Members in attendance:

10-11-11:   Donna Chamely-Wiik, Ed Pratt, Jerome Haky, Rod Murphey, Angel DiCosola, Ann Branaman, Sika Dagbovie, Sharon Dormire, Daniel Meeroff, Joshua Scholl

10-12-11:   Donna Chamely-Wiik, Ed Pratt, Jerome Haky, Jeffrey Buller, Jennifer Peluso, Don Ploger, Patricia Liehr, Kim Dunn, Attila Hertelendy, Megan Davis

1. Introduction to SACS and the QEP as a component of the reaffirmation process.
2. Presented the tasks of the steering committee to eventually develop a draft for FAU SACS to review.
    a. timeline: preliminary draft due March 2012 and full draft due September 2012. SACS visit to FAU Spring 2013.
3. Introduction of FAU's QEP topic – integrating and expanding a culture of research and scholarship
4. Discussion of the definition of research and scholarship to meet needs of all colleges. Suggestions included
    a. Focus on **inquiry** as a unifying theme
    b. Within the definition and explanation, emphasize language that explicitly include all colleges e.g., creative

Research:**An inquiry or investigation** conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline or practice (modified from the Council of Undergraduate Research).

Inquiry is both a process and product. Such activities could:

- include creative problem solving
- involves scaffolding – lower level skills needed to apply to upper level problems
- involve a range of methodologies to include quantitative and qualitative
- seek to be meaningful
- instill curiosity

The process of inquiry could:

- Include a means by which knowledge is gained
    - a creative process by which one can contribute to the understanding of that body of knowledge/field
    - to observe, gather, record and reflect on what has been done in the field, with a focus on discovery
    - Involve asking questions or investigating a problem and generating data (primary or secondary) to answer the question or solve the problem
- Result in deliverables such as exhibitions, works of art, presentations, publications etc.

5. Review of best practices: Interest in building on projects already started at FAU

College of Science examples:

NSF-URM grant:
        The undergraduate program in biology seeks to actively involve undergraduate students in research projects. They received an NSF grant which provides $12,000 stipends per undergraduate student (focused on underrepresented minorities interested in pursuing STEM advanced degrees) to undertake research projects with a faculty member for an entire year. This grant was the impetus for reviving the upper division honors program in Biology.

Biology Honors Program:
Resources:
- two faculty members who coordinate the efforts of the honors program – both received release time
- One or two graduate students who are assigned this as their TA responsibilities

Selection:

- Selections process through an application – GPA requirements, students chose their research area as part of the application

Activities:

- Juniors and Seniors
- 6 credits required as part of this program (3 credits Senior Fall and 3 credits Senior Spring– courses can be used for elective credit within the degree program
  - Course is used to develop the idea, write sections of their thesis and get feedback
  - Students also meet with faculty and graduate students weekly (including summer) where they: receive additional training on skills necessary for research, give presentations to group of other students and faculty on their projects, receive peer and faculty feedback, interact with faculty and other UG fellow students, look for funding (e.g SG) for presentations outside of the university
- Students also take 3 credits of DIS in summer
- **Thesis** is required at the end of their research project and a**capstone presentation** is required at the CESCOS Research day in Spring
  - Thesis is evaluated by a group of 3 people – faculty mentor, TA of the course and one other faculty
- Presentation at national conferences etc is recommended
- Biology also tracks where their students go

Interest in doing:

- Continued funding for students to engage in research through grants and internal scholarships

Psychology Honors Program

Resources: Undergraduate advisor

Selection:

- An email invitation is sent to all eligible students

Activities:

- Seniors
- 2 course experiences
- **Thesis** required at the end of the project

Interest in doing:

- Integration of honors program with rest of department
- Move honors experience earlier than senior year
- Building a sense of community
- Capstone presentation
- Opportunities for students to share projects with each other

College of Arts and Letters examples:

History Honors Program

- Currently active and could be used as a good model

English:

Interest in

- Establishing an Honors program in English. Using the Dept of History's program as a model.
- Two course requirement in the senior year
  - Converting Senior Seminar course into Honors Thesis in Fall
  - Spring – Honors Thesis.
- Capstone project requirement

College of Engineering examples

Innovation Leadership Honors Program

Resources: I L Honors program coordinator

Selection:

- An email invitation is sent to all eligible students

Activities:
- 4 years of the program
- 18 extra credits on top of the Engineering degree

Concerns:
- Engineering students do not have any electives –extra credits is a deterrent

Interest in doing:
- Overhauling the program to better meet the needs of students – not add credits
- Establishing a departmental Environmental and Civil Engineering honors program

College of Nursing examples

BSN → PhD program

Activities:
- BSN → PhD program in nursing and GAANN grant (demonstrated financial need)

Interest in doing:
- Accessing students in their BS program and encouraging them into the PhD program
- Involving UD students in research (4 areas of nursing research) earlier and transforming the honors experience around the 4 areas of research.

College of Business examples

Accounting Scholars program

Resources:

Selection:
- An email invitation is sent to all eligible students
- Introduced in classes.
- School of accounting competency exam – inviting these students to participate in the program

Activities:
- Students begin participating in their senior year (2 years to MS)
- Accelerated program Bs/MS for Accounting
- Cohort classes of students.
- Internships are available but not required

Interest:
- Making the program less rigid, more inviting from the beginning
- Extending back to the Junior year
- Establishing some capstone experience
  - Creating an internal case competition where the winner will represent FAU at the National Case competition
- Creating senior honors students to mentor junior honors students

Adams Center for Entrepreneurship Business completion plan
- Honors entrepreneurship education opportunities

College of Education

Interest in
- Establishing honors programs
- Integrating inquiry skills/ research experiences into existing undergraduate courses through a non-honors approach

Concerns:
- Education students do not have any electives

Harbor Branch Oceanographic Institute

FAU Semester by the Sea
- Experiential learning experience offered for Juniors and Seniors in the spring semester at HBOI

HBOI Marine Science and Engineering Education Internships
- 10-week paid summer research internships; projects offered to selected undergraduate and graduate students to participate in ongoing research at HBOI with faculty mentor.
- Students are required to present their work

Provided FAU DIS experiences for Honors College students

Interest in
- Establishing collaborations for interdisciplinary projects with other colleges
- Creating case studies or PBL modules for training the next generation

6. General Suggestions

Course work:

- Have Honors UG students take 4000 level version of graduate courses/seminars
- Double list courses which meet at the same time, extra requirement/component for honors students

Mentorship and integration into department/college culture

- Faculty mentors and mentorship throughout the program
- Creating a pool of pre-honoring students/scholars and involving them in the honors opportunities
- UD honors mentor LD honors

Marketing
- Universal nomenclature – honors vs. scholars
- Presenting research as inquiry
- Project outcomes identified as the same for jobs

7. For next meeting
    a. Mentoring of students
        i. What opportunities do students currently have with faculty and other students within their departments/programs?
        ii. How can we improve the mentoring relationships and we make them more intentional?

    b. Discussion of QEP's student learning outcomes (SLO) and providing SLO from each college/department.
        i. Assess whether current QEP SLO's need to be modified to better fit with those of the departments etc.