

RFP AT-A-GLANCE

October 26, 2015

Program:

2016/2017 Proven Course Redesign, Lead Faculty

Purpose:

Provide CSU faculty with professional development, resources and support to implement “proven” course redesign strategies that successfully integrate pedagogy and technology with demonstrated improvements in student success (e.g. lower percentage of “repeatable grades” of D, W, F) while maintaining high academic standards.

Audience:

Faculty with proven success in redesigning courses with technology and an interest in sharing their models and leading CSU discipline colleagues in course redesign.

Funding:

Faculty assigned-time at the systemwide quarter/semester-unit reimbursement rate for the total number of units of the redesigned course. In addition, travel reimbursement to Course Redesign with Technology (CRT) events and funding for work and professional development in institutes and meetings scheduled outside the academic calendar.

Important Dates:

- October 26, 2015: Launch and disseminate RFP for Proven Lead Course Redesign
November 6, 2015: RFP Informational Webinar, 12:00-1:00pm, <http://tinyurl.com/csu-guest> or call 866-642-1665 with passcode: 919942#
November 30, 2015: CRT Campus Coordinators’ submission of proposals due to Chancellor’s Office
January 4, 2016: Proven Course Redesign, Lead Faculty awards announced

Proposal Submission Process: <https://tinyurl.com/CourseRedesign>

CSU Proven Course Redesign Web Site: <http://proven.csuprojects.org>

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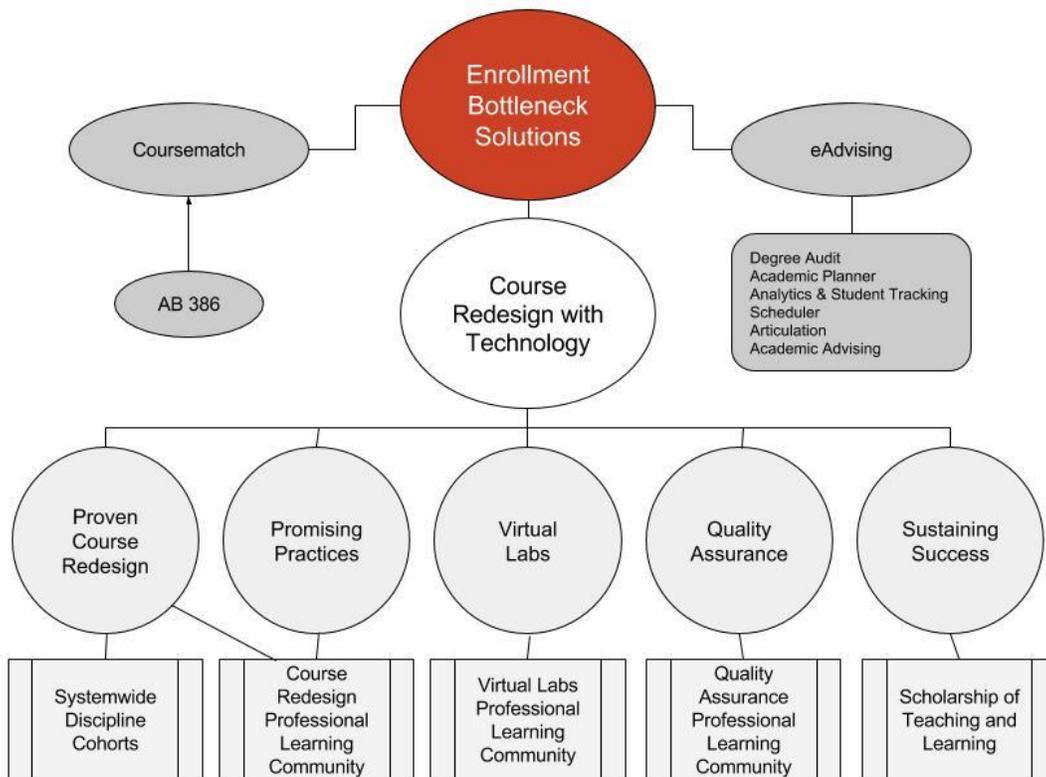
Table of Contents

Introduction.....	3
Principles of Course Redesign with Technology	4
Summer Institute Overview.....	4
Professional Learning Community Overview	5
Teaching ePortfolio Overview	5
Request for Lead Faculty	5
Proven Course Redesign Focus.....	6
High Enrollment-Low Success Courses	6
Proposal Timeline	7
Informational Webinar for Proposal Questions.....	7
Submitting Proposals.....	7
List of Program RFPs for Greater Student Success in Bottleneck Courses.....	7
APPENDIX	9
Lead Faculty Agreement for Proven Course Redesign.....	9
Leadership, Responsibilities and Activities.....	9
Lead Faculty Timeline and Compensation.....	12

Student Success through Proven Course Redesign

Introduction

The CSU Chancellor’s Office is deeply committed to maximizing access, reducing time to degree, improving graduation rates and, most importantly, shrinking the achievement gap. Since the 2013-14 academic year, all 23 campuses have been given the opportunity and support to develop and implement strategies to combat what is referred to as “enrollment bottlenecks.” This will be the fourth year that the Chancellor’s office is supporting the Proven Practices program to benefit students’ learning and success by sharing expertise and best practices across the CSU.



- Two of the CSU’s **Course Redesign with Technology** programs focus on redesigning courses to reduce the number of bottleneck (high-enrollment/low-success) courses. *Proven Course Redesign* is focused on systemwide adoption and adaptation of previously redesigned courses that have documented increases in the proportion of students successfully completing. These courses have included such strategies as flipped classrooms, online homework, virtual labs, hybrid course designs, supplemental instruction, etc.

- *Promising Practices* is focused on local campus course redesigns that have not yet been proven to increase student success and/or that address local campus bottlenecks.
- Both programs, *Proven and Promising Practices*, are moving into their fourth year of supporting faculty across many disciplines to multiply successful course redesigns for greater student success. Teaching ePortfolios demonstrating efforts and outcomes from previous CSU course redesigns are available at <http://eportfolios.csuprojects.org/>

Principles of Course Redesign with Technology

- Recognize and support existing expertise and proven methods for course redesign that gain greater student success within the CSU through sharing, mentoring, and supporting the evaluation of exemplary practices.
- Ensure a focus on department implementations which support communities of faculty and the institutionalization of the innovations within the academic programs.
- Support systemwide networks of faculty and staff committed to improving student learning through transforming course design and advancing the scholarship of teaching and learning.
- Create innovative course designs by integrating new pedagogical approaches with technology to provide increased student engagement.
- Consider open educational content, lowering costs for students and increasing available contemporary content for students to use to support their learning.
- Take advantage of systemwide partnerships with vendors and professional organizations that have technologies and services supporting CSU course redesign.
- Provide a wide range of cost-effective supplemental instruction services with a focus on technologies designed to improve student readiness and success, including tutoring, basic skills development, online communities, and other high impact practices, all available 24/7.
- Support faculty leadership in their disciplines through sharing exemplary practices and mentoring colleagues as they adopt/adapt promising practices that achieve the course redesign outcomes and student success evidenced in evaluation.

In addition to these principles, *Proven Course Redesign* is anchored by three key components of systemwide professional development: 1) Summer Institute for Course Redesign, 2) Professional Learning Communities, and 3) Teaching Portfolios.

Summer Institute Overview

The Summer Institute for Course Redesign is the *first component* of a professional development program for faculty to learn about and adopt the exemplary course redesign practices that address enrollment bottlenecks. The Summer Institute is a 5-day, face-to-face summer workshop where faculty colleagues learn about, discuss, and plan the adoption/adaptation of the proven practices presented by the designated Proven Lead Faculty. Content and/or pedagogy experts from each Proven Lead RFP

lead campus, supported by a variety of campus and Chancellor's Office personnel and technology partners and vendors, lead the Summer Institute workshops. This year's Summer Institute for Course Redesign will take place the week of June 20, 2016.

The Lead Faculty will be required to prepare materials and provide a comprehensive presentation of the "proven" course redesign strategies that have produced greater academic success of their students to their discipline colleagues at this event. In addition, they will lead their colleagues through on-site discussions to launch their collective efforts for the academic year.

Professional Learning Community Overview

The Professional Learning Community (PLC) is an online community that has biweekly workshops to share and discuss innovations, exemplary practices, and expertise in course redesign. The PLC continues to grow each year as more faculty continue to engage collaboratively in improving and scaling the adoption/adaptation of course redesign innovations. The PLC's training and professional development activities (<http://plc.csuprojects.org>) occur throughout the academic year. These activities include participation in regular conference calls, webinars, online discipline-based projects for gathering and sharing curriculum materials, and other faculty-led activities, as well as building teaching ePortfolios of course redesigns, concluding with outcomes and student reflections on the course redesign.

Teaching ePortfolio Overview

For each redesigned course within the Proven Course Redesign Program, the lead and adopting faculty will each build a course ePortfolio that captures the processes and outcomes so others may learn from their experiences. The Chancellor's Office will provide an easy-to-use template to create the ePortfolio, which will be constructed in stages throughout the year. 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 course redesign projects.

Request for Lead Faculty

There are two ways for faculty to participate in Proven Course Redesign, as a **Lead Faculty** member or as an **Adopting Faculty** member.

- A **Lead Faculty** member is one who has successfully implemented "proven practices" in a course redesign which is ready to be scaled and shared with other campuses. Lead Faculty will facilitate the course model adoption with other CSU colleagues in a discipline-based cohort. Here are past Lead Faculty Teaching ePortfolios: <http://proven.csuprojects.org>
- **Adopting Faculty** are those who will adopt and adapt the course redesign model on their campuses using critical design elements of the proven course redesign and engaging with disciplinary colleagues in their redesign efforts and in measuring impact on student learning.

This RFP is requesting proposals for **Lead Faculty**. (An RFP for Adopting Faculty will be released in January 4, 2016, so that those applicants will have good information about the faculty who will be leading each Proven Course Redesign.)

Potential Lead Faculty are those who teach “bottleneck” courses listed in the table below who are interested in leading and organizing further discussion in CSU discipline-based communities about course redesign strategies and improving student success (decreased D, W and F grades while maintaining high-quality academic standards). Potential Lead Faculty must demonstrate increased student success either in a previous year’s Proven or Promising course redesign or in a successful course redesign that uses technology (whether or not they have previously participated in previous Course Redesign with Technology programs).

Proven Course Redesign Focus

The Chancellor’s Office will continue to target the high enrollment/low success courses that were selected in its 2013 analysis, identifying those CSU courses having the lowest student success across the CSU. Proposals will be accepted for all 22 bottleneck courses listed in the table below, in addition to other tracks for systemwide collaboration listed at the bottom as Additional-Cross Disciplinary Redesign Models. To see the current list of Proven Course Redesign models, visit: <http://proven.csuprojects.org>

High Enrollment-Low Success Courses

Science Courses
GE Biology (with labs)
GE Chemistry (with labs)
General Chemistry
General Biology
Organic Chemistry
Cellular Biology
Math Courses
Developmental Math
College Algebra
Statistics
Business Calculus/Math
Pre-Calculus/Trigonometry
Calculus
Business and Social Science Courses
Microeconomics
Macroeconomics
Financial Accounting
Psychology
Marketing
Operations Management
Managerial Accounting
Business Finance
American Government, Politics
US History (all periods)
Engineering Courses

Additional Cross-Disciplinary Redesign Models
Campus as a Living Lab (Engineering, Design)
Supplemental Instruction and Technology
Early Warning / Learning Analytics
Flipped Classroom
Hybrid/Online
Adaptive Learning

Proposal Timeline

RFP announced for Proven Course Redesign, Lead Faculty	Oct 26, 2015
RFP Informational Webinar to answer questions (information below)	Nov 6, 2015 @ 12-1p
Proven Course Redesign, Lead Faculty proposals due	Nov 30, 2015
Proven Course Redesign, Lead Faculty awards announced*	Jan 4, 2016
Summer Institute for Course Redesign	Jun 20-24, 2016
Participation in Professional Learning Community begins	Sep 2016
Mid-year Meeting	Jan 2017
Course Redesign ePortfolio to be completed in stages	Sep 2016 – Jun 2017
Summer Institute for Course Redesign / Share Outcomes with next cohort coming in	Jun 2017

* RFP for Proven Adopting will be released as soon as the Lead Faculty are awarded.

Informational Webinar for Proposal Questions

The Chancellor's Office will host an RFP informational webinar for Proven Course Redesign, Lead Faculty, to review this document and answer questions regarding any program details:

November 6, 2015, 12:00-1:00p <http://tinyurl.com/csu-guest> and voice 866-642-1665
with passcode: 919942#

In addition, questions may be addressed to Kathy Fernandes (kfernandes@calstate.edu), 530-570-6498.

Submitting Proposals

- Faculty interested in applying should read and commit to the Appendix "Lead Faculty Agreement for Proven Course Redesign."
- RFP applications should be entered and saved at <http://tinyurl.com/CourseRedesign> for campus level review. Note that CRT Campus Coordinators may set an earlier internal deadline than the deadline for submission to the Chancellor's Office.
- Final RFP submissions to the Chancellor's Office will be made by the CRT Campus Coordinator with Provost's approval. Your CRT Campus Coordinator (<http://coordinators/csuprojects.org>) will follow the proposal submission instructions at <https://csyou.calstate.edu/initiativesRFP>.

List of Program RFPs for Greater Student Success in Bottleneck Courses

For **the most current** Course Redesign Timelines and Activities, please see calendar at the web site:

<http://calstate.edu/courseredesign>

Program	RFP Released	Q & A Webinar*	Proposal Due	Awards Announced
Proven Course Redesign, Lead Faculty	Oct 26	Nov 6 12-1p	Nov 30	Jan 4
Promising Practices	Dec 14	Jan 8 12-1p	Jan 22	Feb 15
Proven Course Redesign, Adopting Faculty	Jan 4	Jan 15 12-1p	Feb 1	Feb 29
Virtual Labs	Jan 19	Feb 1 12-1p	Feb 16	Mar 14
Quality Assurance	Feb 1	Feb 19 12-1p	Mar 11	Mar 31
Sustaining Success	Mar 7	Mar 18 12-1p	Apr 8	Apr 22

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.