

Curricular and Co-Curricular  
Sub-Committee for  
Quality Enhancement (QEP) Implementation Plan

1:00 pm, Friday, December 4<sup>th</sup>  
284 King Street

Attending: Christopher Ciarcia, Nicole Fernandez, Christine Finnan, Brian Fisher, David Hansen, Ned Hettinger, Jen Jones, Todd LeVasseur, Karin Roof, Jen Wright, Bob Mignone

I. Establishing Spring Meeting Time

- Doodle poll for Spring term will be sent out; goal is to meet 2 times a month.
- Fill out matrix blueprint = goal
- 4/15 deadline plan done by then. Brian logistically b/c implementable. Reports + plan complete & approved by December 2016 for Faculty Senate to approve
- Courses by Fall '16 v/s New Program will be longer process
- Faculty Senate December, Department level in September
- Board of Trustees + CHE + SACS must all approve 4-6 months to review & approve a substantive change

II. Actualizing 5 QEP Strategies – 6 Strategies of Goal 1 (Awareness)

- Ex: Bob – Strategy 1 = convocation + College Reads both to incorporate SUST theme – 4 years of students so can assess them in year 5
- Ned – how broad is “SUST”? If broad, then easier to get others on board.
- Brian – interconnectivity of Triple Bottom Line, artistic expression + cognitive mechanisms + provides “corridor” [where these issues can be entered into](#)
- Jen W. – incoming freshman – make sense to be specific, then let them go broad as advance? They might need concrete understandings, based on [baseline Environmental](#) metrics (2<sup>nd</sup> vote) – Christine. Bootcamp at convocation? Bob – must be “broad-based” expected, not voluntarily.
- Jen J. – O of S has been at convocation but students don’t pay attention – 40 voluntarily come to their bootcamp.
- Christine – colleagues don’t know, so students won’t
- Bob – course infusion – incentivize FYE offerings on SUST, same with Gen Ed
- David H – “Problem of the Year” – what’s the “wicked problem” to address, and this structures the academic year. HUB – horizontal
- Bob – HUB could just get faculty approval
- Brian – collective learning – reforming higher education – HUB can organize how to learn collectively & getting “buy-in” from all community. Holistically living in world in how it operates – Environment is easy way in, v/s

transdisciplinary approach of HUB. SUS is contextual and defined by praxis in a context.

- Jen – “Solutions Fair” at Sust. Week in April
- Brian – Dean Auerbach – 4-course sequence on “Problem of Year”
- Christine – go back to Jen W. – “learning theory” suggests need clear example – most will know at ENVT [level vs social or economic](#).
- Dave – 1<sup>st</sup> prob could be “water” – [individual](#) level to national level
- Bob – structurally how can we do this? Academic credit for experiential experiences.
  - Convocation
  - College Reads
  - FYE
  - Gen Ed then experiential learning. Example: India
- Chris & Nicole – Alt. Breaks are doing this – “return & reflect” Chris – service learning course. Brian – “Living Lab” [note—these do not currently count as credit, though](#)
- Jen – focus on existing courses & modifying them & creating a “certificate” on SUST
- Bob – credit helps on transcript
- Chris, Brian & Bob – use center for Technology & Teaching – Faculty workshops & use TLT
- Jen W. – providing training so students are effectively working with non-profits. Knowledge & skills = certificate?
- Brian – “operationalize your values” change management
- Bob – civic engagement – how to get them (credits bearing) “credit banking” in a Dept. especially for course release?
- Brian – incentivizing service for faculty & staff
- Bob – focus on Academic side – students help with data in science v/s others. Incentivize a separate experience for faculty.
- Chris – participatory action research
- Jen – too many volunteers (mandating) overburdens [local](#) agencies [if we want to require interning](#)
- Todd – systematically go through [the proposed](#) goals next semester [rather than just brainstorming](#)
- Brian – get ideas to budget committee