

APPENDIX

Lead Faculty Agreement for Proven Course Redesign

This agreement defines the leadership responsibilities and compensation for Lead Faculty in the Proven Course Redesign program. Please review the terms and timeline of this agreement. Applicants should discuss the agreement with their department chairs (and others as appropriate). Applications should be submitted to <http://tinyurl.com/CourseRedesign> by the campus deadline. The CRT Campus Coordinators will be responsible for obtaining Provost approval and submitting applications by the Chancellor's Office deadline.

Lead faculty will be chosen based on the strength of the proposal and bottleneck course priorities described earlier in this RFP. We are looking for additional course redesign models in each discipline. *Lead faculty from previous Proven Course Redesign programs should re-apply if they wish to continue their participation.*

Leadership, Responsibilities and Activities

Lead faculty chosen for 2016-17 are expected to be active in a year-long program and must to complete the following requirements:

- 1. Teach the essential “design elements” of their Proven Course to the participants at the Summer Institute for Course Redesign.** The Summer Institute for Course Redesign is a 5 day, face-to-face workshop where faculty colleagues learn about, discuss, and plan the adoption and adaptation of the proven course redesign presented by the designated lead faculty. Proven Lead Faculty will be required to prepare materials and provide a comprehensive presentation to their colleagues of their pedagogical and technological course redesign strategies and the resulting increase in their students' academic success. Those selected as Adopting Faculty will, of course, need to adapt the Proven model to fit their own course requirements. The Proven Lead Faculty's job is to help adopting faculty understand the course redesign strategies and guide them in their adaptations. Additionally, workshops at the Summer Institute for Course Redesign will be provided by a variety of campus and Chancellor's Office staff. They will provide course redesign and quality assurance principles, as well as resources to support faculty in their redesign. This year's Summer Institute for Course Redesign is scheduled for June 20-24, 2016 (location in California to be determined).
- 2. Engage in the Professional Learning Community (PLC) webinars and discussions.** The PLC is an online community for Course Redesign with Technology programs that has biweekly activities during the academic year for sharing innovations, exemplary practices, and expertise in course redesign, including assessing student learning outcomes, new and “old” pedagogical approaches and methods to engage students, quality assurance of online teaching and learning, universal design for learning, affordable learning solutions, cost-effective technology services, and high-impact practices for student success.

Ongoing training and professional development activities will start by the beginning of fall 2016. Lead Faculty participation in these activities is expected. The focus of these

services will be guided by campus needs and requests. Lead Faculty will be required to run two webinars and mentor the faculty participating in their discipline-based professional learning communities throughout the year. The intent of these ongoing activities is to build discipline-based, faculty learning communities for continuously improved instructional practices. Webinars will be held using Blackboard Collaborate. Chancellor's Office staff will provide the training and support for the successful use of this tool.

3. **Facilitate conference calls and/or virtual meetings with other CSU faculty in their discipline.** This basic community requirement will help connect faculty to discuss issues, solve problems, share successes, create resources together and provide support for success. It is good practice for the Lead faculty to facilitate periodic/monthly discipline-based cohort meetings and presentations. Lead Faculty will engage with the Chancellor's Office Course Redesign team to plan and lead their cohort's activities for successful course redesign outcomes.
4. **Capture and Share Course Redesigns.** Each Proven Lead Faculty will create a Teaching ePortfolio so that Proven Adopting faculty can review the course model and results obtained. Proven Adopting faculty will also each build a course ePortfolio that captures their processes, adaptations and outcomes so others may learn from their experiences. The Chancellor's Office will provide an easy-to-use template to create the ePortfolio. The ePortfolio will be constructed over time, and Proven Lead Faculty will provide peer reviews of their colleagues' ePortfolios. See <http://eportfolios.csuprojects.org/> for the ePortfolio description, requirements, and support, as well as a link to the CSU Course Redesign Showcase of ePortfolios from previous projects.
5. **Assess student learning.** Grades and other student learning outcomes metrics are important components of evaluating the success of the redesign. It is important that faculty provide assessment strategies and evidence of improving student academic performance while maintaining the quality of instruction. Evidence to be captured in the course ePortfolio should include:
 - a. A graph with grade distributions for the redesigned course in comparison to the prior course design. Ideally, the comparison would be between sections before and after redesign by the same instructor, as well as (if available/feasible), a section prior to redesign taught by another instructor.
 - b. Description of quality assurance strategies implemented and additional reports from learner analytics, assessments of student learning outcomes (SLOs), and student engagement. From the earliest stage, faculty will need to articulate effectively constructed SLOs for the course and plan assessments to measure the SLOs at the course level. It is especially important that SLOs that address the major elements of the redesign be included.

- c. Student testimonials (e.g., videos, quotes, work samples; all with student permission).
 - d. Student feedback on the effectiveness and impact of the redesigned courses as a critical element of the assessment process. Participating faculty will be expected to provide a list of campus email addresses for students enrolled in their redesigned courses so they may be surveyed. Survey instruments and results will be made available to the faculty to include in their ePortfolio.
6. **Ensure that Adopting Faculty complete an online survey on the status of their course redesign projects.** From the online survey, the Chancellor's Office will generate a **mid-year summary** and circulate the results back to the Lead Faculty, their discipline cohorts, and Campus CRT Coordinators.
 7. **Consider Quality Assurance for Hybrid-Blended-Online Courses.** As courses are redesigned to further utilize technology for teaching and learning, it is important to thoroughly address the quality of the course. Participants in the Course Redesign with Technology program are strongly encouraged to complete the CSU Quality Online Learning and Teaching (QOLT) self-assessment, available at qolt.csuprojects.org and/or complete Quality Assurance face-to-face/online workshops (QOLT & Quality Matters available face-to-face and online, <http://qa.csuprojects.org>).
 8. **Consider adopting free or low cost course materials.** The cost of course materials can impact student success in a course, and there are a variety of free and low cost materials available, such as open etextbooks, adaptive learning solutions from publishers, ebooks and journals located in the university library databases, and faculty created custom textbooks. Over 66,000 open or low cost resources are cataloged on MERLOT.org, COOL4Ed.org and several additional online repositories.

Most CSU campuses are participating in the Affordable Learning Solutions (AL\$) program, and the AL\$ coordinator for your campus can assist you to locate quality alternatives to costly course materials. An increasing number of CSU faculty have been replacing their expensive textbooks with quality low or no cost course materials, thus providing a greater number of their students access to their course materials and with better chances for academic success. For example, faculty may request in the application process a free two-year license for SoftChalk Cloud (<http://www.softchalk.com>) to develop affordable content for the web. For more information on AL\$, visit <http://affordablelearningsolutions.org> or contact als@cdl.edu. For more information visit <http://affordablelearningsolutions.org> or contact als@cdl.edu

9. **Use accessibility strategies and services.** Ensuring that all students, including those with disabilities, have equally effective access to quality learning experiences is required. Each course should include:
 - a. Accessibility services statements in syllabus and within the online learning environment.

- b. Assessment of the accessibility of instructional materials and instructional web services.
- c. Improved accessibility of instructional materials and instructional web services. Each campus has its policies and practices to fulfill responsibilities for accessible instructional experiences. While redesigning the course, the campus should take advantage of the opportunity to improve the accessibility services (if needed).

While the Course Redesign with Technology program focuses on improving enrollment bottlenecks that many students are experiencing, it seeks to do so in ways that are inclusive and consistent with our long-standing [Accessible Instructional Materials](#) effort. Faculty who are applying for funding for redesigning their course, and are planning to develop and use videos in their redesign, i.e., the flipped classroom model, can request up to \$2000 for captioning.

The CSU has developed a [Captioning Prioritization Framework](#) that is intended to provide general guidance for addressing captioning of campus media. The Chancellor’s Office will coordinate with the local campus ATI and related units to facilitate the process. Request for captioning funding will require access to the captioned videos as part of the project report.

- 10. **Recommend improvements.** The community of faculty within the Summer Institute for Course Redesign will provide recommendations and guidance for the activities throughout the year to help collaboratively design an exemplary program.

Lead Faculty Timeline and Compensation

Timeline	Responsibilities of Lead Faculty in Proven Practices	Estimated Time
Jun 20-24, 2016	Attend CSU Summer Institute for Course Redesign and present proven practices and lead cohort discussions.	Approx. 5 days (\$500/day)
Sep 2016 - May 2017	Participate in the CSU Professional Learning Community: Bi-weekly meetings via conference calls, virtual meetings or webinars or other activities	Est. 30 hrs. (part of assigned time)
July 2016 - May 2017	Lead, coordinate, and support faculty redesigning their courses, create ePortfolio, provide feedback to faculty ePortfolios in this Proven Course Redesign model.	Est. 90 hrs. (part of assigned time)
Jan 2017	Participate in Mid-year meeting with discipline-based cohort. Where possible align outcomes and assessment for redesigned courses.	1 or 2 days Professional dev. Funds (\$500/day)
Jun 2017	Attend Summer Institute for Course Redesign for recognition of the 2016-2017 Proven Course Redesign cohort, reporting outcomes and providing cohort feedback on ePortfolios.	1 day (\$500/day)

- All travel and hospitality costs for the Summer Institute and Mid-year meeting will be reimbursed by the Chancellor's Office.
- Assigned-time for one course equivalent in one term in AY 2016-2017, to lead, coordinate, and support participating faculty. Assigned time will be awarded at the systemwide reimbursement rate of approximately \$1,716/semester unit, or \$1,144/quarter unit for the total number of units of the course being redesigned. (Rate changes pending; will be updated to most current unit rates when funds are transferred from Chancellor's Office to campuses, approximately September 2017.)
- \$500 per day in stipends or professional development funds for planning and participation in face-to-face sessions with faculty adopting proven course redesign. Stipends can only be paid for days that occur outside of the academic calendar (e.g. winter break/spring break/summer). Professional development funds are provided when attending meeting inside the academic year.

Financial allocations will be made to the campus fiscal contact. Payments and reimbursements will be transferred to the campus via CPO as expenses are incurred. All funds provided to the campus are one-time funds.