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 participate 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) along with support from 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 and access to online resources as well as membership in a Faculty Learning Community (FLC).

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 include a 10-minute online survey at the beginning of the study and 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 on a class to visit and take notes on your teaching approaches and pedagogies.
4. Agree to be assigned to one of two study conditions. Study Condition 1: Be assigned to be a member of an FLC with scheduled learning activities at monthly meetings and an assigned capstone project. Or Study Condition 2: Be assigned to be a member of an FLC with monthly meetings and an assigned capstone project. The study directors would randomly assign you to an FLC, one of which is structured and one self-governing. Those in the structured FLC will take part in scheduled learning activities designed to support the course redesign. Those in the self-governing FLC 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 FLCs 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 FLC, which will meet in December 2015 and then in January, February, March, April, and May 2016.
• A study coordinator will meet with you to decide on a class to visit, and take notes on your teaching approaches and pedagogies.
• You will be expected to attend your FLC meetings and implement key course redesign elements, as well as:
  o Visit a colleague’s class facilitated by the Center for Faculty Excellence’s Peer Visits Program;
  o Meet 2 times per semester with a consultant at the Center for Faculty Excellence to discuss their course redesign;
  o Complete surveys, evaluations, and/or interviews related to the Finish Line Project;
  o 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 December, 2015, and May, 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 FLC, which will meet in December 2015 and then in January, February, March, April, and May 2016. A study coordinator will meet with you to decide on a class to visit, and take notes on your teaching approaches and pedagogies.
• You will be expected to attend your FLC meetings; implement key course redesign elements; and complete surveys, evaluations, and/or interviews related to the Finish Line Project. You will also have opportunities to:
  o Visit a colleague’s class facilitated by the Center for Faculty Excellence’s Peer Visits Program;
  o Meet 2 times per semester with a consultant at the Center for Faculty Excellence to discuss their course redesign;
  o 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 December, 2015, and May, 2016.

PLEASE NOTE: This initiative is open to STEM faculty members who have NOT taken part in any of the CFE 100+ grants program 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.

Friday, October 30th, at 9:30 AM in 304 Wilson Library
Thursday, November 12th, at 3:00 PM in 304 Wilson Library