Faculty,
Thanks for all your hard work teaching this semester. Below is my last newsletter for the semester. Hope you have a smooth last few days and exams.

Sincerely,
Kelly Hogan
Director of Instructional Innovation for the College of Arts and Sciences

1. Celebrate last day of class (LDOC) with colleagues
The Office of Instructional Innovation would like to encourage faculty to meet up with colleagues on December 2nd between 4:30-6:30 at TRU at 114 Henderson Street. [http://trudeli.com/](http://trudeli.com/). It’s a great opportunity to wind down together and meet others outside your department and discipline. Bring a colleague!

2. What makes students feel included in a classroom?
Below are three ideas to foster inclusiveness in a classroom.

a. A syllabus can set the tone for your class. How welcoming is your syllabus to all students? Does it have a statement about wanting all students to succeed? Vice Provost Steve Farmer, had a wonderful quote recently that might inspire you:

“Every student at Carolina belongs here, and every student has earned the right to be here. It is our job to help students get to where they want, and need, to go. It’s not our job to make everything easy for them. It’s not our job to lower our expectations. We need to be emphasizing to students that we expect the best of them. That's what they have to give. In exchange for that, we offer the best we have to give.”
[http://www.unc.edu/spotlight/a-new-way-to-thrive/](http://www.unc.edu/spotlight/a-new-way-to-thrive/)

b. On the first day of class, ask students to share a bit of personal information on a notecard, including what name and pronouns they prefer. You can share this same information about yourself.

c. Ask a diverse group of students what makes them feel welcome or less welcome. Here are what a few comments from Carolina students when asked these questions:

- “I feel more welcomed and included in the classroom when I am able to engage in thoughtful conversation and discussion with the people around me.”
- “I like when a professor doesn't just start right off with material and takes a minute or two to ask the students what their weekend plans are, etc., and shares a little about their own lives.”
- “I like when we are able to work together on problems with our neighbors. I get to meet people and learn better.”
• “I feel welcome and included when the professor is patient and open to answering any questions students’ may have without being condescending. By no means do I think every professor needs to do this, but I think it helps when professors share stories or interesting things about themselves to the class in the beginning of the semester. It creates a more friendly environment and connects the students with the professor more, making the professor more approachable. I feel less welcomed when the professor is reluctant to answer questions or shows indifference towards the students’ learning and understanding, or if the class is extremely unorganized”.

3. Write a course redesign grant over the winter break
The Center for Faculty Excellence (CFE) is pleased to announce the call for proposals for the 2015-16 CFE 100+ Large Course Redesign Grants Program. This small grants program is for faculty members and/or academic units interested in making large courses feel as much like a seminar as possible.

Whether you are preparing to teach a large course for the first time or are interested in making changes to a course you have taught many times, there are a variety of instructional methods available to make the large-class experience more engaging and rewarding for you and your students. Multiple sections of smaller courses whose cumulative enrollments exceed 100 are also eligible.

Proposals are due **Monday, February 15, 2016**. For more information on the program, how to apply, and who to talk to about initial ideas, please download the call for proposals at [http://cfe.unc.edu/teaching-and-learning/resources-for-faculty/#cfe_100_grant](http://cfe.unc.edu/teaching-and-learning/resources-for-faculty/#cfe_100_grant).

The grants program is part of the CFE 100+ initiative designed to support Carolina faculty members teaching courses and course sections with large enrollments. Information on other 100+ resources is available at: [http://cfe.unc.edu/100plus/initiative/](http://cfe.unc.edu/100plus/initiative/).

4. Integration of data studies into arts & humanities teaching
The Carolina Digital Humanities Initiative (CDHI) is soliciting proposals for course development grants to support the integration of data studies into arts and humanities teaching at the undergraduate level. Work with data promises to transform the ways we engage and create knowledge. From collection to curation to analysis, scholars are developing new methodologies for working with data. Integrating data in arts and humanities activities also raises a host of questions concerning categorization, argumentation, and ethics—to name a few. And data create new possibilities for furthering interpretive and creative work. These grants seek to promote the integration of data-related methodologies into teaching and the
exploration of these intellectual concerns in undergraduate arts and humanities courses.

Awards will consist of a $5,000 summer stipend. Note that stipends are subject to reductions related to university benefits, taxes, etc. Applicants may request up to an additional $1,000 for professional development pertaining to creating the course. Applicants should include a budget detailing how any requested professional development funds will be used (e.g., for specific workshops or training).

http://digitalhumanities.unc.edu/programs/course-development-grants/

5. Thanks, we learned a lot.
The CFE reported the biggest turnout ever for their Faculty Showcase on Nov 13. It was a great opportunity to learn from colleagues across the university and to engage in informal discussions over lunch.

Kudos to the faculty who presented on teaching and learning from the College of Arts and Sciences: Gary Bishop (Computer Science), Rich Goldberg (Biomedical Engineering), Cheryl Moy (Chemistry), Vij Sathy (Psychology and Neuroscience), Anne Whisnant (History/American Studies), Thomas Freeman (Chemistry), John Sweet (History), Ed Carlstein (Statistics and Operations Research), Rich Superfine (Physics and Astronomy), Ashley Ward (Geography), Flora Cassen (History), Jordynn Jack (English and Comparative Literature), Linda Green (Mathematics), Rita Balaban (Economics), Donna Gilleskie (Economics), Steve Buzinski (Psychology and Neuroscience), Jenna Clark (Psychology and Neuroscience), James Thompson (English and Comparative Literature), Amy Chambless (Romance Studies), Desiree Griffin (Psychology and Neuroscience), Neal Caren (Sociology), Robin Cunningham (Statistics and Operations Research), Blaire Steinwand (Biology), Chris Jones (Mathematics).

If you missed the event, the CFE has posted presentation slides at:
http://cfe.unc.edu/showcase2015/

6. Calling all faculty-- save the date and register now:
The 2016 Student Success Conference, Monday, February 22, 2016 – The Carolina Club – 8:30am – 3:00pm

This day-long conference will explore the following questions: What is growth mindset? How can growth mindset be applied to undergraduate student success? How can faculty and staff at UNC-CH apply growth mindset to their current work with undergraduates?
Growth mindset (Dweck, 2006), the belief that abilities can be developed through dedication and hard work, is a theoretical framework applied to student success initiatives across the education pipeline. While individuals with a fixed mindset believe their basic qualities, like their intelligence or talent, are unchangeable fixed traits, people with a growth mindset believe that intelligence is malleable and individuals have significant capacity to change. Research suggests that developing a growth mindset may result in positive educational outcomes.

This conference will be a gathering of faculty and staff at The University of North Carolina at Chapel Hill to enhance our understanding of how mindset (of students, faculty, and professionals) can impact student success. The 2016 Conference is hosted by the Office of Undergraduate Retention, with generous support by the Office of Undergraduate Education, the Division of Student Affairs, and the Summer School.


7. Nominate yourself or a colleague for the most creative syllabus.
   We're looking for syllabi that are welcoming, informative, and creative in their format. We’ll be collecting these over the next few months, so as you think about your Spring course syllabus, think about graphics, diagrams, infographics, different fonts and colors, etc. Video syllabi also accepted! Please send syllabus or link to Kelly_Hogan@unc.edu.

8. One-week summer fellowships
   UNC-General Administration has announced a call for the 2016 University of North Carolina Instructional Innovation Incubator (i3@UNC), a summer workshop and fellowship program for faculty to develop new online and blended learning courses. The 2016 i3@UNC will be hosted by Winston-Salem State University on the WSSU campus and at the Center for Design Innovation in Winston-Salem. It will take place from June 1-8, 2016. Deadline to apply is January 15th.

   Participants will be designated i3@UNC Faculty Fellows and will be presented with a certificate signed by the President of the University of North Carolina. They will be provided a stipend of $300, breakfast and lunch each day, opening and closing dinners, and expenses for travel to and from Winston-Salem, as needed.

   https://www.dropbox.com/s/gerwvu7r4som8m9/i3@UNC%20Call%20for%20Applications%202016.pdf?dl=0

9. Outcomes
The University recently launched Carolina Metrics website that includes many interesting statistics. What does the graduation rate for first generation college students compared to not first generation students? What percent of our students take a first year seminar or a service learning course? See: http://carolinametrics.unc.edu/

Please keep up with the Office of Instructional Innovation news/updates/events at: https://www.facebook.com/IIatUNC or https://twitter.com/IIatUNC

Thanks for reading. I hope to see many of you on LDOC at TRU on Dec 2!