



Wagner Teaching Fellows

2024 Call for Proposals

Overview

The Wagner Teaching Fellows Program was established in 2018 to stimulate and support the pursuit of new practices that enhance the learning experiences of Carthage students. Wagner Teaching Fellows are faculty selected through a proposal process to advance pedagogical practices at Carthage through an affiliation with the Teaching Commons. Teaching Fellows pursue projects that involve implementing new pedagogical practices in their own classes or creating new educational development opportunities and resources to support teaching excellence among colleagues.

Fellows engage in focused inquiry over the summer months and early fall semester and implement, evaluate, and share new practices in fall, J-term, or spring semesters. This schedule may vary for two-year projects. Projects conclude with disseminating results to the Carthage community and potentially beyond in formats appropriate to the nature of the work and audience. Fellows may propose one- or two-year projects.

General Information

1. Time commitment: Fellows determine how best to distribute their work across the school year and summer while adhering to deadlines. Fellows will meet together with the TC Co-Directors periodically to discuss progress on their projects. Fellows will also be expected to share their work with colleagues through TC sessions as arranged with the Co-Directors.
2. Stipend: Fellows will receive a stipend of \$2,000 per year. One stipend will be paid per project. Projects may involve more than one faculty member, in which case the stipend will be divided among the Fellows. No additional funding is provided for expenses.
3. Number: As many as three qualified projects will be funded for 2024-2025/26.
4. Eligibility: All full-time faculty are eligible for the Fellows Program.
5. Proposal Deadline: June 5, 5 p.m.
6. Proposal Outline: The proposal outline is provided in a separate document.
7. Time commitment: Teaching Fellows are expected to dedicate adequate time to their projects and share their results with the campus. Given the considerable responsibilities and expectations inherent in a faculty role, dedicating time to Fellow-related work may require some re-balancing of schedules and priorities. In submitting a proposal, you are indicating your ability to meet expectations for Fellows.

Project Options for 2024-2025/26

Pedagogical Practice projects involve adopting and assessing new classroom practices intended to enhance one or more aspects of student learning and success. Through reflection on experience, reading and synthesis of professional literature, and consultation with peers at Carthage and other institutions, Fellows will establish a knowledge base of new practices that enhance student learning and facilitate a positive classroom experience. Projects may focus on the over-arching design of a course, specific practices or strategies for conducting a class, or broader topics such as fostering engagement, increasing self-directed learning, or facilitating a sense of community among class members. The term pedagogical practice is inclusive of a broad range of topics and practices, and interested faculty may find it helpful to share their ideas and solicit feedback from a previous Fellow or Co-Director Jackie Easley (jeasley@carthage.edu).

Fellows design, implement, and assess new practices through methods common to the Scholarship of Teaching and Learning, which may include securing IRB approval for data collected as part of the assessment process. Fellows may design projects that include other faculty and their classes, as well as their own. Products for dissemination include a concise summary of the knowledge base for the new practice, the methods and results of classroom implementation, and the reflections of the Fellow at the conclusion of the project.

Pedagogical practice projects may be proposed for a one or two-year period.

Educational Development projects involve research and development of new programs or resources designed to guide the adoption of new practices by all or a significant cohort of faculty. Through reflection on experience, reading and synthesis of professional literature, and consultation with peers at Carthage and other institutions, Fellows will establish a knowledge base that forms the rationale when encouraging colleagues to adopt a new practice. Because educational development projects involve engaging faculty in the process of adopting a new practice, they require the selection of a topic of importance to a significant number of faculty and may include working collaboratively with colleagues, offices, or committees whose work is also focused on the topic. Examples might include new programs or resources on topics such as leadership, mentoring, blended learning, advising, reflective practice, inquiry-based learning, or supporting part-time faculty, where new practices could enhance or complement those already in place. The term educational development is inclusive of a broad range of topics and practices, and interested faculty may find it helpful to share their ideas and solicit feedback from Co-Director Jackie Easley (jeasley@carthage.edu).

Fellows design, implement, and assess the impact of new educational development programs through methods common to the Scholarship of Application or the Scholarship of Teaching and Learning, and may include securing IRB approval for data collected as part of the assessment process. Products for dissemination include a program or resource and a plan for sustaining its presence after the completion of the project period.

It is recommended that educational development projects be proposed for a two-year period to allow for adequate collaboration with colleagues, offices, and committees and the opportunity to pilot new programs or resources and refine a final product.

Guiding Questions for Selecting a Project Topic

Projects may address one of a broad range of pedagogical practices related to teaching and learning, the development of teaching expertise, or the realization of a thriving community of practice. Projects may be designed to address an identified concern or involve the investigation of new theories or pedagogies to expand our understanding of the dynamics of the teaching-learning process.

The following are guiding questions for selecting a project topic:

1. Is this a topic I am familiar with and am compelled to deepen my understanding and pursue a level of expertise?
2. Can I define and explain the topic in such a way that my colleagues understand it?
3. Can I draw from an existing or emerging knowledge base (e.g., research) on the topic?
4. Is the topic sufficiently deep or broad to warrant a year (or two) of inquiry and exploration?
5. Can my study of this topic yield a new practice I can realistically implement in the fall, J-term, or spring semester?
6. Could my work on this topic impact not only my own practices but also those of colleagues in my department or discipline, or the larger teaching community at Carthage?