

## UW-L Curricular Redesign Funds

**Note:** Principal investigators are encouraged to contact the Chair, Dean and/or [Bob Hoar](#) to discuss scope, timeline and budget items as a proposal is being developed.

### I. Introduction

The purpose of the Curricular Redesign funds is to provide funding to improve education for undergraduate students, particularly in projects that involve innovation. To achieve this vision, the program supports efforts that bring advances in disciplinary knowledge into the undergraduate experience. It also supports the creation and adaptation of learning materials and teaching strategies that embody what we know about how students learn. It encourages projects that develop faculty expertise and promote widespread implementation of educational innovations. Faculty and staff are eligible to submit proposals

This grant program is specifically intended to support curricular redesign projects which will have a large-scale impact and involve a number of individuals. This grant program will fund projects that fall outside of the parameters of other smaller UW-L and UW-System grant opportunities, Faculty and Staff Professional Development grants, Online Education Grants, and UW-L Foundation grants.

Projects that involve significant curricular development or reform should utilize the instructional design and the assessment expertise in the Center for Advancing Teaching and Learning ([CATL](#)) and/or [Educational Technologies](#). Assessment of the curricular changes is expected, and plans for assessment should be clearly outlined in the proposal.

#### **Example Project Ideas:**

The funds will allow the campus to make real, significant changes to the curriculum. Including supporting teams that are interested in:

- Redesigning a multi-section course (UW-L 100, PSY 100, MTH 145, MUS 105, etc.)
- Restructuring the delivery format in lecture-lab courses (e.g. studio physics)
- Developing new programs
- Developing materials for a multi-section course or a program
- Acquiring and implementing new technology in a course or set of courses in a program
- Reformatting course content (digitizing materials or creating online components)

This solicitation especially encourages projects that have the potential to transform the conduct of undergraduate education, for example, by bringing about widespread adoption of classroom practices that embody understanding of how students learn most effectively.

## II. Grant Activities and Features

### A. Suggested Grant Activities

**Creating Learning Materials and Strategies:** Projects developing new learning materials and strategies for improving courses, curriculum, and laboratories should be guided by research on teaching and learning and should incorporate and be inspired by advances within the disciplines. Instrumentation and equipment requests are appropriate but should include information relative to their expected impact on student learning. Early stage projects typically carry the development of materials, and assessment of learning, to the stage where judgments can be made about whether further investment in the new materials or approaches is justified. Later stage projects should yield evaluation results sufficiently conclusive and descriptive so that successful products and processes can be adopted, distributed widely or, when appropriate, commercialized.

**Implementing New Instructional Strategies:** To ensure their broad based adoption, successful instructional strategies should be widely practiced. Therefore, the program welcomes proposals to change large enrollment courses, curricula and laboratories by implementing strategies to reflect proven or promising pedagogical techniques in ways that would be adopted by a department (not a single individual).

**Developing Faculty Expertise:** Using new learning materials and teaching strategies often requires faculty to acquire new knowledge and skills in order to revise their curricula and teaching practices. Projects focused on developing faculty expertise can range from short-term workshops to sustained activities. They should include evaluation efforts to describe the impact on the faculty participants, and in large, later stage projects, on student learning in classes taught by these faculty members. Projects should provide professional development for a large group of faculty within a department/program so that new materials and teaching strategies can be widely implemented.

**Assessing and Evaluating Student Achievement:** Proposals for designing processes and instruments to measure the effectiveness of new materials and instructional methods are important elements of the proposal. Some projects may develop and disseminate valid and reliable tests of knowledge; other projects may collect, synthesize, and interpret information about student understanding, reasoning, practical skills, interests, attitudes or other valued outcomes.

**Conducting Research on Undergraduate Education:** Results from assessments of learning and teaching as well as from projects emphasizing other programmatic components provide a foundation for developing new and revised models of how students learn. Research to explore how effective teaching strategies and curricula enhance learning and attitudes, how widespread practices have diffused through the community, and how faculty and programs implement changes in their curriculum are appropriate. Research results should provide a foundation for creating learning materials, teaching strategies, faculty development approaches, and

evaluation methodologies that have the potential for a direct impact on educational practices.

## **B. Important Project Features**

Although projects may vary considerably in the approaches they take, the number of faculty, staff, and students that participate, and in their stage of development, all promising projects share certain characteristics. Successful proposals will address each of the following:

**Quality, Relevance, and Impact:** Projects should address a recognized need or opportunity, clearly indicate how they will meet this need, and be innovative in their production and use of new materials, processes, and ideas, or in their implementation of tested ones.

**Student Focus:** Projects should have a clear relation to student learning, with definite links between project activities and improvements in learning. Moreover, they should involve approaches that are consistent with the nature of today's students, reflect the student's perspective and, when appropriate, solicit student input in the design of the project.

**Use of and Contribution to Knowledge about Education:** Projects have a clear and compelling rationale, use methods derived from existing knowledge concerning undergraduate education, build on existing projects of a similar nature, and present evidence supporting the approach. They also should have an effective approach for adding to this knowledge by disseminating their results.

**Sustainability:** The purpose of the program is to bring about lasting improvement in undergraduate education. Proposals should address sustainability and should demonstrate that there is a reasonable expectation of persistent effects of the grant funded work consistent with the aims of the project. Long-term positive impacts should not rely on additional resources.

**Expected Measurable Outcomes:** Projects should have goals that have been translated into a set of expected measurable outcomes that can be monitored using quantitative or qualitative approaches or both. These outcomes should be used to track progress, guide the project, and evaluate its impact. Expected measurable outcomes should pay particular attention to the impact on student learning.

**Project Evaluation:** All projects, regardless of the scope, should have an evaluation plan that includes both a strategy for monitoring the project as it evolves to provide feedback to guide these efforts (formative evaluation) and a strategy for evaluating the effectiveness of the project in achieving its goals and for identifying positive and negative findings when the project is completed (summative evaluation). The complexity of the evaluation will depend on the project, and these efforts should be led by knowledgeable individuals who look objectively at the project's progress and outcomes (the Assessment Coordinator in CATL can assist).

### III. Submission and Review Procedures

#### **Proposal Format**

Each proposal should align with one or more of the Suggested Grant Activities and comment on the Important Project Features listed above. A complete proposal will include:

- Cover Sheet (see attached)
- Narrative detailing the important features (5 page max)
- Team Description detailing who will be involved and their individual role
- Timeline for development and implementation
- Budget and Budget Narrative

#### **Submission Process**

Proposals that requires a change in the curriculum should be approved by the department prior to submission. In addition, each proposal should be reviewed by the chair of the department and the Dean.

Proposals should be submitted electronically by the principal investigator following the sequence that is described below.

- The proposal should be submitted by the principal investigator to the chair of the department on October 1st.
- The department chair then appends a letter of support to the proposal and submits the proposal and letter to the Dean for review. The letter of support should comment on the impact of the curricular changes and any staffing implications (e.g. release time requests).
- After reviewing the proposal, the Dean's office will forward approved proposals to the Deans' council (by placing it in the proper D2L site).

Proposals will be reviewed for funding by the Deans' Council soon after the submission deadline. The principal investigator will be notified of the results.

#### **Final Report**

A final report, authored by the principal investigator will be due 90 days following the completion of the grant activities. The final report should be sent electronically to [provost@uwlax.edu](mailto:provost@uwlax.edu).

# UW-L Curricular Redesign Proposal

## Cover Sheet

Proposals should be submitted to the Dean by the Department Chair. The Proposals will be reviewed by the Deans' Council. The due date (in the Dean's office) is October 15.

Proposal Title:

Project Director Information

Name	
Department/Unit	
email	
Telephone	

Additional Applicants:

Name	email

Brief synopsis of proposal (approximately 200 words):

Grant period: Nov 1, 2010 through June 30, 2011. Total amount requested: \$\_\_\_\_\_.  
(Please attach a line item budget & budget narrative.)

## UW-L Curricular Redesign Proposal

The 2010 round is the first year of this particular grant opportunity on campus. Potential principal investigators are encouraged to contact their Dean and/or [Bob Hoar](#), Faculty Assistant to the Provost, to discuss the scope, timeline and budget items as the proposals are being developed.

### Budget Information

Proposal Title:

Item	Amount
<b>Total</b>	

(add lines as needed)

Clearly identify each item. For staff-related costs, list each individual in the table above. Contact the department chair and the Dean to discuss overload/release time & stipend amounts.

Clearly indicate the expected role and workload of the individual in the budget narrative.

Budget Narrative: