

# 2014 Call for Course Redesign Proposals



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## **Program Description**

Since 2012, the Center for Faculty Excellence has supported a grants program for large course redesign, the [CFE100+ Initiative](#), which features a variety of services designed to support faculty members seeking to transform their teaching of large course sections.

Based on the success of the 100+ Initiative, we are now calling for proposals for the Pro40+ Course Redesign Program, **a one-time grant program for faculty members who teach in one of UNC-Chapel Hill's twelve professional schools** (Dentistry, Education, Eshelman School of Pharmacy, Gillings School of Public Health, Kenan-Flagler School of Business, Government, Information and Library Science, Journalism and Mass Communication, Law, Medicine, Nursing, and Social Work).

The Pro40+ Course Redesign Program is designed for faculty members who want to make *significant* changes to courses or course sections using active learning methods known to improve student engagement and learning outcomes. The course(s) targeted for redesign must enroll 40 or more students. The course can enroll graduate or undergraduate students, as long as it is offered by a professional school. The course(s) can be residential, hybrid, or fully online. Proposed course redesigns must be piloted during the 2015 Fall Semester or 2016 Spring Semester.

## Examples of Interactive Course Methods

A growing number of faculty members at Carolina are exploring methods for making their courses more engaging and interactive. The following are examples of instructional methods that have been adopted by faculty members across a wide range of disciplines on campus:

**Note:** Proposals are NOT expected to include all of these methods, nor is this intended to be an exhaustive list of possible strategies for making your course experience a more positive and engaging one for students.

- Promoting engagement within the classroom by interspersing traditional lecture with pedagogies requiring students to interact with the material or each other
  - Creating and implementing interactive learning activities that require students to talk to each other
  - Having students or student groups report back to the full class after in-class activities
  - Implementing a class response system
  - Rethinking what course materials should be covered during lecture and shifting some content delivery to an out-of-class format in order to make time for higher-order learning activities to occur during class (a.k.a. “flipping” the classroom)
  - Using formative assessments to gauge student understanding of important course concepts
  - Using a tablet or smart phone to control the podium in order to move more freely throughout the classroom
  - Using simulations or case studies that help students use what they are learning in practice
  - Modeling how those in a given profession solve problems
  - Helping students learn to prioritize what is most important in lecture
- Supporting student learning outside of class
  - Assigning low-stakes assessments (e.g. online quizzes, practice problem sets) that provides students with regular feedback
  - Implementing incentives for students to come to class prepared (e.g., online quizzes, poll questions during class, one-minute papers)
  - Creating reading guides and questions to help students prioritize assigned content
  - Using recorded mini-lectures to deliver content
  - Implementing peer grading for written assignments

To learn more about interactive methods and the experiences of Carolina faculty members using them, browse the list of resources available to faculty members through the [CFE100+ Initiative](#).

## **Developing Your Proposal**

Individual proposals that focus on one course or course section are welcome. More ambitious proposals may be eligible for additional funding. Examples include:

- Redesign of an interdisciplinary course or courses taught by faculty members from two or more professional schools
- Redesign of multiple courses or course sections that are part of a core curriculum

**IMPORTANT:** Before you submit a proposal, please make an appointment to discuss your proposal with a CFE staff member. This will save everyone time in the long run and will help ensure that your proposal is as strong and as competitive as possible.

## **Eligibility**

Full-time faculty members in any of the following schools are eligible to apply: Dentistry, Education, Eshelman School of Pharmacy, Gillings School of Public Health, Kenan-Flagler School of Business, Government, Information and Library Science, Journalism and Mass Communication, Law, Medicine, Nursing, and Social Work.

Faculty members must be listed as the instructor of record for the course or course section being redesigned.

Proposed course redesigns must be piloted during the 2015 Fall Semester or 2016 Spring Semester.

## **Project Assessment**

Assessing the impact of the proposed redesign on student performance and student and faculty attitudes is an important aspect of this program. Where feasible, project participants will adopt methodologies modeled on the scholarship of teaching and learning (SoTL) to produce findings that can be shared with other educators. Assessment activities will occur throughout the redesign pilot and will be planned and executed with the full support of the Center for Faculty Excellence. If you plan to budget for assessment support within your academic unit, please check with a CFE program contact first about determining appropriate roles.

All grant recipients will be expected to work with the CFE to produce a final report on their redesign projects. CFE staff will work with each project leader to determine the appropriate format and schedule for the reports.

## **Learning Community Participation**

Grant recipients are required to be a part of a faculty learning community that will meet once a month beginning in spring 2015 and continue during the planning and implementation stages of their course redesigns. The learning community will provide regular opportunities to share ideas and solve problems with peers. It will be co-

facilitated by a CFE staff member and a faculty member who has already redesigned a course using interactive teaching approaches or learning activities.

### **Budget and Use of Funds**

A proposed line-item budget is a component of the online application for this program.

Funds provided through this program are intended to be used for planning and developing the proposed components of the course redesign. Funds requested to support the implementation of the redesigned course are appropriate, as long as a continuing source of funding for those items is not required after the pilot implementation. In other words, the Center cannot fund redesign components that are not sustainable.

Applicants can request up to \$6,000 total, of which no more than 70% (\$4200) may be taken as supplemental salary. Funds taken as salary are intended to support activities that go above and beyond the time that the faculty member would normally spend to teach the course in its usual format.

NOTE: All funds taken as personal salary are subject to taxes and may also be subject to F&A withholding by the faculty member's home department.

Examples of appropriate expenditures other than personal salary include:

- Salary for other team members (e.g., graduate student support)
- Instructional technologies and computing devices
- Course supplies
- Webinars or publications on course redesign

The application should explain why each budget item is necessary to plan, implement, or evaluate the redesigned course. The proposal evaluation committee may seek clarification from applicants on requested budget items. Grant funds may not be used to support travel. Grants awarded through this program can be used to supplement a project that is also being funded through other internal or external sources; in fact, the Center welcomes cost-sharing arrangements. These arrangements can be discussed when applicants consult with a CFE staff member.

When developing your proposal budget, consider campus resources available to you at no cost. For example, you may be able to leverage support for instructional design and instructional technology through the CFE or another pan-University unit. Assistance may also be available through your own school's support units.

### **Application Procedure**

Proposals must be submitted **by midnight on Monday, February 2, 2015**. You can download the [application form](#) to your computer at any time and edit it up until the

deadline.

When you are ready to submit your proposal, please send an electronic version with your Chair or Dean's electronic signature sent as an attachment in an email message to [cfegrants@unc.edu](mailto:cfegrants@unc.edu).

### **Selection Process**

Proposals will be reviewed by a committee of CFE staff members and faculty members who have previous experience redesigning their courses. The merit of proposals will be considered on the following criteria:

- Articulation of a rationale and plans for improving student learning via the proposed activities
- Scope/ambition of the proposed redesign
- Project's significance within a course/curriculum
- Feasibility of supporting the redesigned course in subsequent semesters without additional funds
- Willingness of the instructor's academic unit to support the redesign, if appropriate, in subsequent semesters
- Number of students likely to benefit
- Feasibility of proposal implementation within the stated timeframe

Funded proposals will be announced before the end of February.

### **CFE Contact Information**

Have questions? CFE staff members are available to talk to you about your ideas for a proposal and to answer any questions you have. Please schedule an appointment to discuss your proposal before the February 2nd deadline.

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Funding for this program is provided by the Center for Faculty Excellence. Planning and support for the Pro40+ Course Redesign Program is provided by the Center for Faculty Excellence and ITS-Teaching and Learning.