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# Discussion of the Final Draft of the Quality Enhancement Plan prior to submission to Southern Association of Colleges and Schools (SACS)

Submitted by: Linda Bleicken

1/26/2005

## **Discussion:**

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Georgia Southern University selected "Advancing a Culture of Engagement" as its Quality Enhancement Plan (QEP) in 2003. During 2004, input was gathered from faculty, students, staff, and alumni regarding the initiatives that would be included in this plan. Prior to the finalization and submission of the QEP, the SACS Leadership Team seeks comment from members of the academic community on this document.

## **Rationale:**

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## **Senate Response:**

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See Minutes of February 9, 2005 Dr. Jeanette Rice Jenkins gave a report at the February 9, 2005, Faculty Senate meeting with the response from the SEC to this request. The Agenda Request of Linda Bleicken for discussion of the Quality Enhancement Plan report passed unanimously on a Humphrey/Hazeldine motion and will appear on the Agenda.

Provost Bleicken's request for the final discussion of the Quality Enhancement Plan report appears as agenda item # 8.

Discussion Item: Dr. Linda Bleicken, Draft Quality Enhancement Plan report Draft

Appendix to QEP:

Jeanette Rice Jenkins gave the floor to Linda Bleicken (Provost and VPAA) to introduce the Southern Association of Colleges and Schools (SACS) Quality Enhancement Plan (QEP). Bleicken noted that SACS reaccreditation required a "Compliance Report" which detailed the accomplishments of the University over the period preceding the review and the QEP which is a document that contains a plan to move the Institution forward into the future. SACS assesses this plan based on (1) appropriateness to the Institution and (2) achievability of the plan. The overarching part of the QEP is that there are demonstrable student learning outcomes that come about because of the plan. The title of the QEP for Georgia Southern University is "Advancing a Culture of Engagement." With that preamble, Jeanette Rice Jenkins opened the floor for discussion.

John Nauright (CHHS) asked why the College of Graduate Studies was mentioned only in a footnote. Bleicken responded that it started out in the body of the report but was changed to a footnote to make the plan more manageable and that this was the object of some debate.

Virginia Richards (CHHS) asked about opportunities in the QEP for ground-up activities to which Bleicken replied that there were several initiatives in the plan (such as the First Year Experience) that involved ground-up development.

Godfrey Gibbison (COBA) stated that he wished to see more of a vision related to the development of International Studies in the plan. Bleicken replied that the QEP contained a "wish list" developed by Dr. Nancy Shumaker, the Director of the International Studies program.

Mark Edwards (COST) asked whether there was an email address to which comments on the QEP could be sent and what the time frame for providing those comments was. Bleicken responded that the contact person was Candace Griffith in the Provost's Office and her email was "in the book." Bleicken added that it would be most effective if comments could be received by the following Monday.

Candy Schille (CLASS) asked how faculty who participated in activities designed to engage students would be rewarded under the QEP. Bleicken said that there were some ideas for this already in the Plan as, for example, stipends and release time for course development. She added they were still considering other ways to recognize and reward faculty effort. Schille also asked about the meaning of the word "contract" in the phrase Social Societal "Contract" connected with the part of the QEP devoted to the American Democracy Project. Bleicken responded that this had not been analyzed deeply and that they would consider the meaning of the word "contract" in the QEP.

Mike Nielsen (CLASS) asked how faculty activities related to the QEP would be monitored and evaluated. Bleicken replied that this issue would be folded into the development of the Faculty Roles and Rewards model being developed.

David Alley (CLASS) asked if there would be a sequel document to the QEP that defined responsibility for various activities at the departmental level. Bleicken stated that many such responsibilities were already defined in the current document.

Ming Fang He (COE) asked why graduate education was not an element of larger discussion in the QEP. Bleicken replied that the QEP was restricted to the Undergraduate Experience largely to keep the plan at a manageable level.