University of Tennessee at Chattanooga
ThinkAchieve Faculty Fellows Program 2014-2015

Overview

This program is designed to engage faculty members who are master teachers to work with a cohort of faculty for one year on a teaching and learning topic that meets the goals of ThinkAchieve: Creating Connections. The goal of ThinkAchieve is for UTC students, over the course of their university experience, to increase their overall critical thinking skills, as exhibited by the ability to identify, evaluate, and interpret information; solve problems, develop innovative solutions through creative thinking; and communicate ideas and information effectively.

Faculty members are integral players in promoting student critical thinking skills through the implementation of innovative classroom and experiential activities that promote active learning. To stimulate this process, the ThinkAchieve Faculty Fellows program will provide an opportunity for cohorts of faculty to learn from Faculty Fellows Leaders through a one-year program that involves a workshop, meetings through the academic year, and a group campus presentation on their teaching and learning topic related to critical thinking.

Faculty Fellows Leaders will be selected through a competitive application process. These Leaders will announce their cohort topics and descriptions, and interested faculty will apply for their topic of choice. A broad representation from the Colleges will be a priority in the selection process for both Leaders and Cohort Participants.

Faculty Fellows Leaders will provide a transformative learning experience for their Cohort Participants, starting with an initial ½ day workshop in May 2014. This workshop will be followed by at least three meetings of the cohort during each semester of the 2014-15 academic year. Each Faculty Fellows cohort will give a campus-wide presentation about their work in May of 2015. Leaders will be provided with a small budget for materials and supplies for their cohort's activities.

Timeline

<u>Faculty Fellows Leaders</u>

- Application call for Faculty Fellows Leaders – by October 15th
- Application Deadline – November 15th
- Selection Announced – December 15th

<u>Faculty Fellows Cohort Participants</u>

- Application call for Faculty Fellows participants – by January 15th
- Application Deadline – February 15th
- Selection announced – March 15th

Compensation

Faculty Fellows Leaders
$1,000 upon leading ½ day workshop (May 2014)
$1,000 upon leading 6 meetings during academic year & group campus presentation in May 2015
$ 250 supply budget
$2,250 total each

Faculty Fellows Participants
$100 upon participation in ½ day workshop (May 2014)
$400 upon participation in 6 meetings during academic year and group campus presentation in May 2015
$500 total each

Application Process

Faculty Fellows Leaders
Faculty members interested in leading a cohort should complete the application cover sheet and follow the instructions to complete an application. This application requires submittal of the program proposal, applicant's C.V., teaching philosophy, and a letter of support from the Department Head, Associate Department Head, or Dean. Applications will be considered by the ThinkAchieve Faculty Awards Committee using the ThinkAchieve Faculty Fellows Selection Rubric shown on the next page.

Faculty Fellows Cohort Participant
Faculty members interesting in participating in a cohort can submit an application that will be disseminated in January 2014.

2014 – 2015 ThinkAchieve Faculty Fellow Leaders Selection Rubric

	Levels of Achievement		
Criteria for Proposal Evaluation	**Ideal** 5 points	**Acceptable, but needs work** 3 points	**Not Acceptable** 0 points
Significance of the teaching and learning topic for meeting the student learning outcomes of ThinkAchieve through the training and mentoring of faculty.	Clearly articulates how the program will further ThinkAchieve student learning outcomes through the training and mentoring of faculty. Teach and learning topic is supported by current literature.	Notes how the program is related to ThinkAchieve student learning outcomes, but the topic is not clearly described and/or supported by the current literature.	Does not demonstrate how the program will further ThinkAchieve student learning outcomes and/or does not describe the topic or support it with current literature.
Program proposal identifies an instructional plan that will be implemented with specific learning outcomes for the cohort faculty.	Proposal provides an instructional plan that is feasible for the time frame of the program. There is clear congruence between the instructional plan and intended learning outcomes. In-depth learning outcomes for the faculty are clearly stated.	The instructional plan is good, but is either not feasible for the time frame of the program or does not provide learning outcomes that are fully congruent with the instructional plan.	Instructional plan does not include faculty learning outcomes, or is a mismatch with intended faculty learning outcomes.
The program proposal includes an assessment plan that will assess whether the program has achieved its desired outcomes.	Includes an in-depth assessment plan with process and outcomes assessment measures.	Includes an assessment plan, but not fully developed. May be lacking either a process evaluation or an outcome evaluation plan.	There is little or no plan for assessment or the plan is unclear.
The proposal demonstrates that the applicant has experience with the proposed topic/strategy, the applicant is motivated, and the applicant has departmental and/or college support.	Applicant demonstrates relevant and extensive experience with the proposed teaching and learning topic/strategy. The applicant and the department/college are highly motivated and committed to the project's success.	Applicant demonstrates some experience with the proposed teaching and learning topic/strategy. The applicant and department/college demonstrate some level of commitment to the project's success.	The applicant's experience with the proposed topic/strategy is either not explained, or does not seem to be sufficient to lead a cohort. **And/Or** The applicant and department/college motivation and commitment to the project's success are unclear.