TLTC Elevate Fellows:
Elevating Teaching and Learning through Course Transformation

Pursuant to University of Maryland’s commitment to student learning and success, the Teaching and Learning Transformation Center (TLTC) seeks applicants for the Elevate Fellows program. Elevate Fellows’ mission is to improve student learning outcomes and increase outcome equity. Through backward course design, faculty fellows apply evidence-based approaches to create student-centered, active teaching and learning environments. Fellows are funded by the Provost’s Office and a small matching fund from their department (or academic unit). This memo is a call for proposals.

The Elevate Fellows program begins with fellows identifying a key challenge or goal within their course. This course should have strategic value to the program and/or the campus as a whole. Fellows then work with TLTC staff, instructional designers, disciplinary experts, and their peers to develop a plan to redesign, pilot, and assess their course. Redesign plans will take advantage of transformative pedagogies to encourage active learning, student-faculty contact, and student engagement, as well as strategies to give prompt feedback to create structures that encourage time on task, and to respect diverse talents and approaches to learning. However, the specific techniques chosen as part of the redesign will vary depending on the discipline, course size, and other challenges. Read more about previous faculty fellows (http://ter.ps/9vl).

Since a key aspect of the Elevate Fellows program is to redesign courses that have strategic value, departments are required to provide $2,000 in addition to the $10,000 provided by the Provost’s Office. Limited additional funds are available as described below. Fellows will begin the redesign process in Spring 2016 with pilots offered no later than Spring 2017. The redesigned course must be offered at least two times by Spring 2018. See timeline for more information (http://ter.ps/9z4).

Proposal Details

Proposals should include the following sections and information. They should be typed, 11-point font and no more than 3 pages (not including appendices).

1. Course Information: include the following information about your course and redesign faculty member/team:
   a. Course number
   b. Course type (GenEd, prerequisite, major requirement)
   c. Current enrollment(s) (by semester, per section, and number of sections)
   d. Current structure (days per week, face time hrs/wk, discussion time hrs/wk, major class activities)
   e. Current instructors that typically teach the course
f. Contact information (email, campus mail addresses, and phone numbers) for redesign faculty member/team. Please designate a primary contact person.

2. **Statement of Goals**: identify challenges, difficulties, or areas of improvement within the current course design and structure. Relevant data and evidence should be incorporated wherever possible to support your discussion. Possible goals may include the following.

   **Higher Priority:**
   - Reduce the number of Withdrawals and grades of D or F
   - Close significant achievement gap for underrepresented and/or other subgroup of students
   - Address lack of success in subsequent courses due to students’ difficulty transferring content or skills from the target course
   - Increase emphasis on or success with meeting higher order thinking objectives

   **Lower Priority:**
   - Improve student satisfaction and engagement
   - Address department’s structural concerns (e.g., time, size, costs)
   - Increase faculty satisfaction
   - Develop or use Open Educational Resources in course

3. **Redesign Ideas**: briefly describe the redesign techniques and strategies you would like to explore to address the goals outlined in the statement of goals. Explain why you think these may be successful. You will not be held to these specific ideas. To the extent that you are considering a reduction in face-to-face meeting time for students, a strong rationale should be provided.

4. **Department and Campus Need/Impact**: describe the potential impact of redesigning this course for your department and the campus as a whole.

5. **Personnel Background**: detail the academic, pedagogic, and technical expertise you or your team will bring to the development, implementation, and assessment of the redesigned course. Highlight any previous engagement in the scholarship of teaching and learning.

6. **Appendix**: please include the current course syllabus, your teaching philosophy (see [http://ter.ps/9sn](http://ter.ps/9sn) for more information), and letter from department/unit head with commitment of funding along with an endorsement from your Dean.

**Proposal Selection Criteria**

TLTC will form a faculty-based review committee that will include representatives from across campus. This committee will select and fund a diverse selection of proposals based on the following criteria:

- **Statement of Goals**: Does the proposal identify clear goals and provide compelling supporting evidence? Do any of those goals align with the higher-priority ones stated in the RFP?
- **Redesign Ideas:** Does the proposal outline one or two strategies to meet these goals? Do these strategies have the potential to be effective in educating and engaging students? Or, are these strategies innovative and creative? Are other unique elements addressed?

- **Department and Campus Need/Impact:** Will the redesigned course have a significant impact on the department or key UMD goals such as increased graduation rate and decreased time to degree completion? Can the redesigned course serve as a model for other sections of the same course and for other related courses in the unit? How can the proposed course be modified or scaled up to impact other departments or colleges? Does the course satisfy TLTC’s goal to improve courses across a range of major, minor, general education, and academic discipline requirements?

- **Personnel:** Are the regular instructors of this course committed to engaging in the course redesign program? Does the lead instructor/team have enough academic, pedagogic, and technical expertise to lead the implementation of the proposal and sustain the redesign in future years?

**Funding**

A total of $12,000 ($10,000 of Elevate Fellows funds and $2,000 of matching department funds) will be awarded for course redesign. Multiple grants will be awarded.

Fellows will receive $5,000 at the start of the program, $5,000 when the first redesigned pilot starts, and $2,000 when data about the pilot is submitted and the second offering is scheduled. These funds may be used for professional needs (e.g., course support, travel, course-related research expenses, support for a graduate assistant, summer salary, or other professional expenses) but may not be used for course buy-outs. As a Fellow you will be asked to provide a departmental (KFS) account number and the name of your department’s business contact, for transfer of funds.

Additional funding (up to $10,000) is available for

- proposals that require the purchase of materials or equipment as part of the redesign plan
- proposals that redesign 2 or more courses in a sequence
- proposals that redesign large courses and/or have multiple participating instructors

If requesting additional funding, please include an additional page in your proposal to describe how this funding will impact the course redesign or course sequence and include a proposed budget.

**Time Commitment**

Faculty participants are required to join a faculty learning community that will meet every other week in Spring 2016 and Fall 2016 as well as one workshop or observation per semester. Faculty participants will need to complete a plan of action and have students participate in a survey for TLTC for programmatic assessment. In addition, TLTC will provide the services of staff and disciplinary experts to work with you in developing your course.
Timeline

Completed applications are due November 13, 2015. A completed proposal is one that has been submitted and for which a letter of commitment of funding from department/unit head has been included in the appendix.

RFP Announced: September 30, 2015
Proposal Due: November 13, 2015
Decisions Announced: December 18, 2015
Applications submitted at http://ter.ps/9z3

Contact Information

If you have questions, please contact:

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