The Faculty Development and Student Engagement in Data Analysis (FDSEDA) Project: Building Capacity in Numeracy among Underrepresented Students

Application Due 2/2/20
Compensation:
$500 for local faculty (<60 miles).
$1,000 for long-distance faculty

The Faculty Development and Student Engagement in Data Analysis (FDSEDA) Project
An Invitation for Faculty at Minority Serving Institutions (MSIs)/Hispanic Serving Institutions (HSIs)

Numeracy or Quantitative reasoning is "the ability to understand and use numbers and data in everyday life"[1] and "a habit of mind, competency, and comfort in working with numerical information."[2]

Quantitative Reasoning (QR), the contextualized use of numbers and data in ways that involve critical thinking, is widely recognized as an essential competency for college graduates. Poor QR skills adversely affect job prospects and can lead to potentially harmful decisions. Conversely, strong quantitative skills promote academic success, bring advantages on the job market, and allow individuals to participate more fully in civic life. Skills such as the ability to describe, compile, analyze and present numeric information can prepare students for meaningful employment and conscientious citizenship. Data analysis is central to the work of governments, corporations, and nonprofit organizations, and quantitative research capabilities are valued within the STEM disciplines as well as in allied fields such as marketing and education.

We invite you to participate in our Faculty Development and Student Engagement in Data Analysis Project (FDSEDA)! This initiative is an NSF-funded project to train faculty in strategies for teaching students data analysis. Faculty selected for participation into our program will join CUNY faculty for a two-day training program at Lehman College (Bronx, NY) to learn about and practice strategies for teaching data analysis! They will also develop instructional materials that incorporate these tool. Our goal is for faculty to incorporate data analysis into their course instruction as a tool to engage students in scientific methods of inquiry and to strengthen their quantitative reasoning skills. There are no prerequisites for entry into our program and our initiative is open to faculty from across the curriculum, including those who do not have quantitative backgrounds and/or have never undertaken data analysis with their students! Faculty participants must come in teams of at least two (and we invite both faculty and administrators) and show evidence of a strong commitment to infusing data analysis in their teaching and promoting its use at their home institution.

FDSEDA Requirements
The FDSEDA Program is open to faculty at Minority-Serving Institutions (MSIs)/Hispanic Serving Institutions (HSIs) who express a commitment to infusing data analysis into their instruction and to participating in workshop assessment activities. FDSEDA faculty must also commit to playing a leadership role on their home campuses in disseminating the FDSEDA initiative.

To be considered for this program, faculty must agree to:
- Attend a two-day summer workshop at Lehman College that trains faculty in best practices for quantitative reasoning instruction.
- Develop instructional materials that engage students in primary data analysis and that teach students fundamental QR skills, with an emphasis on descriptive statistics (e.g., using Excel to prepare tables and graphs, etc.).
- Participate in an online community of faculty committed to quantitative reasoning instruction.
- Demonstrate a willingness to take ownership of the change process and the dissemination of FDSEDA pedagogy at their home institutions.
- Be a part of a teams of faculty and/or administrators (at least two) from any given institution. '

How to apply?
- Please complete the online application at (one application per team): [insert link]
- Please note that participation in FDSEDA is strictly voluntary!

For more information, please contact the Principal Investigators (PIs) on this project:
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[*]Excluding CUNY.
[1]Madison, Bernard L. 2003. "The Many Faces of Quantitative Literacy." Pp. 3-6 in *Quantitative Literacy: Why Numeracy Matters for Schools and Colleges*, edited by Bernard L. Madison and Lynn Arthur Steen. Princeton, NJ: National Council on Education and the Disciplines.
[2]Steen, Lynn Arthur. 2004. "Everything I Needed to Know about Averages I Learned in College." *Peer Review* 6(4): 4-8.