The Center for Faculty Innovation  
Advisory Committee  
November 4, 2011 Meeting Minutes

Present: Robert Bell, Ricardo Marquez, Mary McCay, Melanie McKay, Liv Newman, Elizabeth Parent, Brad Petitfils, Cathy Rogers, Tom Ryan, Malia Willey

1) It has been decided that the “critical thinking booklet” that has been recommended will be created in both print and online format. The intended audience is faculty. The essential components are as follows:
   - A definition of critical thinking grounded in the CLA, an explanation for why we need critical thinking, an explanation of what critical thinking is not (an argument or negative criticism), its role in the history of Ignatian pedagogy (spiritual value of critical thinking);
   - A suggested model(s) for critical thinking in writing;
   - A suggested model(s) for critical thinking activities in and out of the classroom;
   - A distillation of the CLA in the Classroom “critical thinking assignment”;
   - A template for pre- and post-tests for critical thinking
   - Asks students to explore the need for critical thinking (self-regulated learning);
   - Qualitative and quantitative rubrics to assess whether critical thinking has occurred.

2) It was recommended that a “critical thinking assignment” /“successful assignment” depository be developed for the use of all faculty. This may need to be included in the CFI strategic plan.

3) Future CFI sponsored events should include presentations by specialists on how to create great assignments. These presentations should be discipline based and held monthly.

4) Robert Bell will email a definition of critical thinking for our review.

5) It was suggested that a letter to chairs and deans be created that will highlight faculty who have attended several CFI events this fall.

6) For the next meeting: simplify the CT learning objectives matrix, create a concise and applicable definition of critical thinking, develop a way to deposit successful assignments onto the web, develop a plan for soliciting for successful assignments.