

Center for Faculty Excellence—Finish Line Project
STEM Course Redesign Initiative
Call for Participation

The Finish Line Project and the Center for Faculty Excellence (CFE) are collaborating on an initiative to help STEM faculty redesign their courses. The purpose is to introduce faculty to approaches and teaching methods that support their students' active learning. Faculty who take part in the joint initiative will be part of a research study on large course redesign. If you decide to join this initiative, you will receive a modest stipend (\$5,000) and support from the CFE and the Finish Line Project.

If you take part in the study, you will receive support to redesign a course and take part in the evaluation of your course redesign. Faculty support includes one to one consultations with CFE staff, access to online resources, as well as membership in a Faculty Learning Community.

If you agree to take part in this study, you will be asked to:

1. Sign a consent form.
2. Complete Assessments Related to the Study. These assessments are a 10-minute online survey at the beginning of the study, a 10-minute online assessment at the end of the year. Beyond those assessments, you may be asked to take part in interviews, focus groups, or other surveys, and questionnaires concerning your experience redesigning your course.
3. Agree to be observed as you teach a class. A study coordinator will meet with you to decide a class to visit and take notes on your teaching approaches and pedagogies.
4. Agree to be Assigned to One of Two Study Conditions: (1) Study Condition 1: Be assigned to be a member of a Faculty Learning Community with scheduled learning activities at monthly meetings and an assigned capstone project. Or (2) Study Condition 2: Be assigned to be a member of a Faculty Learning Community with monthly meetings and an assigned capstone project. The study directors would randomly assign you to one of the Faculty Learning Communities, one of which is structured and one self-governing. Those in the structured Faculty Learning Community will take part in scheduled learning activities designed to support the course redesign. Those in the self-governing Faculty Learning Community will decide on the learning activities the group undertakes. Members of both faculty communities will meet monthly to discuss their redesigns and learn from each other. Members of both communities will also have the opportunity to present a capstone project on what they learned from their redesign. Both Faculty Learning Communities will be co-facilitated by a CFE staff member and a faculty member who has redesigned a STEM course. These two programs are designed to support faculty as they redesign their courses. The way you are assigned to one of these conditions is by chance, like flipping a coin. You have the same chance of getting into either program. Neither you nor study staff will be able to change which program you are assigned to.

If you agree to be in this study, we will ask you to follow the procedures for one of the two programs that are explained below.

Condition 1: Structured Faculty Learning Community

- If you are in this study condition, a study coordinator will be in touch with you to create a meeting schedule for your Faculty Learning Community, which will meet in February, March, April May 2016 and September, October, and November 2016.

- A study coordinator will meet with you to decide a class to visit and take notes on your teaching approaches and pedagogies.
- You will be expected to attend your Faculty Learning Community and implement key course redesign elements, as well as:
 - Visit a colleague's class facilitated by the Center for Faculty Excellence's Peer Visits Program;
 - Meet 2 times per semester with a consultant at the Center for faculty Excellence to discuss their course redesign;
 - Complete surveys, evaluations, and/or interviews related to the Finish Line Project
 - Present a summary of your experiences as part of a public presentation
- If you are in this study condition, a study coordinator will send you the course assignments.
- You will be asked to complete assessments in February 2016 and November 2016.

Condition 2: Self-governing Faculty Learning Community

- If you are in this study condition, a study coordinator will be in touch with you to create a meeting schedule for your Faculty Learning Community, which will meet in February, March, April May 2016 and September, October, and November 2016.
- A study coordinator will meet with you to decide a class to visit and take notes on your teaching approaches and pedagogies.
- You will be expected to attend your Faculty Learning Community; implement key course redesign elements; and complete surveys, evaluations, and/or interviews related to the Finish Line Project. You will also have opportunities to:
 - Visit a colleague's class facilitated by the Center for Faculty Excellence's Peer Visits Program;
 - Meet 2 times per semester with a consultant at the Center for faculty Excellence to discuss their course redesign;
 - Present a summary of your experiences as part of a public presentation
- If you are in this study condition, a study coordinator will send you information related to course topics. There will be no assignments.
- You will be asked to complete assessments in February 2016 and November 2016.

PLEASE NOTE: This initiative is open to STEM faculty members who have NOT taken part in any of the CFE 100+ Grants Initiative or a CFE facilitated Faculty Learning Community. Participants in this initiative must be the instructor of record for the course section being redesigned.

Come hear more about STEM course redesign at Carolina and the Finish Line Project/CFE research study on large course redesign. We are holding two information sessions on the initiative on:

Monday January 11 at 12:00 PM 304 Wilson Library

Thursday January 14 at 10:00 AM 304 Wilson Library