

Members in attendance:

11-22-11: Donna Chamely-Wiik, Ed Pratt, Jerome Haky, Angel DiCosola, Ann Branaman, Sika Dagbovie, Joshua Scholl, Daniel Raviv, Genna Risucci, Jeffrey Buller, Jennifer Peluso, Sharon Dormire, Sarah Rafferty, Jennifer Bebergal

11-23-11: Donna Chamely-Wiik, Jerome Haky, Kim Dunn, Jaap Voss, Sara Rafferty

Focus of the QEP:

Unifying Theme: QEP is defined by an emphasis on undergraduate research and Inquiry:

Our goal is for:

- 1. Including a research and inquiry component into academic programs – ‘culture of undergraduate research’**
- 2. Establishing multiple ways for college/departmental programs to include a research and inquiry component**
 - a. additional opportunities for inquiry (components include: curricular, co-curricular and honors) throughout their academic career**
- 3. Using these components as building blocks for colleges/departments to establish programs of distinction (eg. honors, scholars distinctions or certificates)**
- 4. Making these opportunities available for honors and high achieving students**

Goals to be focused on:

- A concerted effort within the curriculum, with this emphasis on undergraduate research and inquiry
- meeting the needs of FAU's particular environment including transfer students
- meeting needs of colleges and partner campuses by providing multiple ways by which every program can include research and inquiry.
- Establishing programs with sustainability in mind. Build into existing structures as much as possible.

Establish four (see additional idea below for the 4th) sub-committees: Discovery based curriculum, Honors in the Major, Co-curricular and Student culture of Undergrad Research and inquiry (mentorship and community).

Discovery based Curriculum:

Ideas Discussed include.

1. Establish guidelines for submitting proposals by faculty to convert existing courses or develop new courses into research intensive/focused courses. These courses to be developed can be used towards a "Scholars Track" for all interested students or an "Honors track". Students who complete x number of Research intensive courses will

receive a designation/certificate for Research Scholars on their transcripts. These courses would need to be designated by the registrar as well.

2. How to establish and fund these proposals?
 1. Consider E-learning model where faculty are paid to be trained and develop research-focused courses within the university. Faculty submits proposals and are chosen the year before the course gets approved.
 2. FLC model - where faculty are given small stipends to have discussions about integrating research into the curriculum and commit to establishing a research-focused course or expose students to the idea of research in their courses.
3. Institute Faculty training of all incoming faculty on modes of inquiry and integrating research into the curriculum
4. What additional support can the QEP provide: Options include
 1. Graduate student support for each college (UNC Chapel Hill, Jeff Galin Writing QEP) who are trained to assist faculty in converting existing courses into research intensive courses. Grad TAs are involved (not in grading) but working with the curriculum and students
 2. Undergraduate students leading peer-learning in discussion sections associated with the main courses (USF QEP, Chem BOND, Lifeline) - this can be sustained by providing DIS credit for trained students to be peer leaders.
5. Colleges can take a programmatic approach in building a series of 3 or more (trifecta) of these research courses towards an honors in the college or honors in the major programs.

Co-curricular

Other activities not directly related to the curriculum which may provide additional opportunities for students to receive the Scholar or Honors distinction/certificate

1. egs include individual or group research projects with faculty
2. establishing "bootcamps"/ workshops etc for students on research focused topics: inquiry, problem solving, communication, leadership etc.. whatever defines research and inquiry Students completing x number of bootcamps will receive the same scholars/honors distinction

Honors in the Major –

QUESTION: Should this be its own Sub-committee or a series of discussion after the first two sub-committees propose about integrating those components into Honors and Scholars Programs?

While QEP cannot support the establishment of entire honors programs within each department, it can consider supporting *aspects of these programs that specifically integrate a research and inquiry focus to these honors programs*. The colleges will be responsible for establishing and committing resources to build honors programs but the QEP can support the research and inquiry initiatives (perhaps through these curricular and co-curricular approaches)

1. E.gs include providing a pot of additional \$ for undergraduate research projects to be supported

Propose a 4th sub-committee led by students

Student Culture of UG research and inquiry (Community and Mentorship)

1. Undergraduate Research Journal
2. Formalize the peer mentoring programs in each college
3. Create more deliberate interactions with faculty and students
4. Make visible the on-going initiatives that colleges are involved in and encourage UG students to participate
5. Establish new initiatives eg. Career Panel

Meeting next week – identify faculty to serve on each of the 3 faculty sub-committees. Appoint a chair of each sub committee who will be responsible for setting up and establishing the meetings, establish a specific charge of the sub-committees and set guidelines re focus and budget.