

**REQUEST FOR FACULTY PROFESSIONAL IMPROVEMENT LEAVE (PIL)
APPLICATION**

(Instructions for completing Form A - PIL Application)

Form A: Planned Purpose

What the faculty member expects to accomplish as a result of the leave. A statement of purpose would not include an itemization of what the individual plans to do during his/her leave, but instead would explain why something would be done. Examples of statements of purpose are: to improve teaching skills, to increase knowledge of subject area, to enhance the learning process.

Form A: Planned Objectives and Expected Outcomes

These represent the observable elements of purpose. For example, completed requirements for a doctorate in the subject area, a research study on student performance in different learning settings, a comparative study of U.S. and European teaching approaches to dramatic literature - are all statements of observable outcomes.

Form A: Planned Activities

Planned activities represent the process by which the individual expects to accomplish his/her objectives. For example, to travel to five European cities, to attend Kent State University as a full-time student for a quarter, to test student performance under three different modes of teaching - all describe process or activity.

Form A: Expected Value/Benefit to the Applicant

A statement of expected value or benefit to the applicant describes how the PIL contributes to the advancement of the applicant as a professor and/or as a scholar in their discipline. For example, taking graduate coursework in your discipline; performing research to update your skills and expertise; writing a book or lab manual to be used in your classroom; serving as visiting scholar at another institution.

Form A: Expected Value/Benefit to the Applicant's Discipline

A statement of expected value/benefit to the applicant's discipline describes how the PIL contributes to the advancement of the applicant's discipline(s) or issues impacting higher education within that discipline inside or outside of the College. For example: A sociologist utilizes new technologies in social media to examine how real time trends are occurring throughout a given demographic. A mathematician experiments with 3D printers in a makerspace to create tangible 3D models of known mathematical problems and demonstrates the creative teaching possibility of using such technology to teach math by bringing colleagues to the makerspace. A gender studies professor travels to Tulane University's archives to research how female black slaves enabled slave owners to expand their production capabilities in the 1850s. For any of the above, the faculty member presents the research findings in any number of ways within their discipline.

Form A: Expected Value/Benefit to the Applicant's Students

A statement of expected value/benefit to the applicant's students describes how the PIL contributes to the enhancement of students' educational experiences inside or outside of the classroom. For example: Assist our students in overcoming financial barriers to their education and degree completion by creating open source texts and educational resources. Increasing students' understanding of the presidential election process and preparing them for lives of rich civic and community activeness by

creating opportunities for students to be exposed to the political process. For example, organizing student trips to national political conventions and designing out of class visits and engagement in local board of elections activities. By developing and designing more engaging and pedagogically effective grammar lectures, exercises, and activities, ESL students will have a deeper learning of course content and finish ESL classes with a better grasp of English.

Form A: Expected Value/Benefit to the College

A statement of expected value/benefit to the College describes how the PIL advances the goals and mission of the College (which includes colleagues, administration, staff, etc., but excludes students). For example, creating a library assessment plan that supports the College's strategic plan to "Develop processes and tools to revise, improve and measure the quality of operations and student support services" while also improving the College's data collection efforts for AQIP reporting. Developing new pedagogical approaches such as a flipped classroom model to support the College's three strategic focus areas: Access and Engagement; Quality and Innovation; and Success and Completion. This relatively new pedagogy will improve quality of instruction and encourage success and completion. Serving as a representative of the College by presenting the results of the faculty member's PIL to community members at a local library within the College community or nationally at a conference such as Achieving the Dream or League of Innovation.

Form B: Statement of Accomplishment

This statement indicates whether or not the planned objectives have been met and when and where evidence of them may be observed. For example, the research study on student performance in different learning settings has been completed and a copy will be on file in the English Department by August 15. Form B is completed by July 31st at the end of the PIL.

Form B: Statement of Benefit

This statement refers to some observable changes in the College which resulted from the leave. Some examples are: the withdrawal rate from classes I teach will decrease from 40 per cent to less than 35 per cent; the course syllabus for my course will be revised by January 15. Form B is completed by July 31st at the end of the PIL.