

**University QEP Team  
Minutes  
October 13, 2004  
5-6:10 pm**

Present: John Biguenet, Mary Blue, James Bradley, Katie Codina, David Estes, Georgia Gresham, Alicia Hansen, Si Hendry, Brenda Joyner, Laurie Joyner, Leslie Lunney, Jac McCracken, Julia McSherry, Connie Mui, Connie Rodriguez, Karen Shields, Thom Spence, Billie Ann Wilson, and Debbie Zimmerman.

Excused: Cathy Vaughn.

Minutes of the September 29, 2004 meeting were approved as submitted.

Revisions were made to the Call for Proposed Quality Enhancement Plan (QEP) Focus Topics. It will be distributed electronically to faculty, staff, and students prior to the next meeting along with a letter signed by John Biguenet giving an overview of the QEP process and listing all team members. November 15 is the due date for proposed topics. A reminder will be sent on November 8 as the due date approaches. On November 19, an email report on proposed focus topics, along with an invitation to respond and to attend the December Soup and Substance event, will be sent. The due date for written responses will be December 6.

The team brainstormed ideas for the October 26 Soup and Substance event. It will inform the Loyola community about the QEP as well as generate discussion of learning needs in break-out groups. The following members volunteered to develop more specific plans and report on them at the October 20 meeting: John Biguenet, Si Hendry, and Connie Rodriguez. Another group volunteered to work on plans for publicizing the event widely, including to students: Katie Codina, Alicia Hansen, and Julia McSherry.

To enhance communication with students, University QEP Team representatives will meet with the SGA and DSAC and invite them to submit potential focus topics.

Reports on the strategic plans of colleges and other units were presented (see below). Mary Blue reported that learning initiatives in City College's strategic agenda include technology, academic program review, Ignatian values in classes, first term experiences, centers of excellence, and distance learning.

A task group composed of the following members will draft principles to follow in recommending a QEP focus topic(s) and report back to the team for its full discussion on October 27: John Biguenet, Mary Blue, Laurie Joyner, and Billie Ann Wilson.

The fall calendar was finalized. At this time, the November 10 meeting appears not to be needed, but John requested that members hold the date in case a meeting should become necessary.

Mary Blue and Laurie Joyner volunteered to represent the QEP Team at the SACS Annual Meeting. Other members attending are David Estes, Julia McSherry, and Debbie Zimmerman.

### **Themes in Recent External/Internal Grants (Alicia Hansen)**

- I. Instructional technology
  - a. digital resources (many library-related or library-based)
  - b. digital archives
  - c. web-based learning
  
- II. Learner-centered classroom
  - a. undergrad research
  - b. library instruction/library services
  
- III. Leadership
  - a. faculty/teacher leadership
  - b. student leadership
  
- IV. Service learning
  - a. civic learning
  - b. service learning through subject-specific courses
  - c. leadership through service learning

### **J. Edgar & Louise S. Monroe Library Strategic Plan 2004-2009 Reviewed by Katie M. Codina 10/08/2004**

*Overall Theme: Enhancing student learning through technology.*

To enhance student learning with technology, the library plans on:

- Merging technology support with the reference desk, more effectively using faculty and staff's expertise in addressing student needs.
- Expanding multimedia learning stations, kiosks, inside and outside the library that "support campus initiatives in which information literacy can be integrated, such as First Year Experience programs."
- Promoting the new Information Literacy Living Room and Lab which will give students a space "to learn about technology, presentation skills and information literacy."
- Promoting study groups by developing and enhancing study rooms.
- Implementing a news area to keep students informed about current events.
- Developing more multimedia rooms.
- "Support streaming audio and video for classroom use and explore new technologies for providing integrated multimedia learning."

- Enhancing wireless networking on campus, making the internet more easily accessible.
- Developing “information literacy instruction and reference service in non-traditional learning environments and teaching spaces, such as Danna Center and the residence halls.”
- Offering workshops that support new learning trends (ex. PDAs).
- Integrating technology education into academic planning and programs such the First Year Experience.
- Exploring, evaluating, and implementing new technology that supports teaching, learning, and scholarship.
- Offering excellent information resources that are easily accessible.
- Finally, the library will encourage faculty and staff members to attend workshops and lectures that will allow them to keep up to date on the vast world of evolving technology.

**College of Music**  
**Section III: Evaluation, Planning, and Projections**  
**Reviewed by Billie Ann Wilson**

I have reviewed the above referenced document. The document does not contain any information about student learning initiatives, per se, nor does it provide information from which one could derive potential topics for the QEP project.

The document does reference a College of Music Self-Study. Perhaps the self-study contains information that might yield potential topics relative to student learning initiatives.

**Major Student Learning Initiatives**  
**College of Business Administration’s Five-Year Plan**  
**(Connie Mui)**

--Commitment to ethics in the CBA curriculum: business ethics is one of three areas the College has singled out for enhancement (the other 2 areas are international business, and entrepreneurship). The CBA’s plan includes securing endowment funding for The Institute for Spirituality and Ethics in Business.

--Beginning in the Fall of 2005, the CBA will establish a laptop requirement for all undergraduate and MBA students

--Beginning in the Fall of 2006, the CBA will also establish a requirement that all undergraduate students participate in community service prior to graduation.

--Over the three-year period 2004-07, the College plans to establish 3 new student exchange programs, at least two in Latin America, to increase the level of student diversity as a way of improving students' learning environment.

--Effective this year, the College will allocate \$7,500+ annually for the purchase of instructional support equipment for use in the classroom.

--It will improve and enhance advising and peer mentoring processes for all freshmen.

--The College plans to develop programs that provide greater interaction with the business community to give students opportunities to see "real world applications" in their classes. This will be achieved through a number of specific plans, including 1) increase the number of speakers coming to campus to interact with students; 2) increase the number of internship opportunities to students; and 3) create a CBA Student Forum in AY 2005-06 to host prominent speakers.

--To enhance teaching effectiveness, the College will 1) sponsor at least two major college-wide teaching development workshops per year with external speakers by AY 2004-05; and 2) initiate and maintain a monthly internal college-wide teaching development workshops series beginning AY 2004-05.

**Report on A&S Strategic Plan for QEP Team**  
**Oct. 7, 2004**  
**H. Jac McCracken**

The following student learning initiatives were identified in the Strategic Plan of the College of Arts and Sciences:

1. "Create an ad hoc committee to review class sizes and make recommendations for enrollment limits that promote student-centered learning." (p. 24)

The point here is that student-centered learning and innovative teaching techniques (such as extensive writing assignments, group projects, seminars, etc.) cannot be implemented if enrollment levels are too large.

2. "Implement interdisciplinary team-taught courses." (p. 25)

Helping students synthesize ideas from diverse disciplines would enhance student learning. This is especially needed for students involved in interdisciplinary minors, but would be valuable for all students.

3. "Promote the faculty's use of service learning throughout the curriculum." (p. 26)

As one of only thirteen universities to receive an "Engaging Communities and Campuses" grant from the Consortium for the Advancement of Private Higher Education, it is incumbent upon us to promote and facilitate activities related to the Office of Service Learning.

4. "Conduct an ongoing series on pedagogy and student learning." (p. 27)  
Self-explanatory. Activities of various types (seminars, workshops, etc.) to help faculty upgrade teaching skills and methods, thereby enhancing student learning.
5. "Expand participation by faculty in conferences on teaching and curriculum." (p. 28)  
Similar to item #4, but including off-campus activity.
6. "Develop a comprehensive Freshman Year Experience program with an enhanced curricular component." (p. 29)  
Items #4 and 5 made reference to the Freshman Year Experience Conference (Convention?) as part of the methods proposed to accomplish the goal stated, but this is a concrete action that would directly impact the student body. Details are vague.
7. "Establish a task force to develop a strategic plan for the Common Curriculum." (P.30)  
This would obviously affect student learning, but no specific goal as such is stated.
8. "Establish a program of off-campus learning excursions led by faculty." (p. 36)  
Self-explanatory. Student learning would be enhanced by out-of-class, off-campus activities (field trips?). The wording of the proposal is curious, but I think the point is that Student Affairs and Campus Ministry already offer many such events for the purposes of entertainment and spiritual development; why not employ the same methods for intellectual growth?
9. "Create a task force on academic advising," and "Improve the advising program for general studies students." (pp. 39 and 40)  
Although not directly stated, the implicit idea is that better academic advising would lead to better student learning.

Focus possibilities: There are several potential ideas here, ranging from the very practical goal of reducing class sizes to the more ambitious aim of implementing novel and innovative learning scenarios across the board, through a variety of methods. I think a really distinct, and limited, course might be to truly define and beef up the Freshman Year Experience idea with regard to student learning objectives. Admittedly, I don't know where this program stands at present, but I can see great value in the idea.