

QEP Research Subcommittee Meeting October 31, 2014 – Minutes

1:00, Walker Library, Curriculum Reading Room

Present: Carol Boraiko, Dusty Doddridge, Tricia Farwell, Ronda Henderson, Cheryl Hitchcock, Ron Kates, Nancy McCormick, Andrew Owusu, Jason Vance, and Sharon Whiteside. Guest: Michelle Boyer-Pennington (Chair, Student Outcomes Subcommittee).

Jason Vance (Chair, QEP Research Subcommittee) called the meeting to order and distributed a document containing draft definitions of academic engagement, integrative learning, and critical reflection. The group discussed the definitions and suggested edits. Once the group had reached a consensus, Vance agreed to type the edits and send them out by email immediately following the meeting. See appended document.

From: [Jason Vance](#)
To: [Andrew Owusu](#); [Cheryl Hitchcock](#); [Dusty Doddridge](#); [Lynda Duke](#); [Nancy McCormick](#); [Ron Kates](#); [Sharon C. Whiteside](#); [Tricia Farwell](#); [Carol Boraiko](#); [Ronda Henderson](#)
Cc: [Dianna Rust](#); [Alexis L. Denton](#); [Michelle Boyer-Pennington](#); [Lara Daniel](#)
Subject: RE: SACS QEP Research Subcommittee Meeting--Fri (10/31) at 1:00
Date: Friday, October 31, 2014 2:26:54 PM
Attachments: [QEP Research DEFINITIONS rev 10-31-14.docx](#)

While this is fresh on my brain, I am sending a revised version of the QEP definitions that incorporates the ideas we discussed today. That file is attached and new or altered text is in orange font.

Please give this a quick look and make sure I didn't misrepresent our consensus.

Thanks again for all your thoughtful work on this. I'll be in touch again as we move into the next phase of our committee's work.

Jason

From: Jason Vance
Sent: Monday, October 27, 2014 9:44 AM
To: Andrew Owusu; Cheryl Hitchcock; Dusty Doddridge; Lynda Duke; Nancy McCormick; Ron Kates; Sharon C. Whiteside; Tricia Farwell; Carol Boraiko; Ronda Henderson
Cc: Dianna Rust; Alexis L. Denton
Subject: SACS QEP Research Subcommittee Meeting--Fri (10/31) at 1:00

Hi all,

I apologize for the short notice, but I am hoping we can get together later this week to finalize our work on QEP definitions. Please mark your calendars for:

SACS QEP Research Subcommittee Meeting
Friday, October 31, 1:00-2:00
Walker Library, LT&ITC (Room 348)

Thanks for all the work you have done so far on the survey questions, reading and defining terms, etc. I would like for our group at-large to discuss our findings before reporting it out to the other QEP Subcommittees.

Jason

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Jason Vance

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DRAFT
QEP Research Subcommittee
10/31/14 – revised operational definitions

Academic engagement

MTSU defines academic engagement as a student's active learning experiences as demonstrated through quality of effort, physical and psychological involvement, and participation in productive learning activities.

Productive learning activities might include high impact activities outlined in the AAC&U's¹ *High Impact Educational Practices* (Kuh, 2008).

Kuh outlines the following examples of High Impact Educational Activities:

- first-year seminars and experiences
- common intellectual experiences
- learning communities
- writing intensive courses
- collaborative assignments and projects
- undergraduate research
- diversity/global learning
- service learning/community-based learning
- internships
- capstone courses and projects

...plus other identified at MTSU (e.g., project based learning, EXL, civic engagement, flipped classrooms, Reacting to the Past, study abroad, etc.).

¹ Association of American Colleges & Universities.

Integrative learning

MTSU defines integrative learning using The Association of American Colleges & Universities definition:

“Integrative and applied learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.”

See: <http://www.aacu.org/value/rubrics/integrative-learning>

Critical reflection

MTSU defines critical reflection as the meta-cognitive act through which a student reflects on a learning experience and evaluates both new information and the frames of reference through which the information acquires meaning.*

* Combines definitions from AAC&U (<http://www.aacu.org/value/rubrics/integrative-learning>) and Mezirow & Associates (2000).