

NOTICE

This short video explains the four FLC options and answers basic questions. Please contact the Davis leaders below for more specific questions related to a specific Faculty Learning Community.

2023 DAVIS FELLOWS

REQUEST FOR PROPOSALS

In July 2018, the University of Hartford was awarded a grant of \$192,780 from the Davis Educational Foundation. This funding annually supports three different faculty learning communities (FLCs), of ten faculty members each, who are looking to integrate high impact practices (HIPs) or essential learning outcomes (ELOs) in one of their courses. This year, we are excited to have additional funding to include a 4th FLC that is responsive to feedback from previous Davis FLC participants. This Scholarship of Teaching and Learning (SoTL) Continuation FLC will allow faculty who have conducted a SoTL study but have not yet presented/published it publicly to work on a manuscript draft and/or presentation proposal for a specific journal or conference. This additional FLC is open to all previous Davis fellows and will provide participants with the structured time and support required to share their experiences with others.

For each of the four HIP/ELO learning communities, we seek faculty from various disciplines to form a collaborative, supportive group focused on cross-disciplinary dialogue, structured activities, and reflection in explicitly building and assessing student skills and knowledge. Faculty will create new, or revise existing activities, assignments, assessments and syllabi that deepen both students' awareness of and proficiency with identified course learning outcomes connected to the identified HIP/ELO or innovative practice. All faculty participants--regardless of the faculty learning community-- will also receive support in the design of a scholarship of teaching and learning (SoTL) project to systematically study the effectiveness of their curricular or pedagogical revisions. Both full-time and regular part-time faculty are invited to apply.

During the 2023 calendar year the four faculty learning communities will focus on the following:

(1) Enhancing the First-Year Experience: Writing, Belonging, and Writing to Belong

(Facilitator: Beth Richards, brichards@hartford.edu)

Students' sense of belonging in and to the university community develops not only through social activities but also through academic ones. This FLC will allow participants to explore the research and examine their own practices for helping students develop resilience and a growth mindset in academic work, with an emphasis on using writing assignments (often a point of perceived "failure" for many students) as a way of helping students develop and deepen their sense of belonging. Our emphasis will be on first-year courses but faculty teaching at other levels are welcome.

(2) Experiential Learning

(Facilitator: Rebecca Ranucci, ranucci@hartford.edu)

The experiential FLC is focused on connecting theory to practice through authentic experiences in and out of the classroom, such as service learning hours and internships. Participants will study how program and course learning goals are impacted by experiential teaching and learning practices.

(3) Teamwork/Collaborative Projects

(Facilitator: Donna Menhart, menhart@hartford.edu)

This supportive FLC will guide instructors from identifying appropriate course objectives to incorporating teamwork/collaboration to measuring student growth. The community will also share best practices of ways to make collaboration and teamwork work better within your course.

(4) SoTL Continuation (priority given to former Davis, FLC participants)

(Facilitator: Sheetal Sood, sood@hartford.edu)

Scholarship of Teaching and Learning (SoTL) involves a systematic inquiry of one's own teaching and learning practices. It not only allows instructors to reflect on and improve their own teaching, but also allows for broader understanding of student learning to improve overall student outcomes. This additional FLC would be open only to those who were previously supported as a Davis fellow for the past four years and will provide participants with structured time and support required to share their experiences with others. If you are interested in commencing a new SoTL project, please select the Writing to Belong or Teamwork/Collaborative options.

Faculty participants in this project will be expected to attend a two-day workshop on January 10-11, 2023, as well as monthly meetings during the academic year (January 2023-January 2024) to exchange ideas, share resources, and brainstorm solutions to problems. In addition, project leaders will guide faculty in developing a group, SoTL project related to their initiative.

Each participant will be awarded \$1,000 for participating in all FLC meetings, working on an assessment plan, serving as a resource for departmental colleagues, and submitting project data.

FLC Fellows will also be eligible to apply for a \$1,000 travel grant for presenting their SoTL project results at a conference. Moreover, FLC Fellows will be invited to share their work with department, school/college, and university colleagues at venues such as college meetings, CTEI Learn@Lunch workshops, and/or the annual Curriculum Festival.

Applications will be accepted through September 30, 2022.

Please provide the following information by completing the application form here: [Click here for Davis Fellows Application](#). **Please do not email your responses.** *The information below is included here for you to prepare in advance for answering application questions at the link. We recommend you create a Word doc with the following information. You can share the doc with your dean and department chair for approvals. Then you can copy/paste into the Office Form at the link just above.*

1. Background Information.

- Name
- Email
- Department
- Fall 2023 course title and number for the course that will be the focus of this project.
- Is this course a requirement for a major? Y or N. If Y, which major/program?
- Expected/typical Course Enrollment Number?
- Please indicate if your course includes one of the six HIPs or Writing Intensive Courses (WICs) identified for your program. If Y, which one of the six?
- Finally, please include the faculty learning community (FLC) for which you are applying (from the numbered list above). If you wish to apply for more than one, be sure to rank order your preference.

2. Answer ONLY if applying for SoTL Continuation FLC: At what stage in your SoTL project are you? In which previous Davis FLC did you participate? Is your hope to draft a partial manuscript or submit something to a conference or journal? Are you working with a co-researcher or alone? What are your goals for participation in this SoTL FLC? How can this FLC support you?

- 3. Your HIP/ELO Problem or Question (SoTL Continuation FLC Applicants, skip this question):** What current problem do you have in your course (in regards to experiential learning, teamwork/collaborative projects, or first-year experiences/writing) that you are hoping to address? What specific student skills need development or improvement?
- 4. Your Goals for Student Learning (SoTL Continuation FLC Applicants, skip this question):** What is your goal for improving student learning during the fall 2023 semester as a result of this project? Share some early thinking or preliminary plans you have in mind for improving the skills the HIP/ELO support in your course. [**Note:** These are subject to change as faculty participate in the workshop to develop their plans.]
- 5. Your department chair AND dean approvals are needed.** If you have copies of their approvals at time of submission, you can submit them right into application form. If you do not have them at submission or if you have not created a Word doc and are working directly within the application form link, you can print a pdf of your answers just after submission. You will then need to email to us your dean and chair approvals. Once you submit answers at the link above, you will see a button that says, "Print or Get PDF of responses." Either print to PDF or save PDF and email to dean and department chair for approval. Once they reply, forward that approval emails to CTEI@hartford.edu with subject line "Davis Fellows Approval".

Thank you!

Julie Sochacki and **Jim Shattuck**

HIGH IMPACT PRACTICES LEARNING CRITERIA

Guidelines for **Collaborative Assignments or Projects** to Count as HIP

- 1) The collaborative assignment or project must be embedded in a credit-bearing course.
- 2) The collaborative assignment or project must count for at least 20% of the final grade in the course.
- 3) Student teams should be presented with a real-world problem to solve, whether that problem is the interpretation of a string quartet, or a business plan, or the design of a museum exhibit, or an advertising campaign, or a software need, or an engineering design problem.
- 4) Students on a team must be required to evaluate each other's performance as team members.
- 5) The project must be presented in some way, either within the course or in some public forum.

Guidelines for **Service or Community-Based Learning** to Count as HIP

- 1) The service-learning project or community-based learning project must be embedded in a credit-bearing course.
- 2) The service project must be related to the subject matter and learning goals of the course.
- 3) The service project must address a genuine community need and should be formulated with the assistance or input of that community.
- 4) Some of the course assignments and teaching strategies must be tailored to integrate the service work into the fabric of the course by demanding that students reflect on the relationship between that community-based work and the course content. Thus, students might be asked to keep a journal in which they reflect on the relationship between what they are learning in class and the community work they are doing, or write a case study or an observation paper based on their service work, or conduct research on a historical topic or a public policy issue related to their community work, or develop a class presentation relating their service experience to key concepts explored in the course.

Guidelines for **Internships** to Count as HIP

- 1) The internship must be an academic internship for which students receive academic credit.
- 2) The student, the supervising faculty member, and the site supervisor must agree upon and sign a learning contract detailing the expectations of all parties.
- 3) Students must meet regularly with the supervising faculty member.
- 4) The supervising faculty member must visit the internship site at least once during the course of the internship.
- 5) Students must maintain a journal or some like record of their reflection on the internship experience, and they must receive regular feedback on that written record from their supervising faculty member.
- 6) Whenever possible, the student should meet regularly with other students enrolled in the same internship course, and those meetings should be conducted by the supervising faculty member. The meetings might be face-to-face or virtual.

[Click for AAC&U Rubrics and Descriptions for ELOs and HIPs \(p. 29 for Teamwork\)](#)