Goal
The PECOP project is designed to build a growing and dynamic community of undergraduate physiology educators who: interact, share resources, and collaborate on an ongoing basis; learn and apply effective scientific teaching methods in their classrooms, such as student-centered learning emphasized in Vision and Change; and use scholarship of teaching and learning (SOTL) methodologies to improve their teaching.

Objectives
Toward that end, 20 (total) undergraduate educators, including full and part time faculty and postdoctoral fellows and graduate students engaged in undergraduate teaching during the academic year, will be selected in 2018 to be PECOP Fellows. The Fellows will:
1. Develop ongoing relationships with each other, with PECOP Leaders, and with other members of the PECOP community to support excellence in teaching and learning.
2. Increase their knowledge of effective scientific teaching methods and how to apply them in their classroom.
4. Explore SOTL and how it can contribute to effective classroom teaching and be able to describe ways to contribute to our understanding of teaching and learning by both formal and informal sharing with colleagues.

Activities
Over the course of the year-long fellowship, PECOP Fellows will...
2. Meet with PECOP Leaders to discuss critical issues in undergraduate education. Discussions will take place at the ITL and via web conferencing.
3. Register as LifeSciTRC.org users and learn to use community tools for finding and saving resources and for creating and sharing resources and collections.
4. Share their expertise by rating and reviewing resources at the LifeSciTRC.org community and participating in online discussions.
5. Learn about SOTL at the ITL.
6. Work with PECOP Leaders and APS staff to develop an idea for a blog entry at the PECOP Life Science TRC blog, post their blog entry and respond to comments.
7. Have an opportunity to become a Life Science TRC Scholar and Fellow.
8. Complete required evaluation surveys (entry, exit, and follow-up).
Benefits
Each PECOP Fellow will receive...
1. Registration at their professional/educational level for the ITL meeting:
   a. $550 (UG faculty),
   b. $400 (postdoc),
   c. $350 (grad student).
2. Reimbursement of ITL travel expenses (air and ground transportation, housing and meals) of up to $700 (UG faculty), $850 (postdocs) and $900 (grad students).

Qualifications
1. Must be actively teaching physiology and/or life science at the undergraduate level at any U.S. institution (community college, college, and/or university) in the U.S.
2. DO NOT need to be a current member of the American Physiological Society, but non-members must apply for APS membership at the time of application.
3. Must be eligible to receive travel reimbursement from a US federal grant. This award does not support international travel.
4. The following groups are strongly encouraged to apply for the fellowship:
   a. Trainees (graduate students and postdoctoral fellows) with a strong interest in teaching and who are currently teaching undergraduate students,
   b. Early career educators,
   c. Community college faculty,
   d. Faculty from underrepresented minority (URM) groups,
   e. Faculty from minority-serving institutions.

How to Apply
READ the next section and prepare your application BEFORE logging onto the application site! Applicants should apply at the APS Awards Portal (https://www.the-aps.org/awardapps/login/index.cfm). After logging in, look for “2018 PECOP Fellowship.”

Support for the PECOP program is provided by the American Physiological Society and a grant from the National Science Foundation IUSE: Education and Human Resources (DUE-1822245).
What you need BEFORE applying online:

1. Be prepared to answer the following questions at the online application site:
   a) The institution type where you currently teach. If you teach at an institution serving students underrepresented in STEM fields (e.g., minority-serving institutions, institutions serving students with disabilities, and institutions with significant proportions of first-generation college or disadvantaged students), be sure to note this and describe your student population.
   b) I am currently teaching undergraduate students (yes or no)
   c) Number of years you have been teaching in a classroom.
   d) Highest degree attained at the time of application. Indicate your highest teaching degree level as BA/BS, MA/MS, or EdD/PhD and indicate subject matter.
   e) Subject/Course(s), Level(s), Number of Students Currently Teaching

2. Prepare a resume (no more than 3 pages) and convert to a PDF file. Resume should include:
   a. Education/training (undergraduate and graduate, if any)
   b. Current and previous positions
   c. Professional society affiliations
   d. Scientific clubs sponsored
   e. Projects or curricula developed
   f. Awards or honors
   g. Previous programs, fellowships, and/or research experiences. Include a brief description of the program and what it involved (2-3 sentences). Please note any programs that were primarily online professional development.

DO NOT include confidential/sensitive information such as date of birth, Social Security Number, etc.

3. Prepare typed responses to the three questions below (1-2 pages each) and convert to ONE PDF file.
   a. Written Response 1: Describe your commitment to improving teaching and learning in your classroom(s) by providing at least 1 example for each of the categories below:
      1. Professional Development:
         i. Regular participation in professional development activities, and
         ii. Demonstration of utilizing what you learned in your classroom;
      2. Innovation and Improvement:
         i. Regular incorporation of improvements, and
         ii. Innovations into curriculum and pedagogy.

   b. Written Response 2: How do you think your participation in a community of educators will improve teaching and learning in your classroom?
**Written Response 3:** Describe one teaching resource that you have developed that you might share with other educators at the Life Science TRC (www.lifescitrc.org) (e.g., an activity, lesson plan, lecture slide or slides, or assessment and rubric).

Once you have completed all of the tasks above, proceed to Appendix A for instructions on how to submit your application online.

**DEADLINE:** ALL components must be submitted or uploaded no later than **May 1, 2018.** Questions about the program and/or the online application system? Contact Marsha Matyas (mmatyas@the-aps.org) or Jessica Taylor, jtaylor@the-aps.org.