Proposals are invited for grants to support faculty course and curriculum transformation efforts in the 2017-2018 academic year. These grants are offered as a part of KU’s course transformation initiative, to support greater use of student-centered, inclusive, and evidence-based teaching practices. These practices include shifting the basic delivery of information to out-of-class time, organizing substantial amounts of in-class time around active or collaborative learning, and creating authentic or realistic learning experiences for students (e.g., problem-solving, discussion, case-study analysis, problem- or project-based learning). See http://cte.ku.edu/course-redesign for more information.

These grants are made possible through two funding sources. TRESTLE* Course Transformation Grants for STEM faculty are funded through a grant from the National Science Foundation (NSF project #1525775). C21 Course Transformation Grants for faculty in non-STEM disciplines are made possible through C21 funding from Academic Affairs in the Provost’s Office.

Funding Priorities. We are especially interested in supporting course or curricular innovations that use problem-, case- or project-centered approaches or create opportunities for students to use knowledge and skills in real or realistic situations. Budget limit is $3,000; grants above $1,500 are typically awarded to projects that involve teams of faculty and/or to work that involves 2+ courses.

Funds can be used for resources or events that will enhance a course or set of courses, such as:

- Costs associated with initiating engaged learning experiences for your students.
- Hourly support for an undergraduate peer mentor or teaching assistant.
- Support for a graduate student or undergraduate student to assist with the design of activities or implementation or assessment of course transformation efforts.
- Books or other publications on teaching innovations
- Supplies and software for implementing new learning activities or assignments.
- A site visit to another campus to learn about innovative course design elsewhere (STEM faculty: See the TRESTLE Travel Grant opportunity).

Eligibility and Expectations. Faculty (including teaching specialists and lecturers with ongoing roles in their department) from any department or program on the KU Lawrence or Edwards Campus are eligible. Postdoctoral fellows and students are welcome to be part of faculty-led teams.

Course Transformation Grant awardees are expected to engage with the C21 community to exchange ideas about their work toward better student learning. We strongly encourage interested applicants to join the opening session of C21 on Friday, Sept. 8, 2-3:30 p.m., in Alderson Auditorium in the KS Union to develop or refine their course transformation and assessment plans. If no one from your team is available to participate, feel free to set up a one-on-one meeting by contacting TRESTLE program manager Blair Schneider (bensonbe@ku.edu). Additional C21 sessions will be designed to align with the transformation activities being explored by this year’s grant winners. C21 dates are Sept. 8, Oct. 6, Nov. 10, Dec. 1, Feb. 2, March 9, and May 4 (see www.cte.ku.edu for details).

Course Transformation Grant awardees are also expected to share the results of their work at the C21 Poster Session and Reception on May 4, 2018, from 3:30-5:30 pm in The Commons. The C21 Graduate Student Fellows will assist you in developing your poster. A brief final report on your project (1-2 pages) will be due May 25, 2018.
Selection Criteria. Preference will be given to proposals that:

- Involve teams of faculty working on the design of one or more course.
- Involve two or more courses.
- Include assessment of the impact of course enhancements on student learning outcomes.
- Support sustainable course revisions that have the potential to last beyond the funding period, or have other long-lasting outcomes.
- Include a commitment to sharing their work with the KU community through participation in C21 or other venues (e.g., CODL Lunch and Learn, CTE workshops).

In addition to the criteria above, proposals will be judged on clarity of goals, impact on undergraduate education, the degree to which multiple faculty are engaged, and planned budget expenditures. Previous Course Transformation Grant awardees and project synopses are listed here.

Proposal Guidelines. Priority will be given to proposals submitted by Friday, Sept. 15, 2017 and can be submitted electronically here: https://cte.ku.edu/Course_Transformation_Grants.

Submissions should be limited to 2 pages (3 if you have prior results from course transformation grants to report), including a detailed budget. Your proposal should include:

1. A brief description of the course(s) you are working on
2. A clear statement of the proposed work on your course, addressing the following questions:
   - What do you want to change about your course or your students’ learning?
   - Why do you want to make those modifications?
   - How will you know if your enhancements are effective?
   - How will you use the funds to support your enhancement?
3. A summary of results from prior course transformation grants: If a member of your team, or the proposed course(s), received a prior course transformation grant, please include a short summary of the project and results, and whether/how the proposed work builds on the prior project(s).
4. An estimated budget (for hourly student support, fringe must be included in the budget).

We anticipate notifying applicants of funding decisions by the end of September 2017, and funds will be available to successful applicants shortly thereafter.

Questions? Contact CTE Director Andrea Greenhoot (agreenhoot@ku.edu) or TRESTLE program manager Blair Schneider (bensonbe@ku.edu).

*TRESTLE: Transforming Education, Stimulating Teaching and Learning Excellence is a multi-university initiative led by KU’s Center for Teaching Excellence to transform undergraduate STEM courses and improve student learning with student-centered, evidence-based teaching practices. This project is funded by a grant from the National Science Foundation (NSF project #1525775) to Andrea Greenhoot, Caroline Bennett, and Mark Mort.

Partner Institutions:
University of Kansas (lead institution)
Indiana University, Bloomington
Queens University of Ontario
University of British Columbia
University of California, Davis
University of Colorado Boulder
University of Texas at San Antonio