Large Course Redesign Grants
2016-2017 Call for Proposals

Please read through the following information carefully and let us know if you have any questions.

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Program Description
Faculty members at Carolina who teach large-enrollment courses continue to explore methods for making the large-class experience more engaging and meaningful for their students. This growth reflects an increase in the number of large course sections at the University and an enhanced institutional awareness about the importance of introductory courses to the Carolina experience. The grants program for large course redesign is a component of the Center for Faculty Excellence’s 100+ Initiative, which features a variety of services designed to support faculty members teaching large course sections. Funding for the grants program is provided by the Provost’s Office.

The Large Course Redesign Grant program is designed for faculty members who want to make significant changes to courses and course sections. In addition to support for individual course sections of 100 or more students, multiple sections of a course that cumulatively enroll 100 or more students are also eligible.

A proposed course redesign may include some combination of the following approaches.

**Note:** Proposals are NOT expected to include all of these components, nor is this intended to be an exhaustive list of possible strategies for improving large enrollment classes. We welcome all ideas for making the large class experience a positive and engaging one for your students!

- New techniques for promoting engagement *within* the classroom
  - Creating and implementing collaborative learning activities, such as having students work in groups to solve problems, discuss course topics, or role-play.
  - Having students report out and share their work with other students in class
Providing students with opportunities to reflect on and apply course concepts by, for example, interspersing traditional lectures with opportunities for students to draw on concepts or knowledge presented in class or out of class assignments

- Shifting some content delivery to an online format in order to enable more higher-order learning activities to occur during class (a.k.a. flipping the classroom)
- Making use of undergraduate peer mentors to support group work in class
- Implementing a class response system
- Using personal computing devices that allow instructors to move more freely throughout the classroom and interact with students
- Training recitation leaders to use interactive techniques
- Restructuring recitation time for work on group projects or research papers

- New techniques for supporting student learning outside of class
  - Developing online quizzes and problem sets for low-stakes assessment
  - Creating questions to guide assigned readings
  - Using recorded mini-lectures to deliver content
  - Implementing peer grading for some assignments
  - Building stronger connections between recitations and large class sessions

- Higher overall expectations for students
  - Promoting higher-order understanding of course concepts
  - Modeling higher-order application skills through classroom activities
  - Implementing incentives for students to come to class prepared

- Outreach and intervention strategies for students who are academically underprepared or are performing poorly in the course
  - Using online quizzes to track student performance
  - Using formative assessments to gauge student understanding of important course concepts
  - Developing effective interventions for students who are performing poorly
  - Making students more aware of learning support services available to them
  - Modeling effective note-taking and other study skills

While supplementing regular class sessions with new activities is the most common approach to course redesign, faculty members may also re-think the overall course format. Examples include replacing a weekly lecture with a recitation section or online learning activities, or integrating the lab/recitation and lecture components of a course.

This is the fifth call for proposals under this program. The descriptions and results of several 100+ course redesigns are included in the following reports:

<table>
<thead>
<tr>
<th>Redesign description</th>
<th>Course</th>
<th>Report type/link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flipping the classroom</td>
<td>Psychology 210</td>
<td>CFE100+ summary report</td>
</tr>
<tr>
<td>Mixing instructional methods, building community</td>
<td>Drama 116</td>
<td>CFE100+ summary report</td>
</tr>
<tr>
<td>Teaching a large course for the first time</td>
<td>Math 118</td>
<td>CFE100+ summary report</td>
</tr>
<tr>
<td>“Upside Down Chemistry at Carolina”</td>
<td>Chemistry 101</td>
<td>Chemistry Department newsletter article</td>
</tr>
</tbody>
</table>
Developing a structured course that benefits all students

Biology 101

College of A&S press article

Transforming large lecture courses (video)

Various

College of A&S video

CFE staff members are eager to brainstorm with you about ideas for your course redesign at any point between now and the submission deadline. You may also consider perusing the CFE100+ large class resources collection or watching video interviews of campus colleagues who are already using new methods in their large classes. You can also visit the classrooms of UNC faculty members who are using active learning methods through the Faculty Peer Visits Program.

Instructor Eligibility
Full-time faculty members in all academic units are eligible to apply. They must also be listed as the instructor of record for the course section being redesigned.

Supported Courses
100+ grants can be used to enhance 3-4 credit hour courses at UNC-Chapel Hill that meet one of the following criteria:

1. A course section that regularly enrolls 100 or more students
2. Multiple course sections of the same course that cumulatively enroll 100 or more students

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 academic units
- Redesign of multiple courses or course sections that are part of a core curriculum

Proposed course redesigns must be piloted during the Fall 2016 semester or the Spring 2017 semester.

IMPORTANT: Before you submit a proposal, we ask that you discuss your plans with a CFE staff member. It is our experience that doing so will help you avoid omissions that might make your proposal less competitive. You can schedule an appointment at any time with Bob Henshaw (bhenshaw@email.unc.edu) or Matt Osment (matto@email.unc.edu). We want to help you make your proposal as strong and as competitive as possible.

Proposal and Project Support
What kind of support will you need to plan and implement a successful course redesign? During both the proposal and implementation stages, we encourage applicants to seek out expertise on topics such as best practices in course redesign, instructional technology, videography, instructional design, or TA training. Some of the support you will need is likely available at no cost through your academic unit, the CFE, and other campus organizations; other support may require use of grant funds. Before completing a budget, we strongly recommend that applicants consult with a CFE program contact.
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 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 and to complete a brief post-redesign survey. CFE staff will work with each project leader to determine the appropriate format and schedule for the reports.

Community and Culture
Important goals of the 100+ Initiative are to provide grant recipients with the chance to learn from other faculty members engaged in redesign and to share the results of course redesign within academic units, across disciplines, with the greater campus community, and nationally when appropriate. Grant recipients will comprise a faculty learning community that will meet once a month 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 large enrollment course.

Visiting the classrooms of peers engaged in redesign and providing and receiving constructive feedback has been very beneficial to prior 100+ grant recipients. Participants in the 2015-2016 program will be encouraged to visit the classrooms of peers in your 100+ faculty learning community or to take advantage of the Faculty Peer Visits Program.

Note: These classroom observations are “off the record” and have no bearing on departmental tenure or promotion decisions.

CFE staff will work with grant recipients to explore methods for disseminating project results. For example, some participants may be interested in contributing to a departmental or cross-disciplinary workshop. Others may consider presenting findings at a disciplinary or teaching conference or publishing about their experiences.

Budget and Use of Funds
Funds provided through this program are intended to be used for planning and development of 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 $5,000 total. No more than $3,500 can be taken as personal salary by any one individual on the grant. Funds taken as personal salary are intended to support activities that go above and beyond the time that the faculty member would normally spend to
prepare for and teach the course. For example, we expect that faculty members developing new course materials and assignments may ask for personal salary to help compensate them for time spent on those activities. These funds are designated by the state for instructional use only and cannot be used directly for non-instructional purposes such as research. Nor can grant funds be used directly to support travel. Grant funds taken as personal salary can, of course, be used for any of these purposes.

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., faculty peers or graduate student support)
- Instructional technologies (e.g., digital tablets, software for developing course content)
- Webinars or publications on course redesign

A rationale for each budget item as to why it is required to plan, implement, or evaluate the redesign should be made clear in the application. 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 CFE welcomes cost-sharing arrangements.

Grant funds for this program are available after the new fiscal year begins on July 1, 2016. Since program participants will likely want to begin work on their course redesigns well before this date, the CFE can cover some expenses (equipment and/or graduate student work) before the new fiscal year begins. More information on this process will be provided to grant recipients.

Application Procedure
Proposals must be submitted by **5:00pm on Monday, February 15, 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 one of the following:

1. An electronic version with your Department Chair or Dean’s electronic signature sent as an attachment in an email message to cfe.grants@unc.edu.

   OR

2. A print version with your Department Chair or Dean’s signature sent to Bob Henshaw at the CFE / CB# 3470. The Center for Faculty Excellence is in the basement of Wilson Library (316) if you prefer to drop it off.

Selection Process
Proposals will be reviewed by a committee of faculty members and staff members representing a variety of academic units. The merit of proposals will be considered on the following criteria (not listed in order of importance):
• Articulation of a rationale and plans for improving student learning via the proposed activities
• Feasibility of proposal implementation within the stated timeframe
• Feasibility of supporting the redesigned course in subsequent semesters without additional funds
• Number of students likely to benefit
• How regularly the course is offered
• Project’s significance within a course/curriculum
• Scope/ambition of the proposed redesign
• Willingness of the instructor’s academic unit to support the redesign, if appropriate, in subsequent semester.

Contact Information
CFE staff members are happy to talk to you about your ideas for a proposal and to answer any questions you have. Again, we ask that you touch base with one of us before submitting a proposal.

Bob Henshaw, ITS Liaison to the Center for Faculty Excellence
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Matt Osment, OASIS Liaison to the Center for Faculty Excellence
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Program sponsorship information
Funding for the 100+ program is provided by the Provost’s Office.