

FOR PASSHE OFFICE USE ONLY: FPDC proposal #____
University Proposal #____

Project Title: **The PACT Program: Developing Student Internships in English Studies**

RFP Category : 4C

Total Grant Amount Requested from FPDC: \$6,500

Discipline: **English**

Project Co-Directors:

**Dr. Judith Villa, Associate Prof., Internship Director, English, IUP, 724-357-2261,
jvilla@iup.edu**

**Dr. Rosalee Stilwell, Associate Professor, English, IUP, 724-357-2261,
stilwell@iup.edu**

**Dr. Laurel Black, Associate Professor of English, Director of the Center for
Teaching Excellence, IUP, 724-357-2261, Laurel.Black@iup.edu**

Faculty Status: Villa, Tenured; Stilwell, Tenured; Black, Tenured

IRB Status: Approved (IRB #) : Pending Approval If Forwarded

Project Abstract:

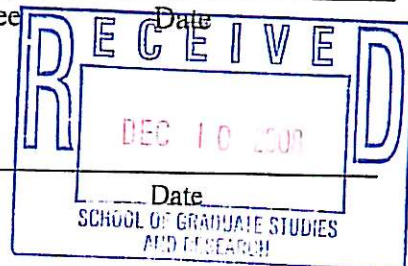
IUP's English Department is redesigning the structure and content of its major and minor requirements. In order to carefully redesign "ENGL 493: Internship" to broaden its scope and fully meet the needs of English majors and minors, the grant supports a series of carefully-sequenced and structured formal workshops and retreats and informal discussions and colloquia. Traditional ideas about internships as well as teacher-student roles and responsibilities present challenges and barriers to changing this important course, but also offer starting places for discussion. A pilot internship program, PACT (Professors and Associates Collaborating on Teaching), allows students to "job-shadow" faculty mentors in the department from planning to closure in a Liberal Studies English class. Using this model, PASSHE and nationally-recognized experts will work over a 15-month period with the department to establish a faculty learning community, discuss authentic learning and assessment, and the effects of mentoring on both faculty and students.

Endorsement:

Chair, University Faculty Professional Development Committee

Endorsement:

University President



THE PACT PROGRAM: DEVELOPING STUDENT INTERNSHIPS IN ENGLISH STUDIES

BACKGROUND AND SIGNIFICANCE

The IUP English Department is currently undertaking extensive curriculum improvement. As we have reassessed our pedagogical goals for our majors and minors, we are now considering how well we are preparing them for entry-level employment, paid internships in the corporate world, and post-secondary education and teaching opportunities. To address our students' needs in this area, the Co-Directors of this project, Judith Villa, Rosalee Stilwell, and Laurel Black, will prepare for and pilot a credit-bearing, in-house, department-wide internship program called "Professors and Associates Collaborating on Teaching" (PACT) by expanding the options available to students in an existing course, English 493: Internship.

A successful, informal version of the PACT Program created by the authors of this proposal has been underway since 2001. Undergraduate students who enroll in the English 439: Internship course for three credits as PACT interns have done a form of job-shadowing for a semester in a required Liberal Studies English (LSE) course with a PACT Faculty Mentor (Villa, Stilwell, or Black). Interns collaborate closely with their Faculty Mentors (Mentors) on college-level course planning, lesson-making, discussion-leading, and assessment techniques in the Mentor's LSE course. In the past seven years, project directors have worked with approximately 20 PACT Interns in many different sections of LS English. The proposed grant funding will allow us to introduce the program in a systematic and effective way to a larger audience: the interested faculty members of the 60+ IUP English Department.

Embracing the complexity that comes with this kind of shared student-teacher authority, however, is often difficult (Fry and Kolb). Entrenched ideas change slowly, and the traditional notion that internships only happen outside our college classrooms is one of these ideas (Gray; Osborne and Batford). Traditional notions about student roles—and teacher roles—further complicate this shift in perception (Miller, *et al.*). Changing the accepted vision of ENGL 493 Internship in our department in order to better meet student needs must be a process completed in a systematic way based on research about deep learning and change: through formal and informational presentations, workshops, retreats, and additional informal opportunities for reflection on the principles of community-building, genuine learning, and professional development (Coyne, *et al.*). We expect that a core of faculty will commit to using interns in their classrooms, but even those who chose not to do so will benefit from the discussion and community building activities. Successful completion of the proposed activities will not only significantly increase faculty knowledge and skills as described below, but will also significantly and positively add options for English Majors and Minors through the re-considered and updated options available to them in the English 493 course.

GOALS

This is a complex program affecting four groups: English Department faculty, Faculty Mentors who choose to use interns in their classes, the Interns themselves, and students in classes served

by Interns. We have listed only some of the goals and outcomes, due to the length limits of the grant proposal format:

1. Goals and Objectives Within and For the Department Faculty

- To promote faculty reflection on and improved use of the English 493: Internship course through discussion of pedagogy and research regarding effective internship practices.
- To enhance the Department's current Majors Program revision by providing an opportunity to consider adding this Internship requirement across tracks.
- To support our Department's commitment to teaching excellence, student achievement and retention, the enhancement of IUP's Liberal Studies Program, and outcomes assessment.

2. Goals And Objectives for Participating PACT Faculty Mentors (Mentors)

- Mentors will be able to provide their Intern with a description of the expected duties, responsibilities, and outcomes of the internship, and will collaborate with the Intern in the experience of designing and implementing a college-level course, including the theme, calendar, policies, workload, and other issues relevant to course planning.
- Mentors will discuss issues and resolving problems typical to college-level courses and engage in reflection with the Intern so that professional development is maintained throughout the semester for both interns and mentors.
- As part of re-envisioning the "teacher-scholar" role, Mentors will be open to learning from the Intern about how LSE students perceive the Mentor's efforts at teaching and to make appropriate, positive adjustments if so desired.
- Mentors will provide the Intern with formative and summative evaluation of her/his performance at the end of the semester and help the intern create a teaching portfolio which will be useful when applying to graduate school.
- Mentors will be able share their expertise in academic internships with other departments that are interested in developing similar internship programs.

3. Goals and Objectives for Interns and Students

- Interns will develop new ways to think of their undergraduate experiences in participation and professionalization and will develop leadership, public speaking, time management, and critical, collaborative thinking skills.
- Interns will compile teaching portfolio materials as the semester progresses, and complete the portfolio by the end of the semester.
- Those students enrolled in LS English classes taught by the Mentor will see the Interns as advocates and liaisons.
- We also expect some of the class members to be inspired by the examples these Interns set in terms of leadership and to decide that they, too, want to experience a student-faculty partnership in order to enhance learning and develop leadership skills.

DESCRIPTION OF PROJECT

The design of this project includes: 1) a summer planning and recruitment period for interested English faculty and students; 2) a nine month series of "in-service" training opportunities for participating Faculty Mentors, including temporary faculty, and participating Interns; and 3) a

period of summative assessment of the project, its challenges, and its strengths via surveys and written responses by all affected groups. We have planned a series of informational presentations on the expansion of English 493: Internship to include the PACT Program, a series of "hands-on" workshops to help new Mentors and Interns develop their own materials pertinent to their LSE courses, and sequential and collaborative Program retreats for PACT Program members and interested but-not-yet-committed faculty.

We will invite two experts—one in the field of Student-Faculty Partnerships and one in the field of Faculty Learning Communities—to come to IUP and do intensive training/workshops for interested faculty. Faculty will develop their own goals and objectives and will begin planning classes and research projects. Interns will also be involved in small, intensive trainings with these experts and will also develop their goals, objectives, and class plans. We will also host a number of informal trainings and meetings in order to help faculty and Interns "troubleshoot" and then reflect on and redesign their courses, and use the departmental colloquium structure to encourage discussion and involvement.

Data will be collected in the form of evaluations administered after every training and workshop. In addition, using a variety of standard survey instruments, all participating LS English classes will evaluate Interns, all Interns will evaluate their Mentors and their learning experiences, and all Mentors will evaluate and formally grade their Interns. After the completion of the project, we will analyze and interpret our collected data. All data gathered will use IRB-approved format.

PROJECT TIMELINE

- Summer 2009: Co-Directors plan, schedule, and advertise PACT meetings, workshops, and other related program events, as well as recruit PACT Faculty Mentors, Interns, and student employees.
- August 2009: PACT student employee begins web-site building; Mentors and Interns begin training sessions. Experienced PACT Mentors and Interns will be onboard to share their experience with interested faculty; those who wish to be trained will select Interns to begin in the spring. These new Mentors will work throughout the first semester to redesign their courses with their Interns.
- September 19, 2009: Two-hour morning workshop/training for all interested faculty, and an afternoon workshop for PACT Mentors featuring guest presenter Dr. Laurie Cannady of Lock Haven University, who has been involved in student mentoring at many levels.
- September 2009: A workshop to help current Interns complete Graduate School packets to assure effective showcasing their work as Interns. Incoming Interns and Mentors in training will attend to help them plan for the next semester.
- October 1-30: Observation opportunities for interested faculty in participating PACT classrooms, with a general reflective meeting/workshop at the end of the month.
- October 2009: Mid-Semester Troubleshooting Meeting with PACT Interns and Mentors, based on formative evaluation from enrolled students in participating LS English classes; recruitment and registration process of selected Interns for Spring 2010 Semester.
- November 2009: Small-group training of new Interns and participating Mentors.

- January 2010: Workshop/Training/Retreat for PACT Program Mentors and Interns and English Department Faculty with Dr. Milton Cox, Director for Teaching Effectiveness Programs in the Office for Advancement of Scholarship and Teaching at Miami University, Oxford, OH. *Morning:* This workshop will be will address the efficacy of using students to enhance faculty development efforts via faculty-student partnerships and will especially focus on getting started on partnered scholarship/publishing projects. It will address creating faculty learning communities. *Afternoon:* Training retreat for present PACT members .
- February 2010: Active recruitment and registration of selected Interns and Mentors for Fall 2010 Semester.
- March 2010: Mid-Semester Troubleshooting Meeting with PACT Interns and Mentors, and formative evaluation from enrolled students in participating LS English classes; Active recruitment and registration of selected Interns for Fall 2010 Semester; observation opportunities for interested faculty in participating PACT classrooms, with a general reflective meeting/breakout-workshops at the end of the month for current and new members of PACT community.
- April 2010: End-of-the Project Reflective Community Celebration; data analysis begins.

EXPECTED OUTCOMES

A new and vigorous Faculty Mentor Community will learn where and how we can improve our teaching, how we can better mentor all students, and how we can effectively use classroom interns. The English 493: Internship course itself will be a more flexible option for our Majors and Minors in preparation for their post-baccalaureate degree. PACT Mentors will have created multiple models of effective pedagogical integration of Interns and will be able to act as resources for departmental and university colleagues. Participating faculty will support the English Department's commitment to progressive, active learning and teaching, both in the classroom and out of it. We will also have gathered valuable information on the effects of PACT Interns in the classroom and the effect of participation for both interns and faculty mentors.

APPLICATION AND DISSEMINATION OF PROJECT FINDINGS AND RESULTS

The result of our work will find a ready audience in several scholarly forums, especially those concerned with student-centered learning, curriculum revision, pedagogy for required general studies courses, and retention, graduation, and placement of college students today. Locally, through the Center for Teaching Excellence, we can assist colleagues who are interested in such internships. More broadly, we will be able to publish our project results in a series of related articles that we will later be able to publish as a book. We will be able to present our research at conferences. Finally, we will be able to involve students in our publishing, research, and conference activities and build a stronger learning community in the process.

PLANS FOR CONTINUING THE PROJECT BEYOND THE GRANT PERIOD

We will have enough well-trained, committed faculty with whom we can form a Teaching Circle through Reflective Practice in order to help interested colleagues learn the "nuts and bolts" of this practical program of improving curriculum, teaching and learning. We also expect that this classroom internship will be either required or strongly recommended by advisors in the English Department's emerging curriculum, which features subject-emphasis tracks.

COMPLIANCE WITH UNIVERSITY RESEARCH REQUIREMENTS

A set of IUP IRB Research Protocols for this project will be submitted by Project Co-Directors, pending the decision of the FPDC screening committee.

BUDGET SUMMARY

Project Budget Sources	Grant Revenue	University Contribution	Other
Salaries/Stipends			
Student Wages ¹	\$2400		
Benefits	n/a		
Honoraria (for consultants) ²	\$1500	TBA	
Supplies ³		\$50	
Equipment			
Operating Expenses			
Travel ⁴	\$1000		
Other (specify) ⁵	\$1600		
In-Kind Costs (Office and computer facilities)†			
TOTALS *	\$6500*		

Budget Notes

¹ Two part-time student workers are needed: the first will be a webmaster who will construct and maintain a PACT Program website and blog for an estimated average of 6 hours per week. The second student worker will have clerical, organizational, and interpersonal skills which facilitate communication between all involved groups, especially with PACT Interns and all IUP students.

² Dr. Cannady has agreed to the \$750 honorarium. Dr. Milton Cox's standard fee is higher, but his area of expertise is applicable to the entire University faculty, and the Center for Teaching Excellence will work with Project Directors to extend his stay, arrange a workshop for all IUP faculty, and pay for additional fees, lodging, and food.

³ Copying materials for workshops. The English Department will cover these costs.

⁴ Milage round-trip from Lock Haven, lodging, per diem using standard travel allowances for Dr. Laurie Cannady: \$406.00. Plane fare (CheapTickets.com), lodging, and per diem using standard travel allowances for Dr. Milton Cox, from Cincinnati, OH: \$539. Total: \$945. Estimate above allows for fluctuating fares and possible car rental from Pittsburgh to Indiana.

⁵ Lunch for two day-long workshops, estimated attendance 30 people, buffet & setup at @\$20 per person; two breakfasts for 15; snacks for three workshops using current Aramark price list.

†For the duration of the grant period, project Co-Director Stilwell will share her office space and computer facilities in 103 Keith Hall with PACT student workers.

APPENDIX I: Curriculum Vitae of Project Co-Directors

1. Laurel Johnson Black, Associate Professor of English

EDUCATION

Ph.D. in Composition and Rhetoric, 1993. Miami University, Oxford, OH.
Specializations in sociolinguistics and writing assessment.
M.F.A. in poetry, 1983. University of Iowa.
Graduate study in archaeology, 1979-1980. Brandeis University.
B.A. in English, 1979. Colby College, Waterville, ME.

CURRENT AND PREVIOUS ACADEMIC POSITIONS

Current: Associate Professor of English, Indiana University of Pennsylvania.
Current: Director of the Center for Teaching Excellence, Indiana University of Pennsylvania
Previous: Assistant Professor of English, St. John Fisher College, Rochester, NY.
1993-1996.

SELECTED PUBLICATIONS

Books

Between Talk and Teaching: Reconsidering Writing Conferences. Logan, Utah: Utah State University Press, 1998.
Laurel Black, Donald Daiker, Jeffrey Sommers, and Gail Stygall, eds. *New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large Scale Assessment.* Portsmouth, NH: Boynton/Cook, Heinemann, 1994.

Chapters and Essays in Books

Black, Laurel, Mary Ann Cessna and John Woolcock. "Beyond Numbers: The Reflective Practice Project and Faculty Productivity." *Enhancing Productivity and Quality in Higher Education.* Eds. James E. Groccia and Judith E. Miller. Bolton, MA: Anker, 2005.
"Resurrection and the Return with the Elixir: Research Writing, Creative Nonfiction, and Unlikely Heroes." Ed. David Starkey. *Writing What We Teach.* Portsmouth, NH: Heinemann/Boynton-Cook, 2001. With Dr. Judith Villa.

Articles in Journals and Newsletters

Instructional Note: "Beyond the Veil: Writing about the Paranormal in Basic and First-Year Writing Courses." *TETYC (Teaching English in the Two-Year College)*. 34.4 (2007).
"Teaching Circles: Making Inquiry Safe for Faculty."
POD Essays on Teaching Excellence. 14.3 (2002-2003). "Fear and Desire in Course and Student Portfolios." *Journal on Excellence in College Teaching*. 11.1(2000): 43-55.

Work in Progress

"Survivor Academe: Assessing Reflective Practice at Indiana University of Pennsylvania." With Drs. Terry Ray and Judith Villa. Under review at *Improving the Academy*.

CONFERENCES, WORKSHOPS, AND PRESENTATIONS

- "In and Out of a Looking Glass: Undergraduate Instructional Associates and Reflective Practice." UPCOMING: College English Association Annual Conference, Pittsburgh, PA, March 26-28. With two Instructional Associates: Kali Rosenberger and Liz Marosky.
- "Student Learning Outcomes Assessment: Effective Learner-Centered Pedagogy for Classrooms and Programs." Kuwait University, College of Arts, Kuwait University, Kuwait. Two, two-day workshops for faculty. March 9-12, 2008. With Dr. Susan Boser.
- "Successful Student-Teacher Conferences: Talking the Talk, Walking the Walk." Workshop. Hawaii International Conference on Education, Honolulu, HI, Jan. 4-8, 2008.
- "Using Student-Teacher Conferences to Improve Minority Retention." Two-day workshop at Delaware County Community College, Media, PA. August 1-2, 2007.
- "Someone Who is More in Touch with Student Life." The Teaching Professor Conference. Nashville, TN. May 19-21, 2006. With Drs. Judith Villa and Rosalee Stilwell.
- "Students and Faculty Working Together: Student Ownership of a First-Year Experience Program." Ninth National Conference on Students in Transition. Pittsburgh, PA., Oct. 26-29, 2002. With Drs. Judith Villa and Rosalee Stilwell.

GRANTS AWARDED

- "Emerging Scholars in English Studies." First-Year Experience (FYE) Success Grant. Pennsylvania State System of Higher Education (PASSHE) FYE grant program. 2002. (\$7,158.00). With Drs. Rosalee Stilwell and Judith Villa.
- PASSHE Social Equity Grant. 1998. (\$600). One of four awarded system-wide to present at the Conference on Collaborative Leadership, National Association of Women in Education.
- Fund for the Improvement of Postsecondary Education (FIPSE), 1990-1992. (\$167,000). With Donald Daiker, Jeffrey Sommers, and Gail Stygall, to implement a portfolio placement program.

2. Rosalee Stilwell, Associate Professor of English, IUP

Education

PhD Rhetoric: 1997, Bowling Green State University

MA English: Creative Writing, Western Washington University, 1994

BA English: Writing Concentration, Western Washington University, 1992

Relevant Academic Administration

Director, The Writing Center, IUP—Punxsutawney Campus, 2001-2002

Director, The Writing, Peninsula College—Forks Campus, 1997-1998

Assistant to The Director, General Studies Writing Program, BGSU, 1995-1997

Grants, Fellowships, and Awards

Grant: "Emerging Scholars in English Studies." First-Year Experience (FYE) Success Grant. Pennsylvania State System of Higher Education (PASSHE) FYE grant program. 2002. (\$7,158.00). With Laurel Black and Judith Villa

Award: Outstanding Professor, Greek Organizations, Spring, 2008

Award: African American Cultural Center Award for Mentoring, 2008

Award: African American Cultural Center Award for Mentoring, 2007

Grant: University Senate Research Committee Research Grant, May 2006, \$800 (Supported Presentations at Two National Conferences on PACT Program)

Grant: Information Literacy for College Students, Mini-Grant, With Theresa McDevitt, 2005, \$200

Award: African American Cultural Center Award for Mentoring, 2005

Grant: IUP First Year Experience Success Mini-Grants, 2001-2002 & 2002-2003, \$200 each year

Award: Center for Teaching Excellence Award for Innovation in Teaching, Bowling Green State U, 2002, \$500

Award: Bowling Green State University Outstanding Teacher, 1995, \$1000

Relevant Service

IUP Indiana Campus University and Departmental Service:

Co-Director, Crimson Hawks First-Year Experience Pilot Program, with Judith Villa and Coach Christopher Villa, January 2008-present

Chair, The Center for Teaching Excellence Board, IUP, 2006-present

Board Member, The Center for Teaching Excellence, IUP, 2005-2006

Co-Director, Reflective Practice, The Center for Teaching Excellence, IUP, 2004-2006; 2008

Board Member, Frederick Douglass Institute Junior Scholars Program, 2002-2006

Co-Director, English Scholars Project (non-majority English Majors and Minors recruitment and retention program 2002-2006) with Judith Villa

Advisor, Students Raising Awareness for Animal Rights, 2006-2008

Advisor, Theta Phi Alpha (service sorority), 2004-2008

Member, Frederick Douglass Institute Junior Scholars Board, 2003-2006

Interim Internship Director, English Department, Spring, 2004

Director, The Literacy Project. In conjunction with Community Action, Inc. of Jefferson and Clarion Counties. Service Learning Project for Student Tutors. 2000-2004

Director: The Crossroads Writing Project For Students and Victims Of Domestic Violence, Community Action Inc of Jefferson and Clarion Counties, August 1999-June 2000 *IUP—Punxsutawney Branch*

Director, IUP Punxsutawney Campus-Wide First Year Experience Program, 2000-2002

Facilitator, Interdisciplinary Teaching Circle on Retention, September 1999—2002

Member, Branch Campus Faculty Committee on Advising and Retention, 2000-2002

Selected Conference and Workshop Presentations

IUP Career Development Center, "The PACT Program: Tomorrow's Internships Today." Judith Villa, Facilitator. Indiana, PA: October, 2008. Presenter, With Martk Anthony, Laurel Black, Richard Lamberski, and Judith Villa.

IUP Project ROCS, "Conscious Mentoring For Change," Saturday Workshop, Co-Directed with Judith Villa. March, 2007.

- Women's Studies Consortium, "Questioning Authority: Undergraduate Teaching Associates in the University Classroom." Indiana, PA: Fall 2006. With Judith Villa.
- C0-Facilitator, IUP Undergraduate Scholarship Conference. Undergraduate Poetry Slam, Co-Directed with Shaun Murphy & Judith Villa, April, 2006.
- IUP Undergraduate Conference, "CHSS First-Year Experience Program Students Present!" April, 2006 (Directed 6 student presentation panels, 30 students total) with Judith Villa.
- IUP Project ROCS, "Mentoring and Advising For and With Minority Students," January 2006, With Judith Villa
- IUP Center for Teaching Excellence, "Undergraduate Teaching Associates in the Classroom," Oct. 2005. With Judith Villa and Laurel Black.
- The Teaching Professor Conference, "Someone Who Is More In Touch With Student Life: Undergraduate Teaching Interns in the Classroom" Nashville: May, 2006. With Laurel Black, Gian Pagnucci, and Judith Villa..
- Pedagogy and Theatre of the Oppressed, "Democratic Discomfort in the Classroom: Co-teaching with Undergraduate Teaching Assistants." Chapel Hill: May, 2006. With Judith Villa..
- Moravian College, "The Formative Dialogues Project" Faculty Development Two-Day Workshop at Moravian College, Bethlehem, PA. January 26-27, 2006. With Judith Villa, John Woolcock, Laurel Black, and Stephanie Taylor Davis. Center for Teaching Excellence Weekend Workshop
- The Teaching Professor Conference, "Formative Dialogues on Teaching." Philadelphia, PA. May 21-24, 2004. With Laurel Black, Diane Klein, John Woolcock, and Judith Villa
- Conference on College Composition and Communication, "Pick It Up! Creatively Challenging Institutionalized Writing Styles." San Antonio: March, 2004. With Judith Villa and Laurel Black.
- Ninth National Conference on Students in Transition "Students and Faculty Working Together: Student Ownership of a First-Year Experience Program." Pittsburgh, PA. Oct. 26-29, 2002. With Judith Villa.
- National Conference of Teachers of English, "Vexing the Issue: Social Equity Issues and Participation in the Classroom," Baltimore, November, 2001.
- Penn State Conference on Rhetoric, "'WHITE TRASH NAZI SCUM! WAKE UP IT'S TIME TO DIE!': The Romantic/Pragmatic Rhetoric of the Student Youth Group 'Anti-Racist Action at IUP,'" University Park PA, July 1999.
- Conference on College Composition and Communication, "Panic and Desire on the Page: Rural Women Students Writing Their Worlds," Atlanta GA, March 1999.
- The Rhetoric Society of America, "Aristotle's Magnanimous Man and the Ethos of "Relatively Ordinary Persons, AKA Today's Students," Pittsburgh PA, April, 1998.
- North American Interdisciplinary Conference on Environment and the Community, "Rhetorical Authority and Environmental Discourse in the College Composition Classroom," Reno NV, February 1998.
- College English Association, "The Emerging Technology of Grammar Instruction and Its Implications for The Computer-Mediated Classroom," New Orleans LA, April 1996.
- Conference on College Composition and Communication, "Developing a Pedagogy of Contraries," Milwaukee WI, March 1996.
- National Graduate Student Conference in Cultural Studies, "Prowling the Borders: The Ethical Coyote in the Composition Classroom," Bowling Green OH, March 1996.
- Publications
- Invited Essay: "The Role of Literacy In Colonial American Education and The Founding of Sable Island Humane Station." in James Morris of Sable Island, 1801-1804. Ed. Ian Malcolm. Halifax, NS: The Nova Scotia Museum, 2002.
- Article: "Let's Celebrate Exemplary Scholar-Citizens Through Re-Framing Existing Opportunities for Students." The Values Newsletter 7.2 Edinboro, PA: Edinboro University. (Spring 2000): 3-4.
- Article: "Toward a Rhetoric of Both/And in The Writing Classroom," *Composition Chronicle* 9 (Feb 1996): 6.

3. Judith Hagan Villa, Associate Professor of English, IUP

EDUCATION

Ph.D. in American Studies, 1995. University of New Mexico, Albuquerque, NM.
Specializations in American Indian Studies, Popular Culture, Composition and Pedagogy.
M.A. in English, 1987. Boise State University, Boise, ID.
B.A. in General Studies, 1985. Boise State University, Boise, ID.

Relevant Academic Service

Co-Director, Crimson Hawks First-Year Experience Pilot Program, with Rosalee Stilwell and Coach Christopher Villa, January 2008-present
Board Member, The Center for Teaching Excellence, IUP, 2003-present
Co-Director, Reflective Practice, The Center for Teaching Excellence, IUP, 2004-2006; 2008
Board Member, Frederick Douglass Institute Junior Scholars Program, 2002-2006
Co-Director, English Scholars Project (non-majority English Majors and Minors recruitment and retention program 2002-2006) with Rosalee Stilwell
Member, Frederick Douglass Institute Junior Scholars Board, 2002-2006
Internship Director, English Department, 2000-present
Co-Facilitator, English Department Teaching Circle, 1996-2002

Selected Conference and Workshop Presentations

IUP Career Development Center, "The PACT Program: Tomorrow's Internships Today." Chief Facilitator. Indiana, PA: October, 2008. With Mark Anthony, Laurel Black, Richard Lamberski, and Rosalee Stilwell
IUP Project ROCS, "Conscious Mentoring For Change," Saturday Workshop, March, 2007, with Rosalee Stilwell
Facilitator and Panel Member, "Questioning Authority: Undergraduate Teaching Associates in the University Classroom." Women's Studies Program Consortium Event, Fall 2006 with Rosalee Stilwell
Co-Facilitator, IUP Undergraduate Poetry Slam, Co-Directed with Shaun Murphy & Rosalee Stilwell, April, 2006
Facilitator, IUP Undergraduate Conference, "CHSS First-Year Experience Program Students Present!" April, 2006 (6 panels, 30 students total), with Rosalee Stilwell
Co-Facilitator, IUP Project ROCS, "Mentoring and Advising For and With Minority Students," January 2006, with Rosalee Stilwell
Co-Facilitator, IUP Center for Teaching Excellence, "Undergraduate Teaching Associates in the Classroom," Oct. 2005. With Laurel Black and Rosalee Stilwell.
The Teaching Professor Conference, "Someone Who Is More In Touch With Student Life: Undergraduate Teaching Interns in the Classroom" Nashville: May, 2006. With Laurel Black, Gian Pagnucci, and Rosalee Stilwell
Pedagogy and Theatre of the Oppressed, "Democratic Discomfort in the Classroom: Co-teaching with Undergraduate Teaching Assistants." Chapel Hill: May, 2006. With Rosalee Stilwell.
Moravian College, "The Formative Dialogues Project" Faculty Development Two-Day Workshop at Moravian College, Bethlehem, PA. January 26-27, 2006. With Rosalee Stilwell, John Woolcock, Laurel Black, and Stephanie Taylor Davis. Center for Teaching Excellence Weekend Workshop.
The Teaching Professor Conference, "Formative Dialogues on Teaching." Philadelphia, PA. May 21-24, 2004. With Laurel Black, Diane Klein, Rosalee Stilwell, and John Woolcock
Conference on College Composition and Communication, "Pick It Up! Creatively Challenging Institutionalized Writing Styles." San Antonio: March, 2004. With Rosalee Stilwell and Laurel Black
Ninth National Conference on Students in Transition "Students and Faculty Working Together: Student Ownership of a First-Year Experience Program." Pittsburgh, PA. Oct. 26-29, 2002. Rosalee Stilwell
National Conference of Teachers of English, "Vexing the Issue: Social Equity Issues and Participation in the Classroom," Baltimore, November, 2001.
National Association for General and Liberal Studies Annual Conference, "Creating Character, Creating 'Characters': Creative Writing and Reading in General Studies." Louisville, KY: October 2002. With Dr. Laurel Black and Wm. Mark Poteet.

- Ninth National Conference on Students in Transition "Students and Faculty Working Together: Student Ownership of a First-Year Experience Program." Pittsburgh, PA: November, 2002. With Rosalee Stilwell and five PACT undergraduate interns
- National Council of Teachers of English. "Assessing Participation: An Interactive Discussion." Baltimore, MD., 2001. With Drs. Carole Bencich, Laurel Black, and Rosalee Stilwell
- Pennsylvania Council of Teachers of English and Language Arts. "Fact and Fiction: The Pleasure of Creative Writing in the Research Writing Classroom." Shippensburg, PA. October, 2002
- Pennsylvania College English Association. "Disrupting the Atmosphere: The Pleasure of Creative Writing in 'Service Classes.'" Punxsutawney, PA: April, 2002
- National Conference for the Association for General and Liberal Studies. "From Classroom to Community: Ethics and Engagement in Research Writing." Pittsburgh, PA: October, 2001. With Dr. Laurel Black
- Southcentral Pennsylvania Writing Project. "Developing Writing Assignments with Popular Culture Texts." Indiana, PA, 2002. With Dr. Elaine Ware
- International Popular Culture Association, "Indian Killer In The Classroom: Sherman Alexie Fancydances on John Wayne's Teeth (and Corset)," Toronto, March 2002
- International Popular Culture Association, "Resisting Colonialism in Sherman Alexie's Lone Ranger and Tonto Fistfight in Heaven: Report from the Classroom" Philadelphia, March 2001

GRANTS AWARDED

- "Emerging Scholars in English Studies." First-Year Experience (FYE) Success Grant. Pennsylvania State System of Higher Education (PASSHE) FYE grant program. 2002. (\$7,158.00). With Laurel Black and Rosalee Stilwell

SELECTED PUBLICATIONS

Chapters and Essays in Books

- "Resurrection and the Return with the Elixir: Research Writing, Creative Nonfiction, and Unlikely Heroes." Ed. David Starkey. *Writing What We Teach*. Portsmouth, NH: Heinemann/Boynton-Cook, 2001. With Laurel Black.

Guest Editor. *Journal in the Humanities*, Special Edition on American Indian Studies, Winter 2006.

Introduction: "Starting the Conversation About American Indian Studies in the Contemporary Classroom." *Journal in the Humanities*, Special Edition on American Indian Studies, Winter 2006.

Essay: "Let Someone Besides Black Elk Speak: Native Voices in American Indian Literature." *Connections* (2001) 5.2. 1-3.

Work in Progress

- "Survivor Academe: Assessing Reflective Practice at Indiana University of Pennsylvania." With Drs. Terry Ray and Laurel Black. Under review at *Improving the Academy*.

Appendix II: Bibliography

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Appendix III: Letters of Endorsements

Please See Attached Letters of Endorsement from

1. Dr. Yaw Asomoah, Dean, College of The Humanities and Social Sciences
2. Dr. Gian Pagnucci, Chair, Department of English
3. Dr. Susan Welsh, Chair, Liberal Studies English Committee

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December 10, 2008

Dear Members of the FPDC,

I write to communicate my support of the FPDC proposal written by Drs. Laurel J. Black, Rosalee Stilwell, and Judith Villa titled "The PACT Program: Developing Student Internships in English Studies." I believe this program will have a significant, positive effect on faculty in the English Department, as well as on English majors and minors. This proposal, with its clear focus on developing new directions for a current course, ENGL 493 Internship, applies current theory and practice related to authentic learning and assessment, service learning, and faculty professional development.

Currently, ENGL 493 Internship is largely used to provide students in English with placements outside the university setting. The Project Directors' positive experiences in a pilot program in which students function as "Instructional Associates" (IAs) and work with Faculty Mentors (FMs) in college writing and literature classrooms have demonstrated the value of these team-learning experiences for both students and faculty. Re-envisioning widespread use of Instructional Associates, however, requires a change in departmental culture and significant reflection and course redesign for faculty who participate. The presence of an IA or several IAs requires an instructor to consider how it affects interaction with students, syllabus design, class projects, responding to writing and speaking, assessment of student learning (including the learning of the IA), and articulating a teaching philosophy and its application.

The series of workshops with outside experts, structured discussion within the department, and opportunities for faculty interested in integrating IAs into their classes to work closely with current IAs will support the growth of the PACT program by permitting faculty to consider their individual course structure while involved in small group settings. This "organic" development encourages innovation and a stronger commitment to the full cycle of course development, including assessment and continuing redesign. The choice of experts in the grant proposal also addresses both the need to consider models such as New Mexico State University's and the need to develop a program locally through group discussion—Milton Cox is renowned for his work in Faculty Learning Communities.

The benefits from this grant extend to the students. Those who enroll in ENGL 493 Internship as Instructional Associates will benefit directly from the training and reflection faculty will gain in the workshops, colloquia, and discussions that this grant will support. Rather than simply being "added in" to the course, IAs will now be fully integrated into the design of the course from planning to closure. Instructional Associates who might

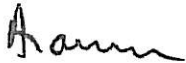
FPDC Committee Members
Page 2
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typically enter graduate school in literature, composition and rhetoric, and creative writing will have had the opportunity to consider seriously the demands of the fields they are thinking of entering and will also have developed skills that prepare them directly for graduate level work.

The College of Humanities and Social Sciences supports this program. We believe that the activities sponsored by this grant will lead to significant professional development of faculty in the English Department, as well as significant learning opportunities for students. In its innovative approach to addressing multiple elements of course redesign, it offers a model that can be exported to other departments in the College and across the university. It will provide the university with a core of in-house experts who can work with other departments, strengthening the knowledge and skills of both colleagues and students. Following the successful completion of this grant, the College of Humanities and Social Sciences will work through the peer review process to develop a similar course that would serve many more students, thus extending the impact of the grant.

As Dean of the College of Humanities and Social Sciences, I am very enthusiastic about the outcomes of this proposal for my faculty colleagues in English, English majors and minors, and ultimately, the entire College and the University.

Sincerely,



Yaw A. Asamoah
Dean

YAA:dlw

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To Whom It May Concern,

I believe the FPDC proposal written by Dr. Laurel J. Black, Dr. Rosalee Stilwell, and Dr. Judith Villa titled "The PACT Program: Developing Student Internships in English Studies" offers significant benefits to the Department of English at Indiana University of Pennsylvania. I am pleased to write this letter of support for this FPDC proposal.

The English Department has been redesigning and reorganizing its curriculum and major/minor requirements. During this process, the need for student involvement in an internship has become clear; in fact, our proposed Writing Track requires either an internship or capstone course. However, traditional internships in which a student applies writing skills in a setting outside the university are not always easy to arrange in English Studies, nor are they always the most appropriate internships for literature and writing majors. Expanding the concept of internships to include "job-shadowing" in a classroom setting will provide many of our majors and minors with experiences directly related to their intended short- and long-term goals of graduate school enrollment and post-secondary teaching. Such training is also very valuable for students seeking management positions in the future. These experiences can help provide assurance that students have made fitting career choices or may lead students to consider alternative choices, but in either case such internships can provide students with carefully structured and challenging experiences and skills in organization, planning, leadership, and assessment.

While the use of undergraduates as "Instructional Associates" has been occurring at other universities, each program is unique as is the departmental culture in which programs are developed. The proposed project demonstrates clear understanding of the need for long-term discussion with colleagues as well as professional development opportunities with experts in the use of both Instructional Associates and Faculty Learning Communities. The size of IUP's English Department and its history of freedom in course design, even for required Liberal Studies classes, create challenges in structuring internship opportunities in academic instruction. However, the design of this grant takes into account departmental and disciplinary dynamics, offering faculty multiple, extended, and in-depth opportunities for professional development

and reflective practice. This program has the potential to create a stronger sense of community and shared goals for faculty, and the guided discussion and work on redesigning our Liberal Studies English courses to accommodate and support the presence of Instructional Associates will very likely lead to the formation of focused teaching circles and research in the Scholarship of Teaching and Learning. The portfolios created by Instructional Associates can provide valuable resources for assessing the effectiveness of the preparation this grant proposes and for continuing the discussion of pedagogy beyond the immediate time frame of this grant.

Following the successful completion of this grant, the English Department will explore means of providing continued support for the PACT Program. I am enthusiastically looking forward to the many positive changes this program can bring to IUP's English Department.

Sincerely,

A handwritten signature in blue ink, appearing to read "Gian Pagnucci", with a long horizontal flourish extending to the right.

Gian S. Pagnucci, Ph.D.

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SUBJECT: Letter of Support—FPDC Grant Proposal
Drs. Laurel Black, Rosalee Stilwell, and Judith Villa: Category 4C
TO: IUP FPDC
PASSHE FPDC
FROM: Dr. Susan Welsh
Director, English Liberal Studies courses
DATE: 9 December 2008

Dr. Susan Welsh

I am writing in support of the FPDC grant application of Drs. Laurel Black, Rosalee Stilwell, and Judith Villa who are seeking support for an on-campus internship program, PACT (Professors and Associates Collaborating on Teaching). PACT internships are three-credit undergraduate internships intended for majors in any discipline who (1) have earned at least 57 credits, (2) have a GPA of 3.0, (3) are considering graduate school, (4) have asked a professor in their major to serve as their mentor, and (5) have been accepted by that professor as an instructional associate (IA) for one undergraduate course. Unlike TAs, IAs are not responsible for course delivery or grading. The internship gives them supervised, pre-graduate school experience in an undergraduate classroom. They attend all class meetings with their faculty mentor, and they learn—through research, observation, structured engagements with students, and mentor/intern discussions—some of the basics of course design, course pedagogy, and learning support for students. The IAs leave the internship with a portfolio that includes a resume, a provisional teaching philosophy, and a selection of course materials that they have developed, tried out, and reflected upon

Drs. Black, Stilwell and Villa mentored seven interns during a fall 2008 PACT pilot. The interns worked with them in English Liberal Studies courses: in ENGL 100 Basic Writing and ENGL 101 College Writing. Students enrolled in those courses evaluated their IAs at the end of the semester. Evaluations from three IA assisted classrooms (fall 2008) show the promise of the PACT program. On a scale of 1 to 5, 58% of students gave their IA the highest rating (5), 35% the next highest rating (4), and 7% gave a rating of 3. In other words, 93% said that they were very pleased/ pleased with their “experiences with the IA.” Moreover, 100% said that they were never uncomfortable as they interacted with the IA, and 88% said that they would “enroll in another course that utilizes an IA” (the remaining 12% said that it “doesn’t matter.”). Students reported many benefits: better focus and creativity in small-group activities and workshops when an IA facilitated, enhanced feedback to writing assignments, many opportunities for tailored one-on-one tutoring, and greater comfort with asking questions: the IA “made me less afraid to talk” and “made it easier to ask questions.” Many students said they valued feedback from two perspectives: the professor’s and the IA’s.

As director of English Liberal Studies courses and chair of the English department’s English Liberal Studies Committee, I can say that we have seen the PACT internship program develop over the past two years, and the committee enthusiastically supports it. The PACT pilot has

clearly benefitted students, it has informed and developed advanced majors who have no other way to know what graduate school will ask of them, and it has helped faculty in their efforts to create learner-centered classrooms. The faculty/intern relationship also develops reflective practice as the first common ground between a faculty mentor and an intern.

Drs. Black, Stilwell and Villa have developed clear guidelines for IAs and for the faculty who mentor them. They want to bring to IUP experts on IA programs that have grown up at other universities, and they want to spend next year supporting any faculty in the English Department who are interested in integrating an IA into their classrooms. After they have developed a strong core of trained faculty mentors, the department can help others on campus construct their own versions of this program. This is a worthy project that has been successfully piloted, and the plan for working with colleagues in the upcoming year is sensible, well structured, and highly promising. I strongly support this FPDC proposal.