Quality Enhancement Plan Faculty Forums
April 2 and 5, 2013
Approximately 50 faculty members in attendance

Slides 12-13 – Guiding Principles
- “Sounds wonderful.” No concerns. Good stuff.

Slides 14-15 – Focus of the Plan
- No Questions.

Slides 17-18 – Writing
- General Education courses – agreement that we need a common language and set of assessment strategies
- Need to bridge the gap between what happens in Composition I and II and other General Education courses
- While we should focus on Composition II for the QEP, we should also have a conversation about Composition I so it is integrated into the QEP and everyone knows what happens in that class as well

Slides 19-20 – Critical Thinking
- Excellent Definition – must make Critical Thinking skills explicit in students’ coursework and it must happen across all four years
- Three models are not mutually exclusive and could work well together
- Integrative Approach is generally rhetorically based (good at getting students to identify rhetorical strategies, but maybe not so good at getting them to develop strong arguments); Solo approach is best at getting students to develop strong arguments
- Idea of Creating Modules for Critical Thinking – this would allow the model of CT that we create to be integrated into many different courses (this idea is liked very much; several people spoke to the benefits of this idea)
- While we could not require all students to take a single course in Critical Thinking, developing such a course (that is an elective in General Education) could be beneficial; possible use would be for transfer students
- The approach that is used must be coordinated across the university—so the approach we develop must work across disciplines

Slides 21-22 – Information Literacy
- A great deal of excitement about this definition and use of Information Literacy in the curriculum
- Must work to integrate the Library and IL into the curriculum
- We will need more help in the Library!
- We should have targeted places where IL happens and where Library Faculty are involved

Slide 24-25 – Curriculum Design
- Composition II – discussion of whether it should be broken out into different disciplines (Science Comp II, Humanities Comp II, etc.)
  o Some resistance to separating out students at this early stage
Idea that we could do some of both – have some sections that are designated for particular broad discipline areas, and some that are general

Idea that we could link courses – a Comp II with a Science course – to develop these perspectives

Idea that Comp II does not teach the conventions of writing in particular disciplines, but rather teaches students what writing conventions are and how to recognize and use them

- Students must continue to work on writing skills across all four years of study; does not happen in just the Composition classes

**Slide 26 – Curriculum Design**

- Learning communities – should be “teaching and learning communities” – focus on bringing faculty together
- Graduate Programs – to share resources with programs that do not have graduate students; to use TAs in English, for instance, for grading essays in non-English courses

**Slides 27-28 – Coordination and Faculty Scholars**

- Very positive reaction to creation of communities
- The Faculty Scholar in each program must engage all the faculty in the program so that the entire university community is involved in this

**Slide 29 – Assessment**

- Request for clarification of what we mean by standardized assessment: assessment that is comprehensive and across various areas; could include such things as AACU rubrics. AACU rubrics could be adapted to the disciplines; something is gained but also lost by doing so (e.g., loss of cross-disciplinary connections, perhaps). We will have to consider this.

**Overarching Ideas and Questions**

- Use Canvas to create Resources: Modules for CT, IL, etc., Rubrics
- Question: Who will develop the “Common Language” that will begin in Gen Ed and go up into the Majors?
  - Must rely on faculty expertise, but must also build community—involve everyone
  - This is very much liked – the idea of faculty scholars as communities
- Gap in students’ abilities with punctuation, mechanics, etc. – provide resources for these students (Writing Center, Canvas, etc.)

**Potential Work for Fall**

- Survey the Majors: what is happening in terms of Gateway courses, Capstone courses, assignments that are required
- Survey Composition I and II: Learning Outcomes
- Survey Gen Ed Gordon Rule: what types of assignments, rubrics, etc.
- Move towards definition of Learning Outcomes (specific, measurable, translatable across disciplines)
- Move towards establishing assessment practices