



MUS Teaching Scholars

Announcement & Request for Applications

Overview

The Montana University System (MUS) Teaching Scholars program identifies and celebrates those faculty whose commitment to teaching and learning exemplifies the kind of high-quality educational experiences that have become a signature part of public higher education in Montana. Every year, a select group of faculty (tenure and non-tenure track) are awarded and recognized as MUS Teaching Scholars for their exemplary contributions to teaching and learning at MUS campuses. As part of the initiative's goal, the MUS Teaching Scholars program also seeks to contribute to a system-wide culture of excellence by supporting faculty at all stages of their careers in developing communities of practices around MUS priorities for teaching and learning, including and especially making the promise of higher education accessible and achievable for a diverse student body.

2020-2021 Theme

Equity-Minded Pedagogies

Like many across the nation, MUS campus communities are grappling with and responding to the consequences of deeply embedded racial, social, and other forms of injustice. In the sphere of higher education, these injustices often show up as inequities in academic achievement. For instance, by the marker of degree achievement alone, American Indian students and other racial minorities, low-income students, and first-generation students among other underserved populations have, on the whole, lower degree-completion rates. The MUS has made positive progress in narrowing achievement gaps, including the recent and ongoing system-wide initiative on High Impact Practices, the implementation of the American Indian and Minority Achievement (AIMA) Council and campus plans, as well as many other individual institutional efforts. But, this is monumental and necessary work that systems of higher education, institutions, and individuals must continually commit to.

As part of the MUS's ongoing effort to achieve more equitable educational outcomes, this year's MUS Teaching Scholars program will recognize and support faculty who are committed to addressing equity gaps through equity-minded teaching. We invite proposals that address equity in a broad-based manner as well as proposals that address more specifically the systemic racial and social injustices highlighted by the killings of George Floyd, Breonna Taylor, Ahmaud Arbery, and others. Throughout the year, MUS Teaching Scholars program will support faculty as they advance teaching and learning practices, curriculum, praxis, and the scholarship of teaching and learning specifically designed to address systemic inequities and injustices in the classroom. These could include but are not limited to course and curriculum design strategies such as decolonizing syllabi, high impact practices, Transparency in Learning and Teaching (TILT), social justice education pedagogies, among many others.

Award & Recognition

MUS Teaching Scholars will be awarded and recognized for excellence in teaching and exemplary commitment to student success. Selected MUS Teaching Scholars will be announced at the end of September 2020. In addition to recognition, scholars will also receive a \$1,500 award.

Program Goals & Expectations

The MUS Teaching Scholars program seeks to build communities of practice around those strategies, practices, pedagogies, and scholarship that advance and elevate teaching and learning across our public university system. As MUS Teaching Scholars, faculty will be part of a select group who commit to building and sustaining communities of practice in the following ways:

Participating in MUS Teaching Scholars Program Events

Selected faculty will participate in program events including a dynamic orientation workshop, an end-of-year convening, and other activities that support the selected theme. MUS Teaching Scholars will also have the opportunity to participate in an annual MUS Teaching and Learning Symposium. The 2020 MUS Teaching Scholars orientation is tentatively scheduled for early November 2020.

Facilitating Campus Faculty Learning Communities

MUS Teaching Scholars will build and facilitate faculty learning communities (FLCs) focused on a selected theme. FLCs are designed to give small groups of faculty members (typically 6-10) at the same institution the opportunity to engage in sustained, meaningful conversations or scholarship about teaching and learning with supportive colleagues from across campus. Members will meet regularly (4-6 times) throughout the length of the program as they explore areas of interest, leading to innovative changes in their teaching practice. Teaching Scholars will have a \$500 budget to support activities of their FLCs.

Advancing the Scholarship of Teaching and Learning

At the end of the MUS Teaching Scholars term, Teaching Scholars will be invited to contribute a critical reflection essay to an edited volume. The goal of the reflection is to contribute to the scholarship of teaching and learning around the MUS Teaching Scholars theme. The compilation will be broad in scope. Faculty might discuss pedagogical approaches piloted or improved upon during the term, the work or learning outcomes of the FLC, emerging theories or praxis related to the theme, or faculty research related to the scholarship of teaching and learning. Essays will be combined into an edited volume to be shared throughout the MUS.

Eligibility & Application Requirements

All tenure and non-tenure track faculty and instructors at Montana University System campuses and community colleges are eligible. To apply, submit an [online application](https://montana.qualtrics.com/jfe/form/SV_78JxQLPQivrrHfl) by **5pm on Thursday, September 24, 2020.** (https://montana.qualtrics.com/jfe/form/SV_78JxQLPQivrrHfl)

Application requirements include:

1. A one-page letter:
 - addressing the particular equity concerns on your campus or in your courses;
 - describing how you have effectively used or commit to using pedagogical or curriculum strategies to address social or racial justice in your classroom; and
 - describing how you will build a community of practice around equity-minded pedagogy through your faculty learning community and identify related learning outcomes for the FLC.
2. A one-page nomination letter from your Department Head, Dean, or Chief Academic Officer

Selection Criteria

- Demonstrated commitment to teaching practices, pedagogies, and curriculum that advance social and racial justice in the classroom;
- Evidence of assessment of impact of practices, pedagogies, or curriculum on student learning outcomes and equity;
- Demonstrated commitment to teaching practices that foster deep learning, student self-reflection, engagement in academic challenges, peer-to-peer collaboration, and quality experiences for all students.
- Evidence of approach to teaching and learning that includes a spirit of student-centered learning, creativity, and continuous improvement.
- Potential impact of faculty learning community proposal including clearly identified goals, outcomes, and impact for students.

2020-2021 Timeline

The calendar of events and key dates are posted at [this link](#).

Please send any questions about the MUS Teaching Scholars program to Crystine Miller, Director of Student Affairs & Student Engagement / cmiller@montana.edu.