

Florida Atlantic University
Center for Teaching and Learning
Faculty Learning Community 2012-2013

Title: Participating in the Distinction Through Discovery QEP:
(Re)Visioning Undergraduate Curricula to Promote Scholarly
Inquiry and Research

Please include the following information in your proposal.

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Focus: Distinction Through Discovery, the theme of FAU's Quality Enhancement Plan, is focused on improving the culture of undergraduate research and inquiry at FAU through both curricular and co-curricular opportunities. It aims to do so both by scaffolding student learning with pedagogies that are, themselves, research and inquiry intensive (e.g., engaging students in active discovery through assignments, activities, and assessments), and by supporting the "products" of such learning like traditional research experiences (e.g., research projects and papers, thesis work, directed independent study) and creative activities (e.g., exhibitions, productions, or other "deliverables" from scholarly work). This goal will be supported, in part, with the establishment of an Undergraduate Curriculum Grant Program, which will provide seed money (at various levels of funding) to departments and programs to implement curricular and co-curricular components for mainstream and honors students that are aligned with the learning outcomes of the Distinction Through Discovery initiative.

This Faculty Learning Community will be conducted as a series of coordinated modules led by faculty and staff from across FAU. Module leaders will guide participants in exploration, application, and evaluation of inquiry-rich pedagogies; best practices in undergraduate research and inquiry; institutional resources; and learning goals for students, courses, and programs. The goals of this FLC are two-fold: (1) to develop capacity within FAU's undergraduate programs to effectively incorporate inquiry and research pedagogies throughout their undergraduate curricula; and (2) prepare participants to develop successful proposals for the Distinction Through Discovery Undergraduate Curriculum Grant Program in 2013.

Consonant with Distinction Through Discovery's emphasis in 2012-2014 on upper-division curricula and experiences for mainstream degree programs and honors-in-the-major programs, this year's FLC will focus on the upper-division. However, future FLCs will also include lower-division emphases to coincide with an expansion of the Distinction Through Discovery Undergraduate Curriculum Grants Program to lower division initiatives, as well.

Participants: This FLC is designed for faculty and professional staff members who desire to participate in the Distinction Through Discovery QEP initiative. Ideally, participants will be embedded within departments or programs that are ready to redesign one or more courses in their programs to implement best practices in research- and inquiry-rich pedagogies and experiences, or to create new courses or programs to do so. To ensure successful, sustainable implementation, more than one person from a department or program are encouraged to apply to participate in this FLC as a team.

Outcomes: By the end of the FLC, participants will:

- Identify best practices for research- and inquiry-rich pedagogies and experiences via literature review and case studies
- Prepare for the integration of research- and inquiry-rich pedagogies and experiences into their curricula.
- Identify current policies and procedures for designing or revising degree programs or honors programs.
- Consult with institutional resources needed to support their curricular revisions.
- Identify course- and program-level student learning goals for their curricula and associate these with QEP student learning outcomes.
- Develop a plan to evaluate student achievement of learning goals and outcomes and utilize results for curricular improvements.
- Develop and submit a proposal for the Undergraduate Curriculum Grant Program
- Participate in peer review of proposal drafts
- Provide feedback to improve the content and delivery of QEP FLCs to be offered in the future.

Potential

Meeting Time: Currently, we anticipate that face-to-face meetings for this FLC will occur on Wednesdays and that these will originate from the Boca Raton campus; participants from other campuses could join these meetings via video conference. Face-to-face meetings will supplement reading and additional work to be completed via Blackboard.