

**Proposal for Communication with University Senate
with respect to the
Quality Enhancement Plan (QEP)**

SEEKING UNIVERSITY SENATE ENDORSEMENTS

The QEP Task Force (QEPTF) feels that it is important for the university community to provide support for the underlying values and tenets of the QEP. One channel of this support would be realized in the form of University Senate endorsement of certain facets of the QEP. The QEPTF continues to struggle to determine the most appropriate facets on which to seek university senate endorsement: review and endorsement of the entire document would be unwieldy but it is not entirely clear exactly what facets should be endorsed.

To that end, we propose seeking endorsement of the student-learning outcomes in addition to the QEP theme and goal statements that received university senate endorsement on 25 Oct 2013. We welcome guidance from the University Senate, its committees, and its constituencies on the identification of the facets of the QEP that should be considered for endorsement by the University Senate. This feedback will be valuable as the QEPTF considers drafting a process for consideration of future QEPs.

OVERARCHING COMMUNITY-BASED ENGAGED LEARNING OUTCOME

A student at GC becomes an informed citizen leader by contributing to the public good by synthesizing one's knowledge, skills, and dispositions through critical reflection of direct experiences, cultural diversity, and social responsibility.

MEDIATING COMMUNITY-BASED ENGAGED LEARNING OUTCOMES

A student at GC becomes an informed citizen leader by

- (1) critically reflecting on one's engaged learning experiences and academic **studies**.
- (2) demonstrating **dispositions** that value multiple perspectives through active collaboration with individuals/groups from diverse backgrounds.
- (3) demonstrating the development of one's own civic **identity** (i.e., social responsibility, values, and practices) over time.
- (4) **integrating** theories and perspectives from multiple academic contexts to evaluate and propose actions to address social needs.

INFORMING THE UNIVERSITY COMMUNITY

As the QEP continues to take shape, the QEPTF is committed to providing information to all constituents of our community (students, staff, faculty, administration, and community members). We believe that an important mechanism for doing this is to provide regular reports to the University Senate as its

members include governance leaders from the faculty, staff, and student body. It is for this reason that we request an opportunity to provide brief updates at the four remaining University Senate meetings for the 2013-2014 academic year.

HISTORICAL UNIVERSITY SENATE INVOLVEMENT WITH THE QEP

As the University Senate is just celebrating its tenth birthday, it has existed for only one cycle of the QEP. In fact, Georgia College had the distinction of being one of the first, if not the first, institution to have the QEP as a SACS-COC requirement.

For the 2003-2004 QEP, the University Senate involvement included

1. Editorial review of the entire QEP as documented in the minutes of the
 - a. 5 Dec 2003 meeting and the
 - b. two-part meeting 26 Jan 2004 (Part 1) and 2 Feb 2004 (Part 2)

as well as

2. endorsement of a QEP assessment policy and plan (Motion 0405.AG.009.P)

5-Dec-03 Meeting: http://minutes.gcsu.edu/archives/minutes/UnivSenateFull/reports/CM_041CF2F06.html

Two-part Meeting: http://minutes.gcsu.edu/archives/minutes/UnivSenateFull/reports/CM_04259B7CE8.html

Motion 0405.AG.009.P http://senate.gcsu.edu/senate/view_motion.php?mid=323

FUTURE UNIVERSITY SENATE INVOLVEMENT WITH THE QEP

Some members of the university community have raised concerns that the timing of the endorsement requests (late in the development process) doesn't allow for meaningful review and consideration by the governance body. The QEPTF respectfully requests that ECUS consider and propose the most appropriate participation of the University Senate in future Quality Enhancement Planning efforts.