



CFE Large Course Redesign Grants

2018-2019 Call for Proposals

Thank you for your interest in the CFE Large Course Redesign Grants Program. Please read through the following information and let us know if you have any questions.

- Program description
- Instructor eligibility
- Supported courses
- Proposal and project support
- Project assessment
- Community and culture
- Budget and use of funds
- Application procedure
- Selection process
- Contact information

Program Description

UNC faculty members teaching large-enrollment courses are exploring methods for making large class experiences more engaging and meaningful for their students. This interest 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 [Large Course Redesign 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 Grants Program is designed for faculty members who want to make significant enhancements to a large course or course section. The program is designed to support both 1) individual course sections of 75 or more students and 2) multiple sections of a course that cumulatively enroll 75 or more students.

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 interactive 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
 - Making use of undergraduate learning assistants to support group work in class
 - Using a class response system for formative assessment or to spark discussion
 - Using personal computing devices that allow instructors to move more freely throughout the classroom
 - 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 to provide 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 thinking 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
 - Adopting inclusive teaching practices
 - 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
- Restructuring your course format
 - Working with a colleague on an interdisciplinary approach
 - Replacing a weekly lecture with a recitation section or online learning activities
 - Combining the lab/recitation and lecture components of a course

This is the seventh call for proposals under this program. The descriptions and results of several course redesign projects are included in the following reports:

Redesign description	Course	Report type/link
Flipping the classroom	Psychology 210	CFE summary report
Mixing instructional methods, building community	Drama 116	CFE summary report

Teaching a large course for the first time	Math 118	CFE summary report
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

You can also gather ideas for your proposal by visiting the classes of UNC colleagues who are using active learning methods in their large courses. Sign up for a visit through the [Faculty Peer Visits Program](#). You may also consider perusing the CFE [large class resources collection](#) or watching [video interviews of campus colleagues](#) who are already using new methods in their large classes.

Finally, CFE staff members are available to brainstorm with you about ideas for your course redesign at any point between now and the submission deadline.

Instructor Eligibility

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

Supported Courses

Grant awards 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 *75 or more* students
2. Multiple course sections of the same course that cumulatively enroll 75 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 2018 semester or the Spring 2019 semester.

IMPORTANT: Before you submit a proposal, we ask that you discuss your plans with a CFE staff member. Our goal is to help you make your proposal as competitive as possible. You can schedule an appointment or phone call at any time with Bob Henshaw (bhenshaw@email.unc.edu) or Matt Osment (matto@email.unc.edu).

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 ask 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) 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 participants will be expected to complete a brief post-redesign survey on their experience participating in the program.

CFE staff will work with grant recipients interested in disseminating project results. For example, some participants may be interested in contributing to a departmental or cross-disciplinary workshop, or participating in the [CFE Faculty Showcase on Teaching](#). Others may consider presenting findings at a disciplinary or teaching conference, or publishing their findings.

The [CFE Scholarship of Teaching and Learning Grants Program](#) may be of interest to faculty members interested in support for working on a publication or presenting their findings at a conference developing and sharing their project results as part of their scholarship.

Community

One of the goals of the Large Course Redesign Grants Program is to provide program participants with opportunities to learn from each other.

Grant recipients will be invited to participate in a Faculty Learning Community (FLC) that will meet several times during the planning and implementation stages of their course redesigns. The FLC 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 informal feedback has been very beneficial to prior program recipients. Participants in the 2018-2019 program will be expected to visit the classroom of a peer in their faculty learning community or to take advantage of the [Faculty Peer Visits Program](#).

Note: These classroom observations are informal and have no bearing on departmental tenure or promotion decisions.

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. Grants awarded through this program can be used

to supplement a project that is also being funded through other internal or external sources; the CFE welcomes cost-sharing arrangements.

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 other withholdings 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 (e.g., digital tablets, software for developing course content)
- Webinars or publications on course redesign

Grant funds for this program are available after the new fiscal year begins on July 1, 2018. Since program participants will likely want to begin work on their course redesigns before this date, the CFE can cover some expenses (equipment and/or graduate student work) before the new fiscal year begins. Grant transfers to your department will be limited to no more than two, one before the new fiscal year begins (if necessary) and one after the new fiscal year begins.

More information on this process will be made available to participants after grants are awarded.

Application Procedure

Proposals must be submitted by **5:00pm on Monday, February 26, 2018**. You can download the [application form](#) (MS Word) to your computer at any time and edit it up until the deadline. When you are ready to submit your proposal, please send it as an email attachment to cfegrants@unc.edu. Your proposal should include your Department Chair's or Dean's electronic signature.

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
- 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 semesters
- Whether or not applicant has consulted with a CFE staff member about the proposal

Contact Information

CFE staff members are available 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.

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Program sponsorship information

Funding for the program is provided by the Provost's Office.