

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of Sept. 11, 2013, 3:30 - 5 PM

Present (13): Deb Poole (Chair), Andrew Spencer, Merlyn Mowery, Deb Linton, Tom Masterson, Megan Goodwin, Claudia Douglass, Jim Felton, Jim Therrell, Shelly Hinck, Travis White, Caitlin Homrich, and Kelly Wright

I. Introductions

II. Claudia Douglass summarized the Academic Senate QI presentation of the previous day, explaining that the QI is part of the HLC accreditation process and that CMU is on the "Open Pathway," in which institutions craft QIs to meet their individual needs. Academic Challenge, selected through consultation with a set of stakeholders, became the focus of the QI submission to the HLC, with the first year dedicated to a campus-wide discussion of academic challenge, planning, and selection of a set of QI projects. Dr. Poole, as chair, explained that the title was expanded to "Promoting Students' World-Ready Skills through Academic Challenge in the First Two Years" to focus attention on our goal to instill the skills students need for subsequent study and future life. As used by others, the "world-ready" concept implies basic skills that are built over time and in multiple contexts, including reading, writing, analytical thinking, and other basic habits of thought and action (e.g., motivation for independent learning). Dr. Spencer asked how the HLC would evaluate our QI. Dr. Douglass responded that the 3rd year would focus on evaluation and Dr. Mowery raised the possibility that CMU would develop home-grown assessment instruments.

Dr. Poole has been collaborating with groups on campus (including the FA), is scheduled to visit the General Education Committee, is scheduling other such meetings, and along with Claudia Douglass and will periodically revisit selected groups as the initiative progresses.

III. Websites / Email Communications

Dr. Poole outlined the SharePoint site for the Leadership Team, the QI site under Academic Affairs, and the QI email address, [CMUQI@cmich.edu](mailto:CMUQI@cmich.edu). She also encouraged people in their outreach efforts to indicate that her faculty email is available for confidential communications (e.g., for mentioning ideas for potential projects that she will post to the QI ideation website).

Dr. Poole introduced the ideation website, which is a crowd-sourcing tool in which stakeholders can post ideas, "like" (vote for) ideas they believe are promising, comment on ideas, and provide feedback on ideas under active discussion by the QI Leadership Team.

IV. Communication (Outreach) Plan to Stakeholders

Dr. Poole explained that the Core Team (Poole, Mowrey, and Linton) would be visiting department meetings to discuss the QI and engage the faculty in contributing project ideas, with members of the broader group attending as co-presenters as desired. Dr. Mowrey suggested opening the ideation site at these meetings to illustrate the posting process, with interactive posting during the presentation. Conversation then focused on outreach to students. Travis White volunteered to present the initiative to the SGA and leadership for registered student organizations. Caitlin Homrich indicated that Learning Roots would assist in preparing an introduction to the initiative that would be presented during residence hall activities and via other avenues, with the student leaders collecting emerging ideas and patterns through discussion of a set of talking points that informally survey the students. White, Homrich, and Wright agreed to prepare a draft of these talking points.

The student team members then asked for an ideation website for students; Poole agreed to ask Kole Taylor to construct this site. Dr. Felton posed having an incentive or prize for leading/chosen ideas presented by students. The group favored three 1-credit-hr. prizes, awarded based on a set of criteria the QI Leadership Team will develop and funded by an existing donation to the QI. Dr. Therrell suggested consolidation of a detailed marketing plan to rev up these websites. Dr. Douglass volunteered to connect with Global Campus, and the union for fixed-term faculty and the Graduate Student Union was added to the outreach plan.

Discussion turned to what available data sets (NSSE, CLA, etc.) inform us about academic rigor on campus. Dr. Poole referred to prior CMU data/reports, which are summarized (posted to SharePoint), and will present an overall summary at the next meeting.

Poole asked team members to begin collecting project ideas from colleagues/others—programs/initiative to address challenges/problems/issues in relation to academic challenge in the first two years at CMU. Members were asked to begin bringing ideas for discussion to the next meeting.

Prepared by Jim Therrell and Deb Poole

## QUALITY INITIATIVE LEADERSHIP TEAM

Minutes of Sept. 25, 2013, 3:30 - 5 PM

Present (12): Deb Poole (Chair), Claudia Douglass, Jim Felton, Megan Goodwin, Shelly Hinck, Caitlin Homrich, Deb Linton, Andrew Spencer, Tom Masterson, Merlyn Mowery, Travis White, Kelly Wright; Absent (1): Jim Therrell

### I. Progress Report

1. Deb Poole and Deb Linton have been visiting department meetings to introduce the QI and will be continuing to do so in the upcoming weeks.
2. The student ideation site is almost ready to go live.
3. Claudia Douglass and Deb Poole have been meeting with other groups on campus (e.g., student groups, global campus, alumni development). Our plan is to wait until we have something more specific to communicate and then we will send out an email to alumni.
4. Merlyn Mowrey discussed the public radio broadcast related to Delbanco visit. TLC and the Quality Initiative were discussed. Deb Poole was also interviewed for this broadcast.

### II. Data Review

1. Claudia Douglass suggested that we need some “pre” data from the General Education program. Robert Roe, Executive Director of Institutional Research and Planning, will be a good contact for data.
2. Claudia Douglass also reminded the committee that we will need IRB approval for our data collection if we plan to present the results.
3. The committee viewed several minutes of video of the presentation by Richard Arum and Josipa Roska (*Academically Adrift*) and reviewed some of their data.
4. Deb Poole reviewed data on CMU student outcomes from the General Education Assessment Report, National Survey of Student Engagement, Writing Assessment, and FaCIT's conversation with chairs.

### III. Discussion of Outcomes

1. The committee discussed the Core Team's recommendation that we start by developing a set of outcomes that we want for students in their first two years. The committee agreed that this was the logical next step. The Core Team will bring some draft ideas to the next meeting.
2. Shelly Hinck asked for clarification of types of “interventions” we were envisioning from the QI. The committee discussed some examples.
3. Claudia Douglass talked about how CMU changed how assessment was done, and improved the quality of our assessment, by providing assessment coordinators. The committee discussed the idea of providing a core of people who would help instructors (or departments) with implementation of QI projects.
4. The committee discussed the idea that QI projects might take the form of core projects within disciplines, with faculty within the discipline working to redesign the way it is taught (e.g., active learning classrooms in the sciences).

5. The committee discussed whether QI projects should be implemented within freshman courses only or extend into second year courses. The decision was made to focus on predominantly freshman courses, regardless of whether they were UP classes, competencies, or within majors.
6. Jim Felton suggested that we need to always emphasize the “why” - making sure everyone involved, including the students, always knows why we are doing things.
7. Merlyn Mowery emphasized that we should not just think of this a three-year project but something that will be ongoing. However, she also identified that it is crucial to get something concrete implemented and measured in the next three years.
8. Caitlyn Homrich suggested that, as we begin to talk about outcomes, we should focus on assessable verbs... what do we want students to be able to do? Many committee members indicated support for this idea.
9. The suggestion was made that the committee review the “What Employers Want” information that George Ronan presented at the college meetings. This information is also available from Career Services. The Core Team will follow up on this.
10. Caitlyn Homrich talked about the special needs of first generation college students and how some lack the knowledge of what it takes to be successful in college. She discussed the value of learning communities for first generation students. Claudia Douglass described some learning communities available at CMU. It was suggested that learning communities be discussed further at the next meeting.
11. Caitlyn Homrich discussed how orientation might be revised to provide more discussion of college readiness skills.
12. Caitlin Homrich reminded the committee that we will have to be careful when implementing QI projects that it doesn't lead to excessive competing demands for students' time in multiple first year courses.

Prepared by Debra Linton

## QUALITY INITIATIVE LEADERSHIP TEAM

Minutes of October 9, 2013, 3:30 - 5 PM

Present (13): Deb Poole (Chair), Claudia Douglass, Jim Felton, Megan Goodwin, Shelly Hinck, Caitlin Homrich, Deb Linton, Tom Masterson, Merlyn Mowery, Andrew Spencer, Jim Therrell, Travis White, Kelly Wright,

### 1. Approval of minutes

- a. Minutes of September 25 were approved by consensus.

### 2. Announcements

- a. Status of the engagement meetings. Deb Poole and Deb Linton have continued visiting department meetings to inform faculty members about the Quality Initiative and invite them to post ideas on the ideation site.
- b. The student ideation site has been tested and is ready to go live.
- c. Deb Poole has been interviewed by *CMLife* about the Quality Initiative and the student ideation site. The committee discussed the idea of providing two 1-credit prizes to random students who post ideas. Deb Poole is contributing the funds for these prizes from an honorarium she had received. Claudia Douglass will check with the university's lawyer to determine if this is acceptable.

### 3. Discussion

#### a. Communication

- i. The committee discussed continuing plans for facilitating the campus-wide discussion that is desired by the committee and required by the Higher Learning Commission.
- ii. Deb Poole emphasized that we are still in the ideation phase and that the project has to be built up from the whole campus community.
- iii. The committee discussed the possibility of having forums and, if so, whether or not they should be college-specific.
- iv. The committee discussed the idea of focus groups, with invited participants to encourage participation and diverse representation.

#### b. Active Learning

- i. The committee discussed some "active learning" initiatives already on campus. For example, in the new Biosciences building there will be active learning classrooms for over 100 students and the Biology department will be working on developing curriculum that will take advantage of these classrooms. CST is also retro-fitting additional existing classrooms for active learning.
- ii. This led to a discussion of the theme of "improving the large lecture experience for students." Some members of the committee indicated that they thought this would be a valuable area of focus for the QI.

- iii. Andrew stated that even though his college does not have large introductory lecture courses, his students would benefit from improvements in their large, introductory, non-majors courses that would emphasize the types of skills that would be targeted with the QI.
- c. Teaching Academy and Learning Academy
- i. Deb Poole introduced her idea for a “Teaching Academy” and “Learning Academy” on Blackboard that would house a wide variety of resources. For instructors, these could be modules that they could plug into their courses that would require students to practice the types of skills we are targeting. For students, they could be planning tools, tools to help students improve their reading or writing, information about where to get help, etc...
  - ii. Jim Therrell commented that FaCIT is developing a similar resource for faculty, and also cautions that a website set up for faculty to access after they complete faculty orientation has very low usage. Deb Poole believes that a QI Blackboard site with resources for faculty and students would not be redundant with the FaCIT efforts, as the QI site would be designed to promote the QI projects and would be focused on the specific set of skills we are targeting.
  - iii. Deb emphasized our focus on skills and “learning how to learn” as opposed to disciplinary content knowledge.
  - iv. Merlyn agreed and suggested that modules could be developed that would allow faculty members to modify them to address skill development within the context of disciplinary knowledge.
  - v. Shelly suggested that we use the word “interventions” carefully, as it often is used in a negative context. The committee recognizes that although the actual meaning of the word is appropriate to what we are doing, the common usage of it suggests that we should avoid it in the future.
  - vi. Megan suggested that we could invite students to self-identify to be part of a cohort taking a sequence of courses that have been infused with the skill-building focus, with an emphasis on a culture of excellence. Andrew agreed that a smaller group approach might be more manageable. Caitlin suggested that certain faculty members could be identified to students as being committed to building skills.
- d. Learning Outcomes
- i. Deb Poole asked for feedback on the learning outcomes she had drafted and sent to the committee earlier in the week. She emphasized that this list was meant to be broad and that we would need to identify specific skills within these outcomes on which to focus our projects.
  - ii. Claudia stated a worry that the QI might be overstepping its bounds by identifying learning outcomes for CMU students. The committee discussed this at length and determined that the way we talk about the outcomes should be shifted from “outcomes” to “skills students need to be successful college

students” and that these skills are what we are focusing on infusing into our freshman courses, with the goal of helping students make the transition from high school students to successful college students. Claudia stated that this goes together nicely with efforts being made on campus to re-envision the first year experience.

- iii. Deb Linton reported that in department meetings, the skill most often brought up that faculty feel students are weak at has been writing.
  - iv. Megan commented that sustainability must be considered in all of our project planning.
  - v. Deb Poole stated that the two skills she is most interested in are learning how to learn and moving from summary to analysis. She envisions us building a set of materials that faculty could pick and choose from to help target these skills.
  - vi. Jim Therrell discussed some research on “what works”; e.g., assessments aligned to what you’re teaching, making expectations clear, building rapport with students. He also referenced the book, “Creating Self-Regulated Learners” by Linda Nilson and Barry J. Zimmerman. Self-regulated learning is learning that is guided by metacognition (thinking about one’s thinking), strategic action (planning, monitoring, and evaluating progress against a standard), and motivation to learn.
  - vii. Shelly introduced a learning skill that she had drafted: “Students are able to offer reasons for decisions, positions, and beliefs they hold. Students are able to recognize the difference between an opinion and a fact; evaluate and analyze sources and information; connect data to claims or positions that they hold; and engage in a civil discussion of ideas and arguments.” The committee discussed the item and agreed that it should be added to Deb’s draft list of skills.
- e. Deb Poole stated that the core team will return with a revised version of the skills list at the next meeting and encouraged committee members to post their ideas to the ideation site.

Prepared by Debra Linton

## QUALITY INITIATIVE LEADERSHIP TEAM

Minutes of October 23, 2013, 3:30 - 5 PM

Present (12): Deb Poole (Chair), Claudia Douglass, Megan Goodwin, Caitlin Homrich, Deb Linton, Andrew Spencer, Merlyn Mowrey, Jim Therrell, Travis White, Kelly Wright

### 1. Review of the Skills Project Structure

- a. Merlyn Mowrey reviewed the Raising Academic Challenge: A Quality Initiative document, which showed a chart representing the structure of the skills-based project we are developing. The key parts of the structure are (1) identifying general skills to target; (2) within each general skill, identifying several specific objectives; and (3) developing materials and resources (based on research) to help faculty members develop address these skills-based objectives in their courses.
- b. The committee discussed the chart and there was strong support for it.
- c. The committee discussed assessment options for the project in detail. A major concern was whether or not control groups were needed against which to measure improvement based on the project interventions. The general consensus was that this type of “experimental design” was not required.
- d. It was suggested that in order to measure a change in culture, we will need to use methods such as focus group interviews.
- e. The idea was raised that our assessment does not need to focus on student outcomes, but instead on changes we make; i.e., did we raise academic challenge?
- f. The assessment discussion was tabled until such time as our projects have been identified.

### 2. Timeline and Other Projects

- a. The committee had a brief discussion of the timeline for the skills project. We are projecting implementation in the Fall 2014, with baseline data collected in Spring 2014.
- b. It was suggested that other projects should be implemented in the spring.
- c. One suggestion for other projects was that global campus students could be honors students.
- d. Other suggestions for other projects include something with orientation and leadership safari.
- e. The committee will return to the identification of “other projects” at a later meeting.

### 3. Gen-Ed Partnership

- a. Deb Poole presented George Ronan’s suggestion to run a major QI project through the General Education program.
- b. The committee discussed the idea and there was strong support for it.
- c. Deb Poole will write up a proposal and take it to the Gen Ed Council.

### 4. Outreach / Engagement Updates

- a. Deb Poole and Deb Linton continue to make the rounds to departments.



- b. Claudia Douglass met with alumni board. They brought up the fact that faculty and staff alumni are able to access the ideation site, but others can't. We will work to remedy this.
- c. Claudia Douglass also met with the P&A council.
- d. Kelly talked with Marie Reimers, president of SGA, about the quality initiative and will follow up with Travis White.
- e. The *CMU Life* article will run soon, with the link to the ideation site for students.
- f. Claudia will make the link to the quality initiative more obvious on the Academic Affairs website.
- g. The committee discussed outreach to RSOs via social media. Orgsync was identified as the best site for this.
- h. The undergraduates discussed going through Res Life to post flyers about the Quality Initiative in the residence halls.
- i. Andrew Spencer will talk to academic senate about the Quality Initiative and show the ideation site. He will ask representatives to go back to departments and encourage faculty to post.
- j. The committee discussed sending an email to chairs to forward to faculty with link to the ideation site and perhaps specific questions or ideas to spark discussion.

#### 5. Committee Administration

- a. The committee discussed the possibility of adding a Global Campus representative on the committee. There was strong agreement that a Global Campus representative should be added. Al Zainea will probably be the representative.
- b. The committee discussed the addition of a staff member to the QI leadership team. The committee decided to look for a staff member from advising or a student services or success center. Karen Arthur from Business and Lynn L'Hommedieu from advising were suggested.
- c. The minutes of October 9 were approved by consensus.

Prepared by Debra Linton

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of November 13, 2013 3:30-5:00 PM

Present (10): Deb Poole (Chair), Claudia Douglass, Jim Felton, Megan Goodwin, Shelly Hinck, Caitlin Homrich, Deb Linton, Merlyn Mowrey, Jim Therrell, Kelly Wright.

1. Approval of minutes of QI meeting of October 23.
2. Schedule for meetings for spring semester:  
We will meet on January 15<sup>th</sup> and 29<sup>th</sup>, and then we'll resume meeting on the 2<sup>nd</sup> and 4<sup>th</sup> Wednesday of February, March and April. (1/15, 1/29, 2/12, 2/26, 3/12, 3/26, 4/9, 4/23.)
3. Announcements:  
Travis White has resigned from the QI Leadership Team and SGA will announce a replacement in the near future.

Deb Poole will meet with the Gen. Ed. Council later this week to discuss George Ronan's proposal that the QI run a pilot program to raise academic challenge in courses in the University Program. Once a decision is made, the core team will develop an announcement with a request for responses/suggestions to disseminate to the faculty and other constituents throughout the university. (It will be distributed to this committee before it is made public.)

Deb Poole met earlier today with representatives from Health Sciences earlier today who are enthusiastic about discussing QI projects in their college. Of particular concern are (1) establishing early meetings with Pre-Health Professions students to discuss professional goals and to explore their career interests/options, and (2) developing strategies to address the problem of underprepared students.

4. Discussion:

*Carl Lee's Proposal*

Carl and his statistics colleagues submitted a proposal to the NSF to develop new teaching strategies in the Introduction to Statistics course to better engage and motivate students. The proposal was denied but with a positive review and a suggestion that Carl and his colleagues develop a demo-project and resubmit for funding. Carl sent his proposal to the QI Team, noting its compatibility with our goal of "raising academic challenge" in 100-200 level courses. (See his letter which was included in the agenda for this meeting.) The role of the QI in this project is unclear and Megan asked if our participation would mean a "stamp of approval" from the QI Team or that we would agree that this could be considered a "QI project." It was broadly agreed that neither of these options seemed appropriate, but several people expressed the expectation that an appropriate role for the QI would emerge as we discuss other initiatives that are sent to us for consideration. Despite this ambiguity, it was also broadly agreed that we should support/collaborate with Carl and his colleagues. Suggestions included that we help Carl

partner with PSY (re: PSY 211 Statistics course) and that we post QR and other relevant teaching/learning strategies on Bb in the Teaching and Learning Academies. We will return to this issue of the role of the QI Team in projects like this in later meetings.

### *Structural Change Initiatives*

We reviewed ideas that had been discussed in previous meetings about structural changes at CMU that would support a culture of excellence/academic challenge and achievement. Sub-groups were formed and Team members signed up to work on particular topics/issues. (4 and 5 below have been discussed but no one has volunteered for these subgroups at this point.)

1. Evaluation of SOS Forms – Jim F., Caitlin, Jim T.
2. Orientation and Leadership Safari – Shelly, Deb P. (Shelly will invite Dani Hiar to participate in some way on this sub-group.)
3. “Exit” Exams/CLA+ - Merlyn, Claudia, Megan
4. Active Learning in Large Lecture Classes (further discussion anticipated at December meeting) –
5. Adjusted Grades –

Prepared by Merlyn Mowrey

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of December 11, 2013, 3:30 – 5:00 PM

Present (11): Deb Poole (Chair), Claudia Douglass, Jim Felton, Megan Goodwin, Shelly Hinck, Caitlin Homrich, Deb Linton, Tom Masterson, Merlyn Mowery, Andrew Spencer, Jim Therrell, Kelly Wright

**Announcements**

1. Approved the minutes.
2. Deb Poole introduced new members for the Spring semester – Student Representative Matthew Forbes, Vice Chair of Academic Affairs for SGA; Global Campus representative Al Zainea – Director of Undergraduate Programs Global Campus.
3. S
4. Spring schedule reminders: In January we will meet on the 15 and 29<sup>th</sup>, and then move to the second and fourth Wednesday of each month.

**Updates on Collaboration Meetings**

- Deb Poole updated the team on her discussions with Carl Lee [Mathematics] and Pat Cwiek [Health Professions Residential College Director].
- Although it seems that these discussions will not lead to a specific QI project, there was a general recommendation to increase student participation in learning communities.

**LEAP initiative**

- The committee discussed whether to endorse CMU's entry into the LEAP initiative [Liberal Education and America's Promise].
- Liberal Education and America's Promise (LEAP) is a national advocacy, campus action, and research initiative that champions the importance of a twenty-first century liberal education—for individuals and for a nation dependent on economic creativity and democratic vitality.
- The committee discussed that the list of goals for LEAP is compatible with QI goals.
- Entry into the LEAP initiative would provide CMU with access to materials and initiatives but allows flexibility to suit our specific needs.
- The QI team indicated strong support for the liberal arts and discussed that endorsement of LEAP would provide evidence of that commitment.
- The team voted unanimously to endorse CMU's entry into the LEAP initiative.
- The team hopes that our entry into the LEAP initiative will not just protect the liberal arts at CMU but will help to enhance them.

**Student Initiatives**

- Caitlin and Kelly reported on student initiatives.
- Caitlin has contacted groups but has received little feedback; one group wanted more collaboration between learning roots and their residential college.

- Kelly contacted graduate studies, but they wouldn't send out the link to the site because many of the students aren't at CMU.
- In general the students are running into obstacles getting student groups to send out QI information.
- The QI team discussed contacting RSOs – through Danielle Rossman and Honor's students through Phame Camerena.
- A suggestion was made to use QR codes on posters to get students linked directly to the ideation site.
- The team discussed sending a survey monkey survey to generate more responses than having students post on the ideation site.
- Jim Therrell has just sent a FaCIT survey to random list of students per college. He arranged this through Don Curnow at the registrar's office. They received 200 responses. We will follow up on sending a survey this way to a random group of students.

### **Letter to Faculty**

- The team discussed the best way to get feedback from the faculty on the idea for the teaching and learning academies project through Gen Ed.
- The team decided to send a survey monkey survey to faculty after break.

### **Report from the SOS group subcommittee**

- Global campus has some additional SOS questions.
- Transparency in Teaching and Learning in Higher Education at UNLV has an online survey with questions about learning. Any instructor can use it.
- Discussion of soliciting volunteers to test optional SOS questions to get at student self-report data on learning and rigor/challenge in courses.
- Discussion of survey to QI pilot courses, focused on “is the QI working?” - not focused on the instructor.
- We also discussed feedback from faculty – e.g., did these questions give you information to help you evaluate and improve your course?
- Refocus discussion from changing the SOS to collecting necessary pilot data.

### **Other**

- Deb Linton and Tom Masterson joined the Orientation work group.
- There will be a QI session at TLC conference on Feb 7, 2014.
- Tom Masterson – the Health Professions Residential College has materials that would be valuable as part of the teaching and learning academies
- Mention of library modules needed as part of the academies.
- Idea: “secret student “– student observes class and provides formative feedback to the instructor. Several universities do this.

Prepared by Deb Linton

## QUALITY INITIATIVE LEADERSHIP TEAM

Minutes of January 15, 2014; 3:30 - 5 PM

Present (11): Deb Poole (Chair), Stephanie Bechtel, Eron Drake, Claudia Douglass, Jim Felton, Matthew Forbes, Megan Goodwin, Caitlin Homrich, Deb Linton, Tom Masterson, Merlyn Mowery, Andrew Spencer, Jim Therrell, Kelly Wright. Guest: Roger Rehm

### **Announcements**

5. Approved the minutes.
6. Introduced new members for the spring semester – Student Representative Matthew Forbes, Vice Chair of Academic Affairs for SGA; Global Campus representative Stephanie Bechtel, Associate Director of Faculty Support and Assessment for Global Campus. [Kendra Brown, Coordinator of Faculty Support for Global Campus will also be attending some of the meetings this semester when Stephanie is unable to attend.]
7. Introduced Eron Drake – Assistant Director of FaCIT. Eron will be attending QI meetings to provide continuity when Jim Therrell is absent.
8. Spring Schedule reminders – in January we will meet on the 15 and 29<sup>th</sup>, and then move to second and fourth Wednesday of each month.
9. Deb Poole has updated the SharePoint site with many documents from fall semester and additional materials, including an updated committee contact sheet.

### **Discussion with Roger Rehm**

- Roger Rehm, Vice President for Informational Technology, presented information to the team about the use of electronic attendance/ room scanning technologies. Roger wants feedback from faculty about whether this technology is something they would want for their courses.
- Roger's staff is really interesting in finding out what faculty see as indicators of student success and helping us track them using technology.
- Roger presented some information from Old Miss, where they have implemented this type of attendance tracking system with much success.
- The team discussed the costs and benefits / pros and cons of this type of system. Some major discussion points were:
  - What is the actual monetary cost?
  - How would students view this type of tracking?
  - Would this aid retention?
  - Is this the best use of funds? Could we use the same amount of money for something that would be more effective increasing student engagement and success?
- The QI team decided to discuss this more internally and do more research on the effects of these systems before approaching the faculty with the idea.

### **Discussion of the Faculty Survey**

- Deb Poole introduced a draft of the questionnaire we would like to send to faculty to survey what resources they would most like to see (and are most likely to use) in the Teaching and Learning Academies.
- The survey will go out to regular faculty and fixed-term faculty who are half-time or greater. Stephanie's office can send the survey to global campus faculty.
- Added a question about the level of course the instructor teaches.
- The core team will check if we need IRB approval for the survey.

### **Discussion of the Student Survey**

- The student survey is still in the development process.
- Merlyn Mowery suggested that Learning Roots could be consulted during the design of the survey.

### **Teaching and Learning Academies**

- Deb Poole shared examples of the materials she is working on for the academies.
- Eron Drake confirmed that FaCIT will collaborate on this project, as they have many existing materials.

### **Other**

- Deb Poole will be asking Shelly Hinck to help find students that would be involved in the production of some materials (e.g. graphic design students and theater students).
- We will need to coordinate with University Communications (Sherry Knight) on graphics issues.
- Deb Linton is taking over facilitating the Orientation work group. This group is now comprised of Matthew Forbes, Shelly Hinck, Caitlin Homrich, Tom Masterson, and Kelly Wright. Deb L. will contact the group to arrange a meeting.
- Other work groups also met briefly to discuss next steps for the spring semester.

Prepared by Deb Linton

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of January 29, 2014; 3:30 - 5 PM

Present (11): Deb Poole (Chair), Stephanie Bechtel, Jim Felton, Matthew Forbes, Megan Goodwin, Caitlin Homrich, Deb Linton, Tom Masterson, Merlyn Mowery, Andrew Spencer, Kelly Wright.

### **Announcements**

1. Approved the minutes of 1-15-14 by affirmation.
2. Reminder of TLC conference next Friday. Registration has been extended.

### **Discussion of the Surveys**

- There are four versions of the survey; (1) on-campus faculty, (2) global campus faculty, (3) teaching graduate assistants, and (4) on-campus undergraduates.
- The leadership team reviewed the on-campus faculty and teaching graduate assistant versions of the survey.
- Deb Poole asked for feedback on the survey within the next two days, after which time she will initiate the deployment of the survey through FaCIT.

### **Discussion of the Gen Ed Pilot Project**

- The leadership team reviewed the draft plan of the pilot project.
- The plan is to enroll faculty members in February and hold two workshops before the end of the spring semester (late March, early May).
- Pilot faculty will decide what they want to change in their courses.
- During the summer, pilot faculty will meet with QI peer support people for planning and to make sure we have the resources to support the changes they want to make.
- In addition to the QI core team, Jim Felton has agreed to serve as one of the peer support people.
- We would like to have an additional peer support person from the College of Communication and Fine Arts.
- Deb Poole clarified that key differences between the QI teaching academy and FaCIT's High Impact Teaching Academy are the development of modules for the students and the training of faculty members to incorporate those modules in meaningful ways through activities embedded in their courses. Unlike the HITA, the UP pilot will focus on small interventions rather than course redesigns.
- The team discussed whether we should only enroll faculty members teaching a UP course in the fall or if we should also enroll instructors not teaching until the spring. The team decided to enroll faculty from both semesters but to have "refresher" workshops for spring faculty closer to the implementation of their QI/UP course.
- The team debated whether to make the teaching and learning academy materials immediately available to all instructors or only to those in the pilot project. The team decided to only make the materials available to the pilot instructors in the fall, but then to open them up to the faculty immediately after the conclusion of the fall semester. Andrew Spencer made this motion, Tom Masterson seconded and the team voted unanimously to approve the motion.
- Shelly Hinck suggested that there could be a special session at the TLC conference next February that would "launch" the full roll out of the materials.
- The team discussed how many faculty members we would like in the pilot project and decided to set a cap of 25 instructors, with the acknowledgment that there will likely be some attrition.



- Deb Poole showed the team drafts of materials for the teaching and learning academies. For each unit there will be:
  - .pdf handout
  - .doc handout for instructors to make modifications
  - voiceover ppt for students
  - ppt with no voiceover
  - paper quizzes on the content
  - Blackboard pool of quiz questions on the content
- We have a consent form for using student work as examples.
- Stephanie suggested having blackboard export packages for the academies materials. Deb Poole asked to meet with Stephanie to find out more about how this is done.

#### **Discussion of Electronic Card Swipe for Attendance**

- The team revisited the discussion of the potential for card readers in large lecture halls for students to swipe their ID cards for attendance.
- Among the leadership team, there is not much interest in using resources for this technology, but the team decided to send out a question to a small number of departments with large lecture courses to see if there is any interest.
- The team expressed interest in Roger Rehm's offer to work with the QI to identify uses of technology that could support QI goals. We may ask Roger back to discuss some other tech ideas; for example, making planning tools accessible through smart phones.

#### **Discussion of Student Survey**

- Merlyn Mowery met with students from SGA and Learning Roots and collected suggestions for resources they would find useful.
- Deb Poole and Merlyn will meet separately to incorporate these suggestions into the student survey.
- Megan pointed out that student concerns during the first year were likely very different from the concerns of upper-level students.

#### **Other**

- Shelly Hinck suggested that we include resources in the academy for faculty about how to give helpful feedback on student writing (she has some resources to share).
- Deb Poole suggested that we produce video vignettes of students going to a faculty member's office (and other similar situations) to help lessen students' hesitance to visit faculty members.
- Deb Linton noted that the Writing Center has a very nice video like this showing students coming to the writing center.

Minutes Prepared by Debra Linton

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of February 12, 2014; 3:30 - 5 PM

Present: Deb Poole (Chair), Claudia Douglass, Jim Felton, Matthew Forbes, Megan Goodwin, Caitlin Homrich, Deb Linton, Merlyn Mowery, Andrew Spencer, Kelly Wright.

### **Announcements**

3. Approved the minutes of 1-29-14 by affirmation.
4. Merlyn Mowery announced the TLC's fall's speaker dates. Barbara Oakley, author of *A Mind for Numbers*, will speak at several events October 1-3.
5. Deb Poole reported on the QI presentation at the TLC conference, *The CMU QI: Bright Spots Research and You*. The session was well attended and well received. Several attendees volunteered for the Gen Ed pilot project.
6. Deb Poole reported that she and Claudia Douglass will be reporting on the QI progress to the Academic Senate on February 18.
7. Deb Poole updated the committee on the status of the surveys. FaCIT is formatting in survey monkey and IRB has signed off on exempt status.

### **Working Groups**

- Deb Poole asked the working groups to report at the next several Leadership Team meetings.
- The Orientation working group (Linton with Forbes, Hinck, Homrich, Masterson, & Wright) will report on February 26.
- The SOS working group (Felton with Homrich and Therrell) will report on March 26.
  - The team is looking at developing some optional questions to add to the SOS for interested faculty members.
- The exit exam working group (Mowrey with Homrich and Douglass) will report on April 9.
  - Currently, 200 students in a representative sample take the CLA every three years in the Woldt computer lab.
  - Jim Felton will show the group the Bloomberg Aptitude Test as an example. There is an advantage in the business job market for students who do well on this test.

### **Future Invitees**

- The team discussed individuals on campus whom we would like to invite to future meetings to discuss projects they are part of.
  - Phame Camarena – Honors Program
  - Mary Henley – Pathways to Academic Student Success
  - Lynn Curry – McNair Scholars
  - Jason Bentley – Student Success

### **Ideas for other initiatives**

- Creating a culture of celebrating the academy. Andrew Spencer shared a recent trip to another university where they had banners hanging from light posts celebrating the successes of students who had graduated from that university. He suggested we

consider doing something similar at CMU. Jim Felton added that at the University of Arkansas, the names of graduating students are etched into the sidewalk.

- The team discussed how the university could communicate more effectively to students about opportunities for individualized experiences (e.g., undergraduate research). There was a suggestion that these communications should come from the college level. Some colleges do this now. The team discussed types of capstone projects that students can do, SRCEE, and other individualized experiences.
- Kelly Wright and Caitlin Homrich discussed materials that SGA had developed to guide students toward some of the available opportunities. The core team will get these materials from Kelly and see how they could be incorporated into our projects – perhaps through the orientation work-group.
- Andrew Spencer suggested having faculty members call students who have applied to CMU. This call could be used to highlight specific opportunities.

Submitted by Debra Linton

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of February 26, 2014; 3:30 - 5 PM

Present: Deb Poole (Chair), Jim Felton, Matthew Forbes, Megan Goodwin, Shelly Hinck, Caitlin Homrich, Deb Linton, Tom Masterson, Merlyn Mowrey, Andrew Spencer

**Announcements**

8. Approved the minutes of 2-12-14 by affirmation.
9. Deb Poole reported that she has arranged for Mary Henley, Lynn Curry, Phame Camarena, and Jason Bentley to meet with us for a panel discussion. The team set the date for that presentation as April 9.

**Orientation Working Group Report**

- Deb Linton reported on the activities and findings of the orientation working group.

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“Orientation” Subcommittee Report  
February 26, 2014

February 14, 2014

Deb Linton met with Thomas Speakman, Director of Admissions, and Jason Kaufman, Admission Office Communications Manager.

- Twice per day they run presentations about CMU to visiting high school students.
- Recruitment booklet has nice balance of academics, financial, cultural, and social information.
- CMU and You day pamphlet also has balanced focus.
- Once a student gets offer of admission
  - “Time to Fire-Up” pamphlet on how to accept, sign up for orientation, apply for financial aid, encouraged to check their cmich email frequently.
  - “CMU Next Step” meetings around the state. Approximately 50 CMU faculty and staff members run these meetings. Not required, but very well attended. Representatives from: Academic colleges, Bookstore, Housing, Institutional Diversity, Leadership Institute, Leadership Safari, ROTC, Study Abroad, Scholarships and Financial Aid, Volunteer Center
- Once students “deposit”, all communications come from student services

**Results**

- Admissions is willing to work with us to add materials that make students more aware of academic enrichment opportunities, academic assistance services – e.g. an additional slide in their presentation to high school students, or a blurb in the recruitment booklet about how we support students in rising to the challenge of college.
- Idea that we could produce generic materials for college recruiting events.

February 20, 2014

Deb Linton met with Michelle Howard, Director of Academic Advising and Assistance.

- Two required orientations
- Academic Orientation – May/June

- Nice Guidebook – separate for transfer students and freshmen
  - CMU academic timeline, Learn the Lingo, Your CMU Bulletin, Math and English Placement, Registering for classes, Financial Aid, Disability Services, Writing Center info
- Groups of 25-30 students
- Academic advising – go through the bulletin, identify key passages, go through UP and competencies, etc.
- Academic choice meetings – academic and tutoring assistance, honors, multicultural, study abroad, ROTC, student disability services, residential colleges, volunteer center
- College advising meetings
- Class scheduling
- Campus and Community Orientation; Fall – once students arrive on campus
  - No Zebras, No Excuses – sexual aggression prevention
  - Through the Eyes of Jo – cultural diversity
  - College Life and the Law – rules and safety
- Other materials
  - FYI – CMU Campus Resources
    - Writing center, physics and chemistry tutoring, math assistance center, success coaching, academic advising, student service court, supplemental instruction, tutoring services, student disability services, help desk, library, office of LGBTQ services, study abroad, financial aid, residence life, multicultural academic student services, career services, office of student activities, and involvement, student employment services, counseling center, volunteer center, office of student success, computer based testing center
  - Pamphlet on tutoring and academic assistance
  - Pamphlet on success coaching
  - Parent and family guide – to families with all this same type of information
  - Career guide “Plan Your Future”

## Results

- Students are getting the information they need, but it comes all at once and is overwhelming.
- There is almost no communication from CMU to incoming freshmen between academic orientation in the spring and the start of classes.
- Idea – could we develop online modules (or email materials) that we push out to incoming students over the summer prior to their first semester? These modules could have study strategies, time management resources, identify resources for getting academic assistance, identify academic enrichment opportunities (e.g. learning communities), etc.
- Issues
  - Required modules with “quizzes” or optional materials to peruse
  - How often – once a month would be only 2, every 2-3 weeks?
  - What topics are most crucial?
  - Could we do something similar over the next summer for second year students? What are the key issues for them?

## Sub-committee Next Steps

- Identify a time we can actually meet face-to-face
  - Discuss summer modules idea
  - Meet with Leadership Safari?
  - Other suggestions?
-

## Discussion

- The leadership team discussed the ideas raised by the orientation working group. The team supported the idea of some sort of summer communication to better prepare students for their first semester.
- Merlyn Mowrey suggested that summer communications to incoming students could come from current students and faculty.
- Shelly Hinck commented that students might not be receptive to materials spaced out through the summer and suggested that the communications should come in the weeks right before the Fall semester begins.
- Several team members gave examples of other institutions with some sort of mandatory summer modules or materials.
- Merlyn Mowrey informed the team that Mary Senter had developed academic orientation materials and will contact Mary about sharing those materials with the working group.
- Deb Poole suggested producing a video – What is a day like at college? – that could be used in many orientation formats.

## Other

- Deb Poole informed the team that the faculty survey will go out the following week.
- Deb Poole shared a draft agenda for the Gen Ed Pilot workshops. The Writing Center faculty and staff and FaCIT will be involved in the workshops.
- Deb Poole emphasized the need for permanent materials to support faculty and students. She gave the example of the need for a “new faculty survival guide.” Deb P. suggested that materials development could become a specified part of appropriate faculty and staff members’ workloads.
- The team discussed the fact that “student support” programs on campus are not unified under a single umbrella and therefore have difficulty coordinating efforts. The suggestion was made that the QI Leadership Team could make a recommendation to the Provost to restructure these groups under some common leadership with a shared mission and coordination action plan.

Submitted by Debra Linton

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of March 26, 2014; 3:30 - 5 PM

Present: Deb Poole (Chair), Jim Felton, Matthew Forbes, Megan Goodwin, Shelly Hinck, Caitlin Homrich, Deb Linton, Tom Masterson, Merlyn Mowrey, Andrew Spencer

**Announcements**

1. Approval of the minutes of 2-26-14 as submitted.
2. Deb L. is going to the Higher Learning Conference April 12-14 and will report back at the April 23 meeting.

**Update from Deb Poole on the pilot Gen Ed project – Teaching and Learning Academies**

- Surveys went out and we are getting a very good response rate from on-campus faculty, global campus faculty, and students.
- Deb has gotten permission to use part of the budget to pay people over the summer to produce materials for the academy.
  - Deb asked the team to forward to her names of experts in various areas that could be paid to develop materials over the summer.
- Deb will be meeting with Melinda Kreth and some faculty from the library about sharing and/or producing materials.
- We have recruited 32 faculty members for the academy.
- We are running the first workshop on Thursday, April 3 and Friday, April 4. This is the same workshop run twice to accommodate faculty schedules.
- The second workshop will also be run twice, on April 17 and 18. This workshop will focus on reading, writing, and critical thinking. There will be guest presentations from the Writing Center, FaCIT, and Merlyn will do a session on reading.
- Every faculty member participating in the academy will identify one or two changes they want to make to their courses. We will work with them to make sure they have the materials to help them with those changes.
- Participants will distribute an evaluation to their students and will attend a focus group after implementation.
- We will open the materials for all faculty members after December.
- Claudia Douglass will arrange editing and graphic design for the academy materials.
- The Team discussed ideas for academy modules.
  - Social psychology

- Cooperative learning
- Caitlin Homrich suggested that we need a module for faculty on expectations and the young adult brain because some faculty members seem to underestimate what college students are capable of.
- The Team discussed ideas for dissemination and sustainability of academy practices.
  - The team discussed the possibility that FaCIT might fold the Teaching Academy in with their other programs and that the Student Success centers could oversee the Learning Academy.
  - The team discussed the possibility of mandatory training for new Gen Ed / UP faculty.
  - Faculty teaching a general education course could be asked to fill out a form/survey with information about how they incorporated the general education objectives in their course – Stephanie suggested that Roger Rehm could help design an online way to collect these data.
  - Workshops could be videotaped and used during faculty orientation and also be housed permanently online.
  - Faculty from the pilot project could make presentations (which could be video recorded) about what they did and how it affected their courses.
  - Faculty from the pilot project could present at College Brown Bag seminars.
  - Andrew emphasized that we need to publicize our efforts to improve and the overall quality of our general education program (especially as it improves) as a selling point to potential students.

### **Upcoming Meetings**

- At the next meeting we will have discussion with a guest panel consisting of Mary Henley, Lynn Curry, Phame Camarena, and Jason Bentley.
- CLA and SOS presentations at the last meeting.

Submitted by Debra Linton



## QUALITY INITIATIVE LEADERSHIP TEAM

Minutes of April 9, 2014

3:30 – 5:00 PM

QI Leadership Team members present: Deb Poole (Chair), Jim Felton, Matthew Forbes, Megan Goodwin, Shelly Hinck, Caitlin Homrich, Debra Linton, Tom Masterson, Merlyn Mowrey, Andrew Spencer, Jim Therrell, Kelly Wright

Guest Panel: Jason Bentley (Director, Office of Student Success), Phame Camarena (Director, Honors Program), Lynn Curry (Director, McNair Program), Mary Henley (Director, GEAR UP and Pathways to Academic Student Success)

### **Guest Panel**

- Panelists were invited by the leadership team to discuss ongoing projects and to look for areas of overlap or possible collaboration.
- Deb Poole reviewed the mission of the Quality Initiative for the guest panel and gave an overview of the Gen Ed Teaching and Learning Academies pilot project.
- Each panelist provided an overview of the programs they oversee.

### **Jason Bentley – Office of Student Success**

- This office was set up in July 2013 with a main goal of increasing graduation rates.
- CMU has a 19.9% 4-year graduation rate.
- The function of this office is to provide data on factors that influence student success to help guide policies and decision-making.
- The Office of Student Success monitors student progress. They have predictive analytics for student success and provide interventions for students identified as at risk. These interventions start with emails and progress to phone calls; holds can be placed on students' accounts until they see an advisor.
- Jason explained that intrusive referral is seen by students as institutional care.
- This office can provide data to colleges and departments on their gateway courses and majors' progress.
- This office produces FYI sheets to help faculty point students to success resources.
- They are working to change the advising model to be more of a success-coaching model than a transactional model.
- The office has run a “negative trending campaign” to identify and contact students who were performing at a lower level than they were expected to based on their incoming qualifications.
- The office has software that can suggest areas/majors where the student might be successful based on their performance so far.
- Jason shared some and example where data collected by their office showed that students who were over-placed in math were detrimentally affected throughout all courses and trajectories. These data are being used to reconsider the math placement process.

### **Mary Henley – GEAR UP and Pathways to Academic Student Success**

- This program is funded by a 6-year grant from the US Department of Education. The program is designed to increase the number first generation, low income, and minority students entering college, completing college, and going on to graduate school.
- It is a pipeline that begins with 9<sup>th</sup> grade students in Flint and Harrison.
- HS seniors attend a conference where they are introduced to financial aid, do a bookstore exercise, connect with counseling center, etc.
- There is also Student Transition Enrichment Program for students transitioning from community college.
- Once on-campus, the next program in the pipeline is Pathways to Academic Student Success.
- In Pathways, students give back in service throughout the pipeline by working with GEAR UP students.
- Before beginning the first semester, there is a conference where advisors look at the students' schedules to make sure schedules are not overloaded. The first major push is for a successful first semester.
- Pathways students are required to attend Leadership Safari to help them adjust to campus and Mt Pleasant.
- The Pathways program has its own First Year Experience course where students learn about time management, university services, etc.
- The Pathways program has its own academic advisor.
- Mary stated that many first generation students don't know what they don't know.

### **Lynn Curry – McNair Program**

- The McNair program continues the pipeline to PhD degrees (not professional degrees).
- This program is funded by the US Department of Education. It started in 1989 and has been at CMU since 1999.
- This program reaches out to eligible (first generation, low income, underrepresented) freshmen and sophomore students who are highly engaged.
- The program usually has cohorts of 10-12 students and has included 160 students to date.
- The goal of the program is to have 20% of participants earn a PhD.
- The program takes a holistic approach, working with students not just on academics, but health, etc.
- An important point from this discussion was that faculty could be more pro-active in getting students into learning communities.

### **Phame Camarena – Honors Program**

- This program seeks well-rounded, engaged, students with high academic ability.
- 1/3 of honors students at CMU are low income and 1/3 are first generation; many come from rural communities and often excel.
- Honors program data show that what happens in the first year matters a lot and that being part of a learning community is extremely important. They have also seen that "H" courses are not as transformative as HON courses.
- The Honors Program has been revised (beginning Fall 2014) to include HON 100, a 1-credit seminar with open variable topic about a critical issue. The course focuses on

critical thinking, metacognition, and writing to learn. In the second semester all students take ENG 201H, so by the end of first year students have thinking and writing skills.

- A member of the leadership team suggested that this idea of the first semester critical thinking and writing course could be spread to all students.

### **Discussion**

- Jason Bentley stated that one of the best predictors of whether a student will graduate with a degree from CMU is their financial ability to pay.
- We are more expensive (net) than other universities in the state.
- Our students have higher anxiety about being able to pay than any other school we were compared against.
- Jason explained that CMU has changed its financial aid strategy to help mitigate this.

Submitted by Debra Linton

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of April 23, 2014  
3:30 – 5:00 PM

QI Leadership Team members present: Deb Poole (Chair), Claudia Douglass, Matthew Forbes, Shelly Hinck, Caitlin Homrich, Debra Linton, Merlyn Mowrey, Jim Therrell, Kelly Wright

**Announcements**

1. Approval of the minutes of 4-9-14 as submitted.

**Reports**

1. Deb Linton and Claudia Douglass reported on the Higher Learning Commission Conference.
  - QI report needs to be filed by the end of year 9 (spring 2015).
  - Report is a summative statement of what we've been working on.
  - We must provide evidence of time, effort, and commitment.
  - Report should discuss what we learned and how we will use this information.
  - Encouraged to take risks, aim high, learn from success or failure, strive for significant impact, sincere, earnest, engaged work.
  - There is no requirement that the quality initiative involve the entire university.
  - After the final report is submitted, it is reviewed by a panel to confirm genuine effort.
  - QI is completely separate from assurance.
  - Many schools are focusing on General Education Assessment:
    - Collect artifacts from random sample of courses.
    - Team of faculty evaluate student work using VALUE rubrics.
    - Some schools use e-portfolios produced by the faculty for a course.
  - Many schools are working on professional development projects, including faculty orientation:
    - Some schools have year-long orientation programs.
    - Monthly workshops on teaching for new faculty.
    - Teaching mentors with stipend and course release.
2. Deb Poole reported on the QI survey results and there was strong support from the faculty for the materials we have proposed producing.
3. Deb Poole reported on the pilot project workshops:
  - Deb ran 2 sets of 2 workshops for 33 faculty members.
  - Workshops focused on the items that are most important to students (syllabus, models, early and frequent low stakes assessment) and strategies for improving student writing.

## **Plans/Ideas for 2014-2015**

### **University Infrastructure**

- The team discussed our desire to have an impact on the communication between student success offices on campus.
- In the second year of the project, we hope to have structural/institutional impact.

### **Assessment of Pilot Project**

- The team discussed how to assess the effect of the University Program pilot project.
- Pilot faculty will take part in a focus group. We can add SOS questions about specific strategies the pilot faculty used in a course.
- There are already data that these strategies work (we don't have to provide more evidence of that). What we need is to show that faculty members have started using them.
- The suggestion was made that we could train the pilot faculty to be mentors to future general education faculty as they begin using the materials.

### **Communication**

- September update to Senate
- Meet with Council of Deans
- Meet with Board

### **Other Ideas**

- Invite Mary Senter to a Fall QI meeting.
- Work with departments and assessment coordinators to see if the skills we are targeting are already in the objectives for programs and if they are being assessed.

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of September 10, 2014  
3:30 – 5:00 PM

QI Leadership Team members present: Deb Poole (Chair), Debra Linton, Merlyn Mowrey, Diane Marble, Stephanie Bechtel, Tom Masterson, Megan Goodwin, Claudia Douglass, Jayson Smith, Andrew Spencer

1. Approval of the minutes: moved by Andrew Spencer and seconded by Claudia Douglass; approved by voice vote.
2. Deb Poole reviewed the mission of the Quality Initiative for new members.
  - a. The report is due to the Higher Learning Commission at the end of this academic year.
3. Deb Poole reviewed the activities of the Quality Initiative in the 13-14 academic year.
4. Deb Poole provided an overview of possible projects for the 14-15 AY.
  - a. Decide whether to stick with the University Program Teaching & Learning Toolkits or expand the name to be less restrictive. (This process could/should involve CMU community input.) **Design a mechanism for continued production of Toolkit resources** (including guidelines for production that restrict the nature of these materials; see attached first draft).
  - b. Work with FaCIT to develop an **extended orientation for new faculty members** (note they have a model this year).
  - c. Work with FaCIT to develop a peer mentor program that interfaces with the Toolkit.
  - d. Work with Admissions and Advising on **academic orientation materials for students**.
  - e. Develop plan sheets for Advising Workbench (including a weekly study plan).
  - f. Work with Academic Affairs to increase coordination of activities across service units, especially as this impacts the infusion of information on the learning process into CMU's culture.
5. The team discussed the list and decided to focus on items a, b, and d for the 2014-15 academic year (Year 2 of the QI). The team plans to work on item f and the culture of academics in year 3.
6. The meeting adjourned at 5:05 pm.

Submitted by Debra Linton

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of September 24, 2014  
3:30 – 5:00 PM

QI Leadership Team members present: Deb Poole (Chair), Stephanie Bechtel, Claudia Douglass, Shelly Hinck, Megan Goodwin, Melody Graves, Debra Linton, Diane Marble, Merlyn Mowrey, Tom Masterson, Jayson Smith, Andrew Spencer, Kelly Wright

1. Introduction of new members.
2. Approval of minutes from September 10, 2014. Minutes approved by consent.
3. Deb Poole reviewed the results of the Sept. 10 discussions. At the Sept 10 meeting, the team decided to focus on three projects for this academic year (additional projects will be considered if proposals are received):
  - a. A faculty orientation module on learning and teaching.
  - b. A student orientation module on college academic demands.
  - c. The Teaching and Learning Toolkit
4. Diane Marble, Interim Director of FaCIT, provided an overview of the existing faculty orientation program.
5. The team discussed ideas for modifying faculty orientation to give faculty materials when they need them, not all at once. The discussion focused on developing online orientation materials.
6. Deb Poole showed the team the online Blackboard training (using the Learning Module feature) as an example of what we could do for faculty orientation using the Blackboard platform. Deb has reviewed several possible platforms and recommended that Blackboard be used for our faculty orientation materials. The team discussed the potential for this platform to meet our needs and agreed to use Blackboard for the modules for faculty orientation.
7. The team discussed contract issues surrounding requiring additional faculty orientation activities. These issues will be explored further; however, the team determined that there is no risk in moving forward with the development of materials. Regardless of whether or not these modules might later become required as part of faculty orientation, we still want to produce them and make them available to the faculty.

Submitted by Debra L. Linton

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of October 8, 2014  
3:30 – 5:00 PM

QI Leadership Team members present: Deb Poole (Chair), Stephanie Bechtel, Shelly Hinck, Megan Goodwin, Melody Graves, Debra Linton, Diane Marble, Merlyn Mowrey, Tom Masterson, Jayson Smith, Ken Sanney, Andrew Spencer, Kelly Wright

8. Minutes of September 24, 2014 approved by consent.
9. Introduction of new members: Ken Sanney
10. Review of the September 24 discussion.
11. Deb Poole reviewed her discussions with Jeremy Bond, Blackboard administrator. Jeremy has been extremely helpful in determining how to put our toolkit and orientation materials on Blackboard.
12. Deb reported on her meeting with Phil Kaufman to discuss production facilities for videos and drawing-capture segments for learning modules.
13. Deb reported on her and Merlyn's meeting with Claudia, who approved some budget for video production equipment and a half-time position for two years (provisional) to produce materials for the toolkit and orientation.
14. The team discussed the ideas for student orientation. Our proposal is to make contact with students a few weeks before they arrive on campus to provide some materials (the exact nature of this contact is still TBD). Once on campus, we propose an academic orientation module on Blackboard. The team discussed the following:
  - a. Do we want to make it mandatory; i.e., block registration for students who don't take it?
  - b. Or it could be run through Gen Ed instructors who would assign it in their courses?
  - c. Or it could be a tool for academic advisors/success centers?
- The team voted to propose to Enrollment and Student Services that a module on learning be a mandatory part of student orientation.
15. Deb asked the team to provide feedback on the process of involving the campus community in the development of the content and final presentation of the student orientation materials:
  - a. Titles
  - b. Questions to ask about constraints on format (length, reading level, features, etc.)
  - c. How to solicit feedback on content
  - d. How to solicit feedback on finished module
16. The team decided to recommend a two-stage approach to soliciting feedback, with broad campus community feedback on the drafts of content but more focused feedback from specific groups on the "final" products. Deb compiled a list of the team's suggestions of groups to involve.
17. The meeting adjourned at 4:58.

Submitted by Debra Linton



QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of October 22, 2014  
3:30 – 5:00 PM

QI Leadership Team members present: Deb Poole (Chair), Megan Goodwin, Melody Graves, Debra Linton, Diane Marble, Merlyn Mowrey, Jayson Smith, Kelly Wright. Guest: Michelle Howard, Director of Academic Advising and Assistance.

1. Date corrected on minutes of October 8, 2014 and minutes approved by consent.
2. Discussion with Michelle Howard, director of Academic Advising and Assistance.
  - a. Deb Poole reviewed for Michelle the team's ideas for developing a student orientation module on academic success.
  - b. Michelle reviewed the current orientation process for students.
  - c. Michelle indicated that she supports the idea of a BB module following up on the face-to-face orientation and suggests that we should open our module for students immediately after student orientation.
  - d. The team discussed the time frame for the module. The consensus is that a 30-40 minute module would be appropriate.
  - e. Suggestion to start the orientation as optional and monitor it for a year before making it mandatory.
  - f. Suggestion that we need to avoid using language that assumes everyone is new to the college classroom.
  - g. Suggestion to focus on the "the Central Experience."
  - h. Suggestion for a unit on how students should respond to challenges. Also incorporate imposter syndrome and "grit."
  - i. Idea for a summer reading program – perhaps beyond the QI – but if we did it we could align it with the orientation material. For example, students could apply our reading techniques as they read the assigned materials.
  - j. Suggestion to look at Honors program orientation materials for ideas.
  - k. Suggestion that transfer students should not be required to do the orientation module.
  - l. Suggestion for "ready-to-learn" units incorporated into high-risk courses.

- m. Suggestion that we need to work with residence halls to build a culture of academics.
  - n. Discussion of the need for high quality teaching in the competencies.
  - o. Deb asked Michelle to comment on the process of how to get the materials cleared. Michelle stated that this would go through the Division of Enrollment and Student Services. Michelle indicated that Steven Johnson sees the potential for a good fit with the QI ideas and what his division's role is.
3. The meeting adjourned at 5:00 pm.

Submitted by Debra Linton

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of November 12, 2014  
3:30 – 5:00 PM

QI Leadership Team members present: Deb Poole (Chair), Claudia Douglass, Megan Goodwin, Melody Graves, Shelley Hinck, Debra Linton, Diane Marble, Tom Masterson, Merlyn Mowrey, Ken Sanney, Jayson Smith.

1. Minutes from October 22, 2014 approved by consent.
2. Deb Poole informed the team that we will be welcoming a new member, Traci Guinn, Executive Director, Center for Inclusion & Diversity.
3. Discussion of QI taking a larger role in the Writing Intensive initiative through Gen Ed.
  - a. Deb Poole provided an overview of the problem and informed the team about the work that she has been doing with Gen Ed related to the Writing Intensive initiative.
  - b. Discussed the core team visiting targeted departments to provide information about Writing Intensive requirements and models of how it is being done in different types of courses.
  - c. Deb and Diane have been talking about how the QI and FaCIT can partner on materials development for Writing Intensive instruction.
  - d. Discussion of a FaCIT workshop initiative. FaCIT is working with Troy Hicks (National Writing Project) to provide workshops on writing intensive courses. The first set of workshops might be more general, followed by a summer workshop to train 10-12 faculty as Writing Intensive experts from a range of departments.
  - e. Deb reiterated the QI vision that these types of efforts must produce permanent materials to disseminate widely. She suggested that we prioritize the production of a Writing-Intensive module.
  - f. Deb reported on her meeting with Troy Hicks and suggested that Troy become the creative director for the QI writing materials.
  - g. Once we have a defined “look” for the modules based on the WI materials as the first one, we will hire the half-time position to do the others.
  - h. Discussion and vote on a proposal for a WI module for instructors in Blackboard with Troy Hicks as creative director (funded by the QI and FaCIT). Unanimous approval.
4. Update on a meeting with the Student Government Association/progress regarding a student orientation module.
  - a. Deb P. met with Cody Van Buren from SGA.
  - b. Deb is ready to solicit feedback on the content of the student orientation module. The team discussed the best way to get this feedback.
  - c. Suggestion to ask Steve Johnson to allow us to make a general presentation with his group, and then members of the QI Leadership team will follow up to meet individually with key members of the group.
  - d. The Academic Affairs Committee of SGA will be looking at the documents.
  - e. Melody suggested making a presentation to the student house and senate and offered to meet individually with any RSOs that request a meeting.
5. Update on the progress of *Read This Before You Teach*.

- a. Deb P. has successfully gathered input from a variety of faculty members.
  - b. The team identified resources for obtaining photographs of a variety of teaching situations to include in the document.
  - c. Claudia will follow up to see if the images need to be approved by University Communications.
6. Discussed the need for editorial assistance and reconsideration of our plan for documents.
- a. Deb suggested that we need a template for our materials. We'd like to hire a graphic designer and editor.
  - b. Claudia will follow up with University Communications about the template. Claudia suggested Peggy Hill as editor.
7. Diane informed the team about FaCIT's graduate teaching assistant workshops. Diane is also encouraging the production of permanent materials for this type of workshop. Diane suggested that the QI and FaCIT work together on this as well.

Meeting adjourned at 4:36 pm.

Submitted by Debra Linton

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of January 14, 2015  
3:30 – 5:00 PM

QI Leadership Team members present: Deb Poole (Chair), Stephanie Bechtel, Tracy Brown, Claudia Douglass, Megan Goodwin, Traci Guinn, Debra Linton, Diane Marble, Tom Masterson, Merlyn Mowrey, Ken Sanney, Andrew Spencer, Kelly Wright

1. Introduction of new Leadership Team members: Traci Guinn (Executive Director, Center for Inclusion & Diversity) and Tracy Brown (Direction, General Education).
2. Deb Poole informed the team that Jayson Smith and Melody Graves have schedule conflicts with the Wednesday meetings. The team decided to keep them on the committee and ask them to choose a proxy to attend the meetings, provide feedback to the committee and keep Jayson and Melody updated.
3. Minutes from November 12, 2014 approved by consent.
4. Deb Poole reported on the meeting with Steve Johnson's team (new student orientation module). The team discussed the next steps on the orientation module and decided to schedule follow-up meetings with individual staff members to determine what materials should be included in the orientation module.
5. Merlyn and Deb Linton updated the team on their meetings with departments related to WI courses. Meeting were scheduled with all target departments (BIO, CHM, EAS, PHY, JRN, MGT, ECN, MKT). Diane Marble will provide Deb and Merlyn with materials about the WI workshops they are planning to distribute to the departments. Deb and Merlyn will try to identify contact people in the departments for WI issues and share these names with Diane.
6. Ken brought up room scheduling issues related to the number of WI courses the College of Business is trying to offer. The team discussed possible space issues related to WI and possible avenues to explore.
7. Deb reviewed the progress on developing online learning modules for teaching writing intensive courses. Troy Hicks is the creative director for the module and has a student working with him. Deb, Diane, and Troy are meeting Wednesday, Jan 21 to move forward on the module development. FaCIT is running a summer workshop to train individuals as trainers for WI courses.
8. The graphic designer from FaCIT will be working on our toolkit material design template. The team agreed that they would want to see the materials and have the opportunity to

provide feedback as they are developed. Deb will post the materials to the Sharepoint site and distribute via email.

9. Deb Poole informed the committee that we have hired a part time editor from Dow to work on our materials. Deb is meeting with her on Friday to get her started on editing the materials.
10. Deb Poole reminded the committee that we will be hiring a part-time person to work on the Blackboard modules.
11. Diane reminded the committee that we will need to make sure that the materials we develop must be in compliance with ADA guidelines. Ken Sanney identified a checklist from the US Department of Health and Human Services to guide development.
12. Deb Poole shared a draft of the “style guide for teaching toolkit resources” with the team and asked for feedback. The suggestion was made to streamline the document so that it will be less intimidating to anyone interesting in developing materials. The team also decided that there should be a more structured process for the review of materials, rather than expecting an individual to get materials to the finished product stage on their own.
13. The team discussed the name of the teaching and learning toolkit. We have had several different versions of the name and we need to finalize the name before the materials are being formatted.
14. The team discussed the development of paired toolkit materials for instructors and students. For many topics, it will be appropriate to have separate instructor and student versions. There may be different units that will need to be brought into the loop during the development of student materials. The team decided to produce separate style guides for instructor and student materials.
15. Deb Poole informed the committee that she is working on the QI report and the HLC report.
16. Deb Poole informed the leadership team that the core team will be meeting to plan assessment of the UP pilot project.

Meeting adjourned at 4:52.

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of February 11, 2015  
3:30 – 5:00 PM

QI Leadership Team members present: Deb Poole (Chair), Stephanie Bechtel, Tracy Brown, Shelley Hinck, Debra Linton, Diane Marble, Merlyn Mowrey, Ken Sanney, Jayson Smith, Andrew Spencer, Kelly Wright

1. Deb Poole updated the team on the progress of the WI instructional module. Troy Hicks is making great progress and filming will begin soon.
2. Deb has met with SGA several times. They are excited about partnering with us and are helping us find students to be part of the videos.
3. Deb asked Andrew about commissioning an original percussion theme to use in our modules. Andrew has a student in mind to work with to compose the music.
4. Deb asked the team members to provide any suggestions of students to be part of the videos, with a focus on diversity.
5. Deb updated the team on the progress of the document template. Kelly is making good progress on the template.
6. The team discussed what the focus of the QI should be in the third year. Ideas were:
  - a. Work with departments to add reading and writing skills to programs' assessment plans. Andrew suggested that if we want to pursue this we should talk first with the Assessment Council. The chair of the assessment council is Renee Babcock.
  - b. Merlyn suggested that we go back to the data on what employers and grad schools want from our students. She also discussed the CLA+ and the possibility of making it available to our students to help them in the job market.
  - c. Ken suggested that we should be looking at what skills and knowledge students need to plug into their selected field upon graduation. He thinks the hyper-specialization that is our current paradigm might not be serving our students well. More of a liberal arts or broader preparation is probably better preparation for the current economy.
  - d. The team discussed the idea of focusing on the coherence and profile of the general education program in the third year. There was a lot of excitement about this idea. Merlyn suggested a graphic showing Gen Education as the foundation for learning in the major.
7. The team agreed to continue this discussion at our next meeting.

Meeting adjourned at 4:45 pm.

QUALITY INITIATIVE LEADERSHIP TEAM

Minutes of April 8, 2015

3:30 – 5:00 PM

QI Leadership Team members present: Deb Poole (Chair), Tracy Brown, Megan Goodwin, Debra Linton, Diane Marble, Merlyn Mowrey, Ken Sanney, Jayson Smith, Andrew Spencer, Kelly Wright

8. Minutes of February 25, 2015 were approved by consensus.
9. Deb P. asked the Leadership Team to read through the Quality Initiative report to the Higher Learning Commission and submit feedback to her prior to Friday, April 10.
10. Deb P. informed the committee that all of the QI membership lists, meeting minutes, agendas, and report will be updated on the Academic Affairs website. Deb P. will also add a description of the pilot project with evaluation data. Toolkit materials will be posted there when completed.
11. Deb updated the team on the status of the WI learning module development.
  - a. Phil Kaufmann is hiring an employee to do filming. Some filming will be scripted; some will be unscripted interview footage.
  - b. The team viewed Troy Hicks' video introduction to the WI workshop module.
  - c. We have done some filming with international students.
  - d. The team listened to the music composed by CMU student Ryan Elvert for the modules – thank you Ryan!
  - e. Deb's vision is to have, at the end of this process, a "best practices" document for the production of materials and modules.
  - f. Ken Sanney suggested that we might talk to the ROTC on campus about their process for producing continuity materials to maintain institutional knowledge of what we've learned through this process.
  - g. The team discussed how to use the QI as an opportunity to create an enduring mechanism for pulling together expertise from various groups to produce these types of material and how to leverage support from President Ross to make this happen.
  - h. Deb asked the team to help identify a diverse group of students to be interviewed for the modules. Suggestions to talk to Lynn Curry, Amber Johnson, and director of Mac Scholars.
12. Deb P. updated the team on the production of Toolkit documents, which is progressing well.
13. Deb P. informed the team that she will be representing CMU at a First Year Experience conference in June (with Jason Bentley and Carolyn Dunn).
14. Diane informed the team that FaCIT has done two WI workshops. Attendance at these workshops was not as high as they wanted, but the quality of the workshop was excellent. There is still one more WI workshop being run this semester. The summer WI institute is still planned; this idea is being revisited based on faculty interest.
15. The team discussed whether or not we need to meet in two weeks. The team asked Deb to invite either President Ross or Provost Gealt to the April 22 meeting to update them, in person, on our progress and to discuss opportunities for them to show their support for our initiatives to different groups on campus.

Meeting Adjourned at 5:00 pm.

Submitted by Debra Linton



QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of April 22, 2015  
4:00 – 5:00 PM

QI Leadership Team members present: Deb Poole (Chair), Stephanie Bechtel, Tracy Brown, Claudia Douglass, Megan Goodwin, Debra Linton, Diane Marble, Tom Masterson, Merlyn Mowrey, Jayson Smith, Andrew Spencer

16. Minutes of April 8, 2015 were approved by consensus.
17. Deb informed the team that Phil Kaufman has put her in touch with Kevin Smith, a documentary filmmaker and CMU alumnus who will work with us on the production of the WI video instructional modules. The team viewed some of Kevin's work to get an idea of what is possible with our materials. Deb and Diane are encouraged that the people and process are now in place to make the quality of materials we have envisioned.
18. Claudia congratulated the team on their hard work and great progress on the Quality Initiative and praised Deb Poole for her leadership and dedication to the project.
19. The team sent a big "Thank you" to the School of Music and its Chair for their cooperation with the project in the development of the soundtrack for the modules.
20. Deb Poole also thanked the English Language Institute for their cooperation.
21. After the WI module, the team will need to decide what module to develop next. The two primary options are faculty orientation and student orientation materials. At this point, the team thinks that the faculty orientation materials would make the biggest difference and should be prioritized. However, Andrew raised the point that student retention is a major emphasis for CMU. Stephanie suggested that reaching the faculty members (and improving their teaching) will have an impact on student success and retention. The decision will be revisited in the Fall.
22. The team discussed some items that might be added into the faculty handbook that the QI produced. Diane Marble will work with Deb Poole to see if there is anything that should be added.
23. Deb informed the team that five of our documents are back from the editor and ready to be put into InDesign by Kelly.
24. Claudia discussed the LEAP initiative (Liberal Education and America's Promise). It is not clear yet what this might consist of regarding CMU participation.
25. Claudia again thanked the team for their work.

Meeting Adjourned at 4:52 pm.  
Submitted by Debra Linton

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of September 9, 2015  
4:00 – 5:00 PM

QI Leadership Team members present: Deb Poole (Chair), Tracy Brown, Claudia Douglass, Megan Goodwin, Shelly Hinck, Diane Marble, Tom Masterson, Melinda Kreth

Quest: Kevin Smith, videographer for the QI

26. Minutes of April 22, 2015 were edited and approved by consensus.

2. Deb welcomed to the Leadership Team Melinda Kreth, Department of English Language & Literature and Academic Senate Chair. New student members will be announced at the next meeting.
3. Deb reviewed QI activities from the first two years, summarized the HLC evaluation of our report, and distributed a draft QI website design for comments.
4. Kevin Smith, who is producing a learning module for instructors of Writing Intensive courses under the direction of Troy Hicks, illustrated the work to date and discussed plans for final editing.
5. Deb explained the charge of the Reimagining the First Year Committee and answered questions.
6. The Leadership Team discussed possible connections between the QI and the First Year Committee and discussed first year issues and ideas.

Meeting Adjourned at 5:00 p.m.  
Submitted by Deb Poole

QUALITY INITIATIVE LEADERSHIP TEAM

Minutes of October 14, 2015

3:30 – 5:00 PM

QI Leadership Team members present: Deb Poole (Chair), Tracy Brown, Claudia Douglass, Megan Goodwin, Shelly Hinck, Diane Marble, Tom Masterson

Guest: Steve Bailey, Department of English Language and Literature and Director of the Composition Program

Convened at 3:35 p.m.

1. Minutes from September 9, 2015, were approved.
2. Announcement of new student QI members: Chianne Jolly and Shayna Haynes Heard.
3. Deb updated the Team on the Reimagining the First Year (RFY) Committee, which is being led by Jason Bentley, Director, Office of Student Success. By December, this committee will propose three initiatives designed to increase engagement and success during the first year at CMU. Program evaluation data will be shared with other participating universities to identify promising interventions and to evaluate how outcomes vary across institutions with various characteristics.
4. Steve Bailey described the structure of the composition program at CMU (especially ENG 101), and with the Leadership Team discussed the feasibility of a possible collaboration between the English Department and the QI/FYE committees. Everyone agreed to continue discussions about integrating information about academic success strategies into required composition classes.

Meeting adjourned at 5:00 p.m.

## QUALITY INITIATIVE LEADERSHIP TEAM

Minutes of November 10, 2015

3:30 – 4:45 PM

QI Leadership Team members present: Deb Poole (Chair), Tracy Brown, Shelly Hinck, Tom Masterson, Shayna Haynes Heard, Stephanie Bechtel, Claudia Douglass

Convened at 3:35 p.m.

1. Minutes from October were not yet available.
2. Introduction of new QI student member Shayna Haynes Heard, SGA Diversity Committee chair. The Team updated Shayna on QI activities and a discussion about student needs ensued.
3. Deb updated the Team on the Toolkit. Multi-media producer Kevin Smith is finishing up the WI faculty workshop working with new footage of international students.
4. Deb presented and the Team discussed the three proposals that went to the Provost's Office from the Reimagining the First Year (RFY) Committee.
5. Deb explained that the convening of a Faculty Engagement group and the RFY Committee has produced three groups charged with tackling similar problems. This made it difficult for the QI to plan a course of action past this semester. The group agreed to continue working on Toolkit resources, and Deb and Diane (who sit on the RFY Committee, with Deb also on the Faculty Engagement group) will update the QI on decisions made by these groups.

Meeting adjourned at 4:45 p.m.

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of January 13, 2016  
3:30 – 5:00 PM

QI Leadership Team members present: Deb Poole (Chair), Megan Goodwin, Tom Masterson, Ken Sanney, Stephanie Bechtel

Convened at 3:35 p.m.

1. Deb gave an update on the Toolkit and the Writing Intensive online workshop. Troy has designed a website appearance, and the Team watched a teaser that Kevin Smith prepared to advertise the workshop, along with the first few minutes of a sample module. Website construction will begin as soon as Kevin Smith completes the last module this week.
2. Deb updated the Team on their representation on the Reimagining the First Year (RFY) Committee (chaired by Jason Bentley for the Office of Student Success):
  - RFY was tasked with coming up with three proposals for initiatives that CMU would try as part of a national initiative. CMU was accepted as one of 40 universities who are each making changes and sharing outcome data.
  - Three ideas survived discussion in the RFY Committee, and a proposal describing each of these ideas was forwarded to the Office of the Provost.
    - **Developmental Advising in the First Year.** Academic Advising & Assistance partnered with the Office of Student Success for a proposal that would require each FTIAC (first time in any college) student to attend four advising meetings during the first year. This program would use a developmental advising model that aims to increase awareness of expectations in college, success strategies, and ways to connect with campus opportunities and resources.
    - **Enlivening the UP.** This proposal suggested a pilot test of problem-based, interdisciplinary UP courses. Three faculty members representing the same UP subgroup would co-develop and share three sections of a course by teaching 5 weeks in each section. Students would experience how each of the three disciplines approaches the problem through diverse and engaging readings. Because students would gain exposure to three disciplines in one course, there would be an increased chance of interest in one of the approaches, and students who lacked interest in one set of material would encounter that material for only a few weeks. By including some interdisciplinary sections in the UP menu, undeclared students would have more options for major exploration and, hopefully, connecting intellectually to life at CMU.
    - **English Composition as an early learning community.** This proposal suggests integrating some academic student orientation information into ENG 101 and 103, and then steering as many FTIAC students who are not members of another learning community into this course in the fall semester.
3. The Team asked Deb to inquire about the future status of CMU's practice of having graduate students teach sections of competency courses under the supervision of a regular faculty member. Are any rules going to change?

4. The Team suggested bringing Jason Bentley back to talk about where the university stands with the use of learning analytics.
5. Deb showed a Ted talk on addiction that reviews well-known findings on the importance of connection to mental health. The content of this talk helps explain why academic interventions often have limited impact on student retention and performance issues. The Team had a lively discussion about the loss of a strong sense of institutional identity over the last 15 years, along with a loss of the student traditions that help define what it means to be a CMU student and alum. Discussion focused on the need for traditions and ways that CMU faculty and staff could work proactively with the student body to craft and begin a new set of traditions designed to provide the CMU community with a greater sense of meaning. Deb is meeting with the Team's Student Government representative next week and will discuss the idea.

Meeting adjourned at 5:00 p.m.

Notes submitted by Megan Goodwin

QUALITY INITIATIVE LEADERSHIP TEAM  
Minutes of February 10, 2016  
3:30 – 5:00 PM

QI Leadership Team members present: Deb Poole (Chair), Megan Goodwin, Tracy Brown, Diane Marble, Stephanie Bechtel

Guest: Jason Bentley, Director Office of Student Success

Convened at 3:35 p.m.

1. Minutes from January 13, 2016, were approved.
2. Deb updated the Team on the Teaching & Learning Toolkit. The WI Faculty Workshop is available at [https://www.cmich.edu/office\\_provost/facit/Pages/Writing%20Intensive%20Initiative/Writing-Intensive-Initiative-Intro.aspx](https://www.cmich.edu/office_provost/facit/Pages/Writing%20Intensive%20Initiative/Writing-Intensive-Initiative-Intro.aspx). CETL will host the website for this and other Toolkit resources; the website should be active by April 1.
3. Library staff reached out to Deb to explore new collaborations. Given students' desire for more intentional career exploration opportunities, Deb suggested partnering the Library and Career Services to explore joint projects.
4. Jason Bentley led a discussion about predictors of graduation, evidence on initiatives to increase students' sense of belonging to the academic enterprise and to promote resilience/working through difficulties, and the forthcoming integrated student database (SSC Campus Platform).

Meeting adjourned at 5:00 p.m.

Notes submitted by Deb Poole