

**From:** Serro, Dr. Linda  
**Sent:** Monday, November 21, 2011 11:59 AM  
**To:** Rowland, Linda; Haney-Withrow, Anna; Carlin, Anna; Greene, Jackie; Aho, Dr. Kevin  
**Subject:** REQUEST TO DEVELOP A QUALITY ENHANCEMENT PLAN TOPIC PROPOSAL

Hello All,

We are writing to request that you work as a team to develop a topic proposal for the next FGCU Quality Enhancement Plan (QEP). The QEP is a component of our accrediting process with the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). SACS-COC tells us that,

The Quality Enhancement Plan (QEP)... is a document developed by the institution that (1) includes a process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement (SACS-COC Principles of Accreditation, 2010, p. 7).

FGCU recently completed work on its first QEP, and the university institutionalized changes made with respect to ecological perspective and community awareness and involvement as a result of that QEP. It is now time to choose a topic for FGCU's second QEP (2015-2019).

Our committee recently reviewed all of the submissions for QEP topics. We have narrowed it down to four: technology and pedagogy; undergraduate research; writing, critical thinking, and literacy across the curriculum; and student success and engagement. We are now in the second phase, where we are requesting slightly more detailed proposals from groups of qualified FGCU faculty and staff. We are soliciting these four topic proposals, and our committee will forward the two proposals with the most promise as FGCU QEPs to the Provost for his selection of the final topic. At that point, a broad university team will be assembled to develop the Quality Enhancement Plan, a process that will take two years, from 2012-2014.

Two learning outcomes are at the heart of most educational programs: effective written communication skills and robust critical thinking skills. Both skills also involve a wide range of literacy skills--the ability to read and analyze texts (textual literacy), the ability to analyze and use information (information literacy), and the ability to navigate and appropriately use technology (technological literacy).

FGCU's Writing, Critical Thinking, and Literacy Initiative will focus on developing a writing-across-the-curriculum program designed to improve student writing, critical thinking, and literacy as students progress through their studies. The initiative will build on the outstanding work currently occurring in the Composition program where students are introduced to a vocabulary specific to the development of writing skills and where students learn to assess their writing using a rubric adapted from the American Association of Colleges and Universities. The Composition program also incorporates the development of critical thinking and literacy linked to the development of writing abilities.

Two elements are at the heart of this initiative. First is the development of a robust, university-wide understanding of critical thinking and a comprehensive and coherent literacy program that could be included in the Composition program. Second is the expansion of the work completed in the Composition program relating to writing, critical thinking, and literacy across the curriculum, not only in other General Education and writing intensive courses but also in upper level courses in the majors.

The Writing, Critical Thinking, and Literacy Initiative could connect to many other student success and engagement activities at FGCU, including activities in the Writing Center and the Center for Academic Achievement, the First Year Reading Project, the First Year Resident Experience program, among others. Such an initiative might assist with retention of first year students and with student persistence as they move through their majors and to graduation. Finally, this initiative could lay the groundwork for a richer culture of teaching and learning as it would depend upon a broad, university-wide conversation about core student learning competencies.

We are hoping that you are willing to lead this effort, and include other faculty, staff or students, as you feel would be appropriate to develop a proposal for this topic. Successful proposals will demonstrate broad applicability and buy-in from across the university.

Your proposal must address the following criteria:

- Shows evidence of the use of institutional data/assessment in development of the proposal.
- Will make a significant contribution to student academic success and achievement of student learning outcomes.
- Resources needed to implement the project are reasonable for the proposed return on investment and can be supported by the University for the project's duration.
- The goals of the project can be achieved within four years of implementation.
- Clearly links to institutional mission and the goals of the university strategic plan.
- Has the ability to be readily assessed through quantitative and/or qualitative measures.
- Has broad-based support within the university community.

Your proposal is due to Linda Serro on January 20, 2012. It should be about four to five pages. Each writing team will be compensated \$1000.00 for their effort, to be divided among the writing team members.

We hope that you will accept this challenge. The QEP Selection Committee spent a great deal of time discussing team membership and feel all of you would be effective contributors to the development of this proposal. **Please respond to this e-mail by Wednesday, November 30, regarding your willingness to serve on this writing team.** If you have any questions about this process, please contact our committee chair, Linda Serro.

Sincerely,  
QEP Selection Committee:

Linda Serro, Chair  
Tony Barringer  
Tom Bevins  
Win Everham  
Keishla Negron-Acevedo  
Barbara Stites  
Claude Villiers  
Jim Wohlpart  
Mary Ann Zager  
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