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ANNUAL REPORT
2007-2008

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Executive Summary

In 2007, the University of Louisville made a bold and significant move toward its vision for the future of undergraduate education by launching its initiative titled Ideas to Action: Using Critical Thinking to Foster Student Learning and Community Engagement. Ideas to Action, also known as i2a, is the university's name for its quality enhancement plan (QEP), a component of the accreditation process required by our regional accreditation body, the Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC). The QEP is a vehicle for SACS-COC member institutions to develop and implement an initiative related to student learning that is embedded within the institutions' ongoing, integrated institution-wide planning and evaluation process. UofL's complete i2a proposal to SACS is available at louisville.edu/ideastoaction/what/sacs-qep.

The dual focus of i2a on critical thinking and community engagement took shape after a 2005 appeal from the provost and president for all members of the university community to provide input for "Big Ideas" to direct the future of undergraduate education at UofL. The central themes of i2a are woven into UofL's strategic plan titled "The 2020 Plan: Making It Happen" (louisville.edu/communityengagement) in which educational excellence and community engagement are among 8 key institutional priorities. The i2a will unfold as a transformative process over the next decade across academic, co-curricular and extra-curricular dimensions of the university, providing a shared and sustained focus on student engagement, curriculum development and an improved climate for learning.

The i2a initiative supports UofL students in making connections across the years and throughout the diverse learning environments of their undergraduate careers. Students are explicitly introduced to critical thinking skills in general education courses in order to practice the intellectual building blocks for gathering and assessing information, using abstract ideas, evaluating evidence, and making well-reasoned conclusions.

Students are supported in sharpening critical thinking skills and gaining intellectual confidence in courses within the majors in order to engage in progressively more challenging problems, projects and standards for performance. These experiences prepare students for a culminating experience prior to graduation in which they demonstrate practical and "real world" application of critical thinking skills inside or outside of the classroom through a community-based learning experience, such as senior thesis, research, service

learning, internship, or capstone experience.

In September 2007, The i2a Task Group adopted a common vocabulary for teaching and assessing critical thinking. The Richard Paul-Linda Elder critical thinking model (louisville.edu/ideastoaction/what/critical-thinking) provides elements and standards of reasoning that can be integrated into disciplinary content within course and provide consistent language for curricular design. Each semester the i2a staff leads a group of 13-15 faculty from across the campus in a structured cross-disciplinary Faculty Learning Community (louisville.edu/ideastoaction/flc) to support instructional innovation and guide the incorporation of the Paul-Elder model into existing and new courses and assignments.

In May 2008, the i2a Task Group adopted university-wide student learning outcomes (louisville.edu/ideastoaction/what/assessment/introduction.html) infused with the language of the Paul-Elder model and designed to guide i2a work across general education programs, courses in the majors and the new culminating experience graduation requirement. These outcomes will gradually be embedded within existing university curricular and co-curricular structures.

Prior to the start of Fall 2007 semester, the i2a Task Group (louisville.edu/ideastoaction/leadership/taskgroup) hired an i2a staff team (louisville.edu/ideastoaction/leadership/meet) to lead multi-year implementation of the initiative. Throughout the 2007-2008 academic year, this team designed and lead a series of i2a informational sessions and critical thinking workshops as part of the Lunch and Learn series in the Delphi Center for Teaching and Learning (delphi.louisville.edu) to introduce the UofL community to i2a guiding principles and the critical thinking model. Customized i2a presentations were created by the i2a staff in collaboration with faculty and designated i2a Facilitators and delivered at faculty meetings and other unit-based gatherings to localize the conversation in departmental settings.

The Spring 2008 semester was marked by a series of conversations and professional development events bringing together i2a staff and staff within the Division of Student Affairs and the Division of Undergraduate Affairs to identify shared goals for student learning and areas for collaboration in 2008-2009. Additionally, joint projects around community engagement were conducted with the Signature Partnership Initiative and the Anne Braden Institute.

Introduction

The i2a Task Group created i2a Subcommittees to function as smaller working groups focusing on individual components of i2a implementation. Working groups focused on i2a topics such as faculty development; marketing; faculty rewards, among others. The i2a Assessment Subcommittee made important strides aligning i2a assessment goals with the larger university framework for accountability procedures and informing critical thinking assessment within the current General Education program.

The i2a staff boosted its campus and community presence by launching a redesigned website in January 2008 that will become a central source of i2a resources and information. Articles about i2a appeared in numerous campus and community publications and the marketing subcommittee began to craft i2a communications for various audiences, including faculty, students and community members. Throughout the academic year, i2a staff team engaged with higher education colleagues at several regional and national meetings and conferences and conducted presentations and hosted roundtables on topics related to critical thinking and community engagement.

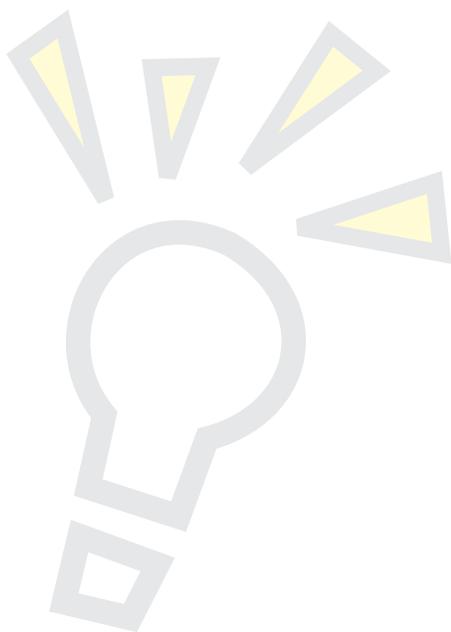
In June 2008, the i2a staff gathered for their first i2a Retreat in order to review and summarize the accomplishments of the 2007-2008 year and develop their i2a Strategic Plan 2008-2009. The 2008-2009 Strategic Plan is available at the i2a website at louisville.edu/ideastoaction/resources/publications.

The 2007 – 2008 academic year marked the launch of the University of Louisville’s quality enhancement plan (QEP) known as “Ideas to Action: Using Critical Thinking to Foster Student Learning and Community Engagement”. More commonly known as Ideas to Action or simply i2a, this initiative is a significant and ongoing commitment to transform the undergraduate experience at Uofl.

In April 2007, Uofl made public its vision for the future of undergraduate experience by publishing its QEP proposal (louisville.edu/ideastoaction/what/sacs-qep). This document provides the rationale, research and structure for the plan, was produced in response to a call to action by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC) that asked all member institutions to devise and implement a quality enhancement proposal related to institutional mission and student learning that is both practical and measurable. In response to the SACS call for meaningful curricular change, the newly formed QEP Task Group at Uofl spent two years connecting with students, alumni, faculty, staff and other university stakeholders to explore and articulate what would be included in an enhancement plan to better prepare current and future students for studying and working in the 21st century. The group named its QEP “Ideas to Action” to underline the University’s renewed commitment to supporting students in putting new skills into practice in the classroom and community.

i2a has a dual focus: 1) the explicit development of students’ critical thinking skills and 2) the integration of community-based learning experience across disciplines and throughout all undergraduate levels. Over the coming decade, faculty, unit heads, academic staff, student affairs staff, and students themselves will be encouraged and supported in their work toward using and sharing a common critical thinking model. All undergraduate programs will offer students a culminating experience in which they will demonstrate their enhanced critical thinking skills through successful completion of a capstone experience, senior thesis, service learning project, internship, practicum, research project or other community-based learning project.

i2a also reflects Uofl’s response to the changing landscape of higher education in the 21st century. In its Strategic Plan 2020, Uofl declares: “Students will learn to be competent, mature, and critical thinkers; responsible, informed citizens; creative, involved and productive members of society.” i2a is one central and important way in which Uofl helps students reach their full potential.



i2a Programming and Progress

i2a Critical Thinking Model and Student Learning Outcomes

Moving from blueprints to building blocks, the work of the i2a leadership team in 2007 – 2008 was largely shaped by the twin efforts to identify and begin using an appropriate critical thinking model to guide i2a curricula change, and to define relevant i2a learning outcomes applicable across all undergraduate units.

After careful research of available critical thinking definitions and frameworks led by i2a team members Marianne Hutti and Edna Ross, the i2a staff team recommended to the i2a Task Group adoption of the Richard Paul-Linda Elder critical thinking model (<http://www.criticalthinking.org>). This model has breadth, depth, and relevance required for use across disciplines and instructional contexts. In September 2007, the i2a Task Group adopted the Paul-Elder model as the critical thinking framework (definitions, Elements, Standards, and Traits) that will guide the discussions, planning and assessment of the critical thinking component of i2a.

With this crucial critical thinking component in place, the i2a Task Group—with ongoing guidance from its assessment subcommittee—was able to propose university-wide learning outcomes structured within the three domains of i2a curricular enhancement: a) General Education, b) Major courses, and c) Culminating Experiences.

New Programs and Structures

In support of the quality enhancement plan, the i2a staff team initiated a variety of programs, services and events throughout the 2007 – 2008 academic year. These programs became an essential element in this first year of i2a implementation by providing background information, instructional tools, and early engagement of faculty and staff in this campus-wide enhancement program.

i2a executive director Patty Payette, i2a specialist for assessment Cathy Bays and i2a specialist for critical thinking Edna Ross facilitated faculty development and training through the following central programs with support from i2a program assistant Hannah Anthony.

i2a Learning Outcomes

General Education

Students who satisfy this requirement will be able to communicate important ideas and to use critical thinking as a tool for learning by:

1. Applying the Elements of Thought* in selected course assignments.
2. Using the Universal Intellectual Standards** as criteria for quality in reasoning.

Majors

Students completing courses within their identified major will be able to communicate important ideas and use critical thinking as a tool for learning by:

1. Applying the Elements of Thought* in selected discipline-specific course assignments.
2. Using the Universal Intellectual Standards** as criteria for assessing quality of discipline-specific reasoning.
3. Demonstrating discipline-specific critical thinking skills while addressing real world problems.

Culminating Experience

Upon completion of the culminating experience students will demonstrate the ability to:

1. Apply the Elements of Thought* when engaging in an i2a culminating experience project.
2. Use the Universal Intellectual Standards** as criteria for assessing quality during the i2a culminating experience project.
3. Demonstrate well-cultivated critical thinking skills when engaging in an i2a culminating experience project.

Paul-Elder Critical Thinking Model (<http://www.criticalthinking.org>):

**Elements of Thought*: Information, Purpose, Interpretation & Inference, Key Question, Assumptions, Essential Concepts, Implications & Consequences, Point of View

***Universal Intellectual Standards*: Clarity, Accuracy, Precision, Relevance, Depth, Breadth, Logic, Significance, Fairness, Completeness

i2a Faculty Pilot Program

The Spring 2008 Faculty Pilot Program was developed in order to provide a mechanism for faculty to learn and practice integrating the Paul-Elder model into their coursework. This Pilot Program helped instructors articulate their instructional goals and methodologies using the components of the Paul-Elder model and provided feedback to the i2a Task Group and i2a Team regarding classroom experiences with the model.

The Faculty Pilot Program cohort, representing eight departments across two schools and colleges, met monthly with Patty Payette, Cathy Bays and Edna Ross for interactive working sessions from December 2007 through May 2008. The group received instructional design support, engaged in small group and individual exercises, and completed shared reading assignments as they integrated the Paul-Elder critical thinking model into a chosen assignment. They also worked on individual formative and summative assessment documents and reported out on their own development and challenges throughout the semester.

Faculty who completed the Spring 2008 Faculty Pilot Program and the courses represented are listed in the table below.

An integral piece of the Faculty Pilot Program was the opportunity for faculty to purposefully reflect on their experiences teaching critical thinking as well as about the teaching and learning process in general. Comments from one program participant:

“Participation in the program made me reconsider how I taught all my courses. I found myself reflecting on what I wanted my students to learn, how I wanted them to learn it and how to inspire them to take ownership of their learning...perhaps this was the real value of being involved in the pilot program—that it will continue to have an impact on my teaching.”
—Mary Makris, Department of Classical & Modern Languages

Another faculty participant noted:

“I think that for decades I have given my students many opportunities to engage in critical thinking, and I have modeled critical thinking in class discussions. But I don’t think I can claim ever to have taught critical thinking in a systematic way. The model gives me a way to share a critical thinking vocabulary with students and to chart their progress. I know and can tell my students exactly what I am looking for.”
—Julia Dietrich, Department of English

Faculty Pilot Program – Spring 2008

Last Name	First Name	Course Number	Course Name	# of Students	Primary Course Change
Brantley	Bill	COMM 360	Website Development	48	Course syllabus and assignment rubric
Chandler	Karen	ML 401, HON 336, ENG 402, HON 446	African-American & Latino Children’s Culture	15	Incorporation of PE language into course and grading criteria
Dietrich	Julia	ENGL 313	Topics in British Literature	11	Classroom pedagogy using PE model
Esrock	Stuart	COMM 317	Internship	30	Incorporation of PE model into internship assignment
Evans	Jerry	IE 643	Analysis for Decision Making	12	Course syllabus and formative feedback instrument
Gray	Karen	HUM 355	Masterpieces of Ancient Rome – WR	25	Incorporation of PE language into course assignment
Ross	Edna	PSYC 201	Introduction to Psychology	500	Redesigned critical thinking assignment based on PE model
Lewine	Rich	PSYC 375	Personality	120	Developed formative and summative feedback instruments
Makris	Mary	ML 401, HON 336, ENG 402, HON 446	African-American & Latino Children’s Culture	15	Incorporation of PE language into course and grading criteria
O’Neal	Carol	HSS 303	Human Nutrition		Incorporation of PE language into course
Urekeew	Bob	PHIL 211	Critical Thinking	140	Developed formative and summative feedback instruments

Lunch & Learn Sessions (hosted by the Delphi Center for Teaching & Learning)

The i2a leadership team offered two workshops for faculty and staff titled “i2a & U: Everything you Wanted to Know About i2a” for a total of 23 participants (10 faculty and 13 academic staff including advisors, program directors and deans). These sessions provided background and overview information about i2a and the Paul-Elder critical thinking model. Prior to the session the majority of participants indicated they had “never” heard of the QEP or i2a. After the session the majority of participants indicated they either “agreed” or “strongly agreed” that the content was relevant, contributing to their knowledge and that they learned useful information to change their teaching.

Patty Payette also designed and presented two workshops for faculty titled “Designing Alternative (and Fun!) Research Projects for Students that Foster Critical Thinking” with a total of 16 faculty and staff attending.

Customized sessions and presentations for University units

The i2a Team worked closely with i2a Facilitators from across undergraduate units to design and conduct information sessions within specific units at faculty and department chair meetings.

These sessions aimed to introduce i2a concepts to department or college faculty and staff. i2a staff and i2a facilitators worked collaboratively with at least one faculty member in each hosting unit to integrate into the presentation examples of relevant disciplinary assignments and other documents that reflect i2a language and priorities.

The i2a sessions took place at the following meetings:

- College of Arts and Sciences meeting of department chairs (December 3, 2007)
- School of Music faculty meeting (March 21, 2008)
- School of Nursing faculty & curricular planning meeting (April 18, 2008)
- Speed School faculty meeting (April 22, 2008)

Other i2a sessions and workshops were customized and presented to the following departments/staff groups:

- Division of Student Affairs (February 6, 2008 & February 15, 2008)
- School of Social Work practicum faculty and supervisors (January 9, 2008)
- Department of Psychology and Brain Sciences (April 28, 2008)
- Ekstrom Library senior staff (January 9, 2008 & February 27, 2008)
- Undergraduate Advising Advisory Board (May 15, 2008)
- Student Orientation Staff from the Office of Admissions (May 23, 2008)

i2a Campus Collaborators

The i2a Team collaborated with key units across UofL to align our work with the vision and activities of units with a shared mission and goals.

- The Signature Partnership Initiative (SPI) is an effort to enhance the quality of life and economic opportunity for residents of West Louisville. The goal of SPI is to work with various community partners to improve the educational, health, economic and social status of individuals and families who live in our urban core. Throughout regular meetings in 2007 – 2008, staff from SPI and the Office of Community Engagement explored common goals and future collaborations. Patty Payette and Cathy Bays consulted with SPI staff to develop and assess a pilot project in Spring 2008 for faculty in Nursing and Dentistry who guided students in working with community partners in West Louisville.
- Patty Payette participated in the UofL work group charged with completing the University’s application to the 2008 Community Engagement Elective Classification. The Elective Classification program is centered at the Carnegie Foundation for the Advancement of Teaching and is granted to colleges and universities who earn the title of “engaged campuses” by demonstrating institution-wide commitment to outreach, engagement and service learning.
- The Anne Braden Institute for Social Justice Research is dedicated to understanding the processes and conditions that create and sustain social justice globally, nationally, regionally, and locally—



Patricia R. Payette, Ph.D.,
Executive Director of Ideas
to Action



Cathy Bays, Ph.D.,
i2a Specialist for
Assessment



Edna Ross, Ph.D.,
i2a Specialist for Critical
Thinking



Hannah Anthony,
i2a Program Assistant
Senior

with a special focus on the Louisville community and the U.S. South. In 2007, the Institute invited community engagement partners, including i2a, to collaborate with campus and community in order to organize and implement a regional academic event titled “Social Justice and Engaged Scholarship Symposium” (April 4 – 5, 2008).

- The mission of the Division of Student Affairs is to provide students with effective services and developmental opportunities that augment their academic experience and enhance the quality of their lives while enrolled at the University of Louisville. This division has incorporated i2a priorities into its strategic plan and several departments within the division have joined with i2a staff to develop and launch a Collaborative Learning Community (CLC) to align outcomes and programs for the 2008 – 2009 academic year.
- Virginia Denny, Program Director for Organizational Learning, of the Delphi Center, collaborated with the i2a Team to conduct planning and visioning sessions to guide i2a leadership in the development of short and long-term planning goals, including a two-day retreat in June 2008 to lay out the i2a Strategic Plan for 2008 – 2009.
- Cathy Bays represented i2a on the UofL NSSE (National Survey of Student Engagement) Committee focused on how to disseminate NSSE results to faculty, students, and administrators in a meaningful way. The shared focus of NSSE and i2a on student engagement underscores the importance of this collaboration.

i2a Staff and Structure

During the summer months of 2007, the i2a Task Group hired the initial members of the i2a leadership team to lead the implementation phase of i2a.

Patricia R. Payette, Ph.D., is the executive director of Ideas to Action. Dr. Payette came to UofL from her previous position as assistant director of faculty development programs in the Office of Faculty and Organizational Development at Michigan State University. She has expertise in faculty development, curriculum and program design as well as previous work experience at the University of Michigan Center for Research on Learning and Teaching.

Cathy Bays, Ph.D., is the i2a specialist for assessment. Dr. Bays brings a wealth of experience in assessment, teaching, and curricular enhancement to this role. She came to her i2a position after serving as associate professor in the School of Nursing where she spent 15 years as a faculty member in and served for five years as director of the undergraduate program.

Edna Ross, Ph.D., is the i2a specialist for critical thinking. Dr. Ross brings extensive classroom teaching and course management skills to the position, as well as expertise in designing and presenting faculty development workshops on topics ranging from instructional technology to diversity. Dr. Ross has been a faculty member in the Department of Psychological and Brain Sciences for 24 years and serves as the director of the department’s Introduction to Psychology course.

Hannah Anthony, is the i2a program assistant senior. Ms. Anthony previously served as the Internal Medicine and Pediatrics residency coordinator for Graduate Medical Education with the UofL School of Medicine. She brings diverse talents to the i2a team including skills in website development and design, office management, and fiscal management and budgeting.

The core i2a leadership team also includes:

- **Dr. Dale Billingsley**, Professor and Vice Provost for Undergraduate Affairs
- **Dr. Gale Rhodes**, Assistant University Provost & Director, Delphi Center for Teaching and Learning
- **Dr. Marianne Hutti**, Associate Director, Delphi Center for Teaching and Learning and Professor, UofL School of Nursing

The i2a Team is housed in its own offices within the Delphi Center for Teaching and Learning on the UofL Belknap Campus. The Delphi Center staff work collaboratively to align their efforts and projects with the priorities of i2a.

i2a and Assessment

Assessment activities for Ideas to Action (i2a) were initiated in August 2007 with a review of foundational documents, including the original QEP proposal to SACS and the SACS response, with a focus on assessment plans and appropriate updates and reviews to the original assessment proposal.

Cathy Bays established an ongoing collaboration with key University assessment personnel and committees in order to ensure alignment of i2a assessment work with the larger UofL institutional assessment framework and accountability procedures. She also established i2a assessment recommendations for the university's scorecard, including a direct measure using a critical thinking rubric and an indirect measure using NSSE critical thinking items for both freshmen and seniors.

The i2a Task Group and Subcommittees

The i2a Task Group continued to serve in its capacity as the campus-wide i2a steering committee to advise and support the work of the newly established i2a staff team. The Task Group met regularly throughout the academic year and was chaired by Patty Payette. Task Group members included the entire i2a staff team and an additional 30 members of the UofL community, including faculty and staff representing undergraduate academic programs; student affairs and services; and academic affairs. Each school and college with undergraduate degree programs appoints two i2a Facilitators to serve on the Task Group and coordinate i2a work within their respective school/college.

During 2007–2008, the Task Group members created 7 subcommittees to function as smaller working groups and focus on individual elements of i2a implementation.

i2a Specialist for Culminating Experiences Search Subcommittee

Co-chaired by Gale Rhodes and Cheryl Kolander (College of Education & Human Development), this subcommittee developed the description and the hiring criteria for the new specialist position providing leadership to the culminating experience component of i2a. Job postings in local, regional and national publications and websites resulted in numerous applications. The search committee interviewed finalists via phone and during campus visits before offering the position to Eileen McFall, Ph.D. beginning September 2008.

Faculty Development/Exemplars Subcommittee

Co-chaired by Marianne Hutti and Celeste Shawler (School of Nursing), this subcommittee made strides toward supporting faculty in all sectors through existing and new programs and services, primarily centered in the work of the Delphi Center for Teaching and Learning. The subcommittee created and distributed their Critical Thinking Needs Assessment Survey designed to elicit from faculty their priorities for instructional topics and themes related to active learning and critical thinking and used this information to plan critical thinking workshops scheduled for Fall 2008 and Spring 2009.

The subcommittee worked toward creating a “Scholarship of Teaching and Learning (SoTL) Scholars Program” for faculty interested in assessing, evaluating, and “going public” with their creative or innovative classroom strategies. A series of SoTL workshops is planned for October 2008. A SoTL grants program is planned for Spring 2009 to fund projects that are developed as a result of the Fall SoTL workshop.

The subcommittee also began the process of identifying and collecting faculty and unit exemplars for promoting critical thinking skills. Toward this end, the 2008 Paul Weber Awards for Departmental Excellence in Teaching winners were highlighted on the Delphi Center website and served as presenters of a “Lunch & Learn” session in 2008. After the 2007 Celebration of Teaching and Learning’s keynote presentation by Larry Michaelson, several faculty instituted Team-Based Learning (TBL) in their courses in 2007–2008. The subcommittee will survey these faculty members to explore the impact of TBL on student learning.

Spring 2008 Pilot Program Subcommittee

Co-chairs Edna Ross and Patty Payette focused this subcommittee on the development and execution of a new Pilot Program for faculty at UoFL invited to “test drive” the Paul-Elder model with a specific course assignment during the Spring 2008 semester. The subcommittee included three faculty members on the i2a Task Group who also participated in the Pilot Program and provided guidance to the i2a staff on implementation of the Program during its inaugural semester. This subcommittee also took the lead in discussion and formation of the “next phase” of the Pilot Program, including the creation of the new i2a Faculty Learning Community (FLC) on Critical Thinking. With an eye toward creating an ongoing faculty development program to promote the teaching of critical thinking skills, the subcommittee shaped the FLC goals, outcomes and nomination materials, and guided the selection for the first FLC cohort for Fall 2008.

Those members of the subcommittee who participated in the Pilot Program elected to take turns reporting out to the Task Group about the efficacy of the Pilot Program for their teaching efforts and also shared the benefits and challenges of infusing the Paul-Elder model into their respective Spring 2008 course.

More information about the Pilot Program can be found in the “i2a Programming and Progress” section, which begins on page 3 of this document.

i2a Instructional Grants Subcommittee

Co-chaired by Patty Payette and Pamela Feldhoff (Biochemistry), this subcommittee formulated a

proposal for new i2a small grant funds to support the university-wide integration of i2a outcomes into programs and curricula. Two funding levels and types of grants for faculty and departments were developed:

1. i2a Supporting Undergraduate Innovation (SUN) Implementation Grants (up to \$5,000 per project) for faculty or teams of faculty/staff to develop, implement and assess large-scale projects that will directly and significantly support the permanent incorporation of one or more i2a outcomes into undergraduate programs and courses. Call for applications for the i2a SUN Grants are scheduled for September 2008 with the deadline for the first set of i2a SUN Grants set for November 2008.
2. i2a Instructional Improvement Grants (up to \$1,000 per project) provide faculty with access to modest funds to support activities that go beyond the routine duties of instructors at UoFL.

These funds will be offered in conjunction with a spring 2009 university-wide program in which UoFL faculty will be eligible to apply for funds for integration of the Paul-Elder critical thinking model after attending a 2-day workshop to learn the theory and application of the model.

Marketing & Website Subcommittee

Co-chaired by Patty Payette and Bill Brantley (Communication), this subcommittee focused on the development and introduction of the new i2a website, branding and other materials with support from i2a webmaster Hannah Anthony and Andrea Blair from the Office of Communications and Marketing.

This subcommittee established the i2a graphic and branding options within the new University-wide branding campaign and marketing guidelines. With a focus on the development of an ongoing marketing plan, the subcommittee began with articulating central messages, identifying key audiences, and developing i2a awareness within existing University publications and media. Feature articles, publications and advertisements began the promotion of i2a throughout the 2007–2008 academic year, including an article on i2a implementation in UoFL Web News in February 2008.

Patty Payette authored i2a articles during the Spring 2008 semester for the following publications:

- *The Oracle* (Spring 2008)
- *UoFL’s REACH Newsletter* (January 2008)
- *The Mobile Learner* (Spring 2008)
- *Sustain: A Journal of Environmental and Sustainability Issues* (Spring/Summer 2008)
- *Business First* (June 2008)

Hannah Anthony coordinated the organization and launch of the completely revised i2a website in January 2008. This website creates a central location for information and updates on i2a: www.louisville.edu/ideastoaction. The website includes general information on the history and background of i2a as our QEP; resources on critical thinking and assessment; a calendar of events and programs; and information about i2a staff and leadership. Subcommittee member Bill Brantley worked to benchmark other QEP and peer websites to create recommendations for continuous improvement of the i2a website. In addition to planning for ongoing website revisions, the subcommittee suggested an increased emphasis on formulating central messages for key audiences and the development of a database for future marketing efforts.

Reward and Recognition Subcommittee

This i2a subcommittee was co-chaired by Dale Billingsley and Lynn Boyd (Business) and began to articulate the issues and concerns around the formal and informal reward and recognition for faculty work on i2a initiatives. With support from the entire i2a Task Group, the subcommittee drafted a memo to Provost Willihnganz with recommendations and requests related to i2a personnel policies. The memo from the subcommittee asked Provost Willinganz to encourage the deans and the unit faculties to provide explicit, specific recognition for commitments and achievement in support of i2a in individual faculty promotion, tenure and merit actions as well as in funding and resource allocations for departments and units.

Based upon the subcommittee's recommendation, i2a executive director Patty Payette conducted an i2a presentation to the Council of Academic Officers in September 2008 to provide an overview of the i2a progress and present project goals, guidelines for unit-level integration, and assessment plans developed so far.

Consistent with the work and recommendations of this subcommittee, the Provost's ad hoc committee on personnel matters finished its work and forwarded its report to the Provost in June 2008. These recommendations included requesting units to ensure that their personnel documents are flexible enough to reward faculty for the work the University is asking faculty and staff to do, including the Ideas to Action initiative.

i2a Assessment and Culminating Experience Subcommittee

Co-chaired by Cathy Bays and Connie Shumake (Academic Planning & Accountability), this committee's dual purpose included a focus on i2a short and long-term assessment structures and the creation of guidelines for the new i2a culminating experience.

One of the subcommittee's first accomplishments was to revisit the original i2a assessment plan, revise the document, and make adjustments to reflect current progress and updates.

The subcommittee created its assessment vision statement to read: "Systematic, ongoing process to assess the evidence of undergraduate students' ability to think critically and connect student learning to community for the purpose of enhancing the quality of the undergraduate educational experience and documenting accountability to accreditation agencies." This vision statement assisted with the Task Group's efforts to continuously clarify and focus its best efforts toward documenting and supporting the transformative change that is at the heart of i2a.

The subcommittee also began drafting recommendations for the culminating experience element of i2a, including a tentative outline and proposal for a pilot program for culminating experiences in Spring 2009.

After extensive consultation and consideration, the subcommittee guided the Task Group toward the creation and approval of University-wide i2a student learning outcomes that will shape the entire i2a initiative (see page 4 for more details on these outcomes).

i2a and Regional and National Connections

The i2a Team has been very active at both regional and national levels in advancing UofL's profile regarding the enhancement of undergraduate education.

i2a Team members participated in the following national and regional conferences and meetings:

- Annual meeting of the Professional and Organizational Development Network
- The International Conference on Critical Thinking
- Kentucky Engagement Conference
- AAC&U Conference: "Sharing Responsibility for Essential Learning Outcomes"
- Murray State Summit on Student Engagement
- Kentucky Campus Compact Advisory Board
- North Carolina State Undergraduate Assessment Conference

Additionally, Edna Ross gave two presentations on incorporating the Paul-Elder model of critical thinking into classroom instruction: one each at the UofL's 2007 Celebration of Teaching and Learning and the 2008 Council on Postsecondary Education conference on the Scholarship of Teaching and Learning.

Patty Payette graduated with the 2008 cohort of Ignite Louisville after participating in their six-month intensive leadership development program through Leadership Louisville. Ignite Louisville is designed to develop and connect young city leaders across private and public sectors in order to promote collaboration and change across the city. In May 2008, Patty also successfully completed the 8-week leadership and management training program for supervisors at UofL titled "Successful Supervisor Series."

The i2a Team is actively consulting with national scholars on i2a critical thinking and culminating experience training and implementation strategies. The i2a Team has taken the lead in creating a national network of colleges and universities who have adopted a critical thinking curricular enhancement program across disciplines and departments. Peer QEP administrators and faculty from local and national universities are seeking out the i2a staff as consultants and advisors to inform their own QEP planning and implementation.