Gaultier Community-Engaged Teaching Fellow  
AY 2018-2019

Overview
The Gaultier Community-Engaged Teaching Fellowship is sponsored by the Center for Community-Engaged Teaching and Research. By creating a fellowship through which a faculty member shares successful community-engaged teaching strategies, assists emerging community-engaged teachers, and disseminates his or her promising practices in the form of an academic product, we hope to:

- Establish cohorts of Master Teachers with expertise in particular facets of community-engaged teaching,
- Advance a form of mentorship between master and emerging community-engaged teachers, and
- Enhance the quality of community-engaged learning experiences for Duquesne undergraduates.

Each year, a theme is established within the call for applications that reflects an aspect of community-engaged teaching that needs to be strengthened at Duquesne. Faculty who have successfully developed strategies to address the challenges represented in the theme are encouraged to apply. By establishing a theme for each year, we are able to create a critical mass of Master Teachers who have a vehicle to share much-needed expertise in important aspects of community-engaged teaching.

During their fellowship year, Gaultier Teaching Fellows receive an award of $4,000 in exchange for sharing their effective community-engaged teaching strategies publicly with peers as part of the Center's ongoing faculty development, serving as a consultative resource to emerging community-engaged teachers, and generating a scholarly product about their teaching strategies.

2018-2019 Theme: Assessment
Assessment is key to understanding and enhancing community-engaged learning. It is useful in both formative (course and program improvement) and summative (making decisions about curriculum, projects, partnerships) ways. Ideally, assessment describes student learning outcomes related to course content, discipline-specific knowledge or skills, and how these relate to civic issue(s) or public problem(s). Assessment also documents the community partner's perspective of how student presence in the community affected the communities or organizations visited by students. Developing effective assessment tools to measure student learning and community perspectives of impact of student experiences on the community will be the focus of 2018-19 Gaultier Teaching Fellowship.

Responsibilities
Applicants selected for fellowships during the 2018-19 academic year will create exemplary assessment strategies for student learning and successful community engagement and will share their expertise in three ways:

1) As part of an established faculty development events hosted by the Center for Community-Engaged Teaching and Research
2) As part of web and in-print materials the Center is producing to support community-engaged faculty.
3) As the primary consultation corps for emerging community-engaged teachers. These emerging teachers will be referred to Fellows by the Center on an occasional basis.

Gaultier Teaching Fellows will also be expected to attend the Center’s annual writing retreat as participants so that they may leverage their fellowship to develop a scholarly product about their promising teaching strategies worthy of dissemination to an academic audience beyond Duquesne University.

To prepare for the year, Gaultier Teaching Fellows will begin by meeting with the director of the Center to discuss consultative practices and to plan their fellowship project.
Eligibility
The Gaultier Community-Engaged Teaching Fellowship is open to Duquesne faculty members (full-time, part-time, tenure-track or non-tenure track) who have demonstrate mastery of the theme of the year. Faculty must be employed and present at Duquesne University throughout the 2018-19 academic year.

Application Submission:
Potential applicants are encouraged to consult with the Director of the Center for Community-Engaged Teaching and Research if they are uncertain if their application would meet the objectives, criteria, or eligibility of the Gaultier Community-Engaged Teaching Fellowship.

Applications will be submitted as a PDF file to the Center for Community-Engaged Teaching and Research on or before March 1, 2018. Concurrently, applicants will have their department chair send an email of support. Decisions will be made by April 15, 2018. The awardee will be publicly recognized at the Center for Community-Engaged Teaching and Research year-end reception, date TBD.

Application Format and Selection Criteria
Applications should include a single-spaced narrative (not to exceed 3 pages) that includes:

- Description of assignments applicants have used to structure students’ critical reflection. Please append documentation separate from the narrative (e.g. syllabus documents, assignment handouts, blackboard screen shots, power point presentations, original teaching materials, etc.)
- Direct and indirect evidence that the reflection facilitated in improvement of student learning. See this resource on Collecting Data about Student Learning to learn more about direct and indirect evidence.
- Applicant’s initial ideas for dissemination of scholarship related to the project.
- List of classes in which faculty have used service-learning pedagogy.

Applications will be evaluated on criteria that include the mastery with which the strategies have been implemented, the strength of evidence that the reflective assignments have deepened students’ learning and civic development, the potential for the assignments to be replicated, and the frequency with which the applicant has used community-engaged pedagogy in his or her previous teaching.

Selections by the Center for Community-Engaged Teaching and Research and will be based upon a recommendation made by an ad hoc selection committee comprised of faculty who have experience in community-engaged teaching. The committee will evaluate proposals based upon the criteria stated above. Decisions may include approval, denial, or a recommendation to “revise and resubmit.”