

First-Year Seminars (FYS)

**C**ourse-based  
**U**ndergraduate  
**R**esearch  
**E**xperience

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What are FYS-CUREs and why should I share them with my grad students?

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# What is a First-Year Seminar (FYS)?

- *Topic? Anything that provides an opportunity to cultivate shared curiosity between instructor and students.*
- Small. 19 students, max
- First year, transfer students but open to all
- Academic Enrichment Funds, **Not salary**
  - \$2500 - 1 unit, \$3000 - 2 units
- Direct Course Support. (Mini-grant)
  - \$500 for in-course expenses
- **Streamlined proposal process.**
  - Deadlines approximately 10 weeks in advance of quarter



**UCDAVIS**  
**First-Year Seminars**  
Office of Undergraduate Education

# Who can teach FYS courses?

A co-instructor with a teaching appointment is **necessary** if you do not have a teaching appointment.

## Teaching team:

- Instructor of Record (IOR): Anyone with a teaching appointment
- Co-Instructor: You? Grad student, Post-doc, staff, Project Scientist, Advisors, etc

# What is a CURE?

- **Use of research practices.** A guided introduction to investigation methods within the discipline.
- **Discovery.** *Outcome of investigation is unknown to both the students & instructor.*
- **Broadly relevant work.** *The research product or outcome is of relevance beyond just the classroom setting.*
- **Collaboration.** *Emphasis on importance of collaboration & communication in research.*
- **Iteration.** *Research is inherently iterative; new knowledge creation builds on existing knowledge. Iteration can happen on various levels.*

Auchincloss et al. 2014

# Benefits for Instructors

*including graduate student & post-doctoral instructors*

- Recruit undergraduates to your research program.
  - *Many hands make less work.*
- Classroom as innovation platform. Small group to pilot courses and teaching strategies.
  - Design-based approach to teaching your first prototype.
- Flexibility to focus on any topic of your choosing. No course content requirements.

# Benefits for Instructors

*including graduate student & post-doctoral instructors*

- Tangible and intangible benefits to instructors. (Shortlidge et al. 2017)
- Prioritize the goal of increasing accessibility for underrepresented students in academia.
  - Undergraduate research opportunities have an equity problem.
- And there are resources to support you as an instructor

# Resources for Instructors

- FYS-CURE Community of Practice starting Winter 2020
  - Mentor training, active learning, calibration of expectations, discourse community
- FYS-CURE Teaching Lab
  - Dedicated collaborative space equipped with lab benches & array of laboratory equipment
- FYS-CUREs staff consultations
  - Curricular design support



# Resources for Instructors

- Center of Educational Effectiveness (CEE)
  - Teaching Assistant Consultant Fellows
  - CEE Education Specialists
- Post-course: Partnership with undergraduate research partners across campus
  - “I’ve taken a CURE. Now what?” resources for students

# Where to start?

## Questions?

- Talk to Carla Fresquez [ccfresquez@ucdavis.edu](mailto:ccfresquez@ucdavis.edu)
- Talk to advisors (for grad student/post-doc co-chairs)
- Clear with department chair
- Start your proposal
- Submit proposal by Jan 10, 2019 for Spring 2019 (or any other quarter)
- Join Community of Practice (optional) to design and refine your curriculum
- (Co)Teach your CURE