

QEP Writing Team
Meeting Minutes
Wednesday, June 22, 2011

Attendees:

Lee Carter, Iain Clelland, Erin Webster Garrett, Laura Jacobsen, Steve Lerch, Randi-Lyn Randall, Joe King, Tony Ramsey, Ann Roberts, Suzie Roop, Pat Shoemaker, Monica Weinzapfel

Meeting was called to order and agenda distributed by Erin Webster-Garrett at 9:00 a.m.

Motion made and seconded to approve the minutes from the June 10, 2011 meeting; the motion passed

Updates from SACS Leadership Team:

Steve reported that the certification of compliance part of the reaccreditation is moving along fairly well at this juncture. The most difficult part of this has been collecting faculty transcripts and other credentials. We are now to the point that for the approximately 700 faculty who taught for fall 2010 and spring 2011, we are lacking only two transcripts. We have been sending compliance narratives to our outside reviewer; he made some recommendations, but overall indicated that they are compelling. We are in the process now of uploading narratives he has reviewed into the Compliance Assist software.

Debriefing on Website Development:

Tony attended the two-hour website development workshop one must attend to be a website administrator. He indicated that he could make everyone else an "author" with the ability make revisions to that website as well. One of the best templates for the QEP that he was able to find was at Appalachian State University (www.qep.appstate.edu). Erin pulled the website up for all of us to review as Tony explained the template. Tony reported that App State developed their website about the same time that they started the QEP process. There is a place for faculty to submit comments anonymously and create a blog for discussion; there are pictures, and there is a nice banner. App State also included information about why their institution selected their theme; we could do the same. It also appears that they had several contests on their site; one of them was "concept paper submissions," which awarded \$500 for the team that came up with the best concept. We might want to borrow some of their ideas.

The creation of a website will help the QEP-WT answer questions that remain "out there." For example, the Waldron College leadership team requested a definition of "citizen scholar" and wanted to know about the origin of some of the QEP-WT's language choices. This website could house links to the resources that we have accessing and the D2L site.

We can incorporate any themes that we want to display on the website; we will need to consult with University Relations in order to create a motto, logo, etc. Please forward any ideas for the site to Tony. There will be another web development training session for anyone interested in mid-July; interested individuals should contact Jaime Hunt for information.

A Director will need to sign off on some paperwork before Tony is able to start working on the website, but once the paperwork is approved, we should be able to get it up and working on it within a week. A suggestion was made that we could use an IT student to help with the development part of this site. We will also need someone to monitor our website and keep it up to date when our meetings are completed.

The tentative goal is having the site operational by mid-July.

Summaries of Meetings of QEP-WT Representatives with College Academic Leadership Teams (ALT):

Meeting with Waldron College:

- Overall, meeting was very productive
- Lots of discussion about the definition of citizen scholar, with emphasis on the “scholar” part. Clearly, the QEP-WT soon needs to define “scholar” and scholarship.
- From the Waldron perspective, scholarship must be evidence-based. Discussion followed of ongoing projects that define scholarship from the Waldron perspective; i.e., the application of evidence-based theory in clinical settings.
- The Waldron ALT made it clear that faculty are busy, and QEP implementation should not add to their workload.

Discussion within the QEP-WT:

- Tony suggested that we might connect the QEP in some ways to our Program Review process, so that it was not viewed as something “extra.”
- Reporting on the last QEP was incorporated within the Program Review process, and this met with some resistance, since there was the implication that each program had to establish new competencies or student learning outcomes relevant to the QEP. A possible way of avoiding this this time around: The QEP-WT could broadly define learning outcomes, leaving the specifics of the achievements of those learning outcomes to the colleges and individual programs. As part of Program Review, they could be asked to report on the extent to which the learning outcomes are being achieved.
- We need to tell the faculty if anything, we hope that QEP implementation will enrich discourse on campus among faculty and students about what it is they are developing, who are they becoming, and why are they here at RU. The “citizen scholars” theme gives us the opportunity to contextualize teaching and learning already occurring on campus (and reframe what is already being done) within the social and public good. Meanwhile, there is the possibility to create an office to find and enhance those opportunities without overloading faculty.
- Opportunities should be incentivized, with rewards going to faculty who take advantage of them; e.g., special recognition; an award on the level of other University awards, free parking spaces, etc.

Meeting with CHBS:

- ALT wanted to know what we are enhancing; need to know what students’ are coming in with if you are going to measure an improvement
- Suggestion: if budget will be tight for the next year or two, use that time to measure what students’ backgrounds as they enter. Suggestion: any student who graduates should be familiar with the Constitution. Might a citizenship test based upon the Constitution serve as a pre-test?
- Question: what resources are available, and who will be doing the assessment? There are faculty reassigned time and money issues.

Discussion within the QEP-WT:

- Can learning objectives be customized for individual departments?
- We have a year to lay a solid foundation for the QEP, since implementation need not begin until the fall of 2013
- An assessment possibility: track development of students’ personal, professional, and civic identities. Note that students have responsibilities as RU citizens: professionalism begins now.

- Higher Education is taking on the responsibility of educating people who can contribute to the public good. An excellent resource book: *Command to Community* by Nicholas V. Longo & Cynthia M. Gibson

Meeting with CSAT:

- ALT was very negative; feel QEP theme was imposed from top down, and its selection was not data-driven
- Want to know connection between citizenship and scholarship; “citizen scholar” is vague
- Want to know what are other universities are doing with themes like this
- Suggestion: meet with faculty in small groups and possibly engage the younger faculty more

Discussion within QEP-WT:

- Need to begin to think about student learning outcomes
- Some misconceptions about QEP may be dispelled when campus has access to D2L and the QEP website.
- Need to take inventory of what the departments are currently doing

Meeting with COBE:

- To get faculty on board, QEP implementation should be simple, doable, resourced, and flexible
- Objectives should be minimize—no more than three, if possible
- Need to demonstrate connection of “citizen” to “scholar.”
- How will this be implemented throughout campus? Through a course within the college? In the Core Curriculum? How will learning outcomes be assessed?
- COBE emphasizes social responsibility in making business decisions; business students take a course reinforcing this. Can it be offered to all students?
- Possibility: offering certificate programs with certifications in technology, public service, environmental studies, etc.—all related to the citizen scholar theme, and an emphasis on a global mindset.
- Possibility: the creation of a speaker series

Discussion within QEP-WT:

- We are hearing consistent issues from the colleges: they want reassurance that what faculty are already doing is going to matter; need to define citizen scholar, and link the concepts; not add to faculty burden; cast a wide net to see what is already happening.
- Possible resources: American Democracy Project; AASCU, the American Association of State Colleges and Universities
- Should consider approaching faculty who are presently doing theme-related projects, commend them, offer assistance, and ask how QEP implementation can enhance what they are doing.
- Should reinvigorate the Faculty Development Center to assist with QEP implementation
- Will likely need a QEP Coordinator who will monitor the outreach that is going on, organize it, and sustain it
- Should assess the students when they enter the University to determine “where they are” as citizen scholars
- Will need broad definitions of terms that allow for flexibility in implementation

Focus Group meeting with Orientation Assistants: Tuesday, June 28, 2011 at 11:00 am, Martin Hall 248,

Questions for discussion with students:

First, some institutional-level questions: last time, we concluded by talking a bit about the RU culture and ways we can make “citizen scholars” part of that culture.

- If you were asked to describe the current RU culture (i.e., the institution’s current identity), what would you say?
- As students and potential RU graduates, what would you like for that culture/identity to be?

Then, on a more individual-student level . . . You are currently working with new students, and you were all new students once yourselves.

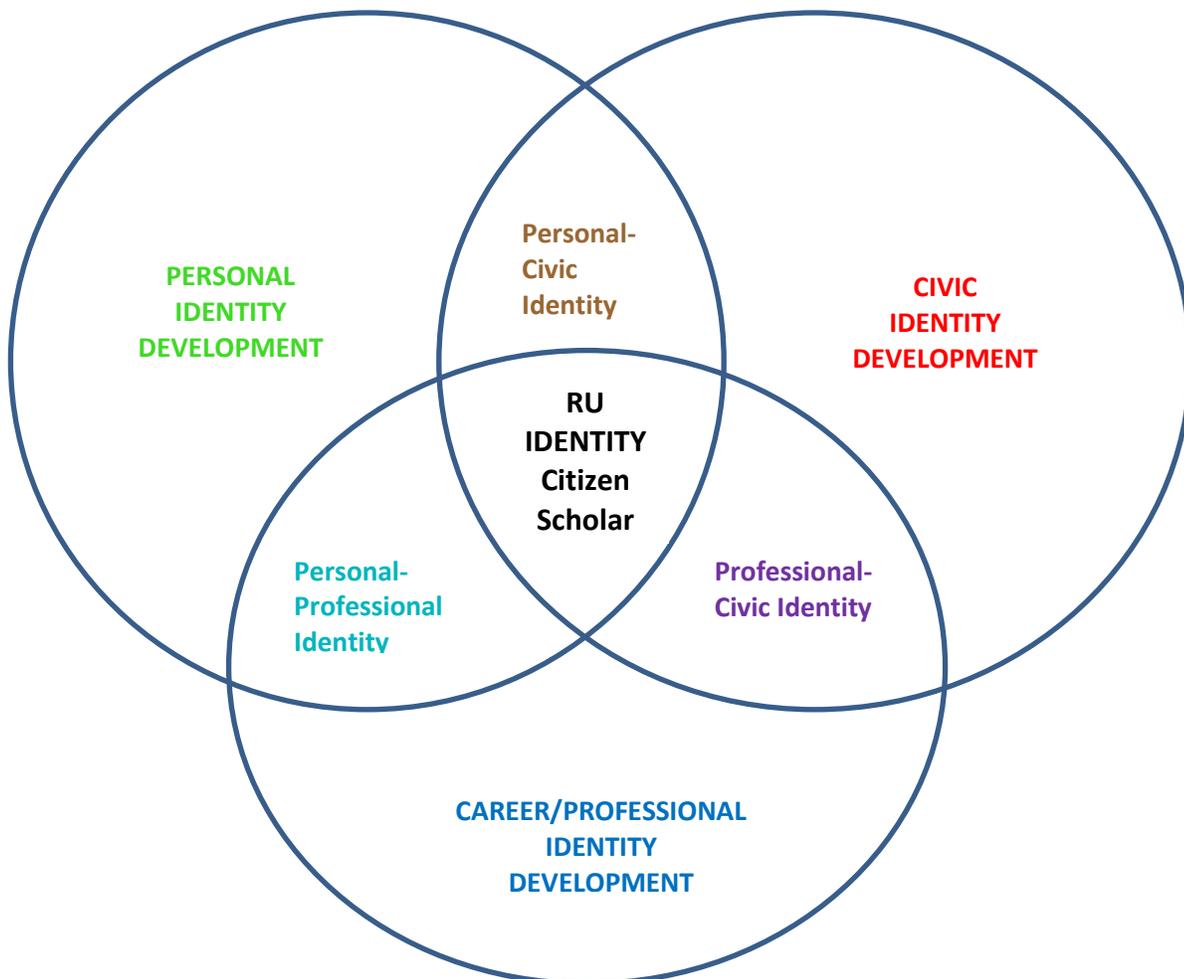
- What changes should we expect in our students’ personal, civic, and professional identities between their matriculation as new students and their graduation from RU?
- What role should RU play in facilitating that transformation?
- Joe, Tony, and Pat expect to be able to meet with Steve and the students on June 28

Discussion of Key Terms:

- Pat shared her operational definition of citizen scholar

*Radford University Quality Enhancement Plan
Writing Team*

**WORKING MODEL for DISCUSSION AND DEVELOPMENT
“Citizen Scholar” Project**



Civic Identity: basic political knowledge, civil discourse skills, i.e. how to develop an argument, and how to respond to an argument, social theory analysis, and community development

Professional Identity: Critical thinking, reading, inquiry skills, team skills, cultural competency, and leadership skills

Personal Identity: hot buttons, values, commitment, compassion, empathy, self-advocacy, social justice, global issues, sustainability, and communication skills

- We witness the transformation of students between the time they enter and when they graduate. What do we see, and how can we shape it? We have data for NF from CIRP- Cooperative Institutional Research Program
- We need a narrative to accompany the working model; can use D2L to discuss the fleshing out of Pat's working model.
- We need an inclusive framework that allows people to start wherever they are and where everyone can fit in any part of the circles
- Will vote on working model at July 5 meeting.

Student Learning Outcomes:

- Will continue to discuss learning outcomes at July meetings; will invite Bethany to a meeting
- Outcomes must be measurable; but not all of them need necessarily be measured every year. Bethany will be able to help us in this area.
- Homework for next meeting: look around at other universities (i.e., Appalachian State, Stanford, Duke, VT, and University of Texas at Austin) regarding the student learning outcomes. Laura will email the links to the committee. Look at those sites; based on the feedback we've received, which are applicable at RU?

Mission Statement:

- Erin will send her sentence to Steve for him to create a charge (mission statement) for our website
- It is important that we demonstrate that the QEP development is faculty-driven, not top down. We are not doing "it" to them but with them. We came together because of our interest in QEP and not because of any other reason.
- Should include goals of QEP-WT and commitment to work within available resources in mission statement. Should avoid using the term "stakeholders"—some faculty feel it is a business-related term.
- The QEP timetable we develop should include time to pilot things, gather data, and do more research. After five years, we will have something to show SACS.

Literature Review:

- We have a wealth of resources that we have already identified through emails and our D2L site
- Need to create the bibliography of our resources. Erin suggested the need to inventory our current resources by using EndNote. Joe suggested that we use his GA for this project.
- We should look for space in the Library to house books for the QEP-WT. Erin will contact Candice to see if she can come to a July meeting to discuss this.

Meeting adjourned at 12:00. Our next meeting will be July 5, 2011 from 1-4 pm in the I-lab in Walker Hall.

Minutes respectfully submitted by Suzie Roop