

QEP Director's Update to the Faculty  
Fall 2007

*Graduate Writing Center*

1. Fully operational since January 2007
  - a. Website [www.liberty.edu/graduatewritingcenter](http://www.liberty.edu/graduatewritingcenter) or “graduate writing” in search box
  - b. Services include tutoring, presentations, multiple resources (power points, worksheets), and consultations for faculty and staff.
2. Basic info on the Graduate Writing Center:
  - a. Located in Campus North 1877
  - b. Email [graduatewriting@liberty.edu](mailto:graduatewriting@liberty.edu)
  - c. Phone 592-4727
3. Graduate Writing Center Staff
  - a. Director: Dr. Emily Heady
  - b. Assistant Director: Shelah Simpson
  - c. Administrative Assistant: Allison Scoles
  - d. Introduction to Graduate Writing Instructor: Jared Mink (also tutoring approximately 20 hrs/week)
  - e. Tutors:
    - i. Currently 4, working about 72 hours/week total (18-20 hours each).
    - ii. From counseling and the seminary, though they have undergrad degrees in many fields, including journalism, education, religion, and English.
    - iii. Everyone can tutor in every discipline (though they do specialize)
    - iv. Two trained to handle most dissertations
    - v. One international student trained in basic-level grammar tutoring for ESL (and especially Korean) students

*Other QEP-Related Information*

1. Six QEP-related faculty workshops scheduled for this week (identified by a “Q” under the Track column of workshop schedule; check with I.E. for details)
2. Piloting services for distance students this year (remind them of the “pebble in the pond” analogy of the spreading of QEP-related services university wide)
3. Update on GRST 500—*Introduction to Graduate Writing* class has been developed and will be implemented for this fall; students are already being registered for the class; assessment will take place during graduate student orientation, Thursday, August 16<sup>th</sup>.

4. Update on the second course—*Writing in the Discipline*: Work on this course begins this fall and will be developed in conjunction with the various graduate departments; each department will decide how they want to address aiding their graduate students in meeting the remaining objectives of the QEP, which are:
  - a. The student will demonstrate higher level writing skills using logic (induction and deduction) in analysis and argumentation.
  - b. The student will demonstrate proper research skills and documentation specific to his discipline by:
    - i. Integrating sources accurately and effectively.
    - ii. Using discipline-specific documentation (APA, MLA, Turabian).
  - c. The student will be able to write with clarity by:
    - i. Using syntax, terminology, and technical language appropriate to the selected discipline's overall style.
    - ii. Writing in the forms and genres of writing required by each discipline, such as conference papers and research articles.
    - iii. Demonstrating writing skills sufficient to fulfill the writing requirements of each academic program, such as a graduate-level thesis.
  - d. The student will attest to greater confidence in his writing ability.
  - e. The student will self-report that he/she is better prepared and has more confidence for future writing tasks.
5. QEP Website ([www.liberty.edu/qep](http://www.liberty.edu/qep)) recent updates:
  - a. GRST 500 Work text
  - b. QEP Director's Update to Faculty for Fall 2007
  - c. Accrediting Agency Required Annual Update for 2007
6. Finally, the QEP Director and Director of the GWC will be leading a round table discussion in December at the SACS annual meeting in New Orleans. The title of the session (which was originally submitted as a paper but bumped up to a round table discussion by the conference preparers) is:

*“Asking the Right Questions: Developing a Viable QEP.”*

Abstract: This workshop focuses on the process of developing a Quality Enhancement Plan that is (1) clearly assessable and (2) sensitive to the institutional culture in which it will be implemented. Milacci and Heady will focus on the sorts of questions a QEP planning committee should ask as it seeks to develop a powerful and effective QEP. A case study of Liberty University's QEP will provide examples of both good and bad strategies in action throughout the process of QEP-development.