



## Application for the TEK Faculty Fellows Program

TEK and the Center for the Enhancement of Learning and Teaching (CELT) are pleased to invite applications for the first cohort of TEK Faculty Fellows for the 2023-2024 academic year.

### Purpose and Mission

Critical to implementing transdisciplinary educational approaches, TEK is leveraging the expertise of faculty in preparing students with the targeted transdisciplinary skills for the workforce and for advancing Kentucky. The purpose of TEK Faculty Fellows is to support faculty in: (1) developing new transdisciplinary courses, and (2) redesigning existing courses to focus on one or more essential employability skill as outlined in the TEK Student Learning Outcomes. A Faculty Learning Community (FLC) has been established for TEK Faculty Fellows to support faculty professional development. Both tracks of faculty development follow an annual cycle and cohort design whereby faculty apply during the preceding spring semester, engage in preparation over the summer, and participate in a faculty learning community (FLC) beginning in August and finishing in May.

### Track 1: New Course (TEK 200: Discover)

TEK Faculty Fellows who are selected for Track 1 will develop course sections for TEK 200: Discover and will teach those sections during the spring 2024 semester. These course sections will address all TEK Student Learning Outcomes and include the following elements:

- Team development and team teaching by faculty from two or more disciplines
- Meaningful integration of one or more community partner(s) and/or experts from the workforce
- Critical problems, topics, or opportunities important to Kentucky (and beyond)
- Multiple points of view (e.g., theories, methods, perspectives, experiences) for problem solving
- Collaborative behaviors and dispositions (e.g., understanding cultural and societal differences and their relation to multiple viewpoints)
- Scaffolded opportunities for reflection and metacognition
- Transferrable or employability skills (e.g., communication, teamwork)
- Assessments/deliverables including (1) regular student reflections on process and growth throughout the semester and (2) a team-based project exploring a critical issue from multiple perspectives. Student products from the assignments will be used as part of TEK assessment

## Track 2: TEK Skills—Redesigned Undergraduate Courses

TEK Faculty Fellows who are selected for Track 2 will redesign an undergraduate course (up to and including 400G and 500-level courses) to include at least one TEK Student Learning outcome (e.g., multiple viewpoints, reflection, communication, collaboration) and embed at least one major assignment in the course that will be used to assess the targeted Student Learning Outcome. Student products from the assignments will be used as part of TEK assessment.

### Who Should Apply?

Tracks 1 and 2 of the TEK Faculty Fellows program seek faculty who are interested in:

- Developing new or redesigning existing undergraduate courses to build transdisciplinary skills
- Collaborating with community and workforce partners
- Engaging students in exploring critical Kentucky issues
- Experimenting with a variety of teachings methods, technologies, and processes that engage students in exploring multiple viewpoints, communicating, reflecting, and collaborating

### Who is Eligible to Apply?

- Full-time faculty (e.g. tenure-track, tenured, lecturers, clinical);
- Faculty who can commit to participate in learning communities (meeting twice per month for track 1 and once per month for track 2), individual consultations, midterm student feedback sessions, and other work on course design and implementation;
- Faculty who can commit to teaching a section of TEK 200 in Spring 2024 (track 1) or who can commit to redesigning an undergraduate course they will teach in Spring 2024 (track 2).

### Criteria for Selection

The program aims to build cohorts of faculty representing a wide range of disciplines in teaching and learning environments at UK. In addition, we are looking for applications that articulate the following:

#### Track 1:

- Commitment and ability to develop and teach a section of TEK 200: Discover during the Spring 2024 semester
- A clear sense of how the course will be co-developed and team taught with one or more colleagues from different disciplines
- A clear sense of the problem, topic, or opportunity that the course will investigate from a transdisciplinary perspective
- A plan for integrating community and/or workforce experts
- Alignment between curricular design and TEK Student Learning Outcomes (e.g., topics, skills, learning activities, assessments)
- Potential for student interest and enrollment
- Statements of support\* from (1) the applicant's department chair or school director and (2) college dean

#### Track 2:

- Commitment and ability to redesign a specific undergraduate course that will be taught during the Spring 2024 semester
- Meaningful integration of one or more of the TEK Student Learning Outcomes (multiple viewpoints, reflection, communication, collaboration) in the course design
- Alignment between curricular design and the chosen TEK Student Learning Outcomes (e.g.,

- topics, skills, learning activities, assessments)
- Potential for student interest and enrollment
- Statements of support\* from (1) the applicant's department chair or school director and (2) college dean

*\* Statements of support need only indicate the chair, director, or dean's awareness and support of the application. They will not be used otherwise to distinguish between applications.*

### How Will the Program Work?

Track 1 TEK Faculty Fellows will receive an overload of \$7,000 during the semester the Discover course is taught (up to one semester per academic year). Track 2 TEK Faculty Fellows will receive a stipend of \$3,500 evenly divided across two semesters (two payments of \$1,750) during the year of participation in the TEK Faculty Fellows program.

FLCs will follow a common experience in terms of goals, outcomes, texts and materials, and an overall curriculum for the two phases of the year: design and development in the fall semester, and implementation and teaching in the spring semester. Major topics for the FLCs will include transdisciplinary course and assignment design, team teaching, collaborative learning and teaching professional skills, and problem- and project-based learning. Pedagogical texts and case studies will serve as "course material" for the FLCs to discuss, apply, and use to design and implement their own courses and assignments, which in turn will function as exemplars for subsequent cohorts.

As part of the FLC structure of the TEK faculty development program, faculty will engage in an individual (or team, in the case of team teaching) consultation sequence with CELT staff to support their work in the larger FLC during the fall semester. During the spring semester, faculty will engage in a modified version of CELT's midterm student feedback process. This student-driven process will collect valuable information about student perceptions of learning and experiences in the courses as well as in relation to the student learning outcomes of TEK.

After implementation and teaching, faculty in both tracks will continue to receive support from CELT in the form of consultations, facilitated student feedback, and opportunities to continue to share and collaborate with and across cohorts.

### TEK Assessment Requirements

Faculty who are selected to participate in the TEK Faculty Fellows program will be expected to assign and collect course assessments through Canvas. Additionally, Fellows will score a sampling of student work as part of the TEK assessment process. Support and training for TEK assessment will be included in the TEK Faculty Fellows program.

### How Can I Apply?

The application can be accessed at <https://bit.ly/tekfellowssapp>. The form cannot save drafts; we encourage applicants to draft responses elsewhere before populating the form. See the final section of this call for a list of questions on the application form. Statements of support from department chairs and college deans should be sent separately to [uk.tek@uky.edu](mailto:uk.tek@uky.edu).

### Important Dates

- Applications are due at 5:00 PM on Monday, April 17.
- Notification of decisions will be sent by 5:00 PM on Monday, May 8.
- Confirmation of participation is due by 5:00 PM on Friday, May 15.

## Contact

If you have questions, please contact Dr. Susan Cantrell at [susan.cantrell@uky.edu](mailto:susan.cantrell@uky.edu)

## Application Questions

### Track 1: TEK 200: Discover

- Provide a description for your proposed section of TEK 200 (Limit 500 words). Responses should focus on:
  - the critical problem(s) or issue(s) that the course will address;
  - how the course will incorporate multiple viewpoints and/or approaches to the problems or issues;
  - how the course will incorporate collaborative and team-based work; and
  - how the course will foreground workforce or career skills.
- Outline the assessments/deliverables the course may include. Be sure to include your plans for regular student reflections and a team-based project (Limit 250 words).
- What are your plans for partnering with community and/or workforce experts (Limit 250 words)?
- Describe your strategies for the co-development and team teaching of your TEK 200 course section. Include an understanding of how your instructional team's disciplinary expertise and perspectives will enable students to engage critical issues with transdisciplinary approaches (Limit 250 words).
- Optional: if there is anything else you'd like to indicate about your proposal, please do so here (Limit 125 words).

### Track 2: TEK Skills

- What is the course that you plan to teach during the spring 2024 semester and that you are proposing to revise for Track 2: TEK Skills?
- What is the current bulletin description for the course?
- What prerequisites, if any, does the course have?
- What is the enrollment cap and, to the best of your knowledge, the typical enrollment for the course?
- Select all boxes that apply to the course.
  - The course is part of the UK Core
  - The course is a core requirement for a major
  - The course fulfills requirements in more than one major.
- Select the TEK Student Learning Outcome(s) that you plan to integrate into your course revision:
  - Identify Multiple Viewpoints
  - Reflect on Process and Growth
  - Communicate Ideas
  - Collaborate in Teams
- Describe your plans for revising the course to incorporate the selected outcome(s) above. Include plans for curricular revision, approaches to teaching, assignments and activities, community or workforce partnerships, and/or work with complex issues that benefit from a transdisciplinary approach (Limit 500 words).
- Outline how the assessments/deliverables of the revised course will allow you to assess the TEK learning outcome(s) you've targeted (Limit 250 words).
- Optional: if there is anything else you'd like to indicate about your proposal, please do so here (Limit 125 words).