During the third QEP meeting, consensus arose regarding the topic on which the group should focus. The primary theme that manifested was “Communication in a Globalized Society.” This topic was identified through the growing concern of communicative inadequacies among the student body. Through this process, there was discussion regarding the available resources that would help address said topic such as the Writing Center and the Library. As this topic decision shifts to development, consideration ought to be given to the following:

- Show proof that there is a need
- Develop a clear method of implementation
- Find resources to address this topic
  - Look at the University of Kentucky’s QEP
    - (http://www.uky.edu/presentationu/)
  - Please refer to page ten for helpful links regarding globalization as a QEP

**Attendees**

1. Louder, Justin
2. Hughes, Jennifer S
3. Parsoneault, Catherine
4. Stewart, Rob
5. Elbow, Gary
6. Agnello, Maryfrances
7. Bard, Jennifer
8. Borst, Stefanie
9. Burris, Scott
10. Chambers, Todd
11. Hedden, Ronald
12. Huff, Amy
13. Humphrey, Wendy
14. Killough, Jay
15. Lauderdale, Mitzi
16. Justyna, Erin
17. Joe Street
School of Law

Good afternoon, Justin,

I have spoken to a representative number of faculty from the various departments at the law school (e.g., Legal Practice faculty (who teach research & writing), Clinic faculty, Doctrinal faculty, and Career Services).

The ranking of the three possible QEP topics is as follows: (1) Writing, (2) Globalization (which was not far behind Writing), and (3) Diversity.

The law school is uniquely positioned to advance student learning in all of these areas. In regard to writing, the majority of our faculty already engages in some teaching or oversight of legal writing. But, having additional resources to aid our Writing Specialist and to bring in speakers on the topic of writing (e.g., Bryan Garner) would be helpful, among other things. Professors did express the concern that in order to make the most impact, they will have to devote more time to helping students improve their writing skills.

As for Globalization, implementation of this topic at the law school would be somewhat “easy.” Among other things, professors can easily include cases or exercises that focus on global issues, and the law school can host events focusing on practicing law in a global society.

I hope that this information is helpful. I will see you tomorrow at the committee meeting.

Wendy Adele Humphrey
TTU School of Law
Associate Professor of Legal Practice
College of Human Sciences

Justin:
Thank you for volunteering to accept comments on the three topics. Everyone that I discussed it with chose writing of the three proposed. These are two specific responses that I received from my outreach efforts. If it is too late to include I understand, but I figured I would send it your way anyway.

1) Any of the three topics are ones that would benefit TTU. There already seems to be a great deal of momentum on campus for diversity and for globalization – these are exciting topics and more programmatic efforts would be welcomed. The more intractable issue is Writing – I assume you mean improving student writing. This is a more daunting issue, but one that could have great benefits for students. When I think of what would best benefit students in our department where diversity and globalization are already important topics in the curriculum, I would say that Writing is a need.

2) Those 3 topics are so "been around the past 10 years". Perhaps "writing" could be expanded to "communication skills" to incorporate both written and verbal communication. That (and critical thinking skills) seem to be what make students most employable.

Thanks,

Mitzi K. Lauderdale, J.D., CFP®
Associate Dean for Students, College of Human Sciences
Associate Professor, Department of Personal Financial Planning
Justin,

I have sought input on the QEP topic from members of the CASNR Administrative Council and CASNR faculty. Below summarizes the input I received:

Globalization
There was a lot of support of this topic. Several faculty members suggested it was the only realistic option of the three. Several others also listed as a viable second option, even though they preferred another. Ideas to advance student learning included more opportunity for student travel and experiences and also for international development of faculty. Possibilities included a diploma designation for students who met criteria for “Globally Educated” and could consist of a combination of designated coursework, travel, study abroad, experiences, etc. Specifically, financial resources were cited as necessary along with more flexibility with on and off campus expectations (no further elaboration).
I had only one person oppose the topic on the grounds that is was seldom clearly defined.

Writing
This appeared to be the second most favorable topic. Several faculty identified it as the most important skill for graduates, therefore, most important for a QEP topic. I did not receive much input on what these efforts would look like or what resources would be needed.

Diversity
This was the only one of the three which I received opposition. I did not have anyone favorably respond to the topic but many expressed opinions that it should not be the topic.

I hope this helps,

SB

Scott Burris, Ph.D.
Associate Professor
Agricultural Education
Texas Tech University
Good Morning Justin!

Here are some thoughts that were sent to me about QEP from a Media & Communication perspective:

All 3 areas garnered positive feedback. In fact, many of our college leaders believed we hit on all three of these areas: writing, globalism, and diversity.

**Writing**
From an assessment perspective, writing is definitely evaluated across the board – all of our departments have writing courses and our national board definitely brings this topic up at the annual meeting (need to maintain quality writing standards).

**Globalism**
From a ‘globalism/globalization’ perspective our college has been aggressively pursuing different strategies to get our students thinking globally. From coursework in all departments related to global communication to diverse study abroad opportunities, our curriculum provides students with multiple global touches. In addition, we have the Thomas Jay Harris Institute for Hispanic and International Communication which provides students, faculty and staff with opportunities to study issues related to international communication. Also, the College has hosted the Global Lens Film Initiative for the campus community for the past five years and will continue to do so. This international film series brings together members of the campus community (from departments across campus) to talk about independent films from across the world.

**Diversity**
Like other units, the College is committed to diversity – curriculum, staff and institutes. Like the global communication perspective, the Thomas Jay Harris Institute for Hispanic and International Communication brings together faculty, staff and students to host and partner with other campus units for different projects related to multiculturalism and diversity. In spring 2013, IHIC sponsored a 'Reaching Audiences' conference here at TTU devoted to bringing in academics and professionals for panel discussions about research in both areas — all related to multicultural audiences.

The College would support any of these initiatives and we feel we could help out however we needed to.

Thanks for your leadership on this.

Todd
Todd Chambers, Ph.D.
Associate Professor & Chair
Department of Journalism & Electronic Media
College of Media & Communication
Texas Tech University
806.834.5712
Dear Justin,

I am the representative on the QEP Topic Selection Committee for the College of Engineering. Here are our responses regarding the questions Jennifer Bard raised in her recent email.

We discussed three possible QEP topics, Diversity, Writing and Globalization

The College of Engineering would most prefer to pursue Globalization or Writing. While Diversity is certainly a critical educational issue, we feel that it is presently being addressed through the Strategic Plan and through additional programs on campus, whereas there is more room for improvement in the areas of Writing and Globalization.

We decided to take these back to our constituencies to ask them:

1. If they thought these were topics that meet our needs and would advance student learning sufficiently for the university to devote resources over the next five years

Two critical needs of our College are to satisfy or exceed accreditation standards of ABET and SACS, and to prepare our graduates for the job market. Both Writing and Globalization are critical components of our educational mission that are worthy of additional University resources. In areas like Writing or Global Awareness, incoming students may have deficiencies stemming from inadequate K-12 preparation. However, Texas Tech is nonetheless charged with presenting evidence that graduates are adequately prepared for the workforce. A QEP on either topic would thus be helpful in guiding our efforts as we continually seek re-accreditation from ABET and SACS.

It is worth noting that the College of Engineering has already committed a considerable amount of resources to Globalization through the International Experience requirement now in effect for all entering freshmen. The following excerpt from the College of Engineering website summarizes the newly implemented International Experience requirements in our College.

International Experience Requirement.
Effective fall 2013, all incoming freshmen must complete an international experience as a component of their graduation requirements. The international experience requirement may be satisfied by any of the following:
• Receiving course credit (minimum 3 hours) during a study abroad experience (Faculty Led Programs, traditional reciprocal exchange agreements, or third-party programs).
• Participating in an international experience during a co-op or summer internship.
• Participating in international service activities (such as but not limited to Engineers Without Borders).
• Completing an international ROTC experience.
• Completing an international experience at a junior or community college.
• Completing another experience approved by the Associate Dean for Undergraduate Studies.

2. What they would want to do to advance student learning based on these topics.

We feel that consistent evaluation and assessment of student learning across all colleges should be a priority. Student learning should be guided by a consistent rubric, replacing uneven standards across campus. To advance student learning in the area of Global Awareness, we feel that the College of Engineering is presently taking the right steps, but a University-wide plan could have greater impact. In the area of Writing, we would like to see a new rubric of educational objectives that can be met by modifying existing writing-intensive courses without changing degree plans.

3. What resources they would need to engage in activities that would “move the needle forward” in student learning outcomes based on these topics.

The general feeling is that the Writing Center will need significantly more personnel and resources to have a measurable impact on student learning, should Writing be chosen as the QEP topic. Additional University resources may have to be devoted locally (e.g., lecturer positions) to ensure that improved student learning objectives can be implemented without unreasonably increasing the workload of faculty in our College, as Writing is arguably among the most labor-intensive subjects to teach. With respect to Globalization, University resources could be devoted to Study Abroad scholarships and fellowships and additional staff could be added to the Study Abroad office.

Sincerely,

Ron Hedden
College of Engineering
Student Affairs

Good morning Professor Bard,
Thank you for running our QEP meeting this morning. In regard to our three potential topics, writing is where I’d like to focus my input. (Oddly enough, I find myself critiquing this email over and over to make sure it is grammatically correct). In this email, I’ve attached statistics from the National Association of Colleges and Employers (NACE). You may want to start on page 29 where statistics are shown that 74.7% of employers surveyed seek communication skills (specifically written) on a candidate’s resume. Furthermore, on page 31, employers give new graduate recruits a “B” grade for written communication skills.

Based on information shared from other QEP’s, the ability to write is not the sole responsibility of the English department. Professional writing and correspondence spans majors across the University. If we look at Strategic Priority 1: Promoting Student Success, and Strategic Priority 2: Strengthening Academic Quality and Reputation, professional writing and communication potentially play into these priorities.

However, one of my questions is in regard to your statement in your meeting materials and agenda document, “…this is not a 'build it and they will come' kind of project. It is one where we need to produce a plan based on something that we can document that we are already doing.” Is there valid data we can use for our QEP if we choose writing as the topic?

Thank you so much and I enjoyed our meeting this morning.
Best,
Jay

Jay Killough
Director, University Career Center
Certified Strengths-Based Educator
806-742-2210
www.careercenter.ttu.edu
Undergraduate Education

QEP Feedback from Constituents

- I think it is an excellent topic! I used Globalization as the theoretical framework for my dissertation so naturally it greatly intrigues me. I would be very interested in any results it would produce.

- I could be wrong, but I think the focus (and potential niche) would be in the QEP’s focus on Globalism. I think learning to communicate globally would be a large portion of the QEP, but I think it could be much more than that. Recognizing the importance of the effects of Globalization on a student’s higher education experience is a worthy plan that deserves further scrutiny. Perhaps I am reading too much into this topic, though.

- I like the topic of “Communicating in a Global Society”. I think this includes all three topics. I do not see how an individual can successfully communicate in a global society without being aware of, understanding, provide for, and include diversity in their communications.

- I like the combined approach of Communicating in a Global Society. It seems to go along well with TTU’s mission statement and is broad enough that we can take this in several difference directions. For that matter, I actually think that diversity is wrapped into this proposed topic as well. I think this has a lot of potential for involving various departments.

- I believe that the Coordinating Board has established Communication, oral, written, and symbolic, as explicit learning objectives of every core curriculum course across all core competencies. So it would seem that a Quality Enhancement topical emphasis on communication needs to be crafted so as to find its value added niche. There may be a role in helping instructors of core curriculum courses enrolling 200, 300, or more students without breakout discussion sections consider using electronic platforms (discussion threads, blogs, video, vine, etc) to satisfy the communication requirement.

- I feel as though the theme of Communicating in a Global Society would be a great one for the QEP; though, I wouldn’t put the focus on only writing rather on all forms and mediums of communication. As our students grow into and become a part of this global world it is going to be extremely important for them to value the diversity of the world, be able to get out of their comfort zones, and to be able to effectively communicate and share messages with the world.

- I feel like there are natural partners for this topic – specifically in your department with research and study abroad opportunities; we could
increase our FYE programming to help get our students into the mindset of globalization by bringing back a common reader program that specifically targets global society, and this topic would help give the Core Curriculum some better focus with some integration of global society into the curriculum.

- As each year passes a greater number of our graduating student population fail to grasp the basic concepts of critical writing. They do not understand how to effectively communicate their thoughts into words to their supervisors and colleagues in the workplace once they graduate. They are also lacking in their level of development in how to successfully write reports. The benefits that students will have by gaining this knowledge base will be one which will allow for them to surpass others who are entering the same fields following graduation.

- In regards to globalism which is continually becoming a more important topic as the world has continued to dwindle with the growing international companies, industries, and schools. While there are several courses that offer students a global perspective or will help students to develop this perspective, there are several other manners in which this skill can be hounded. This can be done through either the study abroad program, internships, or service learning. These programs can include ones which display a variety of cultures, customs, and languages.

- A QEP on Globalization & Communication ... hmmm ...

**General Feedback**
The issues that I was hoping our new QEP might address are more along the lines of:
1. developing a curriculum that helps students to understand the relevance and benefit of what they’re learning (care/motivation),
2. connecting between/learning across the curriculum of their many required courses (synthesis/meaning-making), or
3. being appropriately invested to doing the work that will earn them the rewards of learning and of education (commitment/effort).

On the other side of the coin, my perception is that:
1. The issues that our government and the public seem most interested in are related to value, relevance, and cost effectiveness of the educational 1) curriculum and 2) delivery system.
2. However, the things that capture their attention are more related to 1) doing good and 2) doing education innovatively.
Because these types of efforts funds our institution and funding tends to be the most influential 1 driver of activity, it seems wise to structure our quality enhancement plan to support innovative educational approaches that are highly effective and efficient. If it has already been decided that the topic of these is communication and/or globalization, great ... but I hope you’ll consider the above as outlets for any
QEP focus because I think they’ll matter to students and have profound and widespread institutional impact.

**What I Found**
The response above is just my gut reaction/opinion to the QEP process and the selected topics in general, but I recognize that I’m not very knowledgeable on this, so I thought I’d go online for a moment and see what I could find on QEP related to these two topics. My quick search didn’t turn up any qualitative or quantitative Higher Education studies on QEP programs, their topics, or their effects on different types of institutions. I was surprised at this, and to the HiEd folks out there, IMHO it would be a pretty cool (and useful) study for someone in Higher Education. But, the question still intrigued me, so for the last several nights I’ve been exploring. It all got started when I found the [2010 SACS-COC summary page](http://goglobal.fiu.edu/SiteCollectionDocuments/QEP_Report-Final.pdf) and then a little ADD surfing took over. Anyhow, what follows is a little about some of the resources that have captivated me and kept me out of late night television this weekend... I hope you can make some use of my online adventure.

On globalization as a QEP:
- Other Papers on Globalization in Higher Education, not necessarily QEP:
  - [http://dspaceprod.georgiasouthern.edu:8080/xmlui/bitstream/handle/10518/5082/cornelius_adrian_r_201201_edd.pdf?sequence=1](http://dspaceprod.georgiasouthern.edu:8080/xmlui/bitstream/handle/10518/5082/cornelius_adrian_r_201201_edd.pdf?sequence=1)
  - [http://spectrum.library.concordia.ca/975694/1/MR40805.pdf](http://spectrum.library.concordia.ca/975694/1/MR40805.pdf)

Other places that have embraced Communication Skills as the SACS-QEP ...

**G&C via Academic Advising**
I’m thinking that academic advisors might have some role in helping students to understand what globalization is, how to build a curricular plan that will
deliberately include global experiences, and for the communications portion, encourage documentary or reflective writing that helps students to communicate about these experiences, their challenges, and their benefits. My online search turned up some folks who, generally speaking, agree:

- A good summary of strategies for advising students for a globalized world: [http://dus.psu.edu/mentor/old/articles/080820mc.htm](http://dus.psu.edu/mentor/old/articles/080820mc.htm)
- Scholarly seminar to help advisors cultivate a global perspective through understanding globalization, encouraging opportunities, and understanding curricular and pedagogical approaches they will encounter: [http://dus.psu.edu/advisers/global_engagement.html](http://dus.psu.edu/advisers/global_engagement.html)

Personally, I would hope that our plan involves some aspects of “Active Learning” … [http://wweb.uta.edu/insyopma/resourcecenter/helptips/ActiveLearningatUTA.pdf](http://wweb.uta.edu/insyopma/resourcecenter/helptips/ActiveLearningatUTA.pdf)

**Other**

**MY FAVORITE finds that that made me think about communication with a big world (or, a Michael Wesch moment):**

- 90 minutes in understanding Globalization [http://youtu.be/gF2kFPNZChc](http://youtu.be/gF2kFPNZChc)
- Not globalization, but inter-cultural competence: [http://vimeo.com/68388753](http://vimeo.com/68388753)
- Can Texas Tech hire this guy away from Kansas? [http://ksuanth.weebly.com/wesch.html](http://ksuanth.weebly.com/wesch.html)

As a matter of practicality for implementation of any plan, I particularly like the “8 Key Questions” approach used by James Madison University (pg. 19) that sought to provide instructors a way that their QEP might be introduced in every classroom … [http://www.jmu.edu/files/qep-proposal.pdf](http://www.jmu.edu/files/qep-proposal.pdf)

As an aside, I ran across this online and thought you might be curious about the process used by this community college on how to select a QEP and get stakeholder buy-in: [http://www.tandfonline.com/doi/pdf/10.1080/10668920902928978](http://www.tandfonline.com/doi/pdf/10.1080/10668920902928978)
Feedback was solicited from executive council (dean and associate deans), department chairs and faculty via both email and in person meetings. Nice discussion ensued in all of the meetings attended.

Of the three proposed, everyone chose writing with the exception of one person. He chose Globalism because of his current efforts on an initiative to create and international scholar program on campus to formalize and refine the current process. One person also suggested a new topic outside of the three which was “civility”.

With regard to written feedback, these are two responses that I received from my outreach efforts:

1) “Any of the three topics are ones that would benefit TTU. There already seems to be a great deal of momentum on campus for diversity and for globalization – these are exciting topics and more programmatic efforts would be welcomed. The more intractable issue is Writing – I assume you mean improving student writing. This is a more daunting issue, but one that could have great benefits for students. When I think of what would best benefit students in our department where diversity and globalization are already important topics in the curriculum, I would say that Writing is a need.”

2) “Those 3 topics are so "been around the past 10 years"]. Perhaps "writing" could be expanded to "communication skills" to incorporate both written and verbal communication. That (and critical thinking skills) seem to be what make students most employable.”

Overall, through discussion with many constituents, it was recommended that we expand writing to be “communication” and include writing in a scholarly form, writing in a business and profession form, communication with regard to email etiquette, as well as oral skills to include presentations, interviews and general communication skills.
Faculty Senate

Three senators responded to my question forwarded from Dr. Bard.

The responses focused on the need for writing and the importance of globalism.

One respondent indicated that "diversity" is nebulous, vague, and not clearly defined.

Over all, my sense was that writing is needed, and we are on the track to doing many good things that involve the global perspective.
Staff Senate

Per request, here is what I gathered from my constituents in talking to students:
1.) It was explained that Freshmen English at Tech is hard from a student perspective and should be avoided is the general consensus.
2.) Students explained that they felt underprepared for writing intensive classes because they are not confident in their skills.
3.) Students do not utilize writing center for various reasons.

Suggested implementation:
1. Competition factor for students to submit writing pieces with poems, creative writing, as well as scholarly could be some potential categories.
DIVERSITY (I think we have a good handle on this topic here at TTU.)

1. Writing- I feel this harbors effective communication, which acts as the foundation to working with any person or group no matter if they are a local entity or foreign.
2. Globalization- the exposure to the practices and customs of the global market are key in today’s society and have suitable globalization efforts will take foster diversity naturally.
3. Diversity- While this is important, I feel effective writing and globalization already promote diversity naturally.

Diversity= I recently heard Dr. Nellis speak about the diversity of TTU and I was astounded to hear that 93% of the students at TTU are Texas! And to add to that, only 3% of students are international, making the rest of us (myself included) only 4% of the population. This needs to change. I just can't believe that a large university with the funds to assist with out-of-state and out-of-country recruitment would have such a low percentage of both.

Globalization- There is diversity in globalization. Recruiting internationally, engaging in international researching.

Writing
I’m writing to report on the feedback that I received from the other music faculty who responded to my queries regarding the QEP. In general, globalization garnered the strongest positive response (or “globalism” as it was amended in the last meeting). While they recognize the importance of having an initiative aimed at writing skill, there was concern as to its implementation, since our musicology faculty members each already teach large classes in which they must grade anywhere from 75-100 full-length undergraduate papers with the help of only two TAs. On the other hand, both our course offerings and our music ensembles (particularly the ensembles within the Vernacular Music Center), already address issues of globalism and cultural literacy. It is my impression that a university-wise initiative such as “Communication within a Global Society,” which was suggested at the last meeting, would be greeted with enthusiasm. I believe it would aid us in the growth and enhancement of programs that are already in place, and help to foster additional activities.