

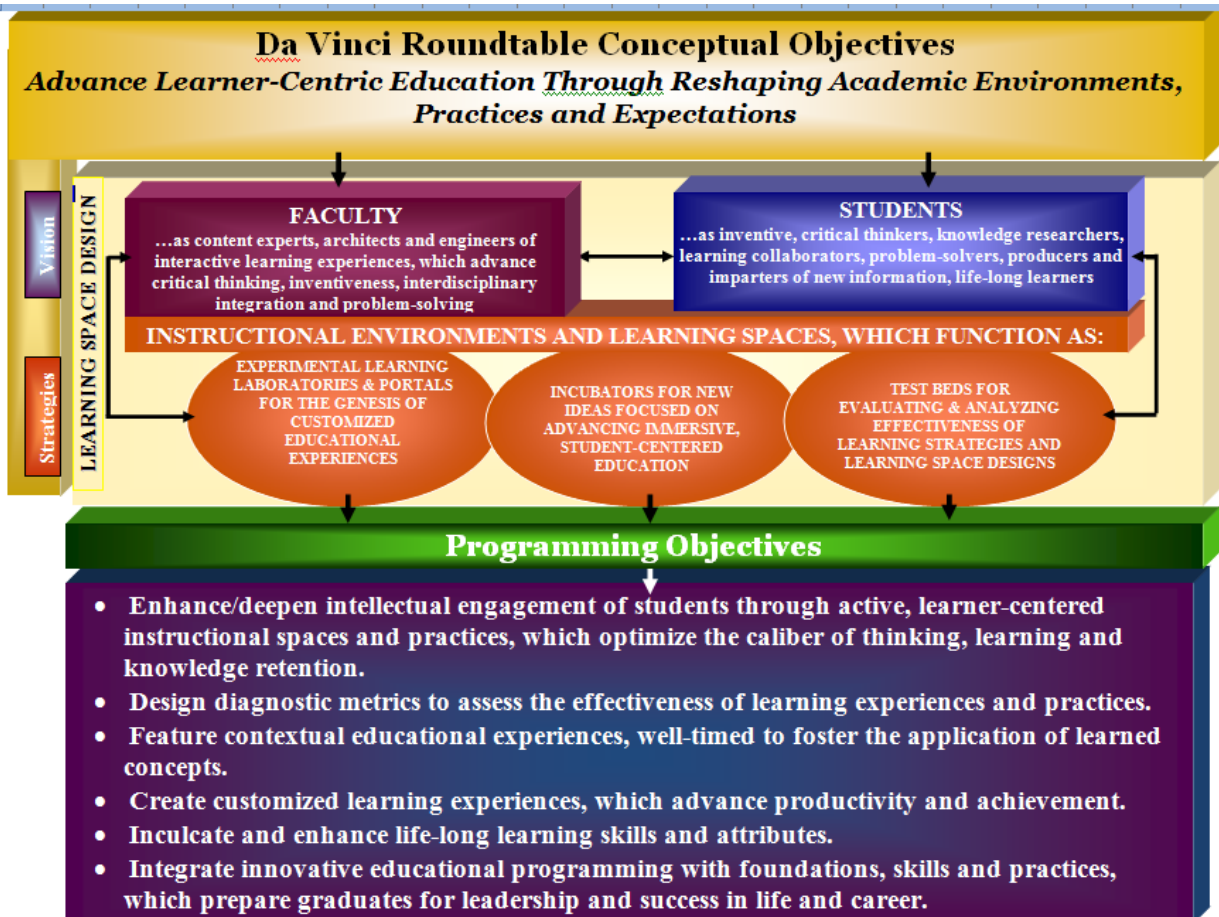


MARSHALL'S STRATEGIC VISION - *Our Bold Constellation for the Future*

Status Update for:



Pilot the Da Vinci Roundtable Project – Renaissance Professor Program



In November 2008, Provost Gayle Ormiston had the kick-off meeting of the Da Vinci Roundtable project with 25 faculty members participating.

To learn more visit this Strategic Initiative at: <http://www.marshall.edu/president/strategic/DaVinci.asp>

Programming Objectives: Many of the details may be found in the [2009 Compact Update](#).

1. Enhance/deepen intellectual engagement of students through active, learner-centered instructional spaces and practices, which optimize the caliber of thinking, learning and knowledge application.
 - The Faculty Senate Ad Hoc Core Foundations Committee has adopted critical thinking as the central domain in an eight-domain conceptual foundation for a revised general education curriculum.
 - The [Center for the Advancement of Teaching and Learning](#) developed workshops on the incorporation of critical thinking activities across the disciplines.
 - The Service Learning Program conducts workshops for faculty at beginning and advanced stages of incorporating service learning components in their courses. As part of this effort, the program offers funding to support project development.
 - The College of Health Professions, UNI 101 and HON 101 used the technology-equipped classroom space in the First Year Residence Halls beginning in fall 2008.
 - In April 2009, the [Faculty Senate](#) passed the Critical Thinking Curriculum of the Faculty Senate Ad Hoc Core Foundations.
 - Over summer 2009, the Drinko Library was transformed into a [Discover Center](#) with 24-hour access to the entire first floor. It is a place of learning tailored to an individual learning experience. The furnishings are comfortable and moveable and there are a number of technology professionals available to assist students, faculty and staff.
 - In November 2009, the Faculty Senate passed the new Core Curriculum to be implemented in fall 2010.
2. Design diagnostic metrics to assess the effectiveness of learning experiences and practices.
 - The Faculty Senate Ad Hoc Core Foundations Committee created student learning outcomes and worked in small groups throughout the summer of 2009 to design rubrics for each of the eight domains of general education.
 - Dr. Linda Elder of [Critical Thinking](#) provided special workshops during the 2008-2009 year to establish a long-term approach to critical thinking professional development. This enabled faculty to internalize and apply the fundamentals of critical thinking at a deep level. Through the long-term approach, faculty are restructuring their courses so that students develop as inquisitive individuals.

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- The Director of Assessment is working with individual departments on the design/refinement of student learning outcomes and the measurements of each.
 - In spring and fall 2009, [MAP-Works](#) was administered to students participating in UNI courses. MAP-Works is an innovative approach to improving students' transition to the college environment and is now available for all institutions. It is designed to improve students' ability to succeed academically by realigning behavior with grade expectations and focusing on elements of academic success, minimizing the percentage of capable students who drop out due to issues that could have been addressed by self-awareness or timely intervention by professional staff. It also facilitates the establishment of relationships, addresses homesickness, identifies residence hall living issues and connects students with campus resources to facilitate involvement with student organizations and campus programming.
3. Feature contextualized learning experiences, well-timed to foster the application of learning concepts.

The Critical Thinking Curriculum established seven Core Domains that draw on other domains in some form:

1. **Scientific thinking.** This domain involves investigations that utilize empirical evidence to answer questions, reason in a logical and rational manner, and question beliefs and conclusions until reliable evidence is documented (Schafersman).
2. **Social, ethical and historical thinking.** This domain studies patterns of individual behaviors and human interactions; distinguishes between acts that harm other living beings and those which promote the welfare of others; and discerns and justifies reasoned ethical and moral judgments.
3. **Aesthetic and artistic thinking.** This domain involves connective and perceptive thinking which facilitates: understanding beauty, significance, unity and quality as social, cultural and historical phenomena; experiencing and valuing beauty, significance, unity and quality on intellectual and emotional levels; understanding and interpreting interdependencies within, between and among bodies of knowledge and modes of thought; and insight into the contribution of the elements of artistic production to a coherent whole
4. **Informational and technical literacy.** This domain involves accessing, collecting, managing, integrating and evaluating information in a discipline-specific manner; it also considers how to personalize technology to meet needs, interests and learning style.
5. **Oral, written and visual communication.** This domain addresses how messages are sent, received, interpreted and responded to in multiple forms; uses conventional and technology-based media; and demonstrates the ability

to decipher, interpret and express ideas using language, images, graphics, icons, charts, graphs and digital media.

6. **Multicultural and international thinking.** This domain recognizes the diversity of people, cultures and environments; respects contributions from multiple global perspectives; and comprehends interconnectedness among and between nations, commerce and people across the globe.
 7. **Mathematical and abstract thinking.** This domain uses methods to solve problems; interprets formulas, graphs, tables and schematics; represents information symbolically, visually, numerically and verbally; and evaluates answers to problems for reasonableness, alternatives and optimal results. (Mathematical Association of America)
4. Create customized learning experiences, which advance productivity and achievement.
 - In February 2010, the first [Technology Summit](#) exposed faculty to the latest technology tools for active learning and engagement.
 5. Integrate innovative educational programming with foundations, skills and practices that prepare graduates for leadership and success in life and career.
 - Beginning in fall 2007, the class of Yeager Scholars began a leadership portfolio that eventually will represent their four years at Marshall.
 - In fall 2007, the Yeager Scholars section of HON 101 explored the theories and practice of leadership.
 - **[Campus Conversations](#)** – Since October 2009, Campus Conversations has comprised a series of discussions open to Marshall University faculty, students and staff with the explicit goal of identifying and developing general priorities that will become elements of an Academic Master Plan. A draft of the Academic Master Plan should be available in mid-April 2010. The first four Conversations' themes were:
 - Developing a Student Body: Recruitment, Retention, Success and Leadership
 - Developing Faculty: Recruitment, Retention, Success and Leadership
 - Developing Academic Programs: Resources, Facilities and Structures
 - Financial Considerations and Context

From these Conversations emerged a series of seven topics for which workgroups and one new university-wide committee have been formed with the charge of recommending specific actions that could be taken to address some of the university's needs in these areas. Six faculty workgroups were formed around the following topics:

- Implementing the Faculty Flexible Workload Policy
- Academic Restructuring
- Quality of Faculty Work Life
- Faculty Recognition
- Faculty Travel
- Development of Interdisciplinary Ethics Courses

A new university-wide committee has been charged with analyzing possibilities for developing online programs and submitting recommendations regarding the future of online programming at the university. The next set of Campus Conversations will focus on the recommendations submitted by the six faculty workgroups and the Online Program Committee