

Trevecca's QEP: Undergraduate Research

Report from the QEP Development Committee
Trevecca Faculty/Administrators Meeting
November 26, 2012

The Work of the QEP Development Committee (February – December 2012)

- Reviewed undergraduate research “best practices” at 40+ institutions
- Developed review of literature on undergraduate research
- Analyzed data from national surveys conducted at Trevecca
- Connected undergraduate research to University mission statement and institutional goals
- Evaluated status of research at Trevecca
- Proposed organization for implementation of QEP

Trevecca's QEP

- The goal of Trevecca's QEP is to improve student learning by engaging students in undergraduate research.
- QEP is a five-year process; our progress will be evaluated in 2018 by SACS.
- "Undergraduate research" is defined as "the focused and faculty-guided process of discovery, encompassing primary and/or secondary research techniques, culminating in a presentation format."

Three Student Learning Outcomes

1. Students will be able to demonstrate understanding of scholarship topics in their discipline.
2. Students will be able to demonstrate skills related to conducting scholarship in their discipline.
3. Students will be able to communicate their research findings through written, performance, and/or oral presentations.

Actions To Be Implemented

- Modification of existing curricula (ENG 1020, ENG 1080, and INT 1100) to introduce freshman students to basic research skills
- Development of new curricula (FLARE and 499 courses) to give sophomores, juniors, and seniors more opportunities to participate in research and creative scholarship
- Creation of an academic culture that promotes, supports, and celebrates undergraduate research

Modification of Existing Curriculum in ENG 1020, ENG 1080, & INT 1100

- Developed by research foundations subcommittee
- ENG 1020: Faculty member will choose three assignments that involve research skills in students' disciplines; for assessment, one of those assignments will be common to all sections of ENG 1020.
- ENG 1080: Faculty member will choose three assignments that involve research skills in students' disciplines; for assessment, one of those assignments will be common to all sections of ENG 1080.

Modification of Existing Curriculum in ENG 1020, ENG 1080, & INT 1100

- INT 1100: Assignment will expose students to research resources in Waggoner Library in their disciplines; assignment that promotes interaction with faculty member about research interests in their discipline.
- Piloted in Spring 2014
- Implemented in all fall & spring sections of ENG 1020, ENG 1080, and INT 1100 beginning in Fall 2014

New Curriculum: Faculty-Led Academic Research Experience (FLARE Courses)

- Gives students the opportunity to work with a faculty member as part of a select group of researchers
- Developed by FLARE subcommittee
- XXX 3333 [Title describing nature of project] (1-3 credits per semester): Intensive participation as a team member in the development of a scholarly research or creative project. A faculty member will lead each project and will mentor students throughout the project. Enrollment is limited; application is required, and students are selected by the faculty member leading the project.

New Curriculum: Faculty-Led Academic Research Experience (FLARE Courses)

- First call for proposals: Spring 2014
- Proposals due: Fall 2014
- Proposals selected: Fall 2014
- First set of FLAREs offered in 2015-2016 academic year

New Curriculum: 499 Courses

- Students pursue targeted, independent research/creative scholarship in their discipline with guidance of a faculty-mentor
- Developed by 499 subcommittee
- XXX 499A Research/Creative Project Proposal (1 credit): Development of an individualized original research or creative project under the mentorship of a faculty member. Tasks will include crafting the proposal, preparing an appropriate review of literature, and outlining the methods by which the student plans to conduct the project. Permission of faculty-mentor and department chair or dean is required before student registers for the course.

New Curriculum: 499 Courses

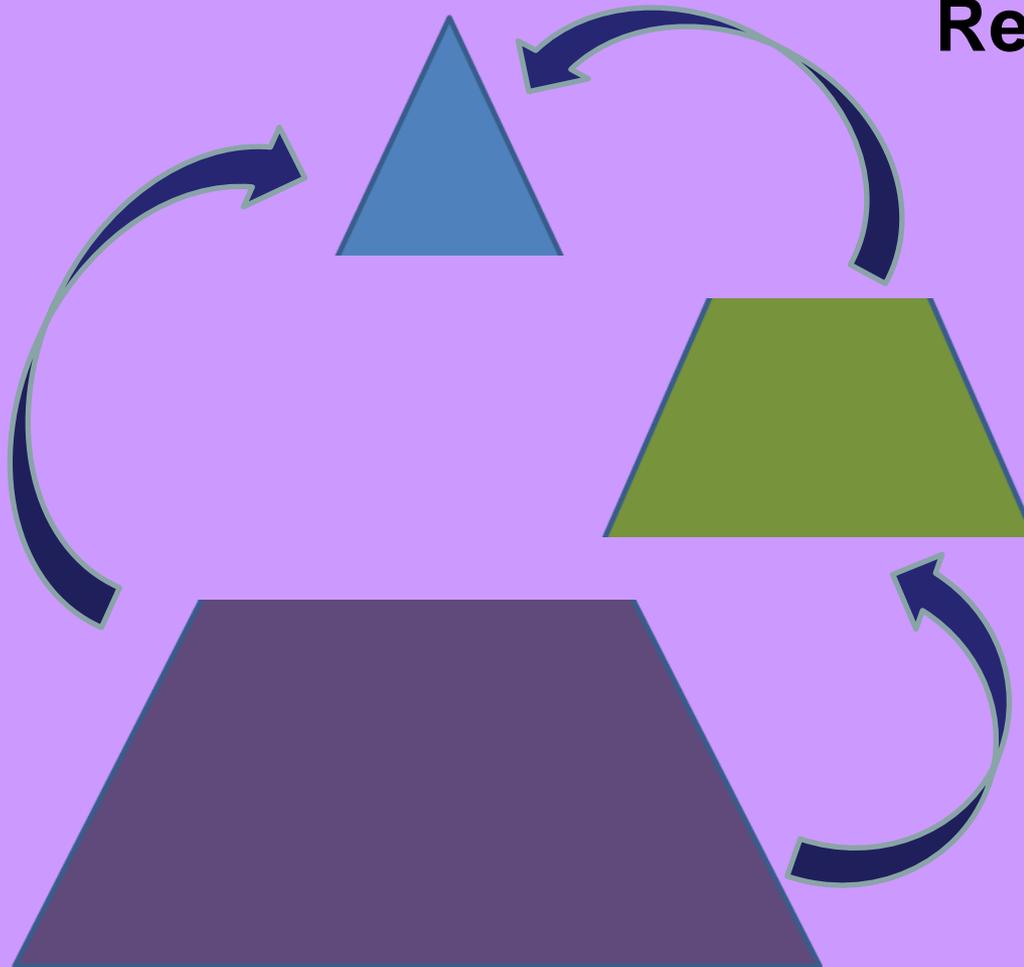
- XXX 499B Research/Creative Project Completion (1 credit): Successful execution of an individualized research or creative project under the mentorship of a faculty member and consistent with practices in their discipline. Students will be evaluated on their adherence to approved methodology, logical development of the project, and time management, as well as their project progress. Permission of faculty-mentor and department chair or dean is required before student registers for the course. Prerequisite: XXX 499A or permission of faculty-mentor.

New Curriculum: 499 Courses

- XXX 499C Research/Creative Project Presentation (1 credit): Revision and presentation of research findings or creative project developed in 499A & B. Presentation may be submission for publication or oral presentation for a specified public audience. Permission of faculty-mentor and department chair or dean is required before student registers for the course. Prerequisite: XXX 499A, XXX 499B, or permission of faculty-mentor.
- 499 courses begin in 2016-2017 academic year

Diagram of Trevecca's Undergraduate Research Curriculum

499 A/B/C (individualized, faculty-guided research)



FLARE courses
(faculty-mentor & group of
student researchers)

Research foundations
(integrated into general education)

Research Skills Development (RSD) Framework (Willison & O'Regan, 2006)

- Six skills (“attributes”) common to all research, including creative scholarship
 - Beginning inquiry
 - Finding information on topic
 - Critically evaluating information
 - Organizing the information
 - Synthesizing, analyzing, applying new information
 - Communicating knowledge
- “Levels” (columns) denote extent of researcher autonomy

Creating a Culture of Undergraduate Research: Five Program Goals of the QEP

1. Develop a curriculum that introduces students to research skills early in their Trevecca education and becomes a foundation for future research experiences
2. Provide additional opportunities for participation in undergraduate research
3. Increase the visibility of undergraduate research
4. Increase support for undergraduate research at Trevecca Nazarene University
5. Improve student perceptions about Trevecca's academic culture

Creating a Culture of Undergraduate Research

- Research exploration activities
- Chapel and/or convocation speakers
- Faculty-led, research-related workshops for students
- “Trevecca Celebrates Scholarship” event
- Funding for 499A/B/C student projects
- “Trevecca Scholar” designation
- Faculty-mentor training
- Faculty workshop(s) on RSD Framework
- Enhanced membership in Council on Undergraduate Research (CUR)
- Recognition of faculty-mentors in undergraduate research

What Can You Do to Support the QEP?

- Include statement about QEP in your spring 2013 syllabi.
- Add extra credit questions to quizzes/exams about the QEP:
 - What is a QEP? Quality Enhancement Plan
 - What is Trevecca's QEP topic? Undergraduate Research
 - Why do we do a QEP? To improve student learning; part of SACS reaccreditation process
- Give away Abba Java QEP drink gift cards to students who know QEP topic.
- Talk about it!
- Consider how undergraduate research can be integrated in your classes, advising, administration, etc.