QEP Document Development Team Agenda
(October 20, 2011: 12:00-2:00 pm)

• Announcements/Updates
• The Drafting Continues 😊
• Next Steps:
  – Entire Document (November 22)
  – Next Meeting: Nov. 29th (12:00 – 2:00 p.m.)
• Announcements
  – Unit Visits/Updates
  – Senate Council & University Senate
  – PR Brand Plan (10/27)
  – [QEP Structure]
CHAPTER SIX: Five-Year Action Plan

– Problem and Rationale (9/21)
– Purpose (9/21)
– Focus (9/21)
– Implementation Timeline (9/21)
– Administrative Structure (9/21)
– Resources (Physical, Human, Financial) (TODAY)
– Assessment (TODAY)
RECAP: Parts I, II, III, IV, & V (9/21/2011)
I. PROBLEM AND RATIONALE

(What and Why)

(Q) What do we mean by multimodal communication?

(A) at least two types or forms of communication (in our case -- THREE types: written, oral, and visual)
Modes

- **Written** (words/reading)
- **Oral** (vocalized/hearing)
- **Visual** (nonverbal/graphic/seeing)

**Modes**
interact, participate, collaborate, coordinate

One-to-One
conversation, phone, email, instant messaging (IM)

Few-to-Few
group discussion, email, listserv, blog, IM chat room, team project management

Many-to-Many
enterprise content management (ECM), social networks, wiki, forum, listserv, learning management system (LMS)

Many-to-Few
service portal, online survey, help desk, customer relationship management (CRM)

One-to-Many
mass communication, web site, blog, listserv, newsletter, mass email tools, radio, TV, newspaper, podcast

private, personal

public, general

publish, distribute, broadcast
Intrapersonal/Private-to-self (reflection, comprehension, analysis)

Small Group/Few-to-few

Interpersonal/One-to-one (form & maintain relationships - acquaintances, colleagues, friends, intimates)

Public/To-many (unified message to many - public speaking, mass, performance studies)
Channels

• Flat Print
  – (e.g., research paper, lab report, essay, news or opinion article, greeting card, billboard, letter, poster, flyer, brochure, speech transcript, photograph, diagram, chart, graph, illustration)

• Face-to-Face
  – (e.g., conversation, consultation, debate, small group discussion, group symposium or panel discussion, public speech)

• Digital
  – (e.g., television, cell/telephone, computer, internet)
PROBLEM AND RATIONALE (cont.)

(Q) Why Multimodal Communication Across the Curriculum?

(A) Five good reasons.
1. It’s what employers want.
2. We could do a better job.
3. It addresses the UKCore (Design Principle #3 and Learning Outcome #2)
4. GWR/CRM
5. We are among the trendsetters.
II. PURPOSE

Prepare University of Kentucky undergraduate, graduate, and professional students to employ effective integrated oral, written, and visual communication skills (as producers and critical consumers) as expected of professionals in their chosen fields.
III. FOCUS

Faculty Development
• To help design communication-based instruction, assignments, and assessment tools

Student Tutoring
• To help create and refine classroom communication projects (flat print, face-to-face, digital/online)
Faculty Development

1  Collaborate with CELT to Provide Consultations and Workshops

2  Faculty Fellows Program (3 cohorts)
Student Tutoring

• Center and Lab Facilities
  – Begin with one “Center” with satellite labs from “partner” units across campus
  – If need warrants it, grow to three centers (north, central, south)

• Lab Staffing
  – Peer Tutors and Mentors
  – Graduate and Post doc Mentors

• Collaboration
  – Recruiting, training, supervising, and paying tutors and mentors
IV. IMPLEMENTATION TIMELINE

2013-2014
- Administrative staff hired
- Faculty Fellow (FF) Cohort #1 selected (Attend workshops, collect baseline data, do curriculum revision)
- Student Lab opens
- Student Tutors hired and trained

2014-2015
- FF Cohort #1 implements MC
- FF Cohort #2 selected
- Workshops & consulting continues
- Lab tutoring continues
- Additional Lab/Satellite Funding if warranted from assessment of year #1

2015-2016
- FF Cohort #1 collects assessment data
- FF Cohort #2 implements MC
- FF Cohort #3 selected
- Workshops, Labs, & Tutoring continues
- Additional Labs/Satellite funding if warranted
IV. TIMELINE (cont.)

2016-2017
- FF Cohort #2 Collects & Examines Assessment Data
- FF Cohort #3 Implements MC Workshops, Labs, & Tutoring Continues

2017-2018
- Prepare Impact Report for SACS
V. ADMINISTRATIVE STRUCTURE
(under the Provost’s Office)

• Program Director
  – Full time tenured faculty with appropriate expertise in both program administration and multimodal communication
  – Oversees all facets of the MCXC program, including development & extramural funding

• Interdisciplinary Advisory Board
  – 10-15 expert faculty and staff representing a broad cross-section of the UK campus who will provide input and direction for the program
V. ADMINISTRATIVE STRUCTURE (Continued)

• Assoc. Director/Student Services
  – Reports to director; maintains status in home unit
  – Annual Stipend or DOE adjustment: TBD

• Assoc. Director/Faculty Services
  – Reports to director; maintains faculty status in home unit
  – Annual Stipend or DOE adjustment: TBD

• Assoc. Director/Assessment
  – Reports to director
  – ½ time MCXC Assessment; ½ time Univ. Assessment
TODAY’S REVIEW & DISCUSSION

Part VI. RESOURCES

Part VII. ASSESSMENT
VI. RESOURCES

Overall 5 Year TOTAL: $1,924,833.34

Year 1: 273,132.20
Year 2: 289,758.02
Year 3: 495,875.16
Year 4: 463,867.61
Year 5: 480,651.54
Administrative Personnel

Director: $65,000.00/Annual Base

Year 1 (Salary/Benefits): $85,779.20
Year 2 (Salary/Benefits): $87,494.78
Year 3 (Salary/Benefits): $89,244.68
Year 4 (Salary/Benefits): $91,029.57
Year 5 (Salary/Benefits): $92,850.16

TOTAL (Salary/Benefits): $446,398.40
Administrative Personnel (cont.)

2 Assoc. Directors, ea. @ $15,000 base stipend
Faculty Services: $19,293.30 x 5 = $96,466.50
Student Services: $19,293.30 x 5 = $96,466.50

Assoc. Director/Assessment @ 50% of $50,000
Year 1:$32,992.00 (2% increase/year)
Year 2:$33,651.84 TOTAL:
Year 3:$34,324.88 $171,691.69
Year 4:$35,011.37
Year 5:$35,711.60
Faculty Fellows

- $1,000.00 incentive paid at the end of the 3-year cohort rotation.
- Year 3 (60 Faculty Fellows): $64,590.00 (w/FICA)
- Year 4 (30 Faculty Fellows): $32,295.00 (w/FICA)
- Year 5 (30 Faculty Fellows): $32,295.00 (w/FICA)

**TOTAL:** $129,180.00
Graduate Mentors
(includes stipend, benefits, tuition, GS health ins.
and 6% tuition increase/year)

• Year 1 (4 @ $10K each): $ 65,124.00
• Year 2 (2 more @ $10K each): $ 99,374.40
• Year 3 (6 more @ $10K each): $202,328.21
• Year 4: $210,144.27
• Year 5: $214,407.37

TOTAL: $791,378.25
Undergraduate Mentors and Tutors
(@ $10/hour; 40 hrs/week; 32 weeks/year)

• Year 1 (80 hrs/week): $26,150.40
• Year 2 (80 hrs/week): $26,150.40
• Year 3 (160 hrs/week): $52,300.80
• Year 4 (160 hrs/week): $52,300.80
• Year 5 (160 hrs/week): $52,300.80

TOTAL: $130,752.00
Total Personnel Budget

- Year 1: $248,632.20
- Year 2: $285,258.02
- Year 3: $481,375.16
- Year 4: $459,367.61
- Year 5: $455,151.54

TOTAL: $1,852,333.34
Centers/Labs

- Year 1 (Upfront Lab Outfitting): $20,000.00
- Year 3 (Replacement Costs): $10,000.00
- Year 5 (Replacement Costs): $10,000.00
- Renovation N/A (existing space): -0-
Workshops and Operating Expenses

• Workshops @ $2,000/year: $10,000.00
• Operating Expenses @ $2,500/year: $12,500.00

TOTAL (Equipment, Workshops, Operating): $62,500.00
VII. ASSESSMENT (3 Los)

1) Students will demonstrate competent communication (written, oral, and/or visual across multiple modes) as defined within individual disciplines, both as producers and consumers of information.

What are the students able to do?
Student Work (Faculty Fellows)

- Pre/Post Assignments (FF Data from Year 1 to Year 3)

Standardized Assessment Tests

- National Survey of Student Engagement (NSSE)
- Collegiate Learning Assessment data
VII. ASSESSMENT (cont.)

2) Faculty will demonstrate the ability to implement written, visual, and/or oral communication assignments and/or activities that reflect disciplinary definitions of competent communication.

What are faculty fellows able to do?
• Pre- and Post- FF Participation: Assignments, Grading Criteria, and Rubrics
• End-of-Semester: FF Student Survey
• Pre- and Post- FF Student work
VII. ASSESSMENT (cont.)

3) UK and the MCXC program will provide resources that respond to faculty and student needs regarding teaching and learning about multiple modes of communication.

How well is the MCXC program working (holistic)?
1) Annual FF Surveys (Year 1, 2, and 3)
2) FF Student Survey
3) Workshop and Center/Lab Usage (Track numbers and demographics of workshop and tutoring center/lab attendees)
4) Workshop and Center/Lab Client Evaluations (e.g., How helpful?)
Next Steps

Draft to you: 11/22

11/29: Revision suggestions and finalize draft by 12/15/2011