Assistant Professor, Clinical Laboratory Science, College of Health Sciences
* Joshua Knox, PA-C, MA, Clinical Associate Professor, Physician assistant Studies, College of Health Sciences

The widening disparities and inequalities in health across racial, ethnic, and socioeconomic groups represents one of the most significant challenges faced by modern society. Consistent with our mission, vision, and guiding values, Marquette University has a unique opportunity to address health inequity by educating the next generation of leaders in health-related fields. Building on the momentum of recent initiatives focused on raising awareness of and addressing health disparities (e.g., the SWIM initiative), as well as campus-wide strengths in health equity-related areas, this teaching enhancement award application brings together an interdisciplinary team of Marquette educators and community partners with the goal of promoting teaching and learning related to health equity. The award will enable the establishment of the following two interrelated entities: 1) a Community of Practice (CoP) that will bring together public health and global health-focused faculty members from across campus as well as nonacademic partners from the Milwaukee community and beyond to a) address current and future public health challenges, that can be met through education; b) develop curricular innovations and fill curricular gaps at Marquette in the areas of public health and community health; c) determine and implement best practices related to public health instruction; and d) identify ongoing scholarly activities and community initiatives that may provide opportunities for Marquette students. 2) a new interdisciplinary minor in public health with two tracks: one focused on global health and the other focused on community health issues in greater Milwaukee. The minor will include access to high-impact, “experiential” learning activities in the field of public health, such as service learning, internships and undergraduate research opportunities.

By creating a formal community focused on health equity education, this proposal will leverage the diverse interdisciplinary strengths and perspectives at Marquette and in the broader community to inspire and prepare our students to serve as future leaders in the battle against health disparities and inequalities as well as advocate for health equity.

***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.

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

* 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.