

When you come to the  
crossroads take it:

The reaffirmation process as a  
vehicle for institutional growth.

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CLEMSON UNIVERSITY

# Key Components

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Demonstrate continuous improvement

Document that appropriate policies are in place, written, published, implemented, and evaluated

Maintain policies and procedures that work—maintaining systems that keep the data (Faculty credentials, Graduate Teaching Assistant Training, Complaint Documentations, etc.)

Don't let IE reports and progress slide

Implement the QEP

Report Substantive Change

Keep up with changing SACSCOC policies and procedures

# What is not included in this presentation: CS 3.3.1.1

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While critical to the accreditation process, this presentation is not about CS 3.3.1.1

- Keeping up with CS 3.3.1.1 is a major issue at many campuses
- Defining an appropriate sample for your report is an “interesting” process

Develop systems to maintain evidence of CS 3.3.1.1

# Involving the community: the fifth year report

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Following a successful reaffirmation visit, the university can have a “let down”. Involving key constituency groups on your campus is essential to making progress and keeping commitments made during the site visit

- University assessment committees
- Deans, Associate Deans, Chairs
- Faculty Senate
- Administrative and Academic Leaders

Continuous improvement requires a conversation about and the analysis and use of data, annual reports, survey results, capstone course results in decision-making and keeping evidence of the process

Encouraging new academic and administrative leaders to be active in SACSCOC — attend meetings and workshops

# Define and maintain critical systems

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Collect and analyze data annually rather than just for SACSCOC

For example—can you link curriculum changes to assessment data

In our Curriculum and Course Change System

## Rationale for Add Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

# Using curriculum processes to collect data related to changes

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For example, faculty can define a course as related to the University's General Education Program

- English Composition
- Oral Communication
- Mathematics
- Natural Science w/Lab
- Math or Natural Science
- A&H (Literature)
- A&H (Non-Literature)
- Social Science
- CCA
- STS

SACSCOC leadership reminds us of the following at every meeting: Underpinning all actions should be the following:

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Implicit whenever a policy and procedure are recommended or required, it is

- In writing
- Approved through institutional processes
- Published and accessible
- Implemented
- Enforced
- Documented

Therefore, you and/or your staff should review the policies to ensure that the above is true on a regular and planned schedule.

# Develop annual reports that support SACSCOC criteria

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## Following Off-site and On-site Reviews

- Review reports and data that successfully answered and provided evidence of SACSCOC criteria
- Keep data systems in place
- Update reports annually
- Review reports and look for areas that need improvement



# CR 2.8 Faculty

## Faculty and Student Credit Hours by Site and Level

		<i>Undergraduate SCH</i>				<i>Gen. Ed. SCH</i>				<i>Graduate SCH</i>			
		<i>Taught by FT Faculty</i>		<i>Taught by PT Faculty</i>		<i>Taught by FT Faculty</i>		<i>Taught by PT Faculty</i>		<i>Taught by FT Faculty</i>		<i>Taught by PT Faculty</i>	
Site	Program Name	#	%	#	%	#	%	#	%	#	%	#	%
<b>Clemson University (Main Campus)</b>													
	Accounting B.S., M.P.Acc.	4858	86%	811	14%	876	80%	216	20%	971	81%	222	19%
	Agricultural Education B.S., M.Ag.Ed.	1065	91%	112	9%	415	89%	53	11%	211	98%	4	2%
	Agricultural Mechanization and Business B.S.	1515	87%	233	13%	690	87%	102	13%				
	Animal and Veterinary Sciences B.S., M.S., Ph.D.	6101	88%	822	12%	3213	81%	734	19%	178	92%	15	8%
	Applied Economics and Statistics B.S., M.S.	627	80%	153	20%	115	83%	24	17%	467	99%	5	1%
	Applied Economics Ph.D.									271	99%	4	1%
	Applied Psychology M.S.									96	100%	0	0%
	Applied Sociology M.S.									224	99%	3	1%
	Architecture B.A., M.Arch., M.S.	3844	78%	1078	22%	1020	67%	501	33%	2096	94%	142	6%
	Biochemistry and Molecular Biology Ph.D.									282	100%	0	0%
	Biochemistry B.S.	1765	93%	136	7%	1652	90%	192	10%				
	Bioengineering B.S., M.S., Ph.D.	6333	96%	245	4%	656	88%	92	12%	2568	98%	46	2%
	Biological Sciences B.A., B.S., M.S., Ph.D.	15605	85%	2833	15%	9951	88%	1407	12%	508	95%	26	5%
	Biosystems Engineering B.S., M.S., Ph.D.	1528	94%	101	6%	214	86%	35	14%	410	100%	0	0%
	Chemical Engineering B.S., M.S., Ph.D.	3350	95%	189	5%	497	87%	73	13%	687	99%	6	1%
	Chemistry B.A., B.S., M.S., Ph.D.	2333	93%	176	7%	1342	85%	245	15%	2116	99%	12	1%

# CS 3.4.11 Qualified Academic Program Coordinators

As the program coordinators change, update records/system: large universities may have hundreds of faculty in these roles and they change regularly

Program Name	Degrees Offered	Program Coordinator	Campus Address	Phone	Academic Degrees	Justification
Agricultural Education	BS			864-656-	A.S. <b>Agriculture</b> - Abraham Baldwin Agricultural College; B.S. <b>Agricultural Education</b> - Clemson University; M.Ag. <b>Ed. Dairy Science</b> - Clemson University; Ph.D. <b>Vocational and Career Education/Ag Ed</b> - Virginia Tech	Dr. X works in collaboration with our School of Education to advise agricultural education students. His undergraduate and graduate degrees are applicable to his program responsibilities.
Early Childhood Education	BA			864-656-	<b>Human Development</b> , BS (1969) Kansas State University; <b>Child Development/Family Relations</b> , MS (1970) Kansas State University; <b>Early Childhood Development and Interdisciplinary Research</b> , PhD (1983) University of Florida	Dr. Y's graduate degrees in early childhood development along with her applied research contribute to her expertise as program coordinator.
Elementary Education	BA			864-656-	<b>Classics and History</b> , BA (1997) Trinity University; <b>Classics</b> , MA (1999) University of Texas; <b>Curriculum and Instruction</b> , PhD (2006) University of Texas	Dr. T's PhD has focused her work at the elementary level with an emphasis on the social sciences. She is a tenure track faculty member in Teacher Education, elementary area.
Mathematics Teaching	BS			864-656-	<b>Science Education</b> , BS (1991) University of Central Oklahoma; <b>Curriculum and Instruction</b> , MS (2002) Indiana University; <b>Curriculum and Instruction</b> , PhD (2004) Indiana University	Dr. Z. has both the content and pedagogy expertise to serve as coordinator of middle/secondary disciplines in mathematical sciences.

# Questions from the Off – Site Compliance Certification Review

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The institution should provide further evidence of the qualifications of the coordinator for these programs.

- M.S. in Packaging Science – coordinator has M.S. in Poultry Science and Ph.D. in Food Science;
- Ph.D. in Planning Design + Built Environment – coordinator has M.S. in Civil Engineering and Ed.D. in Educational Administration;
- B.S. in Computer Engineering and Computer Science – coordinator has M.A. in International Affairs and Ph.D. in Educational Leadership.

# Our Response

DEGREE NAME	PROGRAM COORDINATOR	FACULTY CREDENTIALS	PROGRAM COORD. QUALIFICATIONS	CLARIFICATION OF PROGRAM COORDINATORS QUALIFICATIONS
Packaging Science M.S.	<a href="#">[1]</a>	B.S., Physical Education, Salisbury State University 1979. M.S., Poultry Science, University of Florida 1986. Ph.D., Food Science, North Carolina State University 1989.	Professor - Experienced Teacher with advanced training in Food Science	XXXXXX has focused much of his research on food packaging and bio-based packaging for food. Specific research areas have included antimicrobial packaging, antioxidant packaging, soy-, wheat- and corn-based films and bioavailability of protein films. A 2-year post-doctorate study was funded and conducted at the Center for Aseptic Packaging and Processing and North Carolina State University evaluating high temperature, short time processing of food. During his career he has acquired and completed 30 packaging related research grants, published 45 manuscripts in packaging and written or revised 6 book chapters dealing with packaging.

# CS 3.7.1 Faculty Competence

The reviewers had specific questions related to our preparation of graduate students who were in the classroom. We had provided evidence, but the evidence raised further questions.

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There were several questions related to graduate student training, in the lab and classroom, and in their roles as graduate teaching assistants and graduate teacher of records (must have completed 18 graduate credits). Orientation and preparation for Graduate Teaching assistants is managed by the college and department. The following samples of the detailed training programs were provided in the evidence.

- English [\[1A\]](#) [\[1B\]](#) [\[1C\]](#) [\[1D\]](#)
- Biological Sciences (college-wide) [\[2A\]](#) [\[2B\]](#) [\[2C\]](#)
- Engineering and Science (college-wide) [\[3A\]](#) [\[3B\]](#) [\[3C\]](#) [\[3D\]](#)
- Economics [\[4\]](#)
- Sociology [\[5\]](#)
- Psychology [\[6A\]](#) [\[6B\]](#)
- Nursing [\[7\]](#)

Ongoing opportunities for preparing to teach college students are provided through the Office of Teaching Effectiveness and Innovation [\[8\]](#) and with an available certification in Engineering and Science Education. [\[9\]](#)

1 Name of Faculty Member	2 Course in Question	3 Inadequate Academic Qualifications	4 Insufficient Justification of Other Qualifications	5 Comments (if needed)	Clemson's Response
Graduate Instructors, School of Computing			X	No information is given for the graduate instructors about whether or not they are supervised, given in-service training, and periodic evaluation.	Please see narrative above related to Graduate Student training in each of the five colleges for details on orientation, in-service, supervision, and evaluation.
C, J	WFB 301		X	GTA – No faculty assigned to supervise GTA as indicated in the policy.	WFB 301 is a companion course for WFB 300. WFB 300 has been taught by Dr. R. J. Dr. J was Mr. C's major professor. Dr. J oversaw the design of this course and worked with Mr. C during the instruction of the course as needed. Mr. C had more than 18 hours of graduate credit in the qualifying field and was deemed by the faculty as an acceptable instructor for this course. We have an orientation session at the beginning of every fall for our students for departmental specific information for graduate students. The college mostly via Biological Sciences has a TA training that new TA's take. Additionally, our faculty who have TA's are usually teaching at least one of the labs with the TA and in many cases the instructor is in every lab with one small group of students while the TA is overseeing a second small group of students.
H, J	HEHD 400		X	GTA – No faculty assigned to supervise GTA as indicated in the policy.	JH, has completed her B.A. and M.S., and serves GTA in the Eugene T. Moore School of Education, is listed as an instructor for HEHD 400. JH is teaching the course under the direct supervision and support of faculty member JS, Ph.D.
B, M	PRTM 431		X	No courses listed	MB was listed as instructor for PRTM 431. He is teaching the course under the direct supervision and support of faculty member BW, Ph.D.
W, A	EDL 839*		X	GTA – No faculty assigned to supervise GTA as indicated in the policy; justification for teaching a graduate level course was provided (student finished all of the coursework when she taught the class and she graduated the next semester).	Ms. W was supervised in the teaching of this class by Dr. CB. There were 2 sections of the course offered. Dr. B taught one section, and Ms. W taught the second section under his supervision. The content in the course was designed by Dr. and assignments were created and approved by the faculty as part of the department's assessment system. Dr. B supervised Ms. W in teaching the class through weekly meetings. The course is offered to masters students only.

# Student Achievement

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It's not what you select as documentation of student achievement, but how the areas are selected and benchmarks identified

- Engage University/College curriculum committees to select metrics and to set goals for achievement
- Require consistent rationale and ability to articulate the selection and benchmarks across the campus
- Review regularly the metrics and benchmarks used

# FR 4.1 Student Achievement

Entering College	2005 Cohort Graduation Rate	2006 Cohort Graduation Rate	2007 Cohort Graduation Rate	2008 Cohort Graduation Rate	2009 Cohort Graduation Rate
Clemson University	80.4%	81.6%	82.5%	82.3%	80.9%

Entering College	2005 Cohort Graduation Rate	2006 Cohort Graduation Rate	2007 Cohort Graduation Rate	2008 Cohort Graduation Rate	2009 Cohort Graduation Rate
Architecture, Arts and Humanities	84.5%	81.0%	83.1%	84.1%	82.5%
Agriculture, Forestry and Life Sciences	80.6%	81.3%	82.3%	81.0%	81.1%
Engineering and Science	76.6%	80.0%	80.9%	80.3%	78.5%
Business and Behavioral Science	82.1%	81.3%	83.9%	82.6%	81.3%
Health, Education and Human Development	82.2%	88.6%	84.8%	87.8%	86.9%

COLLEGE	Entering Degree Program	2005 Cohort Graduation Rate	2006 Cohort Graduation Rate	2007 Cohort Graduation Rate	2008 Cohort Graduation Rate	2009 Cohort Graduation Rate
AAH	Architecture B.A.	84.5%	81.0%	84.8%	87.0%	80.6%
AAH	Communication Studies B.A.	87.0%	83.9%	82.6%	80.9%	89.5%
AAH	Construction Science and Management B.S.	93.8%	100%	82.6%	95.7%	95.0%
AAH	English B.A.	83.9%	75.6%	81.5%	88.5%	80.0%
AAH	History B.A.	80.0%	83.3%	85.2%	81.6%	80.4%
AAH	Landscape Architecture B.L.A.	88.2%	77.8%	72.2%	92.9%	92.3%
AAH/HEHD	Language and International Health B.A.	84.0%	83.3%	62.5%	85.7%	76.9%
AAH	Language and International Trade B.A.	84.0%	83.3%	91.7%	81.8%	88.6%
AAH	Modern Languages B.A.	87.7%	85.4%	100%	78.6%	80.0%
AAH	Performing Arts BA	66.7%	75.0%	72.7%	80.0%	81.3%
AAH	Philosophy and Religion B.A.	68.4%	66.7%	80.0%	88.9%	75.0%
AAH	Visual Arts B.F.A.	77.8%	70.6%	80.0%	77.8%	90.0%



# 4.1 Student Achievement

Course Discipline	Fall Semester Year				
	20xx	20xx	20xx	20xx	20xx
ACCOUNTING	89%	88%	91%	89%	89%
AGRICULTURAL EDUCATION	100%	99%	96%	98%	98%
AGRICULTURAL MECHANIZATION	97%	97%	96%	96%	95%
AGRICULTURE, FORESTRY AND LIFE SCIENCES	93%	93%	92%	91%	90%
ANIMAL & VETERINARY SCIENCES	97%	98%	97%	97%	98%
APPLIED ECONOMICS	94%	93%	94%	92%	93%
ARCHITECTURE	95%	95%	97%	99%	97%
ART	97%	93%	95%	96%	96%
BIOCHEMISTRY	91%	92%	95%	92%	96%
BIOENGINEERING	95%	96%	99%	97%	97%
BIOLOGICAL SCIENCES	95%	95%	95%	94%	94%
BIOSYSTEMS ENGINEERING	95%	99%	98%	100%	100%
BUSINESS	93%	94%	94%	93%	90%
CHEMICAL ENGINEERING	95%	97%	96%	94%	96%
CHEMISTRY	94%	91%	93%	92%	93%
CIVIL ENGINEERING	95%	95%	95%	94%	93%

# 4.1 Student Achievement

National Council Licensure Exam (NCLEX) 2009-2015	Year	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
<b>Clemson University</b>	<b>2009</b>	<b>103</b>	<b>98</b>	<b>95.15%</b>
South Carolina NCLEX Pass Rate	2009	2158	1907	88.37
National NCLEX Pass Rate	2009	134728	119131	88.42
<b>Clemson University</b>	<b>2010</b>	<b>107</b>	<b>96</b>	<b>89.72</b>
South Carolina NCLEX Pass Rate	2010	2197	1967	89.53
National NCLEX Pass Rate	2010	140883	123158	87.42
<b>Clemson University</b>	<b>2011</b>	<b>114</b>	<b>104</b>	<b>91.23</b>
South Carolina NCLEX Pass Rate	2011	2215	1986	89.66
National NCLEX Pass Rate	2011	144565	127074	87.90
<b>Clemson University</b>	<b>2012</b>	<b>97</b>	<b>93</b>	<b>95.88</b>
South Carolina NCLEX Pass Rate	2012	2,337	2,182	93.37
National NCLEX Pass Rate	2012	150,251	135,743	90.34
<b>Clemson University</b>	<b>2013</b>	<b>101</b>	<b>91</b>	<b>90.10</b>
South Carolina NCLEX Pass Rate*	2013	2297	1995	86.85
National NCLEX Pass Rate*	2013	155,095	128,792	80.34
<b>Clemson University*</b>	<b>2014</b>	<b>98</b>	<b>91</b>	<b>92.86</b>
South Carolina NCLEX Pass Rate*	2014	2360	2055	87.08
National NCLEX Pass Rate*	2014	157,357	128,700	81.79
<b>Clemson University*</b>	<b>2015</b>	<b>101</b>	<b>94</b>	<b>93.07</b>
South Carolina NCLEX Pass Rate*	2015	2357	2104	89.27
National NCLEX Pass Rate*	2015	157955	133495	84.51

\*Source: South Carolina Board of Nursing:

<http://www.llr.state.sc.us/POL/Nursing/pdf/NursingPrograms/NCLEX%20for%20RN%20bsn%20LLR%20BON%20web%20page%202011.pdf>

# 4.5 Student Complaints

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Academic Grievance Policy

Academic Integrity Policy

Academic Misconduct Policy

Admission Procedures

- Must show following our policies and procedures—documentation is essential

# 4.5 Student Complaints

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- Critical area — Must document in detail that we follow every policy and procedure
- Stability of the personnel in place and the system for maintaining records has made the difference — need to have a plan in place to continue these systems
  - Dr. F. developed a Graduate School spreadsheet that provided the necessary evidence (2001, 2007, 2013)
  - Dr. A. in Undergraduate Studies spreadsheets provided undergraduate evidence (2001, 2007, 2013)
  - Mr. K. has faculty and student Access and Equity records (2001, 2007, 2013)
  - Student Conduct Office — maintained by Student Affairs (2007, 2013)

Date	Name	Professor	Course	Grievance	Outcome
5/22/2009	Redacted	Redacted	ME 831	Grade awarded unfairly	Grade of "C" stands
7/26/2009	Redacted	Redacted	MS&E 891	Grade awarded unfairly	No grievance filed; resolved in department
8/7/2009	Redacted	Redacted	MS&E 800	Grade awarded unfairly	60 day deadline elapsed; grievance hearing not held
10/8/2009	Redacted	Redacted	RCID Program	Not allowed to retake comps	Department will allow a retake of comps; grievance withdrawn
2/8/2010	Redacted	Redacted	GEOL 851	Grade issue - Spring 2009	"F" in the course
3/4/2010	Redacted	Redacted	Architecture	Student given conflicting two- and three-year curricula; graduation process unclear	Student to work with Professor on thesis option; establish a new advisory committee; hearing not held
8/22/2011	Redacted	Redacted	Hydrogeology Program	Faculty failed to give student credit as co-author in journal publication	"F" stands; President upheld Grievance Committee determination; no evidence of failure to acknowledge Profs contribution to the publication; student advised on options for completion of program

# The Quality Enhancement Plan

Clemson Thinks<sup>2</sup>



**3.3.2** The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. **(Quality Enhancement Plan)**

# PROCESS FOR THE REVIEW OF THE QEP IMPACT REPORT

## What the institution is requested to address in its QEP Impact Report

Institutions submitting a QEP Impact Report were asked to provide a copy of the QEP Executive Summary submitted to the Commission following reaffirmation and a brief (10 pages or less) addressing the following:

1. a succinct list of the initial goals and intended outcomes of the Quality Enhancement Plan;
2. a discussion of changes made to the QEP and the reasons for making those changes;
3. a description of the QEP's impact on student learning and/or the environment supporting student learning, as appropriate to the design of the QEP. This description should include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP; and
4. a reflection on what the institution has learned as a result of the QEP experience.

*SACSCOC Policy Approved: Board of Trustees, June 2009 Revised: Board of Trustees, December 2011 Edited: September 2013*



# Engaged Faculty = Engaged Students

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If our students are to value critical thinking skills, they must sense the same values in our faculty.



# CT<sup>2</sup> to Date

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- Pilot Study

- 2012-2013
- 5 courses offered
- 54 students enrolled

- Year One

- 2013-2014
- 30 courses offered
- 891 students enrolled

- Year Two

- 2014-2015
- 66 courses offered
- 2130 students enrolled

- Year Three

- 2015-16
- 95 courses offered
- 2673 students enrolled

**Faculty Institute:** 126 faculty members in 38 disciplines have participated so far

# CT<sup>2</sup> Points of Assessment: Classes

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- Pre and Post California Critical Thinking Skills Tests
- CT Artifacts
- Additional questions for CT<sup>2</sup> classes on Evaluation of Instructor forms
- Transferrable Skills NSSE module
- ETS Proficiency Profile (Freshmen and Seniors)
- Clemson Educational Profile

# CT<sup>2</sup> Points of Assessment: Faculty Institute

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Syllabus Review

Faculty Institute Survey

Faculty Reflective Essays:

- philosophy of teaching CT skills
- CT pedagogy
- what worked and did not work
- what I would do to improve

# Critical Thinking, Defined

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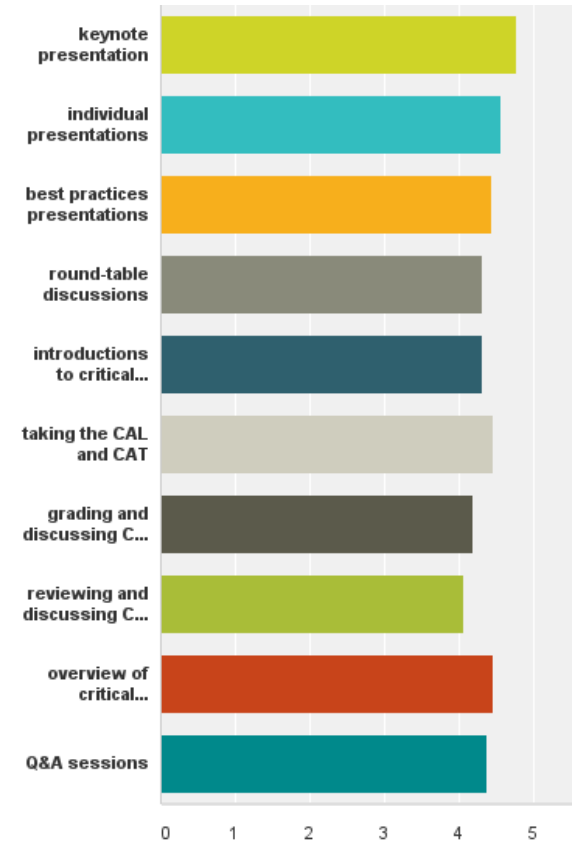
“Critical thinking is the process of purposeful, reflective judgment. Critical thinking manifests itself in giving reasoned and fair-minded consideration to *evidence, conceptualizations, methods, contexts, and standards* in order to decide what to believe or what to do.” (Facione, 2010)

“The intellectually disciplined process of actively and skillfully **conceptualizing, applying, analyzing, synthesizing, and/or evaluating information** gathered from, or generated by, *observation, experience, reflection, reasoning, or communication*, as a guide to belief and action.” (Scriven and Paul, 1987)

# Faculty Experience

- Faculty Development and Engagement through...

- Confidence in CT pedagogical skills
- Developing topics/courses based on interests/expertise
- Creating individualized, sustained relationships with Colleagues (inside and outside the department)
- Creating faculty development opportunities
- Maintaining a cohort of scholars (CT<sup>2</sup> Faculty Scholars)
- Synthesizing critical thinking methodology into course materials
- Meetings throughout the year



# Participant Comments about the Faculty Institute

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I would like to acknowledge that this workshop was organized in a very professional way. There was a lot of attention to detail in materials to be used and resources. It is obvious that organizers worked very hard to provide a very rich learning experiences for us. All instructors were very well-prepared and engaging. Moreover, the teaching dynamics used gave us the opportunity to share ideas and opinions in a very respectful environment. I am sure that this learning experience will generate positive results for my development as a faculty, as well as a human being. Thanks so much for this wonderful opportunity. Great job!

I really enjoyed all the presentations. We had an excellent variety of perspectives, and I feel more grounded in the critical thinking approach. I know that to really understand this pedagogy, I need to teach using the approach myself, but I feel prepared to try it. I also enjoyed the fine group of people who were part of the conference. I made several new contacts, and I am really excited about ways that we might network in the future.

I think that you guys did a great job this year, and I really enjoyed the institute. I felt challenged and inspired throughout the week.

I learned much about critical thinking, including its conceptualization and operationalization. The institute was interactive, informative, and well-done overall. I'm much more excited and informed about deliberately emphasizing critical thinking in my classes.

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I think this is the most that I've had a space to think about course development since graduate school. I found almost all of the Institute to be very helpful and I came out of it even more enthusiastic (maybe even "evangelical") about the creation and dissemination of CT courses at CU.

The information was presented in a way we can easily use to integrate into our course design/syllabus/etc. to enhance the students' overall understanding. It is immediately applicable. Also, I really enjoyed interacting with other faculty and graduate students.

The space to reflect critically about my own teaching methodology. I learned many teaching techniques that I look forward to incorporating in the classroom.

The opportunity to examine my own thinking in a structured way, the chance to meet colleagues from other units and hear about their teaching, and the wealth of resources that I can take with me to keep working in my own teaching.

# Student Experience

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- Student Development and Engagement Through...
  - [Carefully developed syllabi](#) as a first step in building student course engagement
  - Creating a brand identity
  - Active Learning Seminars
  - Student “buy-in” to program and assessment strategies
  - Active participation of QEP administrators in classes and activities
  - Creating a culture surrounding critical thinking in and out of classroom: what Peter Facione calls the “Critical Thinking Mindset”



# Takeaways:

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## **Keep Faculty Engaged**

- Meetings (committees, Faculty Institute participants etc.)
- Professional Development
- Faculty Scholars (Recognition)
- Mentoring Opportunities
- Advisory Committees

## **Keep Students Engaged**

- Graduate Student Opportunities
- Making Students Feel Like a Partner in the Enterprise
- Create the Critical Thinking Mindset
- Active Learning Experiences
- Involvement of Program Administrators in Student Experience

## **Keep University Officials Engaged**

- Give Regular Updates on Progress to Provost, Deans, etc.
- Involve Officials in Activities
- Always Lookout for Media Opportunities
- **Be Prepared for Budget Issues !**

**Have Fun!**

# Thank You!

<http://www.clemson.edu/thinks2>



*2016 Clemson Thinks<sup>2</sup> Faculty Institute*