Present: Charles Ford (Director), Camilla Okpodu, Andrew Carrington, Suely Black, Andrew Arroyo, Page Laws, Lynne Harrison, Viola Vaughn-Eden.

I. Charles Ford presented the draft of the emerging executive summary of the Plan. He went over its component parts and stressed the need to have any proposed remedies to address the assessment data left by the first Plan. He noted the hiring of a University-wide assessment director as an important step in gathering this foundational data.

II. Andrew Arroyo discussed how the faculty working groups, particularly the one working on the revision of IUL 101, could complement the work of the QEP writing team.

III. A discussion about the effectiveness of IUL 101 occurred – with many pointing out that its syllabus has become too cluttered with other priorities besides the acquisition of critical thinking skills. The proposed break-up of IUL 101 into four components over four years was also discussed. Staffing was considered a problem, but the team agreed that it would help to further student success in critical thinking beyond the freshman year.

IV. Various pedagogical strategies were mentioned here. Page Laws saw core texts as a way of extending the success of the Common Reader; Camilla Okpodu talked about the ways she taught writing in biology. Then, the team discussed the proposed Communications (or Writing) Center and its placement, welcoming the building up of the beleaguered English Department.

V. Charles Ford then also stressed the need for broad-based distribution and vetting once the skeletal outlines of a Plan had been drafted. Staff should be explicitly included.

VI. Lynne Harrison pointed out that she could start pulling documents and articles pertinent to the theoretical and scholarly literature reviews required by the second Plan.