

UCF'S DIGITAL COURSE REDESIGN INITIATIVE (CRI) EXTENSION:

The CRI Extension Process



**Pegasus
Innovation Lab**

UNIVERSITY OF CENTRAL FLORIDA

FACULTY INCENTIVES

- All faculty members were awarded a flat amount that could be used for “any allowable expense other than direct compensation.” While these funds could have been used toward a course release, the amount did not vary based on departmental adjunct rates.
- With the emphasis on scale, only team proposals were accepted during this extension period.
 - The Faculty Lead earned \$5,000.
 - Each faculty team member earned \$3,000.
- For each faculty member in the group, an additional \$1,500 was awarded for a dedicated Course Assistant.
 - A **Course Assistant** is a student employee who was paid to assist with the course redesign project. They could have been a graduate, undergraduate, or even a recent graduate who helped with tasks such as gathering resources, reviewing content, building assessment questions, or testing/quality assurance.
 - The Division of Digital Learning (DDL) sent the funds to the colleges, and then the academic department hired the Course Assistant under the faculty member’s supervision.
 - The faculty members determined who the Course Assistant was (an individual is not provided by DDL), the tasks they needed assistance with, the number of hours, and accountability measures.
 - They also had the flexibility to pay an hourly rate or a lump sum depending on any departmental standards. The term “course assistant” was used to indicate that this role was distinct from a teaching or research assistant.
- Funds were distributed half in advance and half in completion. The first half was transferred to the academic department as soon as the university made them available in Summer 2021. The remaining half was transferred upon completion of the Summative Course Review in Spring 2022.

CDL SUPPORTED REQUIREMENTS

- The iLab hosted and co-facilitated with Instructional Designers a series of required cohort workshops for all faculty members participating. Four cohort workshops were held in Fall 2021 and four were held in Spring 2022.
 - Faculty were required to attend at least 3 out of the 4 workshops each semester.
 - If this conflicted with their teaching schedule, they were to review the recordings of the workshop and touch base with members of their group.
- The [Quality Review](#) process was embedded throughout the cohort workshops and participating faculty were well positioned to earn a Quality Online/Blended designation by the end of the redesign process in conjunction with the Summative Course Review.
- In addition to the program evaluation conducted by [UCF's RITE](#), project teams were encouraged to conduct course or project level evaluation research with CDL support.

*The original course redesign initiative was funded by the Board of Governors and strategically planned with the Board of Trustees. The extension process was coordinated and executed through the cooperation of the Center for Distributed Learning's Pegasus Innovation Lab, [Instructional Design team](#), [video team](#), [graphics team](#), the [Faculty Multimedia Center](#), and [Learning Systems & Technology](#), as well as the Division of Digital Learning's [Research Initiative for Teaching Effectiveness](#). Additional contributions were made from UCF's [Faculty Center for Teaching and Learning](#), [Student Academic Resource Center](#), and [Student Accessibility Services](#).

PROJECT TIMELINE

All faculty participants were expected to complete their projects on the same one-year timeline specified below.

