

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.)
 - 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