

Members in attendance:

10-11-11: Donna Chamely-Wiik, Ed Pratt, Jerome Haky, Angel DiCosola, Ann Branaman, Sika Dagbovie, Joshua Scholl, Daniel Raviv, Genna Risucci

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

Discussed 4 major areas of need and proposed action items for the QEP plan (5-6 year plan)

Find out what the honors program is doing and make sure to justify why we're doing what we're doing differently, and also look for references to justify (other models).

1. Develop and expand the number of upper division honors in the major as a starting point for both implementation item and as the chosen student audience affected

- a. Eventually extend these opportunities to non-honors students –
 - i. **HOW:** how to extend these opportunities and still focus with resources and keep program doable? - providing exceptions within the honors program to have these motivated students participate on a case by case basis.
- b. Are we providing stipends for honors students conducting research projects?
 - i. Does the honors college offer any stipend to honors students?? – Justification?
- c. What does the honors program guidelines look like?
 - i. Do we use the existing honors manual within the university, and can we modify it?
 - ii. What feedback does Jeff have re faculty building honors programs
 - iii. Does it require a thesis/capstone? – Are they required to write a thesis under a thesis director? – are there programs that do/don't require a thesis.
 - iv. Will writing be a requirement of the honors program – faculty must make a commitment.
 - Courses developed through honors program may be WAC courses – training of faculty will fit already in the current structure of the program (initial training workshops run through UCEW).
 - i. Do we want to consider follow-up training
 - Writing assistance and training!
 - **Faculty assistance:**
 - Training for faculty: workshops for faculty and grad students.
 - Grading support for Faculty – GTA assigned to writing intensive courses/programs
 - UCEW and WAC support services - workshops specifically for honors-based classes thought he UCEW: assessment, responding to student papers, norming – Need a full time WAC coordinator to UCEW to organize these workshops, revise writing assignments for honors based classes, and support these colleges and students
 - **Student assistance:**
 - 1 Additional writing center consultants: Writing center side to provide specific support to honors students, they could go to the classes and introduce as contacts, support research writing .
 - Integrating writing and research by establishing UCEW as a place where undergraduate research also is conducted by students. Ongoing research projects through the UCEW : provide small grant stipends for studying assessment of writing, quality of writing, management of writing etc
 - Will give students a chance to do different kinds of research in the university and serve the mission of assessment of writing as a SLO university wide for UCEW and QEP.

2. Establish a sense of community and belonging among students to support and provide guidance over the 4 years

- a. Community and Belonging will require extensive coordination/management of
 - i. a Peer Mentor program within the colleges/departments
 - ii. Department/college specific initiatives (Seminars, outreach activities, symposium , department specific clubs) currently on-going and have honors students actively participate.
- b. Honors model: Presentations within the departments that honors students should attend (match what the honors college does)
- c. Provide Guidance through
 - i. Faculty Advisors
 - ii. Peer advisors
 - iii. Initiatives within each department establishing better structure towards degree completions (Biology curriculum initiative)

3. Expand the Freshman initiative:

- a. Establish a new freshman seminar series
 - i. Establishing a cohort unless the students are identified before coming to the university
 - ii. Start with incoming freshman or when do we identify these students
 - iii. Honors overall or discipline specific honors?
 - iv. Number issues – transfer students and honors, what proportion do we want as an incoming freshman?
- b. Implement more discipline specific ENC 1102 courses
 - i. Call Barclay and figure a way to conceive programs!!
 - ii. Creating sections and filling the sections – how many sections? Curriculum will be driven by enrollment.
- c. Link some of these courses together

4. Long term: Amplify and connect these two experiences by linking some existing lower division opportunities together to create more structure and a clearer path towards degree completion

1. Upper division programs

- a) Use Biology and Accounting as successful models to identify best practices for building other programs in other departments/colleges
- b) A focus of undergraduate research/scholarship and inquiry in these upper division programs and involve industry/business/ partner campuses to ensure we are meeting the workforce needs and preparing them for graduate and professional schools.
- c) Involving both juniors and seniors to allow more flexibility within the program and bottle-neck in writing dissertations while conducting original work if applicable
- d) Include professional development opportunities for students to participate as part of honors
 - a. E.g attend career fair, conferences, exhibitions etc where they both showcase the university and integrate on a level greater than the institution (ie National societies, business etc)
- e) Multiple entry points into the programs
- f) Assign and train mentors within the programs
<http://business.fau.edu/undergraduate/majors/accounting/bbamac-scholars-program/index.aspx>
(Mentor Program handbook from Accounting)

2. Building a sense of community among students

- a. Coordinating department specific and honors student clubs already existing on campus
- b. Establish Peer Mentoring program including training of peer mentors (post-doc, graduate and upper division undergrads)
- c. Having faculty serve as advisors for these students
- d. Getting students involved in volunteering or participating in departmental activities

3. Freshman Initiative

a. Freshman seminar series (1 credit) [also called freshman interest groups (FIGS)]

Seminar courses are taught in the different colleges to small classes of freshman students

- i. Courses could in part be focused on the research interests of the faculty
- ii. Faculty (or groups of faculty), staff, administrators or graduate students could serve as instructors
- iii. Could invite scholarly FAU graduates to come back and discuss their successes
- iv. Course could also include the “Passport to success” program which currently exists on campus – students required to attend a specific number of events on campus
- v. Course could include some capstone (Writing, presentation, project)
- vi. Could also include some informal social experience with faculty
- vii. Can provide a gateway to other programs and opportunities within the discipline

Benefits: Provide opportunities for meaningful dialogue with faculty and students, instill the value of learning and sense of belonging and engage them in the culture of the university and introduce them to the opportunities available at the university

Things to consider: – UGA QEP was strictly focused on this initiative for all freshman students (340 freshman seminar series supported with 15 students in each classroom, over 6 years, budget \$7 million). How can we adapt this model to FAU?

- Offer to only high achieving students, interested/motivated students or all students?
- Attendance mandatory or voluntary?
- Consider some common campus events as part of the seminar series where all interested groups get together

Alternative proposal which would be more informal (from literature)

- Establish multiple freshman events such as “Food for Thought” sessions or “Pizza with Professor” along the lines of brown bag lunch meetings or “Beyond the Classroom” experiences
 - utilize the “passport for success” program to encourage students to attend more than one
 - require freshmen to attend a certain number and write executive summaries for extra credit as part of courses

b. Establishing more discipline specific ENC 1102 courses at FAU.

- a) Could include creating ENC 1102 alternatives to be taught in different departments by faculty in those departments
 - i. Currently only 3-4 departments have chosen this option (e.g. Chemistry)
 - ii. See email from Barclay about feedback and interest from faculty in the past
- b) Another option would be to develop discipline specific, research focused ENC 1102 to include specific citation systems and key databases for research for example.
 - i. Completed with ENC 3213 for the College of Business

c. Establish a series/sequential order of courses for students with particular interests in certain programs/ degree paths

- a. Linking Freshman seminar with ENC 1102 course both designed with discipline specific interests
 - i. N.B. Barclay Barrios and Jennifer Bebergal pilot tested this model a few years ago.

Long term need:

4. Amplifying the two initiatives (upper division and freshman) with sophomore and junior year experiences to ensure persistence:

- b. Curricular re-vamping of key courses to include research and inquiry pedagogies
- c. Providing structure for students who already have an area of interest (flow chart of degree options and opportunities)
- a. Modify existing courses to enrich the experience and create a small classroom environment in other courses
 - i. Options to include: separate honors sections, breakout discussion sections and labs of regular courses, honors compacts of regular courses