

QEP 2017



2017-2018 Professional Development

Critical Reading course in DEEP (Developing Excellence in Eastern's Professors)

Departmental consultations

Professional Learning Communities

Workshops:

- Developing Critical Readers through Metacognitive Strategies (repeat)
- Textbook Reading Strategies (repeat)
- Increasing Student Motivation to Read (NEW!)
- Helping Students Read Multimodal Texts (NEW!)

Order QEP bookmarks or posters for your spring classes!

Contact QEP Co-Director Jill Parrott at jill.parrott@eku.edu.

QEP SPRING KICKOFF

- More than 100 students came to drop-in workshops,
- More than 35 faculty & staff attended professional development workshops,
- Hundreds of students stopped by our tables in the library and student center, AND
- Instructors all over the university introduced students to metacognitive reading strategies!

The QEP Plan was approved by the SACSCOC On-Site Committee. Thanks to everyone on campus who helped!

Funding Opportunity

QEP Leadership Grants will range between \$250-1000 for projects that bring scholarly work, research, pedagogical strategies or other QEP-relevant work to the campus community. Recipients might develop a QEP-related program, assignment, workshop, or assessment, for example.

Look for applications in Fall 2017 for Spring 2018 projects!

Developing Critical Readers Across the University

General Education faculty in areas 3a, 3b, and 5a are already working on building critical reading into existing assessment rubrics. Beginning in Academic Year 2018-2019, faculty will be asked to submit critical reading assessment results for General Education courses and courses in the discipline as defined by programs' assurance of learning plans.

Through these efforts, the QEP will raise awareness of ways to support students' development as critical readers and develop classroom practices that ensure students gain critical reading skills that serve them for a lifetime of learning.

Beginning in 2017-2018, faculty will be asked to incorporate critical reading into a Program Learning Outcome.

"Critical reading is not something that can be mastered in a single course; it requires an intentional, collaborative approach in which faculty work together based on shared understandings and goals. It requires an approach that is in this sense 'across the curriculum' and thus engages faculty who have likely not thought of themselves as being in the business of teaching reading. This in turn takes an institutional commitment and support as well as hard work by individual faculty." (p. ix)

Manarin, K., Carey, M., Rathburn, M., Ryland, G., & Hutchings, P. (2015). *Critical Reading in Higher Education: Academic Goals and Social Engagement*. Indiana University Press.

To help promote critical reading in your courses, you can:

- Take a learning outcome already important to your program and make critical reading a more clearly stated part of that outcome.
- Promote classroom practices and assessments that support critical reading development.
- Attend QEP workshops and join Professional Learning Communities that support critical reading development.
- Work with the QEP Assessment Team to incorporate critical reading into existing assessments.

For more information, see www.qep.eku.edu.