2017-2018 Student Success Faculty Fellows Program

**Rationale:** To encourage adoption of evidence based approaches to improve student learning (e.g. see Chickering and Ehrmann 1996, Pascarella & Terenzini 2005, Taylor & Parsons 2011) we seek proposals from TAMU faculty for projects to pursue transformational goals for their teaching, with the expectation that these fellows will identify ways to bring what they learn back to their department and college. While we expect the faculty member’s goals will likely be associated with targeting aspects of a course, other projects consistent with the associated Center for Teaching Excellence (CTE) support may also be funded. *(Feel free to contact us at CTE@tamu.edu to review any non-course transformational goal for teaching in support of student success.)*

**Eligibility:** TAMU Faculty of any ranks are eligible so long as they can commit to the time necessary for the CTE consultations and programming involved. Participants who progress through the program will receive quarterly bursary payments totaling $10,000 for use as they choose to support their teaching.

**Application Deadline:** Proposals are due to the CTE *(CTE@tamu.edu)* by Friday, December 1, 2017. A panel of faculty and CTE consultants will conduct the final review of proposals received to identify projects for funding.

**Proposal Content:** Applicants should compose a 2000 word or less description of 1) their transformational learning goal and 2) their plans for communicating their results to their department and college.

Successful proposals indicate how they will incorporate no fewer than three of the following elements:

- Student-faculty Interaction
- Collaboration with Peers
- Active Learning & Exploration
- Assessment for Learning (Formative Assessment Approaches) with Prompt Feedback
- Significance & Time on Task
- Challenging Instruction & High Expectations
- Universal Design & Multimedia

**Associated Programming:** Grant recipients will participate in faculty development workshops (as illustrated in the attached table) in support of producing the changes associated with their transformational goal:

- **What you will Read** – Items from the literature on learning that relate to change and the challenges/questions articulated in your proposal
- **What you will View** – Videos connected to your areas of interest
- **What you will Write** – Responses to reflection questions based on what you read, view, events attended, and other activities.
• **What you will Develop** – Specific deliverables for your course like the course guide, updated course syllabus, active learning opportunities, etc.
• **What you will Create** – a plan for peer professional development and practice sustainability
• **What you will Share** – Your experience with peers in the Texas A&M University community during the annual Transformative/Transformational Teaching Conference 2019

Participants will generate **deliverables** that document the evidence-based approaches they design:

- **Completed Course Guide** – summary of course with incorporated changes, supports sustainability plan
- **Revised Syllabus** – updated to reflect course redesign, demonstrates progress by comparison to previous version
- **Course Design Portfolio** (annotated) of course activity, assignment, and assessment changes – compiled evidence of change to share, supports reporting and sustainability plan
- **Reflection** on all events and activities – written responses to motivate reflection on process and create annotation for portfolio, supports reporting and sustainability plan
- **Analysis of student learning outcomes, assessment outcomes, and feedback** – indicator of success, points to next steps
- **Plan for sustainability** – promotes reflection on process and articulates specifics of sustainability
- **Poster, presentation, and article** (internal publication or peer reviewed journal depending on the project) on process and outcomes – This minimum level of Scholarship of Teaching and Learning (SoTL), provides a "by when" for completion, facilitates sharing of project outcomes with TAMU community (e.g. department, college, university).

• Fellows are expected to exhibit their plans at the 2018 Transformational Teaching and Learning Conference (poster session dedicated to teaching grants).

**Expected Timeline:**

- Due December 1, 2017 by 5PM [CTE@tamu.edu](mailto:CTE@tamu.edu)
- Decisions communicated by December 15, 2017
- Between December 16th and the beginning of the spring 2018 semester – Each faculty member will participate in an individualized planning meeting with the CTE Student Success Faculty Fellow consultants.
- Spring semester 2018 the fellowship year begins, it ends at the end of the Fall 2018 semester.
• Bursary payments of $2500, contingent upon progress, will occur quarterly. Progress will be based upon an individualized schedule set up during the initial consultation pre-award.

Payments are likely to resemble:

- **mid-January 2018** – contingent upon completion of the consultation and a clarified plan
- **early-May 2018** – contingent upon expected milestones in clarified plan and progress with respect to the associated workshops chosen (established during the plan clarification)
- **mid-September 2018** - contingent upon expected milestones in clarified plan and completion of all associated workshops
- **early-December 2018** – contingent upon completion of the portfolio agreed deliverables

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