Is the applicant eligible?

- The applicant must be full time teaching faculty.
- The applicant cannot be member of selection committee.
- The applicant cannot be a previous Loser-Savkar Fellow.
- The applicant must submit a proposal. Does it follow the guidelines? Are the proposed expenditures allowed? Has the applicant's dean signed the proposal?

Will the proposed investigation likely increase the applicant's knowledge/skills/understanding of effective teaching?

The proposed investigation should focus on teaching effectiveness rather than discipline content. It may address teaching effectiveness in the context of the applicant's discipline, but the focus must be on teaching effectiveness.

Examples:

- Investigating how to use the flipped classroom model to teach history courses would be acceptable because the focus is on learning an effective teaching model. Investigating primary sources related to the Civil War would NOT be acceptable, because the focus is on learning about discipline content rather than teaching effectiveness.
- Investigating how to incorporate mini internships for students into the teaching of cyber security would be acceptable because the focus is on learning an effective teaching strategy. Investigating current cyber security technology would NOT be acceptable, because the focus is on learning about discipline content rather than teaching effectiveness.

The proposed investigation should be a robust learning experience about teaching for the applicant.

Examples:

- In 2017, we funded a NOVA faculty's attendance at the SENSER Summer Institute. This helped our Loser-Savkar Fellow enhanced her teaching effectiveness by learning how to engage students in real world problems. The experience helped her develop multiple perspectives, become more empathetic and well-rounded, and create more relevant learning activities.
- In 2018, we funded a NOVA faculty's independent research into learning-focused syllabi. Our Loser-Savkar Fellow proposed to educate herself by locating and reading database articles and relevant books, searching college websites (esp. their teaching and learning centers), tracking higher education websites, and soliciting personal practices from peers around the country. Her goal is to enhance the teaching effectiveness of herself and her colleagues by developing learning-focused course syllabi.

The content to be learned should be based on recognized research and best practices in teaching and learning effectiveness. You may need to check online sources for syllabi, conference topics, abstracts, and tables of content related to the proposed activities.

- Topics related to enhancing teaching and learning may include problem-solving, critical thinking, prior learning, motivation, deep processing, active engagement, inquiry, mastery, retrieval practice, assessment, feedback, self-direction, and others.
- The content to be learned should avoid perpetuating common myths such as learning styles, right/left brain orientation, 10% brain usage, and fixedness of intelligence.

Is the applicant likely to implement what he or she has learned in his/her teaching?

- Does the applicant exhibit a desire to enhance their teaching effectiveness?
- Does the applicant explain connections between the proposed investigation and her or his teaching?
- Does the applicant state what she or he expects to see as results that indicate more effective teaching?