



UF Quest: Faculty Senate Presentation 2

New Proposed Model

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Faculty Senate Presentations



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Logo Design: Maria Pitt, UF 2016

- **March Meeting**
 - Background on pre-eminence program for undergraduates
 - Actions to date
 - Process for unfolding a full program
- **April Meeting**
 - **Final proposed framework for UF Quest**
- **May Meeting**
 - Summary of faculty feedback and responses
 - Request for Senate support of UF Quest

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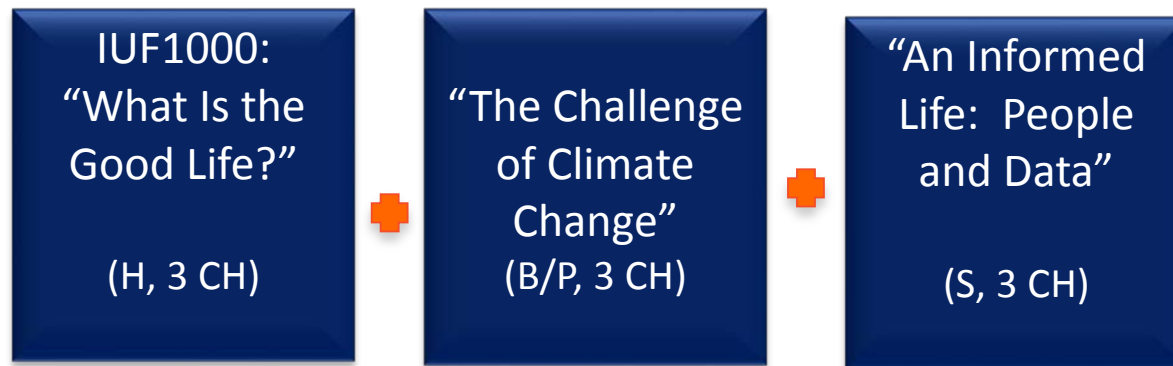
Case for a Shared Academic Experience

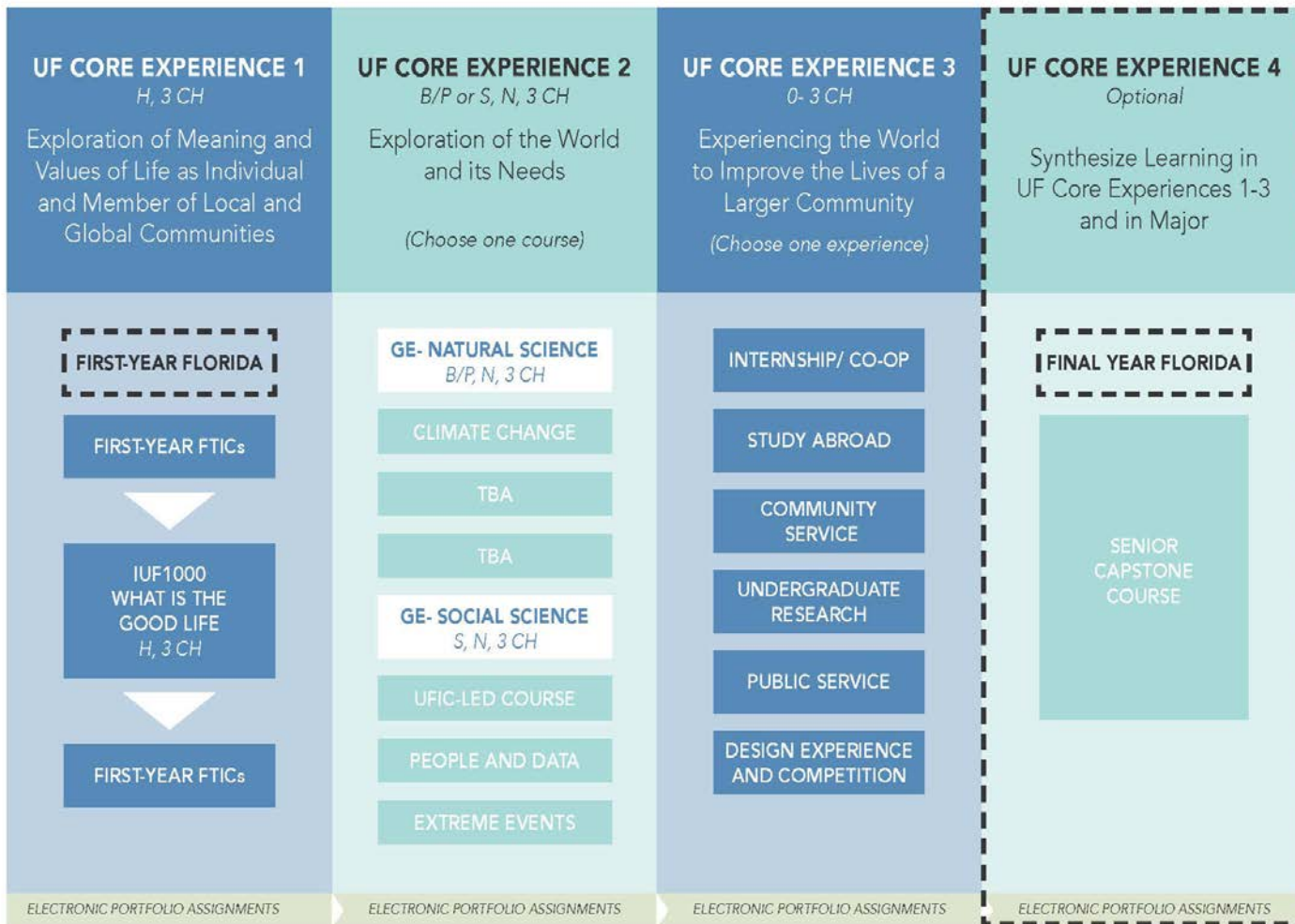
- Cohort bonding among students and sense of belonging to a scholarly community
- Enhanced awareness of the value of general education
- Transitioning to the rigor of university coursework
- Exposure to critical analysis, complex thinking, self-reflection, communication, decision-making, and other foundational content inherent in general education
- Sequentially linked courses reinforce content knowledge and cognitive skills
- Increased retention through inclusion of high-impact academic practices



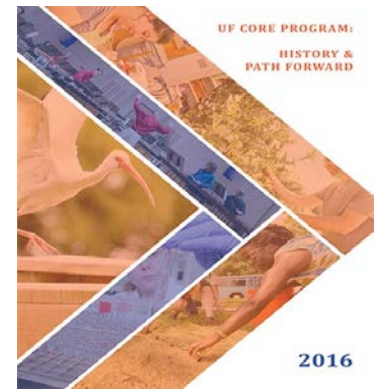
Summary: Evolution of UF Quest

- **Catalyst for a shared academic experience for FTIC students:**
 - 2010 Task Force on Undergraduate Education
- **Connection to UF Pre-eminence:**
 - 2013 Legislation (Florida Statute 1001.7065)
- **IUF 1000 (“What Is the Good Life?”) established as first pillar**
- **First full model featured three required courses, IUF1000 (H), Climate Change (B/P), People and Data (S), totaling to 9 credits.**





New Model Proposed: Spring 2016



Task Force 1
Chair:
Dr. Andy Wolpert, CLAS

Task Force 2
Chair:
Dr. David Miller, COE

Task Force 3
Chair:
Dr. Chris Hass, HHP

Task Force 4 Chair
(Eportfolio):
Dr. Elayne Colon, COE



Final Proposed Framework: Engaging Students in Essential and Pressing Questions in the World

“...[humans], if they were ever to lose the appetite for meaning we call **thinking** and cease to ask unanswerable questions, would lose not only the ability to produce those thought-things that we call works of art but also the capacity to ask all answerable questions upon which every civilization is founded....” **-Hannah Arendt**



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| | | | |
|---|--|---|--------------------------------------|
| UF QUEST 1 <i>H, 3 CREDIT HOURS</i> | UF QUEST 2 <i>B/P OR S, 3 CREDIT HOURS</i> | UF QUEST 3 <i>E, 0-3 CREDIT HOURS</i> | UF QUEST 4 <i>OPTIONAL</i> |
|---|--|---|--------------------------------------|

| | | | |
|---|--|---|--|
| Engagement with Essential Questions from the Humanities <i>(Choose one course.)</i> | Engagement with Pressing Questions in the Natural and Social <i>(Choose one course.)</i> | Engagement in the World <i>(Choose one experience.)</i> | Synthesis of UF Quest Experiences within Discipline |
|---|--|---|--|

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|----------------------------|---|-----|-----|--|-------------------------------|
| THE EXAMINED LIFE | BIOLOGICAL AND PHYSICAL SCIENCES | | | INTERNSHIP OR CO-OP STUDY ABROAD COMMUNITY SERVICE RESEARCH PUBLIC SERVICE DESIGN AND COMPETITION | SENIOR CAPSTONE COURSE |
| IDENTITIES | CLIMATE CHANGE | TBA | TBA | | |
| JUSTICE AND POWER | TBA | TBA | TBA | | |
| NATURE AND CULTURE | ... | ... | ... | | |
| WAR AND PEACE | SOCIAL AND BEHAVIORAL SCIENCES | | | | |
| UF QUEST 1 WILDCARD | PEOPLE AND DATA | TBA | TBA | | |
| | TBA | TBA | TBA | | |
| | ... | ... | ... | | |
| | | | | | |
| | | | | | |

OPTIONAL HORIZONS COURSES

| | | | |
|---|--|--|---|
| <i>FIRST-YEAR FLORIDA (Optional, 1CH)</i> | <i>HORIZONS COURSE 2 (Optional, 1CH)</i> | <i>HORIZONS COURSE 3 (Optional, 1CH)</i> | <i>FINAL-YEAR FLORIDA (Optional, 1CH)</i> |
|---|--|--|---|

E-PORTFOLIO

Final Proposed Model



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UF Quest 1 Essential Questions



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- **The Examined Life:**
 - What makes life worth living? How do we or should we examine a life? What is valuable in life?
- **Identities:**
 - How are personal and social identities constructed? How and why do they change? In what ways are such identities personally, socially, or politically significant?
- **Justice and Power:**
 - What is justice? How are just societies created and maintained? How are the uses and abuses of power connected with justice and injustice?
- **Nature and Culture:**
 - Who are we in relation to the natural world? How have humans understood their role in the natural world and their responsibility to it? How do portrayals of nature reflect our values or self-understanding?
- **War and Peace:**
 - What is the nature of human conflict, whether it is physical or confined to words and ideas? How can communities manage, resolve, and remember conflicts?

UF Quest 2 Pressing Questions



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- Describe and explain the **cross-disciplinary** aspects of a pressing societal problem or challenge
- **Propose and critically analyze an approach, policy, or action** (grounded in theories, methodologies, and data) that addresses some aspect of a pressing societal problem or challenge
- **Present the proposed approach, policy, or action** to the pressing societal problem or challenge to a general audience

Basic Understanding in Moving Forward



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- Fall 2018 pilot and **Fall 2019 launch**
- Courses in UF Quest 1 and UF Quest 2 must all be **multi-disciplinary in nature**.
 - They can be offered by one program or by multiple colleges.
 - While not required, some courses will have N or D General Education designations.
 - Ideally, UF Quest 2 bridges with UF Quest 1 via assignments, reflections, etc. and the ePortfolio.
- A **new General Education designation, E**, is recommended for UF Quest 3.
- All colleges must have experiences available to students in Fall 2019 for **UF Quest 3**. UF Quest 3 will be **optional for students, however, in Years 1-6** to allow phase in for all students. Required of all students in Year 7 if Year 6 evaluation recommends so.
- **Six-year cycle**. Mid-cycle evaluation in Year 3. Full evaluation in Year 6. Refreshing of themes in Year 7.

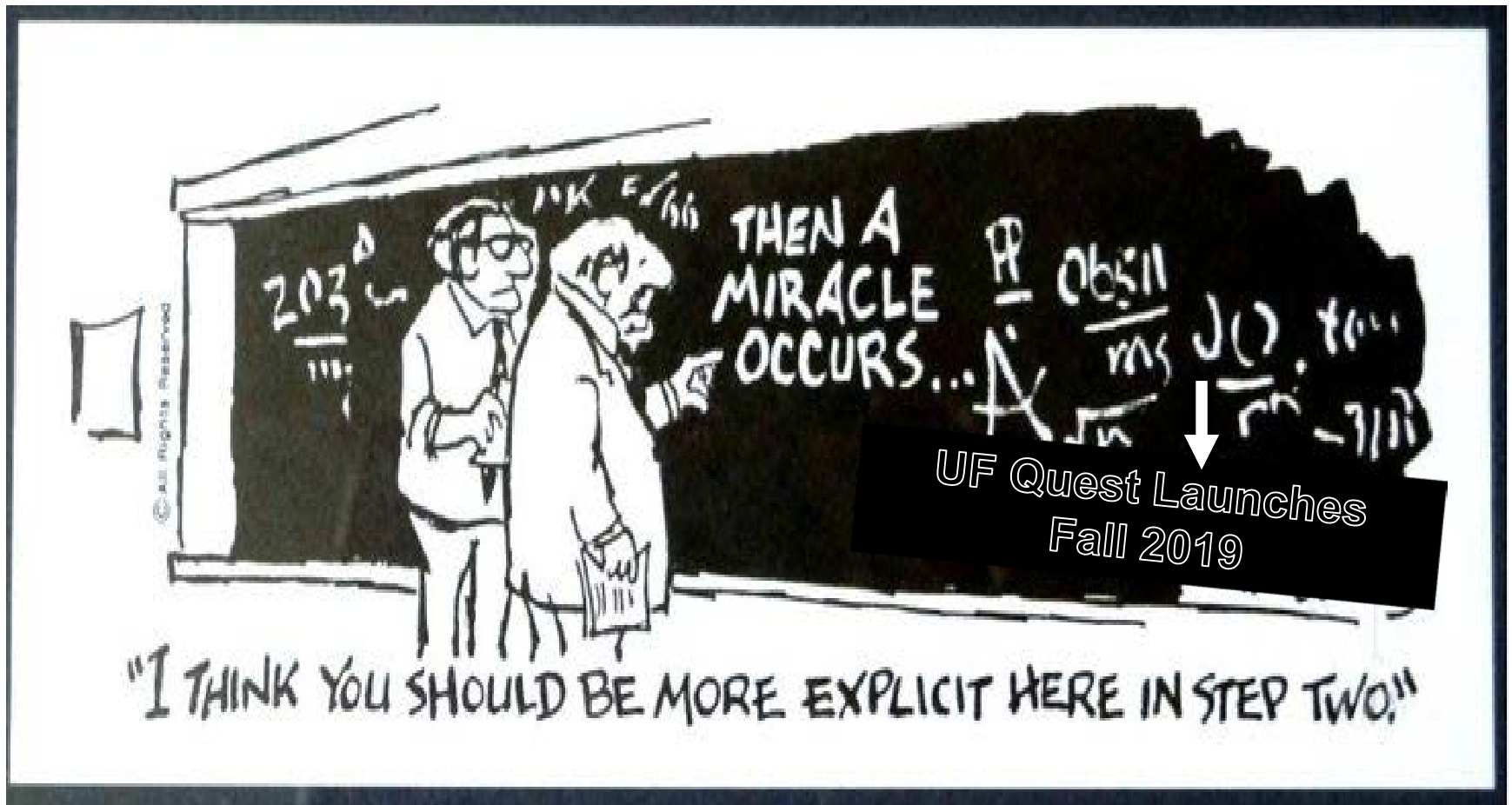
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Implementation Timeline



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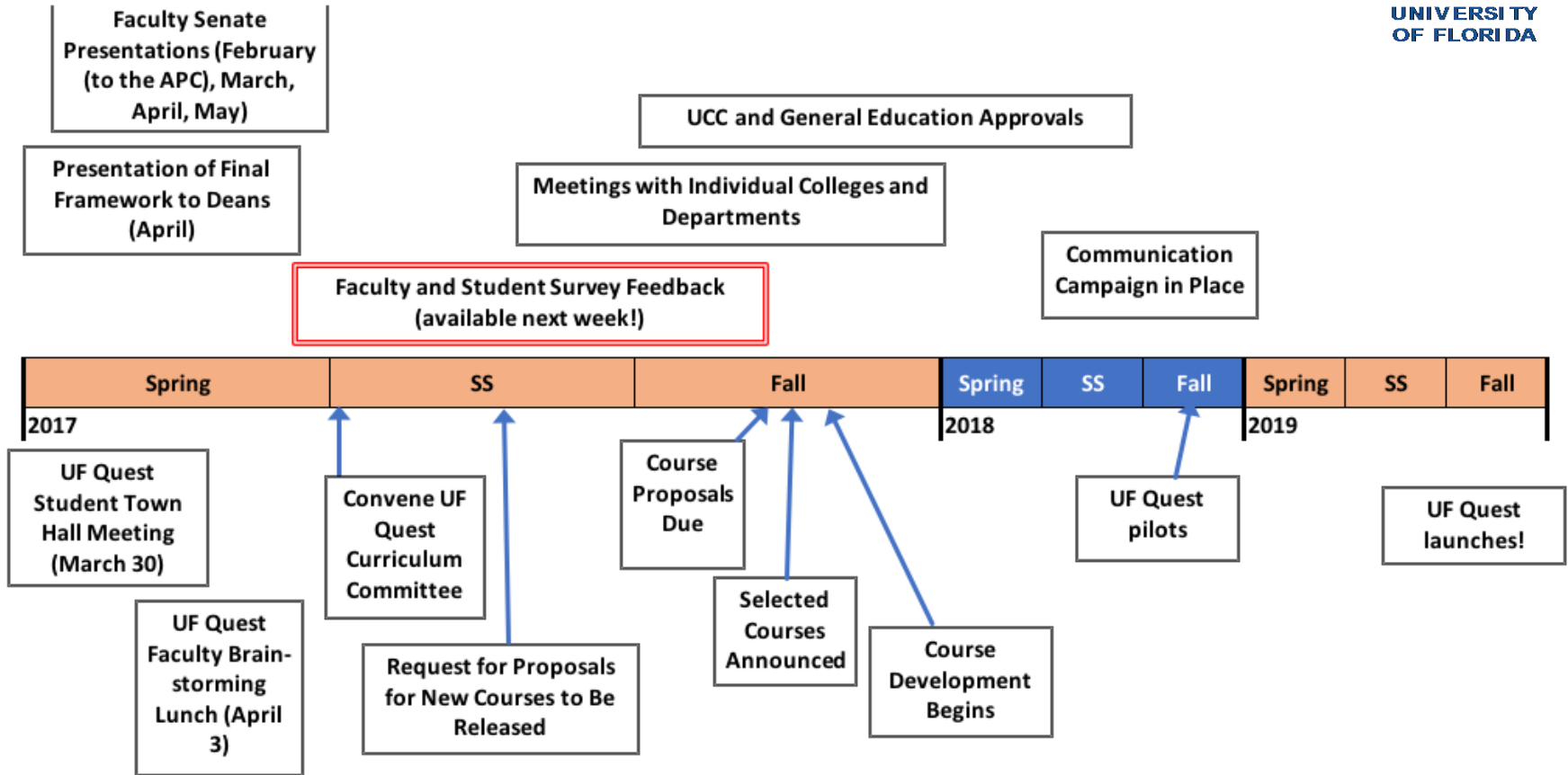


Timeline: Now Until Launch



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