

Course Design Fellowships - Summer 2020

Call for Proposals

The Office of the Dean of the Faculty and the Center for Teaching, Learning, and Scholarship invite proposals from faculty for the 2020 Course Design Fellowship. This fellowship will support faculty who need time and support to create new courses or substantially redesign existing courses. Funded course design or redesign projects will go above and beyond what faculty typically do to update or improve classes.

Areas of Focus:

We encourage applications that focus on a wide variety of university goals. The fellowship may be used to:

- experiment with new pedagogies in ways that go above and beyond usual course development or revision by incorporating elements that will substantially enhance the learning outcomes and experiences for Southwestern students;
- develop an emphasis on long-term thinking and connection-making to promote integrative learning within a course, across courses, or beyond the course;
- create a research-rich curriculum, by incorporating significant inquiry and research components into a course;
- *Civil Discourse Fellowships*: develop courses that include a significant focus on free speech, civil discourse, and empathetic listening;
- *Note*: Study Abroad courses are not eligible for Course Design Fellowship support. Faculty designing courses for London or other study abroad programs are encouraged to apply for the Integrative Learning Fellowship organized through the Center for Integrative Learning.

Fellowship Activities and Requirements

Fellows will:

- Participate in a one-day course design workshop in May 2020;
- Design or redesign a course built on learner-centered design principles;
- Submit the new or revised syllabus as well as a brief narrative about the course at the beginning of the semester in which the course will be taught;
- Assess the course's success and submit a brief report after the course is offered.

Compensation and Support

Fellows will:

- Receive a \$2,000 stipend for the summer;
- *Civil Discourse Fellows*, in addition to the stipend, will receive a \$1,000 budget for course programming expenses. In your project narrative you should explicitly state how these funds will be used.

Deadline for Submission: Friday, 24 January 2020

To apply, please submit your proposal via email to Barbara Jean (jeanb@southwestern.edu).

Eligibility

Eligible candidates include tenured and tenure-track faculty members, visiting assistant professors with 3-year contracts, staff with faculty rank, as well as Mellon teaching fellows.

Proposal Format

I. Cover sheet

- Name, department, rank
- Contact information: email & phone
- Course number and title
- Semester and year course will be offered

II. **Abstract:** In 250 words, describe the course design or re-design project and its significance—that is, why it is important or valuable to design or re-design the course in the ways you propose.

III. **Proposal Narrative:** The narrative of your proposal should cover the following categories and should not exceed 3 pages.

1. Course Topic and Design Goals

Which course will you be developing or redesigning? What is the context that led you to undertake your project? What goals will the proposed project accomplish?

2. Implementation plan, including any resources needed.

What will you be changing about this course if you have taught it in the past? If you are proposing to re-design an existing course, please share the existing course syllabus in an appendix. Does your proposal require any specialized software, support from university staff, or other resources? If so, please outline those needs.

3. Projected timeline

What are the tasks involved in this project and the expected timeline of completion? When will the course be taught? If you have other summer responsibilities, especially those attached to other funding that you have received from SU or elsewhere, explicitly state how you will balance those with the work required for the course design or redesign.

4. Assessment plan.

How will you assess whether your course is successful at accomplishing your goals? Be sure to address the goals specified in part 1 of your proposal. Your final report will reflect on this assessment and outline your plans for future iterations of the course. Applicants may wish to consult with the CTLS to craft assessment plans that fit their goals and disciplines.

Applicants are encouraged to consider applying to the Institutional Review Board (IRB) in advance of teaching the new or redesigned course so that they may use results from their projects in future presentations or publications.

- IV. Department support:** Your department chair/program chair must indicate approval of the proposal and support for the course you are designing by sending a brief email to Barbara Jean (jeanb@southwestern.edu) by the award deadline.

The Review Process

The Awards and Honors Committee will review proposals and make recommendations for the selection of fellows. Criteria for acceptance include:

- Clarity of description of the novel components that you are integrating into your course. For existing courses that are being redesigned, please include a detailed discussion of specific course changes to be made and the pedagogical strategy that informs these changes; for new courses, detail the components of the course that are new or different from typical approaches to teaching this kind of course, and the pedagogical strategy that informs these components.
- Connection between the project and the goals of the faculty member, department, and university. Priority will be given to proposals that match at least one of the stated university goals in the call OR that well articulate an “other” goal which is also consistent with university priorities; it is essential that applicants clearly understand the university goals and explain how the course will meet them.
- Significance of the project. Explaining the significance of your project may involve explaining the role that this course plays in your major or in general education requirements; how the changes you propose could improve student success in the course or in your major; the number of students who take the course and thus would be affected by this new design; or how your work on this project will be shared among colleagues and have a broader impact in your department or field.
- Feasibility of the proposed project, including a discussion of the specific mechanisms through which you will accomplish the goals you lay out for the project
- Potential impact on student learning and means of assessing that impact. What learning outcomes will be improved as a result of the new elements you are introducing into the course? How will you know if your strategy is effective?
- *If you are applying for the Civil Discourse Fellowship*, your proposal should clearly address how your new course components would significantly introduce new approaches to developing free speech, civil discourse, and empathetic listening into your course.

Additional considerations:

- Selection will primarily be made on the basis of the criteria above, and the committee will aim to award fellowships to projects that robustly meet these criteria. However, if the number of strong projects exceeds available funding, the committee will consider these additional factors:
 - *Receipt of other summer faculty development funding:* faculty doing SCOPE or Faculty-Student Projects or who have previously received Course Design Fellowships are encouraged and welcome to apply. However, priority may be given to those who do not already have other forms of summer faculty development funding if eligible projects exceed available funds.
 - *Likelihood of broader impact:* proposals which demonstrate that the course design or redesign will have a sizeable impact on students, the curriculum, other faculty, or the field may receive priority if eligible projects exceed available funds.

Timeline

24 January 2020	Applications due
March 2020	Fellows announced
May 2020	Course design workshop
15 September 2020	Revised syllabus and narrative description due for fall courses
15 February 2021	Final report due for fall courses. Revised syllabus due for spring courses.
15 June 2021	Final report due for spring courses.