QEP Development Committee Meeting
Minutes
April 9, 2015
1:00-2:00 pm

I. Members Present: Gary Smith, Gary Elbow, Jonathan Marks, Susan Tomlinson, David Roach, Sara Spurgeon, Susan Lang, Kathleen Gillis, Amy Heard, Lisa James, Erin Justyna, Sara Spurgeon, Todd Chambers, Elizabeth McDaniel, Ron Hedden, Nestor Rodriguez, Catherine Parsoneault, Kahlie Callison, Stefanie Borst, Cayla Boardingham

II. Call to Order: Chair Smith called the meeting at 1:00

III. Introduction of new members: Nestor Rodriguez and Cayla Boardingham

IV. Discussion of Sub-committees to develop responses to the Onsite Committee’s Comments and Recommendations: Chair Smith stated that the committee’s comments were very positive and the student and staff interviews went very well. The Chair asked for volunteers for the various sections of the recommendations. This is the list of sections with the volunteers:

a. (1) Decide on a clear definition of global awareness and use this definition in the QEP document and as a basis for the revision of your SLOs.

   Committee: E. McDaniel, G. Elbow

b. (2) Once you have revised your SLOs so that they express what students will learn (rather than what students will produce) and so that they are observable or quantifiable, meaningful, and student-centered, consider using a pre-post test model that compares freshmen/transfer student samples of an indirect and a direct assessment activity with graduating student samples on these activities to determine value added during a TTU student’s experience.

   (3) Rather than use the Global Competence Aptitude Assessment for indirectly measuring achievement of global awareness, consider using the Global Perspective Inventory (GPI). The GPI measures holistic student development, and is more aligned to the definition of global awareness expressed by many faculty and staff members that the Committee interviewed.

   Committee: E. McDaniel, S. Tomlinson, R. Hedden, A. Heard, S Molinar

c. (2) Once you have revised your SLOs so that they express what students will learn (rather than what students will produce) and so that they are observable or quantifiable, meaningful, and student-centered . . .

   (6) Consider adding a Faculty and Staff development goal. Since a considerable amount of activities in the QEP are devoted to building the
capacity of faculty and staff, a goal targeting faculty and staff development is reasonable, and one that can be readily assessed.

(8) Integrate one or more of the SLOs into student affairs planning and assessment so that co-curricular activities can be developed to purposively target the student learning outcomes.

Committee: G. Elbow, A. Wong, S. Lang, K. Gillis, T. Chambers, C. Meyers, H. Martinez, C. Boardingham, N. Rodriguez

I. SLOs (See Pages 5-8)

d. (4) Rather than use all the items of one of the AAC&U value rubrics for performance based assessment, consider using items drawn from several of the AAC&U value rubrics that you deem to be appropriate.

Committee: G. Elbow, D. Roach, S. Tomlinson

e. (5) Change the terminology of the “Learning Activities” in your QEP to “Faculty and Staff Development Activities.” The activities described in this section of the QEP include such actions as selecting Global Communication Fellows and developing a Global Communications mentor program. These are activities that focus on building the capacity of faculty and staff to enable them to better facilitate students’ achievement of the SLOs. Note, later we also need to clean up the document to read “global awareness” instead of other terms.

Committee: K. Gillis

f. (7) Adjust your budget allocations so that those who will be conducting analysis of the assessment data are given proper assessment training and receive stipends for their work.

Committee: Smith, Hughes

V. Discussion of Potential SLO Revisions:

a. Elbow discussed the comments he and Aliza Wong worked on re: Proposed QEP Student Learning Outcomes

b. Susan Lang discussed the comments she, Todd Chambers, Kathy Gillis, and Courtney Meyers made re: Learning Outcome 1, 2 and 3. Additional comments were welcomed and discussed including the time line.

VI. Other Business: Dr. Parsoneault announced that registration for the SACSCOC Summer Institute (July 19-22nd) registration opened 10 days ago. Dr. Parsoneault has submitted a request to leave a spot open for one committee member along with Jennifer Hughes, Catherine Parsoneault, Darryl James, and Genevieve Durham. The Provost’s Office can support four faculty/staff members and possibly one QEP Committee member. Registration will close when they hit 1,000. Email Gary Smith with any suggestions as to who the committee member will be to attend the Summer Institute.
VII. Next Meeting & Adjournment: The next QEP Development Committee meeting will be held in approximately two weeks.

Communicating in a Global Society

GLOBAL AWARENESS

"Having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate and work effectively in diverse environments." (William Hunter [http://www.globallycompetent.com](http://www.globallycompetent.com))

A globally aware student shows competency in the following areas:

Understands cultural diversity

Appreciates difference

Practices open mindedness

Is able to communicate across cultural boundaries (preferably in more than one language)

Attains knowledge of important global issues, including historical, religious, political, geographic, and other factors related to them

Relates well with people who are different from themselves

Expresses self-knowledge based upon reflection on his/her personal attitudes and behaviors with respect to others