

LAS Community- and Project-Based Learning (CPBL) Co-Teaching Fellowships

Faculty in the College of Liberal Arts and Sciences are invited to apply for the following fellowships, both of which are designed to support the development and delivery of co-taught interdisciplinary courses in which our students work collaboratively with a community partner on a project of mutual interest and benefit.

CPBL Co-Teaching Fellowships support DePaul's commitment to offering our students robust opportunities for experiential learning. The key qualifying characteristic for course eligibility is the presence of a project, designed in collaboration with a local or international non-profit, non-governmental organization, or governmental entity, that will draw on the skills and knowledge of the students in your course.

Types of Fellowships

1. Team Teaching CPBL Fellowship

This fellowship will be awarded to two faculty with different disciplinary expertise; faculty partners may work in the same department, as long as the project in the course will be interdisciplinary and draw on the faculty's distinct methodological or content expertise. At least one faculty member must be tenure-line within the College of LAS. The team will teach a single class (capped at 30) dedicated to a project designed with and for a partner organization. The fellowship will provide:

- \$1000 stipend for each member of the team to support initial course development (\$500 for repeat iterations);
- an undergraduate or MA student CPBL intern to work with the faculty in support of the course and students, 10 hours/week, who will earn a stipend (undergraduate \$2520; MA student \$2800) and may or may not earn academic credit, as appropriate to student's program of study (having an intern is optional, as designated in the fellowship application);
- up to \$500 for honoraria to be paid to external speakers;
- miscellaneous supplies/fees necessary for students to access course (as designated in the budget of the fellowship application);
- budgetary support to home unit of **one** member of teaching team, if necessary, to replace instructor in a course that would otherwise have been taught by that member (as explained in the fellowship application and supported by the local academic officer of the unit in question).

2. Lead Faculty CPBL Fellowship

This fellowship will be awarded to a single full-time LAS faculty member working in a lead educator role to teach a class (capped at 20) dedicated to a project designed with and for a community partner. In this scenario, the lead faculty member will recruit additional faculty

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(with different disciplinary expertise, and at any rank, from anywhere at DePaul University, including the same department) to work with students on smaller component parts of the project, per their expertise. The fellowship will provide:

- \$3000 stipend to the lead faculty member for development and management of the component parts of this complex course (\$2000 stipend for repeat iterations);
- an undergraduate or MA student CPBL intern to work with the faculty in support of the course and students, 10 hours/week, who will earn a stipend (undergraduate \$2520; MA student \$2800) and may or may not earn academic credit, as appropriate to student's program of study;
- up to \$1500 for honoraria to be paid to contributing DePaul faculty and/or partner organization staff (as designated in the budget of the fellowship application);
- miscellaneous supplies/fees necessary for students to access course (as designated in the budget of the fellowship application).

Faculty Eligibility

- Faculty (both full- and part-time) in the College of Liberal Arts and Social Sciences are eligible to apply.
- If applying for a Team-Teaching CBPL Fellowship, faculty must have different disciplinary or methodological expertise, though they may share the same departmental or program home. One of the two faculty must be tenure-line.
- If applying for a Lead Faculty CPBL Fellowship, lead faculty applicant must have full-time status.
- Proposed course will allow faculty and students to work on a project or projects related to their academic skills and/or interests, designed in collaboration with a community partner, for the benefit of the organization and/or the community it serves.
- The course's partner organization is a non-DePaul domestic or international non-profit, non-governmental organization, or government entity.
- Faculty with experience working with external organizations in an academic context, or who have undertaken professional development opportunities in the area of community- and project-based learning, are particularly encouraged to apply.

Deadlines

Faculty must submit all application materials according to the below timeline:

Quarter of Instruction	Application Deadline
Spring Quarter 2019	January 15, 2019
Summer 2019	April 22, 2019
Autumn Quarter 2019	April 22, 2019
Winter Quarter 2020	September 15, 2019
Spring Quarter 2020	January 15, 2020

Faculty are encouraged to consult with Associate Dean Margaret Storey (mstorey@depaul.edu) to discuss ideas and as they draft their applications.

Preparation

As the application deadlines suggest, faculty need to keep the complexities of planning in mind when applying. If you already work with an external organization in one of your courses, you may be in a position to move quickly to adapt this course to the structure of the fellowship.

It is important that faculty do preparatory work in advance of proposing a course for this fellowship. Key guidance and support is available through the [Steans Center](#) and the [Egan Office for Urban Education and Community Partnerships](#), whose staff stand ready to consult with and assist faculty who are interested in [finding a community partner for a project](#), or in learning how best to collaborate with an organization you have already identified as a partner. Faculty will also find important guidance, as well as professional development opportunities, through the [ABCD Institute](#), which is dedicated to sharing best practices for building community collaborations that work and that are rooted in community assets.

All faculty, including those who have incorporated project-based-learning in their courses in the past, should take the time to learn about best practice in this area before applying. The Steans Center offers [workshops](#) and other [supports](#) for faculty interested in developing a range of skills and competencies around project- and community-based learning. An additional resource in this regard is “[Gold Standard PBL: Essential Project Design Elements](#)” from the [Buck Institute for Education](#). This structure informs our application questions, so faculty will find it useful to take the time to review. The Buck Institute offers many useful online resources beyond this, as well—though many are aimed at K-12 educators, many of the strategies and ideas are applicable to higher education as well.

Finally, in all cases, faculty should consult with chairs and program directors to confirm that the unit schedule can accommodate the course and the release of one of the team faculty members from their currently-assigned course load.

Application Requirements

Applicants for CPBL fellowships must complete our online application, as follows:

1. Name, contact information, home unit information, course number and course title. (Applicants for Team Teaching fellowships will provide this information for both faculty).
2. Brief c.v.'s of faculty applying for fellowship, in PDF format.
3. Name of your partner organization, as well as the name and contact information (address, phone number, and email) of your primary contact at the partner organization.
4. Budget, in PDF format, that outlines
 - a. any supplies, materials, or external fees that will be necessary for your students or CPBL intern to participate in the course and not currently funded through other sources;
 - b. names of contributing faculty and/or partner organization staff and the amount of the honoraria to be paid to them, up to \$1500 (for a Lead Faculty fellowship); and

- c. names of external speakers and the honoraria to be paid to them, up to \$500 (for a Team Teaching fellowship).
5. A draft syllabus, in PDF format.
6. Rationale and Workplan, in PDF format, that addresses the below points, as appropriate to the course.
 - Describe the course and its key pedagogical objectives.
 - Describe the organization with whom you will be working and its mission.
 - Give a brief description of the project your students will be tackling.
 - i. What is the central problem or question that your students will be exploring, answering, and/or addressing through this project?
 - ii. How was that problem identified?
 - iii. How have you and/or your students collaborated with your partner organization in defining the project and planning this course?
 - iv. Why is this course a good fit for project-based learning?
 - v. How do you currently understand the implications of this partnership and your project for the community in which the organization operates? Are there any special considerations that you will be keeping in mind as you proceed?
 - Describe your preparations, qualifications and areas of expertise, as relates to this course and the project your students will be working on.
 - i. Have you taught this community- or project-based course in the past?
 - ii. Have you taught any other community-or project-based course in the past?
 - iii. Please briefly describe these past experiences and reflect on how that experience will inform your current course.
 - iv. What pre-term work will be required to be ready at the start of the quarter? (Be aware that [Steans advises](#) that it takes *at least* one term of preparation to develop courses of this type.) You may provide a timeline of preparation if that is appropriate.
 - v. Why are you a good choice to lead or co-lead this project?
 - vi. If applying for a Lead Faculty Fellowship, please include the names, institutional/organizational affiliation, and contact information for each of your contributing faculty (including partner organization staff).
 - vii. If applying for a Lead Faculty Fellowship, what are the responsibilities of each of your contributing faculty?
 - Describe your and your students' anticipated responsibilities as you understand them now.
 - i. Why are the students who will take your course well-positioned to take on this project?
 - ii. How will student inquiry in the course be sustained over 10 weeks?
 - iii. What specific processes, tasks, tools, and quality standards will students use and apply in the project?
 - iv. How will students be allowed to contribute to/shape the trajectory of the project over the ten weeks?

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- v. What opportunities will students have to formally critique and collaborate on revision of aspects of the project?
 - vi. What opportunities will your partner organization have to formally critique and collaborate with your students on revision of aspects of the project?
 - vii. What opportunities will students have during the course for reflection about the project, its progress, and their growth (both personal and skill-based)?
 - viii. How will students conduct their final presentation/delivery of the project?
 - ix. How will you assess your students' performance in the course, including assignments and grading methodology?
- Describe the CPBL Intern position that you plan to include as part of your CPBL fellowship, including student qualifications and responsibilities. Please note that the intern position must be content related; though some small administrative tasks may be part of the intern's role, the position may not be primarily administrative in nature. All DePaul undergraduate and Master's Degree students who have either a LAS major, double-major, or minor are eligible for these internships and the stipends that come with them.

Review Process

Upon submission of your application, brief endorsement forms will be automatically sent to the contact person at your partner organization and to your department chair/program director. *Only upon those endorsements being received will your application be complete.*

Review of applications will be conducted by a joint committee from the LAS Dean's office and the Steans Center.

Post-Award Requirements

Faculty who are awarded fellowships will be asked to complete or provide the following:

- exit survey from the College of LAS;
- partner organization exit survey from the College of LAS;
- attendance and participation in panel about your experience at the annual community partners luncheon hosted by the College of LAS.