QEP Minutes

Friday, 3/23/18

In attendance: Lynn Harrison, Page Laws, Enrique Zapatero, Charles Ford, Andrew Carrington, Jocelyn Heath

Minutes Taken By: J. Heath

• Discussion of QEP title: what is our final choice?
  o Options suggested: Better Reading for Better Writing, Critical Reading for Better Writing, Active Close Reading for Improved Writing, Critical Thinking Critical Reading Critical Writing, Active Reading Techniques, Active Reading Techniques for Writing Excellence, Better Quality Reading for Better Quality Writing
  o Points of concern in title choice:
    ▪ QEP is linked to strategic plan and is outgrowth of previous QEP, so title should make some connection to them (previous QEP involved critical thinking), while remaining distinct from QEP 1
    ▪ Title must make clear what is being assessed
    ▪ Title should be generic enough to avoid disciplinary bias
    ▪ Title should help maximize chances of stakeholder approval
  o Specific discussion:
    ▪ Close reading vs. critical reading: The articles in the literature review say critical reading (not close reading), and there’s generally limited “reading” instruction after 6th grade, so perhaps we consider this a bridge to academic literacy
    ▪ Re: academic literacy, we are teaching strategy and techniques such as asking questions and answers in order to comprehend text and modeling this degree of thinking
    ▪ On previous QEP, “critical thinking” differed by department, so REASON kept things neutral
    ▪ Does “Better” imply that we are currently “bad”?
    ▪ Issue is that our students don’t read well/often/strategically
    ▪ Literature review supports reading more than writing
    ▪ We are suggesting that better reading practice leads higher-level thinking and that it comes out in writing
    ▪ Possibility of a reading specialist in the Writing Center?
    ▪ Faculty needs to share subject-specific reading/writing needs, and we need their buy-in
    ▪ Possible summer reading list for faculty re: reading techniques—choose strategically to appeal to all
    ▪ Aim to introduce a “new era of reading”; tie-in to Norfolk being a “city of readers”
  o Title will be put to faculty via survey for a vote
    ▪ Oyeyiola will create announcement and survey
- Announcement will give top four choices and rationales plus rubric for evaluating title and appear ASAP
- Survey will just request a vote, and voting will last 7 days
- Top two choices may go to the student body for voting via survey

- Implementation Timeline
  - Dates and steps added to Phase 1
  - Phases 2-4 need to be brainstormed and discussed at next meeting
  - QEP title voting is next major milestone (see above)
  - Next, need a marketing slogan and dissemination (better reading for better writing could become a slogan?)
  - Dates set for Freshman Common Reader, Workshop for faculty teaching pilot courses involving Active Close Reading, administration of HEighten battery to incoming freshmen, creation of job ad for Writing Center Director
  - Dr. Hamilton wants a QEP-related video for the end-of-year faculty retreats—not on table, but needs to be considered
  - Suggestion of YouTube videos on critical reading to be put out as resources; potentials to be screened

- Outreach Workshops (scheduled and future)
  - Need more instruction on teaching how to do close reading, ideally three more workshops on Tuesdays at 12:30 p.m.
  - April 10 Honors Café will host Dr. Ford and include close reading

- Moving Forward
  - Panel abstract submitted for SACSCOC; decision expected May 10
  - Need to talk with Tracy Johnson and/or Dr. Todd about common reader/QEP/choosing a notable African-American literary text (The Bluest Eye is one suggestion)
  - Ford has a sit-down with Dr. Stith this week; considering also a talk with the BOV
  - Invite Dorothy Jones to assist with Faculty Development
  - Dr. Myles will want baseline data, possibly via syllabus review (may add as implementation item)