

PROPOSED STEPS FOR UNC PILOT PROJECT including a tentative timeline:

1) Inform Chief Academic Officers of the benefits/issues associated with a collaborative support structure for redesigning large enrollment courses based on the Pew methodology. Request a formal statement of support by CAOs for proceeding with the project and, if forthcoming, identify what support CAOs think is an appropriate level their institutions can provide for the initial stages of such a project. Support may include directing travel money to support staff/faculty members to attend planning workshops and other collaborative meetings, reassignment of duties for staff /faculty to work on the project, stipends to support faculty work in the summer, agreeing to host a workshop, providing matching money with the UNC TLT Collaborative to bring in Pew-methodology experienced consultants from the Center for Academic Transformation at Rensselaer Polytechnic Institute, for example.

(November 2003)

2) Identify and convene support teams from interested campuses to review institutional readiness and to inform them of course readiness criteria to act as their home support for faculty teams.

- Campus Support Teams are a group of 4-5 people, should include representatives of Teaching and Learning Centers, Instructional Technology groups, as well as specialized Academic Support units if present (Assessment centers, Institutional Research). Faculty who would agree to act as support people may also be included to fill out teams.
- Each campus should have a designated leader for its support team to serve as the "point person" for that campus. Most likely that person is one with background in teaching and learning and project management. The Directors of many already established Teaching Centers fit these criteria. The key responsibility of each support team is to prepare an Institutional Readiness statement based on the Pew Methodology, determine your institution's readiness to engage in large-scale redesign as well as to identify areas that may need attention on your campus.
- This collection of support teams would potentially supplement support for campuses who may lack expertise in specific areas of redesign.

(December 2003-January 2004)

3) Send out a call for course readiness proposals from faculty teams (2-3 faculty teaching the same course) at interested campuses, with support teams assisting faculty in the development of proposals. Review course readiness proposals, look for common disciplines and other characteristics

which might offer inter-institutional collaborative opportunities for faculty and support teams.

(February – April 2004)

4) Bring selected faculty/support teams together for intensive 2 day workshop to assist in the development of course redesign proposals. Workshop should include overview of cost analysis of existing design, development of a learning plan, preservation of academic and pedagogical effectiveness, development of an assessment plan, as well as directions for costing the redesign. Use UNC teaching and learning resource people with directions from team who did project management of Pew project. Incipient plans are refined during this period.

(May – June 2004)

5) Review learning, costing and assessment proposals with help from Center for Academic Transformation at Rensselaer Polytechnic Institute (they were the project managers for the Pew Grant Program in Course Redesign) and support teams from each of the campuses. Investigate possibilities for combining redesign proposals from multiple campuses.

(June - July 2004)

6) Meet with Chief Academic Officers of participating campuses to inform them of the strengths/issues associated with their respective campus projects, potential costs involved in the specific redesign projects and possible strategies for moving the project forward on their campus.

(August 2004)

7) Brief CAOs—

(September 2004)

PROPOSED OUTCOMES OF PHASE 1:

- 1) Institutional Readiness Profile for course redesign for interested campuses.
- 2) Corps of support people with specific training and experience in course redesign strategies, including learning plans, cost/business plans, assessment plans_ all of which have broader application to other course development planning
- 3) Set of redesign proposals for interested campuses to consider for implementation.