



**LEARNING TO SPEAK.
SPEAKING TO LEARN.**

Quality Enhancement Plan

**The University of the South
Sewanee, Tennessee
Feb. 23–25, 2016**

Table of Contents

| | |
|-----------------------------------------------------------------------------------------------------|----|
| 1. Executive summary..... | 1 |
| 2. “Learning to Speak—Speaking to Learn” is important to Sewanee students | 3 |
| 3. Selecting Sewanee’s QEP topic | 5 |
| 3.1 QEP Connection to 2005-2007 Eloquence Initiative and 2012 Strategic Plan | |
| 3.2 College Visiting Committee supports increased emphasis on oral communication | |
| 3.3 The 2012 Strategic Plan addresses oral communication skills | |
| 3.4 QEP connection to revision of the General Education requirements | |
| 3.5 Students’ support for enhanced oral communication skills | |
| 3.6 How will Sewanee students benefit from the QEP topic? | |
| 3.7 Faculty support and vote on “Spoken Communication” QEP Topic | |
| 4. Developing Sewanee’s QEP | 9 |
| 4.1 QEP committee structure and assignments | |
| 4.1.1 QEP Preliminary Working Group | |
| 4.1.2 QEP Task Force | |
| 4.2 Faculty input into QEP—surveys and discussion sessions | |
| 4.2.1 QEP Preliminary Working Group Faculty Survey (Fall 2013) | |
| 4.2.2 QEP-focused faculty discussion session (Faculty Gathering, August 2014) | |
| 4.2.3 Survey of oral communications in senior comprehensive exams or honors | |
| 4.2.4 Departmental feedback on March 2015 draft of the QEP | |
| 4.3 Student Input | |
| 4.4 Input from external consultants | |
| 4.4.1 Susan Wilson, Director of the S (Speaking) Center at DePauw University | |
| 4.4.2 Sean O’Rourke, Brown Foundation Fellow and Professor of Rhetoric at Furman University | |
| 4.5 Committee reports at College meetings | |
| 4.5.1. Task Force Report to the College Faculty, April 2, 2014 | |
| 4.5.2. Task Force Report to the College Faculty, Dec. 3, 2014 | |
| 4.5.3. Task Force Report to Department and Program Chairs, March 24, 2015 | |
| 4.5.4. Task Force Report to Department and Program Chairs, Nov. 17, 2015 | |
| 4.5.5. Task Force Report to the College Faculty, Nov. 20, 2015 | |
| 4.6 Additional QEP Task Force actions to increase the potential success of the QEP | |
| 4.6.1 Proposed new faculty position in rhetoric and Director of a Center for Speaking and Listening | |
| 4.6.2 Speaking and listening faculty workshop | |
| 4.7 QEP development timeline—key events | |
| 5. Student Learning Outcomes and assessment..... | 22 |
| 5.1 Goals of Sewanee’s “Learning to Speak—Speaking to Learn” QEP | |
| 5.2 Desired Student Learning Outcomes | |
| 5.3 Assessment of Student Learning Outcomes | |
| 5.4 Student evaluation of the speaking component in speaking (SP) courses | |
| 5.5 End-of-semester assessment of speaking (SP) courses | |
| 5.6 Assessment of student public speaking anxiety | |

| | |
|-------------------------------------------------------------------------------------------------------|----|
| 6. Literature review and best practices | 27 |
| 6.1 The need to teach communication | |
| 6.2 American liberal arts colleges | |
| 6.3 Communication at liberal arts colleges: six models | |
| 6.4 Communication-across-the-curriculum model | |
| 6.5 Communication centers | |
| 6.6 Listening | |
| 6.7 Summary of literature review | |
| 7. Actions to be implemented..... | 33 |
| 7.1 Student learning: curricular and co-curricular | |
| 7.1.1 Curricular—Establish courses emphasizing speaking (SP courses) across the curriculum | |
| 7.1.2 Curricular—Develop discipline-specific goals and student learning | |
| 7.1.3 Co-Curricular—Enhance existing and establish new co-curricular clubs related to public speaking | |
| 7.1.4 Co-curricular—Organize speech contest | |
| 7.1.5 Co-curricular—Establish “Rhetoric Prize” in class oral presentations | |
| 7.1.6 Co-curricular—Promote oral presentations at Scholarship Sewanee | |
| 7.1.7 Co-curricular—Have students introduce speakers at public lectures | |
| 7.2 Faculty development | |
| 7.2.1 Designation and training of five faculty “Speaking Fellows” each year of the QEP | |
| 7.2.2 General workshops on integrating student public speaking into the curriculum | |
| 7.2.3 Department/program workdays/retreats to develop discipline-specific speaking goals | |
| 7.2.4 Task Force to develop proposal for oral communication graduation requirement | |
| 7.2.5 Faculty vote on oral communication graduation requirement | |
| 7.3 Infrastructure and environment | |
| 7.3.1 Hire faculty member with expertise in rhetoric and public speaking (Pre-QEP) | |
| 7.3.2 Establish a Center for Speaking and Listening | |
| 7.3.3 Establish satellite practice locations and update teaching spaces | |
| 7.3.4 Appoint advisory committee for the Center for Speaking and Listening | |
| 7.3.5 Appoint QEP Implementation Committee | |
| 7.3.6 Promote additional invited lectures as examples of exemplary public speaking | |
| 7.3.7 Engage members of the community beyond the college | |
| 7.3.8 Implementation responsibilities summary | |
| 8. Timeline: Actions to be implemented | 44 |
| 9. QEP Organizational structure | 46 |
| 9.1 QEP development | |
| 9.2 QEP implementation | |
| 10. Human, physical, and financial resources | 50 |
| 10.1 Academic support services | |
| 10.1.1 Center for Speaking and Listening | |
| 10.1.2 Writing Center | |
| 10.1.3 Center for Teaching | |
| 10.1.4 Babson Center for Global Commerce | |
| 10.2 Student support services | |
| 10.2.1 Office of the Dean of Students | |
| 10.2.2 University Wellness Center | |
| 10.2.3 Office of Career and Leadership Development | |

| | |
|-------------------------------------------------------------------------------------------------|---------|
| 10.3 Infrastructure and Administrative Support | |
| 10.3.1 Library and Information Technology Services (LITS) | |
| 10.3.2 duPont Library collection | |
| 10.3.3 QEP Implementation Committee | |
| 10.3.4 Associate Dean of the College for Faculty Affairs (Assessment) | |
| 10.3.5 Associate Dean of the College for Faculty Development and Inclusion | |
| 10.3.6 Director of Institutional Research and Effectiveness | |
| 10.4 External support | |
| 10.5 Financial resources | |
| 10.5.1 Pre-QEP funding | |
| 10.5.2 Projected budget for the five years of the QEP | |
| 10.5.3 Beyond the QEP | |
| 11. Assessment Plan and Tools | 60 |
| 11.1 Assessment of impact of QEP on student learning (curricular and co-curricular) | |
| 11.1.1 Survey tools for first-year students and seniors | |
| 11.1.2 Speaking (SP) courses | |
| 11.1.3 Student participation in sponsored co-curricular activities | |
| 11.1.3.1 Co-curricular clubs related to public speaking | |
| 11.1.3.2 Speech contest | |
| 11.1.3.3 Rhetoric Prize in class oral presentations | |
| 11.1.3.4 Oral presentations at Scholarship Sewanee | |
| 11.1.3.5 Student introductions of speakers at public lectures | |
| 11.1.4 Alumni survey | |
| 11.1.5 Overall impact on student learning | |
| 11.2. Assessment of impact of QEP on faculty development | |
| 11.2.1 Designation and training of five Faculty Speaking Fellows each year of the QEP | |
| 11.2.2 General workshops on integrating student public speaking into the curriculum | |
| 11.2.3 Department or program workdays or retreats to develop discipline-specific speaking goals | |
| 11.2.4 Task Force proposal for oral communication graduation requirement | |
| 11.2.5 Faculty vote on oral communication graduation requirement | |
| 11.2.6 Overall impact on faculty development | |
| 11.3. Assessment of impact on environment/infrastructure | |
| 11.3.1 Establishment of Center for Speaking and Listening with resources | |
| 11.3.2 Student assessment of the Center for Speaking and Listening | |
| 11.3.3 Faculty assessment of the Center for Speaking and Listening | |
| 11.3.4 Development of satellite practice centers and teaching classrooms | |
| 11.3.5 Overall impact on infrastructure and environment | |
| 11.4 QEP assessment responsibility list | |
| 11.5 Overall assessment summary | |
| 12. Works Cited | 69 |
| 13. Appendices | |
| 13.1 Report of QEP preliminary working group, February 2014 | A13.1-1 |
| 13.2 Summary of student input | A13.2-1 |
| 13.3 Report of Susan Wilson, consultant, December 2014 | A13.3-1 |
| 13.4 Report of QEP Task Force to College faculty, April 2014 | A13.4-1 |
| 13.5 Position announcement, August 2015 | A13.5-1 |
| 13.6 Speaking assignment grading rubric..... | A13.6-1 |

1. EXECUTIVE SUMMARY

The primary goal of “Learning to Speak—Speaking to Learn” is to improve students’ oral communication skills through the practice of public speaking in disciplines across the curriculum. A secondary goal of this QEP is to enhance students’ confidence in their ability to speak in public through the process learning and developing better oral communication skills.

The QEP Task Force engaged in extensive discussion with faculty in a variety of disciplines across the College. The overarching intent was to develop student learning outcomes that encompassed the core aspects of good public speaking in the liberal arts tradition while also remaining flexible enough to apply across a broad range of disciplines and forms of public speaking. With the feedback from the faculty, the Task Force identified five key student learning outcomes:

1. Students will deliver original oral presentations that demonstrate understanding of the topic by explaining, analyzing, or arguing specific concepts, ideas, images, music, or texts.
2. Students will demonstrate the ability to support their spoken explanations, analyses, or arguments with appropriate evidence and examples.
3. Students will use communication techniques (such as eye contact, language, voice, and effective use of media) tailored to the topic, setting, and audience.
4. Students will design and deliver well-organized speeches of appropriate length.
5. Student presenters will respond in fitting and meaningful ways to questions, comments, and nonverbal cues from the audience.

The VALUE rubric (developed by the American Association of Colleges and Universities) and two other college-tested rubrics were adapted and molded into a new assessment rubric that is specifically tailored to Sewanee’s “Learning to Speak—Speaking to Learn” student learning outcomes (Table 5.1). Over the course of the implementation of the QEP, departments and programs will be assisted with adapting these learning outcomes to meet specific disciplinary goals.

The key actions planned for the QEP include the following:

- developing five new “Speaking” designated courses across the curriculum in each of the five years of the QEP. The courses will mostly be ones that are already being taught and will be retooled with a more conscious effort to teach public speaking in the context of the course. There will also be new courses, such as public speaking courses that will be taught by a new professor of rhetoric.
- establishing a Center for Speaking and Listening in duPont Library, directed by the new professor of rhetoric, with equipment to record and play back presentations, space for student tutors, and resources for both faculty and students.
- equipping satellite speaking practice areas in buildings across campus where students can practice, record, review, and improve their speaking skills.
- providing faculty with workshops and training in the teaching and assessment of public speaking and other oral communication skills.
- enhancing co-curricular opportunities for students to engage in activities that will showcase and improve their public speaking abilities, (e.g. hosting an annual student speech competition and involving students in introducing speakers at public lectures).

- using the lessons learned from the QEP to develop a broad oral communication-across-the-curriculum program proposal that will be voted on by faculty during the final year of the QEP.

We have very high and achievable aspirations for this QEP. We believe it will clearly promote enhanced student learning. Moreover, it supports an even stronger academic community that in turn will provide our students both an improved learning environment and route to a successful life beyond Sewanee. As noted by one student, a successful speaking and listening initiative could “change the way we talk about important issues on campus and live life at Sewanee, with a deeper sense of respect for others and what they have to say.”

2. “LEARNING TO SPEAK—SPEAKING TO LEARN” IS IMPORTANT TO SEWANEE STUDENTS

Sewanee’s strategic vision (www.sewanee.edu/media/provost/Strategic-Plan-2012.pdf) includes fostering “a learning environment of rich intellectual inquiry, insightful conversation, creative expression, purposeful action, and thoughtful formation of each student” that “will realize the potential of the Domain as a unique asset; will extend the scope of study, understanding, and action to cultures and societies both local and global; and will foster a diverse, cohesive, and inclusive community.” To realize this vision, the University needs to teach students to communicate effectively.

Good oral communication skills are essential to our students’ learning and lives because the ability to speak clearly and eloquently transcends work in the classroom and allows students to communicate ideas of value both personally and professionally. Graduates with effective oral communication skills have a competitive edge in networking and the workplace, as well as the capacity and confidence to participate in and lead public discourse. According to the National Association of Colleges and Employers, “Ability to communicate verbally with people inside and outside an organization” ranked as the third most important skill desired by employers for graduates of the class of 2015 (Adams 2014). Commonly, Sewanee alumni who had the opportunity to learn and practice public speaking remark that in the years post-graduation, their education in oral presentations had a significant, very positive impact on their professional careers. The ability to speak well and without fear is often at the top of the list of items university graduates wish they had learned while in college (Smith 1997).

Unfortunately, too many of our graduates and current students lack strong oral communication skills and, like most Americans, they are uncomfortable speaking in formal or professional settings. Although Sewanee has a well-established program to assist students with written communication, currently there is no coordinated institutional support to address oral communication skills. Broadly speaking, our students are ineffective when attempting to give compelling or persuasive public presentations, and Sewanee has been ineffective in teaching them.

Thus we have developed the QEP “Learning to Speak—Speaking to Learn.” While the overarching goal of this QEP is to improve students’ oral communication skills through the practice of public speaking in disciplines across the curriculum, Sewanee’s QEP is a part of a larger initiative focused on helping students improve their overall communication skills and thus participate more effectively in the learning process by sharing ideas through oral presentations, listening more attentively, and leading and participating in discussions in ways that enhance learning both within and beyond the classroom. Through the process of enhancing students’ public speaking skills in this QEP, faculty will also develop skills that we hope will carry over to helping students enhance their other oral communication skills, such as active listening and the ability to participate in and lead both large and small group discussions. In the fourth year of the QEP a new Task Force will be formed to consider the best mechanism of moving beyond the QEP, sustaining the effort to enhance public speaking skills and enhancing not only public speaking skills but all aspects of oral communication.

We are not the first to recognize the strong link between “Learning to Speak” and “Speaking to Learn.” Gary Smith (1997) argued eloquently for the relationship between speaking and learning in his description of the speaking intensive general education requirement at Pomona College. He ultimately came to believe that his students learned more, not less, academic content in his speaking intensive classes, even though he spent less class time teaching course content. In the end he became convinced that “students can learn more by speaking than by listening.”

We believe that “Learning to Speak—Speaking to Learn” will create an even better learning environment for Sewanee students, and in the process students will assume an even more active role in their own education and in the education of their peers.

3. SELECTING SEWANEE'S QEP TOPIC

3.1 QEP Connection to 2005-2007 Eloquence Initiative and 2012 Strategic Plan

The significance of strong student oral communication skills gained prominence among faculty and students during the Eloquence Initiative from 2005 to 2007. This program, led by Dr. Kristine Bruss, included workshops for faculty, rhetoric workshops for students, individual consultation and coaching for students, and an annotated compendium of web resources. There was great disappointment among faculty when this program ended and a desire to have additional such programs in the future.

3.2 College Visiting Committee supports increased emphasis on oral communication

In 2010, the College Visiting Committee, a specially appointed consultative group which consisted mostly of Sewanee graduates, expressly affirmed the value of the College's developing a new program to foster oral eloquence that would be in tandem with Sewanee's longstanding reputation as an institution known for training students to write fluently and effectively. Mr. Harold Rahn, chair of the Visiting Committee, summarized the group's conclusions:

The committee fully supports the ongoing verbal/presentation programs such as those being used in the Babson Center curriculum [linked to business minor and pre-business programs] and the Forestry and Geology Department. In most cases, oral presentation skills are developed through experience and practice. In fact, conversations with and oral presentations by students suggested their appetite for a more broad based and focused experience in the college. The committee suggests and is hopeful the use of oral presentations enhanced by such tools as video evaluation will continue to expand to other departments or disciplines. ... The committee recognizes effective oral communication requirements and skills vary greatly with each student, but those possessing skill in this area will be better prepared for the future. ... In closing this report, the committee fully supports the College's efforts to support, develop, and enhance its programs on both written and oral communication for all students.

3.3 The 2012 Strategic Plan addresses oral communication skills

A year-long strategic planning process, begun in August 2011, brought together alumni, faculty, parents, staff, students, and others to understand how the University could best anticipate and successfully meet the opportunities in the decade ahead—how the efforts of many could be unified to advance, and even transform, an institution over a period of time.

The 26 member Strategic Planning Committee first reviewed the ideas gathered during separate faculty and executive staff retreats held that August and published summaries of these. In September and October, the committee initiated a longer effort to encourage campus-wide discussion of potential directions. Members facilitated seven small group discussions for faculty and staff together and followed up these discussions with an open-ended survey, collecting and publishing the results. Student members of the committee engaged the Student Senate to produce a video, conduct a survey, and host additional small group discussions with students; these results were likewise collected and shared.

The 2012 Strategic Plan specifically addressed the need for strong student oral communication skills.

One way we envision to advance these ideals in the coming decade is to strengthen the University's capacity to nurture the creative imagination of its students—encouraging their facility in oral communication, fostering their artistic expression, and involving them in a campus setting that qualifies as a vibrant center of regional and national culture. (www.sewanee.edu/media/provost/Strategic-Plan-2012.pdf)

This QEP supports Sewanee's Strategic Plan to encourage students' "facility in oral communication" and its claims to offer an education that serves not only the ends classically identified with liberal learning but also the practical, vocational aim of preparing students for demands most of them will subsequently face in the workplace. Beginning with the usual career hurdle of job interviews, virtually all graduates of the College must eventually demonstrate a capacity for clear, compelling oral expression and self-presentation.

3.4 QEP connection to revision of the General Education requirements

Sewanee's selection of a public speaking initiative as our Quality Enhancement Program further evolved out of the General Education revisions to our curriculum that were implemented in the 2013-14 school year.

In the spring of 2011, the faculty had a variety of discussions, open forums, and individual conversations on the proposed revision to the General Education revision during which they were tasked with envisioning "a curriculum that effectively prepares students to live thoughtfully and productively in the 21st century." In the discussions that followed, faculty identified oral presentation and eloquence as one of the Desired Outcomes and Experiences for students.

The College faculty endorsed in principle Phase Two of the General Education Model in November 2012, which includes the statement: "Students will complete at least one course emphasizing oral expression."

3.5 Students' support for enhanced oral communication skills

Student leaders have made it known that undergraduates in the college as well as students in the School of Theology would benefit from such an initiative not just in the classroom and but also in many aspects of campus life. Specifically, a speaking and listening center and courses developed within a speaking and listening curriculum would enhance existing campus initiatives and opportunities. The student-run Sewanee Wellness Action Group has students make presentations to their peers and lead group discussions; the Office of Career and Leadership Development coaches students on their interview skills as well as other modes of self-presentation, electronically, digitally, and otherwise; student leaders in the residence halls, the first-year program, and the orientation and pre-orientation programs must communicate essential health and safety information to their peers; the Sewanee Poets' Society and the *Sewanee Review* offer student readings across the community. And broadly, students recognize the need to sharpen those skills associated with an array of oral performances related to academics, including poster-presentations (especially in the sciences), debate, and extemporaneous speeches based on one's research. Students from all disciplines already participate in Scholarship Sewanee every year in which they present their research orally to faculty and students. With a speaking and listening center, students would have an opportunity to receive coaching for this event, and the presentations could be judged by a faculty committee to determine the best oral presentations.

Beyond the classroom and campus events, one student leader observed that a successful Speaking and Listening Initiative could elevate the overall campus discourse; it could "change the way we talk about important issues on campus and live life at Sewanee, with a deeper sense of respect for others and what they have to say."

3.6 How will Sewanee students benefit from the QEP topic?

According to the 2013 survey of graduating seniors conducted by the Cooperative Institutional Research Program (CIRP), in the items addressing competency in written and oral communication, Sewanee students' overall perception of the strength of their speaking abilities is lower than that of their writing abilities (61.3 percent vs. 75.5 percent judging their abilities as "above average" in the respective areas). Since we have had a Writing-Across-the-Curriculum program in place for many years and have seen the effectiveness of this in their perception of their writing skills, it is our belief that a QEP focused on public speaking will help bring the students' perception of their speaking abilities on par with their perception of their writing abilities.

Moreover, the results of the CIRP survey pointed toward a significant gender discrepancy: while 61.3 percent of graduating seniors perceived themselves as "above average" in their public speaking ability, male students rated themselves at 75.8 percent whereas females rated themselves 54.8 percent.

These shortcomings and needs have led us to our goal for this QEP: to improve the oral communication skills and confidence in public speaking for all students. While there are numerous ways that students stand to gain from the establishment of a strong program associated with public speaking, based upon the surveys of faculty and students, conversations with students, and research by the Sewanee faculty, seven main areas rose to the top of the list:

- Students want to learn to lead, take control, and "own" their spoken words and to engage in the art of discussion and respond to questions beyond "Yes" and "No"; they want to feel confident exercising these skills in occasions ranging from job interviews, to lunch talks, to community outreach, to formal academic presentations.
- Students want to understand the mechanics of arguing a point, whether for or against (or both); how to be convincing, persuasive, and charismatic as a speaker with attention to ethos, pathos, and logos (classical oratory), whatever the audience (one-on-one, small groups, or large groups); and how to be mindful to the formalities, subtleties, and craft of "podium speaking."
- Students want opportunities to hear and analyze noteworthy speeches (listening to recordings or viewing the actual presentation when possible—a center for speaking and listening could maintain a collection of these) to see why they were so effective, both as concerns the issue of the moment, as well as the fundamental mechanics of how and why the speaker crafted the speech; in addition, students have lost the habit of listening (we no longer live in a world of radio broadcasts) and want training in this area with the assistance of properly trained faculty who can deliver this content and provide opportunities for students to hone this skill.
- Students recognize the benefits of the art of imitation—taking what is best from a variety of speakers they have observed in a series of controlled workshops so as to observe and assess which aspects can be emulated and under what conditions.
- Students would like to focus on individual communication and dialogue (for example when serving as a peer leader, community volunteer, or employee—including and especially as regards those students who may want to work in a center for speaking and listening); further, they acknowledge the importance of recognizing the difference between a phone interview and a video conference (or interview) and want training in

these areas as increasingly they will become an online presence through video clips in their future careers—both as interviewer and the one being interviewed. The same principles apply to interviews for postgraduate fellowships such as Marshall, Watson, and others. (Candidates for the Rhodes scholarship are not allowed to be coached once they have declared their intention to apply, but they may participate in interview workshops prior to doing so.)

- Students note the importance of social speaking (at alumni events, fundraisers, and other formal or semi-formal gatherings) and the art of small talk; and most importantly they want confidence in how to recover gracefully should they “stumble.”
- Students recognize the need for improved listening skills, and public speaking courses can help teach students to become more active listeners, improving their overall ability to listen.

3.7 Faculty support and vote on “Spoken Communication” QEP Topic

In the wake of the revision and renovation of these General Education requirements, and based upon all of the above considerations, the faculty agreed to an initiative to promote better oral communication skills, through opportunities, both curricular and extracurricular, to develop and showcase oral communication in a variety of forms.

At its May 2013 meeting, the Faculty voted that Sewanee’s Quality Enhancement Program (QEP) for the Ten-Year SACS Reaffirmation Report would involve ensuring that all graduating students have the opportunity to gain appropriate training and experience in spoken communication.

4. DEVELOPING SEWANEE'S QEP

4.1 QEP Committee Structure and Assignments

4.1.1 QEP Preliminary Working Group

In the fall of 2013, John Gatta, the Dean of the College, asked six faculty members who had oral expression components in their courses to serve as an ad hoc Preliminary Working Group on the QEP. The six faculty represented a broad range of academic departments and programs: Marcia Mary Cook (Theatre Arts), Larry Jones (Biology and Office of the Dean of the College), Karen Kuers (Forestry and Geology), Chip Manning (the Babson Center for Global Commerce), Charles Peyser (Psychology), and Elizabeth Skomp (Russian and Humanities).

As the group's convener, Peyser reported on the group's progress at the December 2013 faculty meeting and submitted a final report to the Dean of the College in February 2014 that summarized the results of a faculty survey (see 4.2.1 below) and outlined the group's recommendations regarding the development of the QEP (Appendix 13.1).

4.1.2 QEP Task Force

In December 2013, the Preliminary Working Group recommended that the Dean of the College create a QEP Task Force that would report to the Curriculum and Academic Policy Committee. It was further suggested that the Task Force membership should include those who indicated in the faculty survey that they would be willing to serve on such a committee as well as some continuing members from the preliminary group assembled by Dean Gatta, with others as needed. The composition of the committee included faculty and staff representing a wide range of University departments and programs.

The following were named to the QEP Task Force: Karen Kuers, co-chair (Forestry and Geology; Environmental Studies); Mae Wallace, co-chair (Education; Anthropology); Bill Engel, co-chair (English; Humanities); Angela Jordan (Spanish); Betsy Sandlin (Spanish; Co-Director of the Center for Teaching); Elise Kikis (Biology); Virginia Craighill (English; Director of Writing Across the Curriculum); Chip Manning (Babson Center for Global Commerce); Tim Garner (Faculty Technology Specialist); Vicki Sells (Associate Provost for Information Technology); Kevin Reynolds (Associate University Librarian); Elizabeth Skomp (Russian; Humanities; Associate Dean for Faculty Development); Marcia Mary Cook (Theatre Arts, *emeritus*). The Task Force was directed to do the following:

- consider the need for a new faculty hire (full or joint appointment);
- consider a connection between this initiative and the Center for Teaching;
- consider the level (lower, upper, or both) at which an oral communication course should be taught (reflecting the mixed responses from the initial faculty survey, with advantages cited for each level);
- research what is being done at other institutions for ideas; and
- provide regular feedback to faculty and solicit input from across disciplines as the process continues.

The Dean further charged the Task Force with assisting the Dean in

- developing an oral communication enhancement proposal for the QEP;
- drafting the expected student learning outcomes and assessment plan;
- developing a reasonable timeline for implementation of the QEP; and

- developing a budget (physical and human resources) needed to implement the proposal.

The QEP Task Force began regular meetings in March 2014. In addition to meetings at least every two weeks, and often weekly, the Dean of the College supplied funds to allow three work days focused on the QEP (March 8, 2015, May 20, 2015, and Oct. 30, 2015). Meeting agendas, meeting notes, proposed timelines, and resources were maintained in a shared online folder for access by all Task Force members.

Stakeholder input was obtained from a variety of sources. The College faculty was updated at least once each semester, either at a College Faculty Meeting, at a meeting of Department and Program Chairs, at faculty gathering at the start of the academic, or via email. In addition to receiving updates at these meetings, college faculty members were surveyed on multiple occasions to obtain feedback to guide the committee's directions. Student input was solicited on a regular basis through interactions with student leaders of campus organizations (e.g. the Order of Gownsmen, the Student Senate, the Arcadians, the Sewanee Angels, the Student Activities Board, and the Society of Sewanee Scholars). In addition to having individual conversations with faculty in oral communication programs at other institutions, the Task Force invited two outside consultants to assist in the development of the QEP. QEP Task Force members conferred with University Administrators (Provost, Dean of the College, Institutional Research, and the Registrar's Office) throughout the process, and the Dean of the College reported on the QEP to the University's Board of Trustees.

Some of the major steps in the process of developing the QEP are outlined in the sections that follow.

4.2 Faculty input into QEP—surveys and discussion sessions

4.2.1 QEP Preliminary Working Group Faculty Survey (Fall 2013)

In fall 2013, the Working Group developed and sent a survey to 162 faculty and library staff members. The survey was designed (1) to find out who was already incorporating an oral communication component in their courses, (2) to obtain feedback on what should be included in oral communication courses, and (3) to find out if there were additional faculty who would like to help draft the oral communication proposal for the QEP.

The survey was completed by 55 individuals (34 percent) representing a wide range of academic disciplines. The survey revealed that speaking is already a component of numerous Sewanee majors and minors, as well as individual courses. The types of speaking skills emphasized in different courses included participating in discussions, leading discussions, making class oral presentations, and making an oral defense of student theses. In some cases, the presentations took the form of prepared speeches or debates for audiences outside the classroom. In some classes, the students participated in critiquing and evaluating student presentations. While some courses were specifically designed to help students learn to participate in and lead discussions, others appeared to focus on more formal oral presentation skills. In many of the courses, the development of oral communication skills was not specifically included in the course description and thus was dependent upon the discretion of the faculty member teaching the course.

Though faculty respondents to the survey demonstrated a strong belief that good speaking was required if one was to become a professional in any of the academic fields Sewanee offers, there was little consensus about how best to accomplish that goal, including the level at which a required speaking course should be taught or the shape the speaking requirement should take. Some faculty envisioned specific requirements, suggesting the number, type, and length of presentations that should be included in a course that would fulfill a speaking objective. Other

faculty members were skeptical about instituting highly detailed requirements. Numerous respondents listed the skills they hoped students would develop and the experiences that might lead to fostering those competencies.

Several faculty began their comments by noting their limited—or nonexistent—training in this area. To that end, some noted that professional development for instructors would be useful, and training for students would be essential. One respondent suggested “[t]hat a portion of the course discussion and training [include] speaking and listening skills. I would like to see a mixture of activities—presentations, [facilitation of] group discussion (and really training students how to do this), and presentations with media.”

As noted below, although some faculty members already integrate presentations, seminar facilitations, and other aspects of oral communication in their curriculum (some as part of the requirement toward the major, and others as part of the Honors track within specific majors), currently there is no consistency across the board, and little if any systematic communication between and among faculty and departments in this regard.

The Task Force drew the following conclusions from the survey:

- There was a wide consensus across disciplines that oral communication skills are an important component of a liberal arts education. The lone faculty member who expressed a dissenting opinion argued that it should not be added as a new general education requirement.
- The attention to oral communication skills in any class depends greatly upon the initiative of the instructor. Because the skills are not typically explicit in the course description, they might not be included consistently across classes.
- Oral communication skills should include a wide variety of modes, including presentations, discussion, debate, and listening skills. Because the particular skills and competencies most beneficial to students might be somewhat discipline-specific, flexibility in implementation of oral communication components across the curriculum would be important.
- Training for faculty is essential. While many faculty may require oral presentations or discussion in their courses, few felt sufficiently trained in teaching and/or assessing oral communication. It was apparent that we need someone at Sewanee trained in these skills, with the time and resources to help both faculty and students.

A more detailed summary by academic discipline follows as Table 4.1. An abridged form of the report submitted to Dean John Gatta in February 2014 is included as Appendix 13.1.

Table 4.1. Summary of Fall 2013 faculty survey responses by broad academic discipline

| Discipline | Survey response summary |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Foreign Language | Faculty in French, German, Russian, and Spanish reported that speaking is a key component in many, if not all of their upper-level courses, and to the extent possible, it is also a focus in 100- and 200-level courses. Some 200-level courses specifically focus on helping students become more comfortable speaking in front of people, while also helping them to lose their fear of speaking a foreign language. The types of speaking skills emphasized in different courses include participation in discussions, leading discussions, class oral presentations, and oral defense of student theses. (It was noted that the recent shift in the teaching load has resulted in the restructuring of some course content. While this has resulted in the loss of at least one class that specifically focused on oral communication skills, at least a portion of this content is being shifted into other upper-level courses.) |
| Humanities and Social Sciences | Across the Humanities and Social Sciences, a number of disciplines indicated that courses required of their major or minors include a speaking component (e.g. Anthropology, Art, Art History, Education, Film Studies, International and Global Studies, Religion, Shakespeare Studies, and Theatre). In addition, many sections of Humanities and English 101 require that students give oral presentations and/or recitations, and faculty spend time specifically teaching these skills. Several faculty members in English and Religion indicated that most or all of their courses were discussion based, and faculty in History, Philosophy, and Politics indicated that students gave oral presentations in one or more of their courses. In some cases the presentations take the form of prepared speeches or debates and may be given to audiences outside the classroom. (The degree to which courses include formal instruction on oral presentation or discussion skills was not always clear from responses.) Oral presentations range from five to 20 minutes, and in several cases the oral component of the class comprises 20 to 30 percent or more of the course grade. In some courses the students participate in critiquing and evaluating student presentations. While some courses are specifically designed to help students learn to participate in and lead discussions, others appear to focus more on oral presentations skills. (Several respondents noted their disappointment that Dr. Kristine Bruss was not retained by the University, as her efforts here made a large positive impact on the teaching of oral communication skills in many campus courses.) |
| Physical and Life Sciences | Many of the Physical and Life Sciences include or require one or more upper-level seminars that have an oral communication component. Forestry and Geology requires Junior Oral Presentations Skills (half course) of all of its Forestry, Geology, and Natural Resources majors, as well as the Senior Capstone course. In the Junior Oral Presentations course students are taught the components of successful presentations, give three presentations, and receive feedback from their faculty and peers, and the senior capstone includes a formal presentation of the student's semester-long project. Chemistry requires two half-course seminars (CHEM 301/401) of all Chemistry majors. In these two half-courses, each student works with a faculty member in the department to prepare one public presentation, and learns from observing presentations given by speakers visiting from other institutions and by student peers giving seminars. Similarly, Physics requires two half-course seminars of its majors, and all Biology majors must take an advanced course in which each student gives at least four oral presentations. Many Computer Science courses have an oral communication aspect, and there are a number of additional elective courses across the sciences with a strong oral presentation component (e.g. BIOL 210, BIOL 325, and CHEM 417). One professor teaching Psychology 215 indicated that his class has a significant oral communication component, with 20 percent of the course grade based upon student presentations and critiques. However, in this class, as in many others in the College that currently focus on communication skills, oral communication skills are not explicit in the course description and thus are dependent upon the discretion of the faculty member teaching the course. |

4.2.2 QEP-focused faculty discussion session (Faculty Gathering, August 2014)

In summer 2014, the QEP Task Force worked with the new Dean of the College, Terry Papillon, to plan a QEP-focused faculty discussion session at the faculty gathering on Aug. 22, 2014, which begin the 2014-15 academic year. Each faculty member was first asked to answer individually the following set of questions.

1. What is your vision of how the University could provide all students with opportunities to enhance their oral communication skills (speaking, listening, discussion, etc.)? Please consider both curricular and extra-curricular approaches. What barriers, if any, do you see to attaining this goal?
2. With respect to this goal, what kind of support could/should a Center for Speaking and Listening provide to faculty and students at Sewanee?
3. If time permits, please reflect upon the kinds of opportunities you would like to see the Center for Teaching offer to faculty at Sewanee with respect to teaching oral communication skills, or any other aspect of teaching.

After answering the questions, faculty members were divided into one of three groups based upon the length of time they had taught at Sewanee (fewer than six years ; 6-15 years; more than 15 years). A recorder was designated for each of the sessions, and a summary of each group's discussion was shared with the entire faculty. After the meeting, all individual written answers, as well as group summaries, were entered into a spreadsheet by members of the QEP Task Force and further summarized by group. The data included 36 responses from junior faculty, 26 responses from faculty at Sewanee for six to 15 years, and 25 responses from senior faculty. This data from this survey generally reinforced the faculty input from the 2013 Survey, confirmed the overall interest among faculty in promoting better oral communication skills, and provided additional detail concerning the kinds of programming that the faculty thought would be most helpful in a Center for Speaking and Listening.

4.2.3 Survey of oral communications in senior comprehensive exams or honors

To gather additional information on current department and program which include oral communication components within either Senior Comprehensive Exams or Honors, the Task Force sent a survey in Spring 2015 to all department and program chairs. The QEP Task Forces received responses from 21 departments or programs, regarding 27 University majors.

The majority of those responding (14 of 21 departments/programs; 20 of 27 majors) indicated an oral component in either comprehensive exams, orals, or both. The most common approaches used among majors were oral exams (14 of 27 majors) and oral presentations (11 of 27). Honors defenses were required in four majors, and one major also followed up the oral presentations with a discussion. In six of 27 majors, students have both oral exams and oral presentations, and in three of 27 majors, student have both oral exams and an honors oral defense.

4.2.4 Departmental feedback on March 2015 draft of the QEP

A draft copy of the QEP was shared on March 24, 2015, at the regular meeting of all department and program chairs. They were asked for their input with respect to whether or not they agreed with the proposed plan of action, whether the draft Student Learning Outcomes and Assessment Rubrics seemed reasonable and appropriate for their disciplines, and if they had any specific suggestions, comments, or concerns about the direction of the QEP as outlined in the draft.

Written responses were received from many disciplines across the college: Biochemistry, American Studies, Biology, Computer Science, Chemistry, Education, English, Forestry and Geology, German, History, International Global Studies, Italian, Medieval Studies, Math, Music, Politics, Psychology, Spanish, Theatre, and Women and Gender Studies. In all cases, departments and programs supported the current direction of the QEP. Departments and programs were especially interested in the potential faculty and student support that could be

provided by the proposed Center for Speaking and Listening. The key cautions were with regard to the ability to have sufficiently small classes given the current registration issues, the belief that it would be easier to accomplish this goal within upper level major courses which typically have somewhat smaller class sizes than do introductory courses, and concern about the form that a requirement might take if the College moves in that direction.

4.3 Student Input

In the fall of 2014, Bill Engel, co-chair of the QEP Task Force, hosted a series of roundtable discussions that included many of the student groups on campus. Student representatives of the Order of Gownsmen (OG), the Student Senate, the Arcadians, the Sewanee Angels, the Student Activities Board, and the Society of Sewanee Scholars (SOSS) were in agreement that focusing the QEP on speaking skills would benefit students academically.

A unanimous desire was expressed that students should continue to be part of the ongoing conversation as things develop with regard to speaking across the curriculum and that the effort explicitly to promote speaking (and listening) as an educational aim of the university is a worthy goal—and one long overdue. Further, all present expressed the desire that students should be included at appropriate stages of the discussions on the development of the Center for Speaking and Listening, as well as to have a chance to attend meetings with and assess the candidates who come to campus to interview for the position in Speaking and Listening. The Senate, OG, and SOSS all said they gladly would step up and identify students interested in taking part.

Students enthusiastically were in favor of a Speaking and Listening requirement of some sort, rationalizing that in the same way the current requirement for two writing-intensive courses sends a clear message that at Sewanee we value writing skills, so too having a comparable set of requirements for speaking and listening would indicate that we take these skills seriously as well. Such a requirement would show that Sewanee attaches value to speaking and listening as areas of competence that all students are expected to encounter and, to some degree, master.

Students also observed that this initiative supplements and complements many important aspects of campus life, both within and beyond the classroom (such as student-driven wellness programming, student use of the Office of Career and Leadership Development, student campus leaders in the residence halls, in orientation, etc.). A more detailed summary of the student's comments are located in Appendix 13.2.

In August 2015, Professor Engel again met with student leaders from the OG to update them on the current direction of the QEP and to get their input on additional possible names for Sewanee's QEP. Among the names discussed and suggested by the students were Learning to Speak—Speaking to Learn; S.P.E.A.K. (Students Practicing Engagement to Acquire Knowledge); Take your Voice for a Walk; Around the Table: Discussion across the curriculum; and Voicing Potential. ... Practicing Perspective. Ultimately "Learning to Speak—Speaking to Learn" was selected as the title for the QEP.

4.4 Input from external consultants

4.4.1 Susan Wilson, Director of the S (Speaking) Center at DePauw University

In fall 2014, the QEP Task Force asked Susan Wilson, Professor of Communication and Theatre, Faculty Development Coordinator for Speaking and Oral Communication, and Director of the S (Speaking) Center at DePauw University, to serve as an external consultant for early planning stages of the QEP. Dr. Wilson visited Sewanee from Nov. 9-11, 2014, and met with a number of different groups and individuals, including the QEP Task Force, the Dean of the College, the Provost, a representative from the School of Theology, the co-directors of the

Center for Teaching, and the Director of the Community Engagement and Bonner Scholars Programs, and several student writing fellows and tutors. Professor Wilson also gave a lunch presentation to faculty to share DePauw’s approach to speaking across the curriculum.

At the end of her visit, Professor Wilson submitted a report (Appendix 13.3). In addition to pointing out several of Sewanee’s strengths (e.g. the established Writing Center, with a student tutor system which could be used as a model, and the high level of “buy-in” across disciplines), and providing a number of important resources that the QEP Task Force could use in drafting the QEP, Professor Wilson made two key recommendations: (1) Sewanee should establish a speaking and listening center as soon as possible, using the Writing Center as a possible model, and (2) if “speaking across the curriculum” is added as a requirement for graduation, Sewanee should consider the development of a two-tiered system, with one course at the introductory level and the second course embedded in the major. She added, however, that there were some potential roadblocks to implementing the two-tiered system. Sewanee’s shift to the 3-2 teaching load has likely resulted in larger classes, at least at the introductory level, which could create class sizes larger than desired for a speaking intensive course. This might make it more difficult for Sewanee to provide enough courses at the introductory level to meet the needs of all students.

4.4.2 Sean O’Rourke, Brown Foundation Fellow and Professor of Rhetoric at Furman University

In the Fall of 2015, Sean O’Rourke, Professor of Rhetoric at Furman University, was invited to serve as Sewanee’s Brown Foundation Fellow and also serve as a consultant to the QEP Task Force, participating in committee discussions, assisting in the development of the student learning outcomes, and sharing information on best practices in oral communication skills. Professor O’Rourke had previously visited Sewanee in the fall of 2014 and had spoken with members of the committee about the different types of oral communication programs found at different colleges and universities, and he emphasized the need for Sewanee to clearly articulate the kind of program that would be most suited to Sewanee’s liberal arts mission. As part of his Brown Foundation semester, Professor led a series of three faculty discussions on the role of public speaking in a liberal arts education. The discussions were co-sponsored by the Center for Teaching and the QEP Task Force. The topics for the three faculty discussion sessions, held in the Center for Teaching, are summarized in Table 4.2.

Table 4.2. Faculty discussion series led by Sean O’Rourke, Brown Foundation Fellow, Fall 2015, entitled: Public Speaking and Liberal Education: Three Conversations.

1. Public Speaking as Thinking (Sept. 29, 2015)

Taking its cue from Cicero’s comment in *de oratore* (III.xvi.60-61) that Plato must be blamed for the “the undoubtedly absurd and unprofitable and reprehensible severance between the tongue and the brain, leading us to have one set of professors to teach us to think and another to teach us to speak,” this talk seeks to provide both an historical understanding of the tendency to separate thinking from speaking, the negative consequences of doing so, and the ways in which speaking can and should function as critical thinking. Teachers of writing have long struggled to convince their colleagues that writing is heuristic, and that writing in any form is a way of thinking, reflecting, researching, revising, re-thinking, and responding. Teachers of speaking share these concerns and shoulder four added burdens: the added time they need to teach speech (public speaking demands all that writing requires plus the in-class time to speak, respond, and critique), the conceit many have that speech is something one learned in childhood and everyone is as expert as anyone else, the very real fear many students (and people generally) have of speaking in front of groups of any size, and the inevitable consequence that most speakers, in and out of the academy, are not very good but think they are just fine. The talk seeks to cut through such misconceptions while also providing the kind of liberal arts context Sewanee faculty and students might appreciate.

2. Public Speaking and All Other Speaking (Oct. 28, 2015)

Taking its cue from Cicero's comment in the *de oratore* (III.v.23) that "eloquence is one . . . , regardless of the regions of discourse it is diverted into," this talk strives to make the case that an education in public speaking is also an education in good oral communication and listening generally. The gist of this talk is that a liberal arts-based course in public speaking will help to improve an entire suite of communication skills, including researching topics and controversies; identifying key questions, issues, and claims; assessing and evaluating rhetorical situations, circumstances, and locations; organizing materials; building different kinds of cases; delivering the speech using appropriate tone, movement, gestures, and platforms; listening to other points of view; responding appropriately; recognizing and adapting to different audiences; and remembering and bringing to bear salient material as needed—all the while considering and responding to the ethical norms of the community and the speaker.

3. Beyond the QEP: Creating a Culture of Excellent Oral Communication (Nov. 10, 2015)

Taking its cue from the latest research on successful oral communication programs in liberal arts colleges and programs, this talk attempts to summarize advances envisioned by the Sewanee QEP and the Center for Public Speaking and Listening it creates, assess its potential to improve what it seeks to improve, and look beyond the QEP and its Center to imagine a future that moves from the QEP toward a more robust, multifaceted approach to speech in liberal education.

4.5 Committee reports at College meetings

4.5.1. Task Force Report to the College Faculty, April 2, 2014

Karen Kuers, co-chair of the QEP Task Force, gave the first report of the Task Force to the College faculty at the April 2, 2014, faculty meeting (Appendix 13.4) which outlined the approach that would be taken by the committee in developing the QEP. The key points of the report are as follows:

1. The Task Force members agreed that for Sewanee to succeed in enhancing oral communication skills on our campus, we would need to hire someone with expertise in teaching these skills and the ability to direct a Center for Speaking and Listening that would serve as a resource for both faculty and students. The Committee further recommended that this center should be visibly linked to the Writing Center, the Instructional Technology Workshop, and to the expanded, revitalized Center for Teaching.
2. The Task Force was drafting a proposal for the "New Directions" faculty positions due April 14, 2014, to request a new position for a 3/5 time faculty appointment, 2/5 time Director of the Center for Speaking and Listening to begin in fall 2016 (the year that the QEP would be implemented). The candidate would teach courses on oral communication and would be responsible for developing and conducting faculty workshops and training sessions, maintaining web resources, identifying and supervising student tutors, and supporting extracurricular activities that promote oral communication skills (e.g. debates, speech competitions, etc.).
3. The Task Force further recommended a phased approach to the overall QEP oral communication enhancement process, specifically that "Sewanee should build the capacity and resources needed for enhancing the teaching of and assessment of oral communication across the curriculum before deciding upon or implementing a specific requirement of our students."
4. Regularly scheduled lunch meetings and/or workshops focused on speaking/listening skills should begin next year [2015-2016], even before the QEP is finalized and implemented. The workshops could be helpful in developing learning outcomes and assessment strategies.
5. The Task Force would like to see volunteers willing to participate in pilot assessment of the effectiveness of oral communication enhancement courses. These volunteers could

include faculty who already have this emphasis in their courses or who would like to develop it in their courses. Ideally this process would begin in fall 2015.

6. The QEP Task Force recommends that any decision about instituting a specific graduation requirement for oral communications be delayed until the end of the QEP implementation period. The QEP will be designed to explore different models of enhancing communication skills (both curricular and extracurricular, introductory and discipline-specific). Once sufficient assessment data and feedback from participating faculty and students are available, the faculty will be able to make an informed decision.

4.5.2. Task Force Report to the College Faculty, Dec. 3, 2014

Kuers updated the College faculty at the Dec. 3, 2014, faculty meeting. In addition, the QEP Task Force announced that consultant Susan Wilson (DePauw) would return to Sewanee to lead a two-day workshop on Speaking and Listening Jan. 23-24, 2015. Faculty were invited to attend either one or both of the days. Following the meeting, faculty received an email inviting them to attend the workshop.

4.5.3. Task Force Report to Department and Program Chairs, March 24, 2015

A draft copy of the QEP was shared on March 24, 2015, at the regular meeting of all department and program chairs. They were asked for their input with respect to whether or not they agreed with the proposed plan of action, whether the draft Student Learning Outcomes and Assessment Rubrics seemed reasonable and appropriate for their disciplines, and if they had any specific suggestions, comments, or concerns about the direction of the QEP as outlined in the draft. (See 4.2.4 for a summary of their feedback.)

4.5.4. Task Force Report to Department and Program Chairs, Nov. 17, 2015

On Nov. 17, 2015, QEP Task Force co-chair Karen Kuers shared the latest draft of student learning outcomes and a description of the components of “Speaking” (SP) course for comments and feedback from Department and Program Chairs. The key questions raised by Department Chairs were (1) Would the speaking component of the course have to be a majority of the course grade, or could this model work well in courses focused more on course content?, and (2) Given the extra time involved in teaching these courses, what would be the incentives for faculty to become involved? Professor Kuers answered that the proposed model did not require a specified percentage of the course grade devoted to speaking activities and was designed to be flexible enough to apply to disciplines across the college (student learning outcomes had been drafted and modified based upon feedback from across the college). Also, faculty would receive training and stipends for their efforts in redesigning course curricula to focus a portion of the course on enhancing student oral communication skills. Professor Kuers ended by sharing that further details of the actual implementation plan would be reported at the upcoming faculty meeting on Friday, Nov. 20.

4.5.5. Task Force Report to the College Faculty, Nov. 20, 2015

On Nov. 20, 2015, QEP Task Force co-chair Karen Kuers shared the final draft of the student learning outcomes, a description of the components of a course designated “Speaking” (SP), and an outline of the implementation plan at the College Faculty meeting. After reminding them of the QEP’s title (“Learning to Speak—Speaking to Learn”) and reviewing the historical process that led to the selection of the QEP topic, Kuers restated the purpose of a QEP: “The QEP is a five-year plan in which Institutions are challenged to identify an aspect of student

learning that they would like to improve, to research best practices and to (1) develop appropriate student learning outcomes; (2) develop and implement a plan to enhance those student learning outcomes; (3) develop a method for assessing the success of the plan, and at the end of five years report back to SACS. According to SACS, the QEP should be viewed as “an experiment ... a learning process ... As such, during the course of the QEP, there will be opportunities to adjust the Plan, and faculty and students will be part of that process.”

Kuers reminded the faculty of the Committee’s April 2014 pledge to (1) create an oral communication plan that was flexible enough to work across disciplines, (2) build the capacity and resources needed to enhance the teaching and assessment of oral communication skills across the curriculum, and (3) allow faculty time to try methods of enhancing oral communication in their courses before deciding upon, voting on, or implementing any specific general education or other graduation requirement in oral communication for our students.

After summarizing the key actions outlined in this QEP, Kuers ended by reminding them that in the final year of the QEP, faculty would have the opportunity to vote on the best long-term approach to promoting overall stronger oral communication skills among Sewanee students, and to determine if it should be a requirement for graduation, and if so, in what form.

At the end of the update there were no questions raised by the faculty.

4.6 Additional QEP Task Force actions to increase the potential success of the QEP

In addition to developing and writing the QEP, the QEP Task Force was successful in proposing a new faculty position in rhetoric and Director of the Center for Speaking and Listening, writing the job description for that position, and participating with the search. The Task Force also sponsored workshops and discussion sessions for faculty to provide them with additional resources for the teaching and assessment of effective public speaking skills.

4.6.1 Proposed new faculty position in rhetoric and Director of a Center for Speaking and Listening

In November 2013, a call for proposals for expansion, conversion, or replacement positions was issued by the Committee on Appointments and Leaves. One category of the expansion positions was designated as “New Directions” and encouraged expansion into areas not already represented at Sewanee. As indicated in the announcement, “Such proposals need not, in the case of disciplines other than those currently present in the College, come solely from department or program chairs but might be submitted by any faculty member or group of professors. It is expected that proposals in the ‘new directions’ category will indicate the support of other faculty in related areas.”

Recognizing the need for a designated and experienced director to lead the proposed Center for Speaking and Listening, the QEP Task Force wrote and submitted a proposal for an “Assistant, Associate, or Full Professor; Specialist in Pedagogy of Speaking and Listening/ Director of Center for Speaking and Listening.”

In September 2014, Terry Papillon, the new Dean of the College, announced that the position proposed by the committee would be filled, with a search to take place in academic year 2015-16 and the position to begin in 2016. In August 2015 the QEP Task Force met with Dean Papillon, updated the job description, and created and posted a job advertisement. The final job description and advertisement is included as Appendix 13.5. Campus interviews took place in early December 2015. Two members of the QEP Task Force served on the search committee, and the Task Force members met with the finalists when they came to campus.

4.6.2 Speaking and listening faculty workshop

On Jan. 23-24, 2015, the QEP Task Force, in coordination with the Center for Teaching, offered a workshop on speaking and listening across the curriculum. The workshop, which included hands-on activities each day, was led by Susan Wilson, Professor of Communication and Theatre at DePauw University, DePauw's Faculty Development Coordinator for Speaking and Oral Communication, and Director of DePauw's "S" Center.

Attendance was encouraging, with 24 attendees on Friday and 26 on Saturday (10 of whom attended both days). Overall the workshop was viewed as successful by participants, and the group agreed that it would be a good idea to invite Wilson back in the future. QEP Task Force member Bill Engel used one of the grading rubrics from the workshop in his English 101 class and reported that it worked well for him. While both days of the workshop were productive, those attending only the Saturday workshop felt disadvantaged by not attending Friday's session too. It was suggested that two-day attendance should be promoted with a clearer agenda in the future, that time on activities be increased, and that participants be surveyed to gain additional feedback.

4.7 QEP development timeline—key events

| Date | Key QEP Developments |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2005-07 | Eloquence Initiative |
| 2010 | College Visiting Committee Report envisions stronger oral communication skills. |
| 2012 | Sewanee Strategic Plan re-affirms the need for strong communication skills. |
| November 2012 | Faculty votes to endorse in principle Phase II of the revised General Education Program which includes developing an oral communication graduation requirement. |
| May 2013 | Faculty votes to focus Sewanee's 2016 QEP on oral communication. |
| September 2013 | Dean John Gatta forms QEP Preliminary Working Group. |
| October 2013 | QEP Preliminary Working Group surveys faculty to determine current offerings, strengths, and perceived needs for enhancing oral communication skills of Sewanee students. |
| December 2013 | QEP Preliminary Working Group makes initial report to faculty. |
| February 2014 | QEP Preliminary Working Group submits written report to Dean John Gatta. |
| March 2014 | QEP Task Force is formed and begins regular meetings. QEP Task Force members contact Directors of Oral Communication Programs and/or Speaking and Listening Centers to gather information on best practices, resources, and begin to create a short list of possible candidates for our QEP external reviewer. |
| April 2014 | QEP Task Force reports progress and planned approach to the College faculty. QEP Task Force submits proposal to Appointments Committee to use one of the planned faculty expansion positions to hire a Professor of Rhetoric and Director of a proposed Speaking and Listening Center. |
| June 2014 | QEP Task Force member Virginia Craighill attends summer SACS meeting to learn about the QEP and the overall reaffirmation process. |
| August 2014 | "Oral communication" is the focus of the faculty's Fall Gathering to start the 2014-15 academic year. Faculty consider what would a program to enhance student oral communication skills look like at Sewanee. |
| September 2014 | Dean Terry Papillon announces at College Faculty meeting that one of the faculty expansion positions will be used to hire a Professor of Rhetoric and Director of a proposed speaking and listening center, with the search to take place in 2015-16. Task Force selects Professor Susan Wilson, Director of the DePauw Speaking Center, as an external consultant for the QEP, with the plan to bring her to campus later in the semester. |

| Date | Key QEP Developments |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| October 2014 | <p>QEP Task Force co-chair Bill Engel meets with student leaders to discuss the “speaking across the curriculum” initiative at Sewanee.</p> <p>QEP Task Force meets with Sean O’Rourke to learn about current trends in college oral communication curricula; he provides the Task Force with information to help them determine which model best fits Sewanee’s mission.</p> |
| November 2014 | <p>Wilson visits Sewanee to discuss the development of an oral communication component to the Sewanee curriculum and the development of a Speaking and Listening Center.</p> |
| December 2014 | <p>QEP Task Force receives Professor Susan Wilson’s Report and begins review of her comments and recommendations.</p> <p>QEP Task Force reports progress to the faculty.</p> <p>QEP Task Force co-chair Karen Kuers and committee member Vicki Sells attend the Dec 2014 SACS Annual Meeting in Nashville, Tenn., to learn more about the requirements of a QEP.</p> |
| January 2015 | <p>QEP Task Force and Center for Teaching co-sponsor a two-day faculty workshop on Speaking and Listening by external consultant Susan Wilson, DePauw University.</p> |
| February 2015 | <p>QEP Task Force selects and submits names of potential QEP external reviewers to the Provost and the Dean.</p> |
| March 2015 | <p>QEP Task Force has spring break workday. Topics reviewed: Vision of how this QEP will change the Sewanee learning environment; Budget; and Assessment Rubrics.</p> <p>Task Force shares draft of the QEP with department and program chairs for discussion and review.</p> |
| May 2015 | <p>QEP Task Force meets with SACS Vice President Dr. John Hardt during his campus visit.</p> <p>QEP Task Force has summer workday. Topics reviewed: Discussion of Dr. Hardt’s feedback on the early draft of Sewanee’s QEP and student learning outcomes.</p> |
| July 2015 | <p>Professor Sean O’Rourke begins assignment as University Brown Foundation Fellow for the Fall 2015 semester and starts to work with the QEP Task Force.</p> <p>QEP Task Force members meet with O’Rourke and Dean Papillon to discuss how O’Rourke can best help Sewanee with the development of its QEP.</p> |
| August 2015 | <p>Student Leaders consult on a possible name for Sewanee’s QEP. One of the names they support is “Learning to Speak—Speaking to Learn.”</p> <p>QEP Task Force works with Dean Papillon to draft a final job description for the Professor of Rhetoric and Director of the inaugural Center for Speaking and Listening.</p> <p>Sewanee posts job description Professor of Rhetoric and Director of the Center for Speaking and Listening</p> |
| September 2015 | <p>Brown Foundation Fellow Sean O’Rourke leads Faculty Discussion I: Public Speaking as Thinking.</p> |
| October 2015 | <p>Brown Foundation Fellow Sean O’Rourke leads Faculty Discussion II: 2. Public Speaking and All Other Speaking.</p> <p>Search Committee begins review of files of candidates for Professor of Rhetoric and Director of the Speaking and Listening Center.</p> <p>QEP Task Force has weekend workday dedicated to writing the QEP.</p> |

| Date | Key QEP Developments |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| November 2015 | <p>QEP Task Force visits duPont Library to tour the rooms that will be renovated for use by the Center for Speaking and Listening and discuss plans for the design of the planned Library Commons.</p> <p>Brown Foundation Fellow Sean O'Rourke leads Faculty Discussion III: Beyond the QEP: Creating a Culture of Excellent Oral Communication.</p> <p>Task Force presents drafts of Student Learning Outcomes and Speaking (SP) course description to department and program chairs.</p> <p>Task Force presents QEP Student Learning Outcomes, Speaking (SP) course description, and outline of QEP Implementation Plan to College faculty.</p> <p>Search committee holds preliminary interviews for candidates for the Professor of Rhetoric/Director of the Center for Speaking and Listening.</p> |
| December 2015 | <p>Three candidates for the Professor of Rhetoric/Director of the Center for Speaking and Listening interview on campus.</p> <p>Task Force presents QEP to the Curriculum and Academic Policy Committee for review and discussion.</p> <p>QEP undergoes final review and is submitted for printing.</p> |
| January 2016 | QEP is submitted to SACS. |
| February 2016 | SACS Reaffirmation Visiting Committee site visit and QEP review. |

5. STUDENT LEARNING OUTCOMES AND ASSESSMENT

5.1 Goals of Sewanee’s “Learning to Speak—Speaking to Learn” QEP

The primary goal of “Learning to Speak—Speaking to Learn” is to improve students’ oral communication skills through the practice of public speaking in disciplines across the curriculum. A secondary goal of this QEP is to enhance students’ confidence in their ability to speak in public through the process of learning and developing better oral communication skills.

5.2 Desired Student Learning Outcomes

The following list of five student learning outcomes was developed by the QEP Task Force after extensive committee discussion, many drafts, and feedback from faculty in a variety of disciplines across the College. The goal was to develop student learning outcomes that encompassed the core aspects of good public speaking in the liberal arts tradition, while also remaining flexible enough to apply across a broad range of disciplines and types of public speaking. The committee consulted outside experts in communication, reviewed the public speaking learning outcomes for several other colleges and universities, reviewed the National Communication Association’s Learning Outcomes in Communication (National Communication Association 2015), and Oral Communication Value Rubrics developed by the American Association of Colleges and Universities (Rhodes 2010).

Desired Student Learning Outcomes:

1. Students will deliver original oral presentations that demonstrate understanding of the topic by explaining, analyzing, or arguing specific concepts, ideas, images, music, or texts.
2. Students will demonstrate the ability to support their spoken explanations, analyses, or arguments with appropriate evidence and examples.
3. Students will use communication techniques (such as eye contact, language, voice, and effective use of media) tailored to the topic, setting, and audience.
4. Students will design and deliver well-organized speeches of appropriate length.
5. Student presenters will respond in fitting and meaningful ways to questions, comments, and nonverbal cues from the audience.

5.3 Assessment of Student Learning Outcomes

The QEP Task Force considered a variety of rubrics currently used by other institutions in developing the following assessment procedure. Among others, these include The Oral Communication VALUE Rubric developed by the American Association of Colleges and Universities (Rhodes 2010), Tusculum College’s Rubric for Public Speaking (Tusculum College 2014), and Marquette University’s Speech and Presentation Grading Rubric (Marquette University 2005).

The VALUE rubrics, along with the other two college tested rubrics were adapted and molded into a new rubric that is specifically tailored to Sewanee’s “Learning to Speak—Speaking to Learn” student learning outcomes (Table 5.1; Appendix 13.6). The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty.

Table 5.1. Draft assessment tool for public speaking assignments in “Speaking” (SP) designated courses.

Grading Rubric for Speaking (SP) Courses
 Student's Name _____ Date _____
 Course name and number _____
 Assignment _____
 Circle one number (1-5) for each category, with five being the highest. This form may be helpful at the end of term when the assessment report is submitted to the QEP Implementation Committee.

Demonstration of understanding of the topic (SLO #1)

| | | | | | |
|---------------------------------------|---|---|---|---|---|
| 1 States the purpose. | 1 | 2 | 3 | 4 | 5 |
| 2 Organizes the content. | 1 | 2 | 3 | 4 | 5 |
| 3 Summarizes the main idea(s). | 1 | 2 | 3 | 4 | 5 |
| 4 Appropriate level of sophistication | 1 | 2 | 3 | 4 | 5 |
| Average Score _____ | | | | | |

Using evidence or explanations (SLO #2)

| | | | | | |
|-----------------------------------------------------|---|---|---|---|---|
| 1 Use of valid and legitimate secondary scholarship | 1 | 2 | 3 | 4 | 5 |
| 2 Coherent support of claims | 1 | 2 | 3 | 4 | 5 |
| 3 Accurate application of evidence | | 2 | 3 | 4 | 5 |
| Average Score _____ | | | | | |

Communication techniques (SLO #3)

| | | | | | |
|---------------------------------------------------|---|---|---|---|---|
| 1 Eye contact | 1 | 2 | 3 | 4 | 5 |
| 2 Discipline specific language | 1 | 2 | 3 | 4 | 5 |
| 3 Voice modulation | 1 | 2 | 3 | 4 | 5 |
| 4 Effective use of media when appropriate | 1 | 2 | 3 | 4 | 5 |
| 5 Tailored to the topic, setting, and/or audience | 1 | 2 | 3 | 4 | 5 |
| Average Score _____ | | | | | |

Design and delivery of well-organized speeches (SLO #4)

| | | | | | |
|-----------------------------------------|---|---|---|---|---|
| 1 Appropriate length for the assignment | 1 | 2 | 3 | 4 | 5 |
| 2 Coherent narrative | 1 | 2 | 3 | 4 | 5 |
| 3 Strong transitions | 1 | 2 | 3 | 4 | 5 |
| 4 Logical progression | 1 | 2 | 3 | 4 | 5 |
| Average Score _____ | | | | | |

Response to audience (SLO #5)

| | | | | | |
|----------------------------------------------|---|---|---|---|---|
| 1 Fielding of questions and comments | 1 | 2 | 3 | 4 | 5 |
| 2 Attentiveness to audience's nonverbal cues | 1 | 2 | 3 | 4 | 5 |
| 3 Appropriately directs ensuing discussion | 1 | 2 | 3 | 4 | 5 |
| 4 Respectful interacting with audience | 1 | 2 | 3 | 4 | 5 |
| Average Score _____ | | | | | |

Faculty may also wish to have other students in the class provide feedback to the student presenters. The same rubric as used by the faculty member could be used, or a shorter, simpler peer feedback form might be used. The following draft form (Table 5.2) might be used by faculty to develop a course specific form for their students.

Table 5.2. Sample Oral Presentation Peer Feedback Form

| Oral Presentation Peer Feedback | No | Some | Yes |
|----------------------------------------------------------------------------------------------------------------|-----------|-------------|------------|
| Did the speaker cultivate your attention or interest? | 1 | 2 | 3 |
| Did you get a sense of why the topic/issue is important? | 1 | 2 | 3 |
| Were the ideas presented clearly, in an orderly way? | 1 | 2 | 3 |
| Did the speaker explain key info, give you sufficient context, note sources, and reiterate key terms or ideas? | 1 | 2 | 3 |
| Did he/she speak clearly, make eye contact, and use body language effectively? | 1 | 2 | 3 |
| Were visual aids (if used) helpful, economical, not distracting, easy to read? | 1 | 2 | 3 |
| Comments or Suggestions for the Speaker? | | | |

5.4 Student evaluation of the speaking component in speaking (SP) courses

Students will be given the opportunity to evaluate the speaking component of the Speaking (SP) Courses developed as part of the QEP. These evaluations will either be given in class and submitted to the QEP Implementation Committee, or will be included as extra questions on the formal Banner course evaluation form submitted for all courses at the end of each semester. Students will respond to up to three questions focused directly on the speaking assignment in the course. Possible questions are included in Table 5.3.

Table 5.3. Draft survey form for students to evaluate the speaking component of their Speaking (SP) Course.

| Evaluation of Speaking Component of Speaking (SP) Courses EVALUATION OF EXPERIENCE (Draft) | |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Did the instructor provide sufficient instruction in the use of evidence to deliver an effective, well-supported oral presentation? |
| 2. | Did the instructor provide sufficient instruction in the techniques of oral expression and/or use of visual aids? |
| 3. | Did the instructor provide sufficient instruction in how to be attentive to the audience, and how to respond and react to their questions/comments? |

5.5 End-of-semester assessment of speaking (SP) courses

All members of the faculty who teach Speaking (SP) courses will fill out an end-of-semester assessment report for the class as a whole (Table 5.4). This report will indicate how students scored on each of the five Student Learning Outcomes in the speaking assignment for the course. In courses that require more than one speaking assignment, the assessment would typically only cover the final speaking assignment for the semester. The form will assist in determining the percentage of students demonstrating overall competency in public speaking in the course, in revealing specific areas of weakness and strength to assist instructors in the development of future courses, and in helping the Director of the Center for Speaking and Listening develop programming to address specifically those areas in which students are having the greatest amount of difficulty. While the form may be initially be completed on paper, the long term plan is to create an electronic form that can be submitted online, and also summarized more easily for use by the Director of the Speaking and Listening Center and the QEP Implementation Committee in tracking the program’s success in improving student learning outcomes.

Table 5.4. Draft end-of-semester course assessment form to be used by faculty teaching Speaking (SP) Courses.

Speaking (SP) Course Oral Presentation Assessment Summary

This form should be submitted for all speaking (SP) courses at the end of each term. Data should be submitted to the QEP Implementation Committee. The form will serve both to indicate the percentage of students demonstrating overall competency in public speaking and to reveal specific areas of weakness and strength to help instructors in the development of future courses.

Instructor _____ Term _____

Course _____ # students in the course _____

of speaking assignments in the course _____

Type of speaking assignment (Circle 1): presentation, debate, other
 If other, please provide a brief description of the assignment: _____

| Student Learning Outcome | Number of Students | | | | |
|---------------------------------------------------|--------------------|---|---|---|---|
| | A | B | C | D | F |
| 1: Demonstration of understanding of the topic | | | | | |
| 2: Using evidence or explanations | | | | | |
| 3: Effective communication techniques | | | | | |
| 4: Design and delivery of well-organized speeches | | | | | |
| 5: Appropriate responses to audience | | | | | |
| Overall Grade for the Assignment | | | | | |

5.6 Assessment of student public speaking anxiety

We will use the Personal Report of Public Speaking Anxiety (PRPSA) by J.C. McCroskey (2013) or a similar instrument, administered as a pre- and post-test in courses that are designated as Speaking (SP), as a means of evaluating our secondary QEP goal: in the process of learning and developing better oral communication skills, students will gain greater confidence in their ability to speak in public (Table 5.5). While we understand that there is always some level of anxiety about public speaking, it is our hope that we will see an average decline in the magnitude of this anxiety as students develop their public speaking skills.

Table 5.5. Personal Report of Public Speaking Anxiety (PRPSA) by J.C. McCroskey (2013).

Personal Report of Public Speaking Anxiety (PRPSA)

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5.

- 1. While preparing to give a speech, I feel tense and nervous.
- 2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
- 3. My thoughts become confused and jumbled when I am giving a speech.
- 4. Right after giving a speech I feel that I have had a pleasant experience.
- 5. I get anxious when I think about a speech coming up.
- 6. I have no fear of giving a speech.
- 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
- 8. I look forward to giving a speech.
- 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
- 10. My hands tremble when I am giving a speech.
- 11. I feel relaxed while giving a speech.
- 12. I enjoy preparing for a speech.
- 13. I am in constant fear of forgetting what I prepared to say.
- 14. I get anxious if someone asks me something about my topic that I don't know.
- 15. I face the prospect of giving a speech with confidence.
- 16. I feel that I am in complete possession of myself while giving a speech.
- 17. My mind is clear when giving a speech.
- 18. I do not dread giving a speech.
- 19. I perspire just before starting a speech.
- 20. My heart beats very fast just as I start a speech.
- 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- 22. Certain parts of my body feel very tense and rigid while giving a speech.
- 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- 24. While giving a speech, I know I can control my feelings of tension and stress.
- 25. I breathe faster just before starting a speech.
- 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- 27. I do poorly on speeches because I am anxious.
- 28. I feel anxious when the teacher announces the date of a speaking assignment.
- 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- 30. During an important speech I experience a feeling of helplessness building up inside me.
- 31. I have trouble falling asleep the night before a speech.
- 32. My heart beats very fast while I present a speech.
- 33. I feel anxious while waiting to give my speech.
- 34. While giving a speech, I get so nervous I forget facts I really know.

Scoring: To determine your score on the PRPSA, complete the following steps:

Step 1. Add scores for items 1, 2, 3, 5, 9, 10, 13, 14, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, and 34

Step 2. Add the scores for items 4, 6, 7, 8, 11, 12, 15, 16, 17, 18, 24, and 26

Step 3. Complete the following formula:

$$\text{PRPSA} = 72 - \text{Total from Step 2} + \text{Total from Step 1}$$

Your score should be between 34 and 170. If your score is below 34 or above 170, you have made a mistake in computing the score.

High = > 131

Low = < 98

Moderate = 98-131

Mean = 114.6; SD = 17.2

6. LITERATURE REVIEW AND BEST PRACTICES

6.1 The need to teach communication

From its earliest known beginnings in the west, liberal education has included among its central features the abilities not only to think but also to communicate thought. Greek articulations of the central discipline of the *paideia* (the term Greeks of the 5th and 4th centuries BCE used to connote the inseparability of “education + culture”) focused on systems of liberal education that would teach students to be active participants in the civic life of their communities (See, e.g., Jaeger).

Four schools of thought emerged in the Greek experience. Plato proffered what might be called the “philosophic” school (although the meaning of the term “*philosophia*” was very much a part of the overall debate), in which philosophy was the central discipline and dialectic was the primary means not only of discovering truth but also of communicating it. Plato’s system, rooted in an objectivist view of knowledge, deployed a dialectic that was engaged one-on-one, conducted via question-and-answer, thesis and antithesis, and eschewed outside evidence and sources that might bolster one’s argument (See Plato, *Gorgias*; *Phaedrus*). The loosely connected five great sophists (Gorgias, Protagoras, Hippias, Prodicus, and Thrasymachus) and Isocrates (436-338 BCE) represented two additional schools of thought. The sophists championed an education centered on a free-ranging rhetoric, a kind of oratory of performance that emphasized the radical subjectivity of knowledge (e.g., Gorgias’s famous “Nothing exists; even if it does exist we can’t know it; even if we can know it we can’t communicate it” or Protagoras’s “Of all things, man is the measure”), and the importance of one-to-many oratorical displays (See, e.g., Sprague). Isocrates’ educational system also emphasized rhetoric and public speaking but distanced itself from the sophistic approach by rooting education in a concern for civic virtue, embracing the importance of models of good and bad oratory, and stressing a balanced pedagogy in which students studied rhetorical theory, imitated models of excellence, and practiced under the guidance of a well-qualified and experienced teacher (for translations of Isocrates, see Mirhady and Too, Papillon; for Isocrates’ views on rhetoric and education, see Poulakos and Depew). Aristotle represents the fourth school of thought. Responding in part to both Plato and Isocrates, Aristotle derived his *paideia* from his empirical observations of Athenian culture. Aristotle’s system embraced both dialectic and rhetoric for, as he famously (and with admittedly sexist language) noted at the very beginning (1354a) of his *Rhetoric*,

Rhetoric is the counterpart of Dialectic. Both alike are concerned with such things as come, more or less, within the general ken of all men and belong to no definite science. Accordingly all men make use, more or less, of both; for to a certain extent all men attempt to discuss statements and to maintain them, to defend themselves and to attack others. Ordinary people do this either at random or through practice and from acquired habit. Both ways being possible, the subject can plainly be handled systematically, for it is possible to inquire the reason why some speakers succeed through practice and others spontaneously; and every one will at once agree that such an inquiry is the function of an art.

Aristotle, then, offered an approach to inquiry and communication that avoided what he saw as the false dichotomy between dialectic (Plato) and rhetoric (Isocrates) and embraced the wild diffusion of communication situations, from interpersonal (one-on-one), to small groups, to public speaking (Aristotle).

The received tradition of liberal education as it emerged from the Greek experience, then, included a deep-seated but also hotly debated concern for oral communication. The agreement was that oral communication was important and even central to the liberal education of citizens and civic leaders. The debate concerned not only the methods for teaching speech but also the place public speaking and other versions of oral communication held in the larger curriculum.

In the hands of Cicero and Quintilian, oral communication occupied a prominent position in the Roman *studia humanitatis*, a position it maintained in the medieval *septem artes liberales* (it was one of the three “tools of learning” in the *trivium*). As many historians of the Renaissance have affirmed, rhetoric was an important part of renaissance humanism as well as that period’s growing interest in civic discourse and experimentation with republican forms of government. Even with the rise of the scientific method and modernity’s commitment to empirical knowledge, rhetoric and oratory continued to be staples of liberal education, especially in the English-speaking world.

As Bruce Kimball (1986) ably documents and Michael S. Roth (2014) more recently confirms, two distinct traditions “uneasily coexist” in the American liberal arts college. The first is a “philosophical” tradition emphasizing preparation for inquiry and research; its aim is freeing the mind to investigate the truth about the physical, intellectual, and spiritual life of the individual and society. The second is a rhetorical or oratorical tradition emphasizing initiation into and participation in a common civic life through the study of canonical (and now perhaps not-so-canonical) works; its aim is learning to participate and perhaps even to lead in civic life, to appreciate the best of a society’s traditions while overcoming the worst, and to create what is new in part through inspiration from what is old.

6.2 American liberal arts colleges

Antebellum liberal arts colleges largely followed the rhetorical tradition. Harvard, Princeton, Penn, and Yale all had endowed professorships of rhetoric and/or oratory, as well as prominent debating societies, oratorical prize contests, and declamation exercises in Latin and Greek. Postbellum colleges, however, found themselves in dramatically new contexts.

Three contexts are important. First, the rise of the German model of the research university influenced older and newer (like Sewanee) liberal arts colleges in subtle ways. While maintaining a commitment to undergraduate teaching, Sewanee’s faculty increasingly emerged from Ph.D. programs at research universities and slowly began to create and then recreate Sewanee’s curriculum to mirror academic disciplines as they existed at the doctoral level. In that alteration, “skills” courses such as public speaking, argumentation, and debate, long thought essential to undergraduate liberal education, gradually lost their central standing among humanities and social science departments. Second, the discipline long known as “Rhetoric” or “Speech” was first subsumed by departments of English (where very swiftly literature and literary criticism were more highly valued than written and oral communication courses) and then, when public speaking teachers re-emerged nationally in 1915, was often linked for administrative convenience with “performance” programs in drama and theatre arts. The effect of this move was exacerbated by the discipline’s own struggle with nomenclature. Departments of “Public Speaking,” “Speech,” “Speech and Drama,” and later “Speech Communication” reflected not only the discipline’s attempt to establish and maintain an identity separate from English and Theatre but also the growing awareness that civic life in the 20th century included forms and media that earlier periods did not. And that is the third context: the growth of media from the fundamentals of orality (speech) and literacy (print media) to broadcast media (radio and later television), cable, the Internet, and now the enormous convergence of social media, print, and broadcast in a dynamic, mobile set of contexts. Of course, today there is now a gargantuan “communication” industry that is related to but not the same as the academic discipline of “Communication” or “Communication Studies.”

And yet the need for oral communication has never declined. A staple concern of representative democracies is an informed electorate able not only to speak but also to debate, follow lines of argument, respond, critique, and engage the public discourse that is at the heart of deliberative political life (Fontana *et al.* 2004). The civic importance of oral communication is at the heart of this QEP.

It is not, however, the only rationale, for career concerns are also at play. The Pew Research Center recently conducted a study in which adult Americans were polled on which skills they consider to be most important for young people to master to keep the United States competitive globally. The choices included, (alphabetically) athletics, art, communication, logic, math, music, reading, science, teamwork, and writing. Respondents overwhelmingly selected communication as the most important skill. This was true across all levels of academic achievement, with college-educated respondents answering similarly to those without a college degree (Goo 2015).

Consistent with the findings of the PEW survey, even technical fields such as engineering and medicine require good communication skills for success in those careers. For example, Felder *et al.* (2000) considered the pedagogical methods that are most effective in engineering education and found that working in groups and communicating well not only fostered student learning, but it also provided students with the communication skills especially valued by future employers. Additionally, recent surveys have revealed that the ability of a physician to communicate medical problems effectively to patients was key to patient satisfaction and trust (Keating *et al.* 2000).

As the two paragraphs above indicate, Sewanee is attempting to strike a very judicious balance between the more traditional concerns of liberal education and liberal arts colleges and job and career orientations. Our primary focus continues to be the importance of oral communication in the development of the whole human being and the cultivation of civic leaders. We are not, however, dismissive of the very real place oral communication skills hold for our students' job prospects and career opportunities.

6.3 Communication at liberal arts colleges: six models

As the short history above indicates, the concern for oral communication competence is not new. Colleges and universities have adopted at least five models of communication education:

Model 1: Create a communication center where tutors work with students to “coach” them through presentations and the director trains those tutors to do so. This is the approach taken by places such as Mount Holyoke and others. The advantage is that the college does not have to invest in a new department, can hire fewer faculty members, and can rely on students to help other students. The disadvantages are that the tutors may not have an adequate background for teaching and coaching. The “take a class, teach a class” attitude suggests that public speaking is like the front float in swimming, only once a six-year-old is taught the front float she or he is deemed enough of a swimming expert to teach others the front float. Another disadvantage is that the students who seek coaching are self-selecting, and one never knows how many will self-select.

Model 2: Initiate a “communication-across-the-curriculum” program. Recognizing that a “speaking-across-the-curriculum” program need not be connected to a speaking center, this option recognizes that a college could run a communication-across-the-curriculum program by appointing, encouraging, inducing, or coercing an interested faculty member or two to lead the initiative. The advantages of this option are that the program is completely decentralized, so physical space is not a problem, and those involved are almost necessarily self-selecting, interested, and motivated. The disadvantages, on the other hand,

are daunting. The biggest is expertise. Where does a college find an expert in public speaking instruction on a campus without a Speech or Rhetoric or Communication program? Another issue is motivation. Even if a college could find a faculty member with expertise, why would such a person take on such a large and unwieldy task? Finally, how far would such an initiative go as it seeks to improve oral communication across the campus?

Model 3: Add a “communication-across-the-curriculum” initiative to a communication center as outlined in Model 1. This is the model Sewanee is pursuing. It helps to address the needs of a wider swath of the campus and seeks to create what might be called “communication consciousness” in units as they already exist—by department or division—and also begins to fill the greater needs of both faculty and students. The disadvantage is that the director of the center may be stretched quite thin. She or he must not only teach public speaking, train student tutors, and administer the many needs of the center (equipment, space, staffing, etc.) but also devise a way to train faculty across the arts, humanities, social sciences, sciences, and professional programs alone. Some colleges have determined that the task is more than one person can do well over a long period of time while also maintaining a career trajectory as a teacher and a scholar.

Model 4: Create and staff a department of Rhetoric, Speech, and/or Communication Studies. This is what Furman University and many others have done. The advantages are that students are taught oral communication by experts in the field, trained not only in rhetoric but also in areas such as legal communication, cross-cultural communication, small group communication, and the like; students also have access to more public speaking sections than other models allow. Furman currently offers on average 8-12 sections per year. The disadvantages are that, as the department draws majors, non-majors may have a somewhat tougher time getting into some classes and, of course, the sections of public speaking are limited to those that can be staffed.

Model 5: Add a “communication-across-the-curriculum” initiative to a department such as that outlined in Model 4. Several institutions have implemented this model and it certainly covers more ground than any of the above, and does so without sacrificing expertise and depth of thought. If a school created a department of three full-time faculty members, it could give each person a one-course release to assist a division (person A works with sciences, person B works with social sciences, person C works with arts/humanities), which is a manageable load. The disadvantage is, again, this model is more expensive than Models 1 and 2 because it involves three faculty lines.

Model 6: All of the above: a department, with faculty involved in a communication-across-the-curriculum initiative, also involved in running a center. This is the model we believe the University of Richmond had for some time, though the communication across-the-curriculum portion seems to have been dropped. This option gives the widest impact on oral communication competency, touches students and faculty, and does not sacrifice depth of understanding (of rhetoric/public speaking). It stretches the department a bit more than Model 5 but that can be addressed, perhaps, with a phase-in period for the communication-across-the-curriculum initiative.

6.4 Communication-across-the-curriculum model

To teach communication effectively and to teach it in a way that provides both a speaking and listening foundation for students and instruction in discipline-specific aspects of

communication, the “communication-across-the-curriculum” (CAC) model has been developed and implemented at numerous institutions (Dannels and Gaffney 2009). The first CAC program was implemented at Central College, Iowa, in 1974. Since its inception, the CAC model has evolved from speaking labs and faculty training to the formation of established curricular programs and requirements (Dannels and Gaffney 2009). One of the first scholarly works describing CAC programs, published in 1986, argued the need for students who are not majoring in communication to take courses designed with a significant emphasis on oral communication (Steinfett 1986). That study further emphasized the need to train faculty who are tasked with teaching discipline-specific courses in oral communication to be trained in the relevant communication pedagogy (Steinfett 1986).

6.5 Communication centers

The first institution of higher learning to establish a communication center was the University of North Carolina in 1947 (Wynne 1947). As of 2012, 70 communication centers existed which were typically tasked with offering tutoring and workshops for students in the area of oral communication (Yook and Atkins-Sayre 2012). Despite the growth of communication centers in recent years, there are still documented concerns regarding the appropriateness of a communication center on a liberal arts campus. Specifically, Liberman suggests that non-communication majors may not think that they should have to learn the same material as communication majors and that there are many people who think that communication is too skills-based to have a place in a liberal arts college (Liberman 2012). However, Liberman argues that within the framework of a liberal arts education, communication centers help students to develop a broad knowledge base, to grow intellectually, and to become engaged and contributing citizens after graduation (Liberman 2012). In this way, Liberman stresses that communication centers actually serve to support the goals and missions of a liberal arts education. In fact, the fastest growth of the speaking-across-the-curriculum movement has been at liberal arts institutions (Turner and Sheckels 2015).

Communication centers are facilities on college campuses typically run by a director and student tutors who work with those looking to improve their public speaking, often in advance of a speech or presentation to be given for class or as part of a co-curricular activity (McCracken 2006). Additionally, some communication centers also provide training and resources for faculty involved in course development and/or curricular planning (Turner and Sheckels 2015).

To establish a communication center, a physical space needs to be identified or constructed that meets the specific aims of the center (Turner and Sheckels 2015). Some centers require only one room with workstations at which students can create and perfect their speeches. A center can likewise provide spaces for groups of students to work together on group presentations, or soundproof rooms for practicing delivery (Turner and Sheckels 2015). Eastern Kentucky University established the Noel Studio, which has been highlighted as a prime example of a successful communication center due to the way its physical layout fosters collaboration (Carpenter and Apostel 2012). Different areas of the center serve different functions. There is an “invention space” that includes white boards, a large-open space for brainstorming and discussion, and smaller, private rooms for practice sessions (Carpenter and Apostel 2012).

Ultimately, the purpose of establishing a communication center is to provide the resources and infrastructure necessary to support student learning in the area of oral communication. The most effective communication centers do much more than simply tutor students. Instead, they have been described as extensions of the classroom and places of student empowerment (Pensoneau-Conway and Romerhausen 2012). Pensoneau-Conway and Romerhausen suggest that traditional classrooms can pose barriers to learning because the large number of students limits the ability of an instructor to provide individual attention and makes it difficult to provide

immediate feedback. Additionally, assessment often has a paralyzing effect of students giving oral presentations. Speaking centers, then, can circumvent both of these barriers and provide highly effective ways for students to master the art of oral communication (Pensoneau-Conway and Romerhausen 2012).

6.6 Listening

Effective communication does not just require the ability to frame an argument and to articulate it eloquently. Instead, communication requires both speaking and listening. Listening involves hearing, attending, understanding, responding, and remembering (Adler and Proctor 2013). In fact, when time spent in various types of communication-related activities is subdivided into reading, writing, speaking, and listening, it has been shown that 53% of that time is spent in listening. Listening in this context includes mass listening (21%) and face-to face listening (32%) (Adler and Proctor 2013). In fact, previous studies on the importance of speaking and listening in the workplace revealed that “following instruction” and “listening skills” rank on the top of most-used skills in the workplace (Maes et al. 1997). Additionally, executives have indicated that they prioritize listening skills in selecting and retaining employees, especially in global organizations (Maes et al. 1997).

6.7 Summary of literature review

- Oral communication skills are vital in civic life and continue to be valued in the workplace, and there are often discipline-specific differences in expectations for oral communication.
- To address these discipline-specific differences, oral communication-across-the-curriculum programs have been implemented with varying success at many institutions.
- Instructional support such as tutoring is often key to successful implementation of communication-across-the-curriculum programs. This instructional support sometimes takes the form of speaking centers.
- Teachers in disciplines other than communication or rhetoric need opportunities for professional development when being tasked with teaching oral communication in their classrooms. This can also be the purview of a speaking center.
- Recent literature in the field of oral communication pedagogy stresses the fact that effective communication requires effective listening. Communication is at least interactional and situational. While this QEP focuses more on the conceptualization, composition, and delivery of speeches and other presentations, we will also teach students to field questions effectively and respond to audiences appropriately, skills that require both listening and speaking.

7. ACTIONS TO BE IMPLEMENTED

7.1 Student learning: curricular and co-curricular

7.1.1 Curricular—Establish courses emphasizing speaking (SP courses) across the curriculum

A central focus of the QEP is to develop a series of “Speaking (SP)” courses in disciplines across the Sewanee curriculum. These courses will help students improve their public speaking skills as they prepare and give oral presentations or speeches in such a way that they enhance their own understanding and also communicate what they are learning as part of the course.

The Director of the Center for Speaking and Listening will teach two introductory public speaking courses each year, open to all Sewanee students. Most of the courses that will be designated Speaking (SP) courses, however, will be housed in disciplines across the curriculum. These courses will focus on discipline-specific topics but will add an oral communications component specifically designed to promote better public speaking skills (Learning to Speak ...) through the presentation of material relevant to course (... Speaking to Learn). While it is our hope that some programs will chose to develop new courses or modify existing courses so that the major emphasis of the course is on oral communication techniques appropriate to the discipline, it is expected that most courses will be focused on course content, with a lesser portion of the course focused on teaching public speaking.

The target of the QEP is to initiate at least five such courses for each of the five years of the QEP (in addition to the two courses offered by the Director of the Center for Speaking and Listening), for a minimum of 25 Speaking (SP) courses taught across the curriculum. To assist in distributing these courses across disciplines, at least one of the five courses developed each year will be in each of four broad academic divisions: Arts, Humanities, Social Sciences, and Science/Mathematics. The programs that fall within each of those categories are listed in Table 7.1, along with the associated department or program chair.

A working definition of the components of a “Speaking (SP)” course has been developed by the QEP Task Force. It is expected that over the course of the QEP this definition will be revisited and modified as needed, based upon feedback from faculty and students involved in speaking (SP) courses.

For the purpose of this QEP, we are using a broad definition of *public speaking*. While some courses may require students to give oral presentations (e.g. speeches and talks), others might involve students in formal class debates or panel discussions, or students might present information as a formal lead-in for a class discussion that they might also be coordinating. *Public speaking* is not meant to be interpreted as student participation in class discussions unless the student is taking a leadership role in the discussion.

Table 7.1. Departments and Programs in Sewanee's four academic divisions

| <i>Division</i> | <i>Departments/Programs</i> | <i>Department/Program Chairs</i> |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Art | Art and Art History Music Theatre and Dance | Greg Pond Stephen Miller Pete Smith |
| Humanities | Humanities Classics English French and French Studies German History Italian Philosophy Religious Studies Russian Spanish | Chris McDonough Chris McDonough Kelly Malone Kathryn Mills Reinhard Zachau Woody Register Maggie Fritz-Morkin Chris Conn Sid Brown Mark Preslar Steve Raulston |
| Social Sciences | American Studies Anthropology Asian Studies Economics Education International and Global Studies Politics Women and Gender Studies | Woody Register Rich Summers Scott Wilson Marc St-Pierre Mae Wallace Donna Murdock Scott Wilson Julie Berebitsky |
| Math/Science | Biology Chemistry Earth and Environmental Systems Mathematics and Computer Science Physics and Astronomy Psychology | Kirk Zigler Rob Bachman Ken Smith and Sarah Sherwood Doug Drinen Doug Durig Al Bardi |

A Speaking (SP) Course at Sewanee is one in which students give oral presentations or make speeches as a means of enhancing their own understanding while also communicating what they have learned in the course. These courses include at least one speaking assignment. In addition to instruction on best practices for giving the type of presentation assigned in the course, students will receive feedback from the instructor and/or classmates on the oral presentation, as well as suggestions on how to improve their public speaking skills. Presentations in these courses will be assessed by rubrics developed in coordination with the Director of the Center for Speaking and Listening, based upon the Student Learning Outcomes outlined in this QEP, and adjusted, as needed, to meet the needs of different disciplines. Students will also be given the opportunity to assess their own public speaking skills. A portion of the course grade should be based upon the oral communication focused project, but the exact amount can be determined by the course instructor.

Speaking (SP) course presentations should meet the following student learning objectives:

1. Students will deliver original oral presentations that demonstrate understanding of the topic by explaining, analyzing, or arguing specific concepts, ideas, images, music, or texts.
2. Students will demonstrate the ability to support their spoken explanations, analyses, or arguments with appropriate evidence and examples.
3. Students will use communication techniques (such as eye contact, language, voice, and effective use of media) tailored to the topic, setting, and audience.
4. Students will design and deliver well-organized speeches of appropriate length.

5. Student presenters will respond in fitting and meaningful ways to questions, comments, and nonverbal cues from the audience.

At the end of the assignment, students will evaluate their own learning from the assignment, and at the end of the course, faculty will complete a summary evaluation form for the speaking component of the class, and submit it to the Associate Dean for Academic Affairs. (See section 5, “Student Learning Outcomes and Assessment,” for additional information on the assessment activities that will occur in these Speaking (SP) courses.

Each spring semester, when the Registrar requests a schedule of classes for the following year from program and department chairs, the Director of the Center for Speaking and Listening will request proposals for courses to be designated as Speaking (SP). A course proposal form will be finalized in spring 2016 by the QEP Implementation Committee for courses to be designated in fall 2016 or spring 2017. (A draft form is below in Table 7.2.) Once hired, the Director of the Speaking and Listening Center will be responsible for working with department and program chairs to offer a sufficient number of courses distributed across the curriculum. Once submitted, proposals for Speaking (SP) Courses will be reviewed by the QEP Implementation Committee. Over time, this role may be assumed by the Director of the Center for Speaking and Listening and the Center Advisory Board. Speaking (SP) courses will be designated as such in the schedule of classes much like writing-intensive or community engagement courses are currently designated.

Table 7.2. Draft Course approval form for courses to receive Speaking (SP) designation.

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Learning to Speak—Speaking to Learn. SP Course Proposal Form</p> <p>Proposer's Name: _____ Department: _____ Date: _____ Course number and title: _____ Semester the SP designation should take effect: Fall or Spring Year: _____ Frequency: yearly or alternate years Number of Proposed Speaking Assignments _____ Type of assignment(s): ___ Individual Presentation ___ Group Presentation ___ Leading Class Discussion ___ Debate ___ Other: _____</p> <p>In preparation for this assignment, students will receive (indicate all that apply): ___ class instruction ___ written instruction ___ Other: _____</p> <p>Students will receive (indicate all that apply): ___ instructor feedback: evaluation form written feedback oral feedback ___ peer assessment ___ self-assessment ___ Other: _____</p> <p>Have you: Taught an SP course? Yes No Attended an SP workshop? Yes No</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Since the Director of the Center for Speaking and Listening will not yet be in place during the spring of 2016, the QEP Implementation Committee will work to obtain volunteers to pilot the

program for the 2016-17 academic year. As of Nov. 28, 2015, planned Speaking (SP) courses have already been identified in two of the four divisions (Social Sciences: Politics, POLS 446, Political Simulations; and Mathematics/Sciences: Earth and Environmental Systems [Forestry and Geology], FORS/GEOL 332, Oral Presentations). In addition, the newly hired Director of the Center for Speaking and Listening will teach two speaking (SP) courses in his/her faculty role as Professor of Rhetoric starting in academic year 2016-17.

7.1.2 Curricular—Develop discipline-specific goals and student learning

Departments and programs across the curriculum will develop discipline-specific speaking goals and modify, as necessary, the Student Learning Outcomes within the QEP to tailor them to meet these discipline-specific oral communication objectives. The Director of the Speaking and Listening Center will create a collection of discipline-specific goals and student learning outcomes which will be available to faculty and students in the Center for Speaking and Listening.

7.1.3 Co-Curricular—Enhance existing and establish new co-curricular clubs related to public speaking

The Director of the Speaking and Listening Center will work with faculty, student tutors and student leaders to revive old clubs that focus on speaking, such as debate and toastmasters. (Note: As of September 2015 a chapter of Toastmasters has been established in Sewanee.)

7.1.4 Co-curricular—Organize speech contest

An annual student speech contest, to be held each spring, will be initiated in the spring of 2017. Early during the fall semester of 2016, the Director of the Speaking and Listening Center will form a student speech contest committee composed of students, faculty, and staff. The committee's responsibility will be to determine the guidelines, judging rules, venue, name, date, and other logistical considerations for the inaugural competition. In the spring the committee will assist the Director of the Center of Speaking and Listening with the competition. The QEP Budget has funds for advertising and cash prizes. While it would be desirable to have the speeches of all contestants open to the public, the public should be invited to at least the final presentations of the competition.

7.1.5 Co-curricular—Establish "Rhetoric Prize" in class oral presentations

At the end of each semester, faculty teaching Speaking (SP) courses can nominate a student or students (if a multi-student presentation) for the Rhetoric Prize in Class Oral Presentations. Nominated presentations should be recorded on video and submitted to the Director of the Center for Speaking and Listening. At the end of the school year, a panel of judges chosen by the Director will review all nominated presentations and will select a first, second, and third prize. Students will receive monetary awards for the prizes, and their presentations will be downloaded onto the Center's website for viewing.

7.1.6 Co-curricular—Promote oral presentations at Scholarship Sewanee

Every April, students from all disciplines who have been working on independent, small group, or class research projects gather for a meeting organized by the Office of Undergraduate Research that we call "Scholarship Sewanee." Over the years the meeting has grown significantly, and what was originally a small, afternoon poster session in Convocation Hall has

now expanded in scale to occupy the greater part of two floors of Spencer Hall. (See Table 7.3 for recent growth.)

Scholarship Sewanee offers multiple opportunities for students to engage in effective speaking through the poster sessions and oral presentations (organized in a series of discipline-specific concurrent sections). At the poster session, students stand with their poster and present their findings to students and faculty alike. During a two-hour session, students will present their poster at least 10 times, improving their delivery each time. A faculty panel judges these poster presentation deliveries. Awards for best posters are presented in a range of disciplines at a final award ceremony at the end of the day.

Students who have written an honors thesis often give a public presentation of their thesis at Scholarship Sewanee. These talks occur in discipline-specific sessions throughout the day. Some departments grant awards for best oral presentation while other departments choose not to judge these talks. Either way, students put a great deal of effort into preparing a talk that they will be proud of, often working for several weeks to practice and refine it.

We also invite an outside speaker to give a keynote address. The keynote speaker is typically a leader in his or her field and speaks on a topic of general interest to a broad audience. These keynote addresses serve as examples to students of public speaking.

Table 7.3. The number of poster and oral presentations at Scholarship Sewanee from 2012 through 2015.

| Presentation Type | 2012 | 2013 | 2014 | 2015 |
|-------------------|------|------|------|------|
| oral | 13 | 35 | 29 | 39 |
| poster | 55 | 82 | 72 | 77 |

The goal of this QEP with respect to Scholarship Sewanee is to increase the emphasis and recognition given to the oral presentation component of the event and to provide students with the opportunity to practice and record their talks and to receive feedback prior to the event, much of which will be available through the planned Center for Speaking and Listening (See 7.3.2, “Establishing a Speaking and Listening Center.”)

7.1.7 Co-curricular—Have students introduce speakers at public lectures

Sewanee hosts many lectures and other events open to the public. Students thus have another opportunity for experiential learning in public speaking skills by preparing and delivering formal introductions for the speakers who have been invited to campus. In particular, by having the student introduce a speaker, the student will:

1. research the speaker’s background and topic and personally prepare the written outline of the introduction;
2. work with a mentor and/or instructor who will guide, advise, and, as necessary, assist the student in preparing the introduction, as well as helping the student to rehearse the actual introduction;
3. gain experience with the formal protocols associated with public events and, in some circumstances, stage lighting and public-address equipment (for larger presentations);
4. and finally, be required to prepare his/her introduction to fit within a time frame appropriate to the occasion and the audience (usually no longer than two and a half minutes), thus emphasizing conciseness in drafting and effectiveness in delivery.

A potential drawback to this form of public speaking is that students might feel “over-scripted” and inclined to adopt a “reading-style” approach to the presentation; these speaking

opportunities should thus be video-recorded to allow the students to evaluate and assess themselves at a later point in time.

As a possible model, the Babson Center for Global Commerce has been incorporating this student introduction approach to its speaker events for the past several years. In practice, a student within the Carey Fellows program is designated for each event and that student, working with an assigned mentor, researches, prepares and delivers the introduction, which is recorded for later reflection and review. This approach could be used, modified or altered for incorporation into other speaker events at the University to provide students more opportunities to practice and engage in public speaking.

7.2 Faculty development

7.2.1 Designation and training of five faculty “Speaking Fellows” each year of the QEP

Each of the five years of the QEP, five faculty members will be designated as Faculty Speaking Fellows who will pilot and teach newly designated Speaking (SP) courses as part of “Learning to Speak—Speaking to Learn.” The Director of the Center for Speaking and Listening will initiate a series of workshops, lunch seminars, and work sessions over the course of the semester specifically designed to help the Faculty Speaking Fellows develop the knowledge and expertise necessary to teach and assess speaking concepts and skills to their students through the content, theories, and materials of their individual disciplines. The Director will serve as a mentor for these faculty and will be available to work with them as questions arise concerning the logistics and assessment of speaking assignments in their courses. Faculty Speaking Fellows will be given stipends to support the extra time they are devoting to developing the speaking emphasis components of their courses.

7.2.2 General workshops on integrating student public speaking into the curriculum

To develop disciplinary-specific understandings of speaking competence, faculty members, either in departments, programs, or divisional groups, will draft descriptions of good speaking in their areas. In order to provide sufficient time for faculty discussion, the college will provide funding for departmental retreats/workdays to support this work. Faculty will be asked to record their deliberations and decisions and to prepare a brief report summarizing the kinds of speaking skills and communication techniques that students need to be effective communicators in that discipline. The report will be used to fine tune the QEP Student Learning Outcomes to best meet the needs of each discipline.

7.2.3 Department/program workdays/retreats to develop discipline-specific speaking goals

Departments and programs will be provided with funding to set aside workdays devoted to researching best practices for oral communication in their field and to evaluating, and as necessary modifying, the QEP’s Student Learning Outcomes so that they better meet the oral communication objectives specific to their discipline. Departments may select to work independently or to meet jointly with other similar disciplines. They might bring in an outside consultant, review input from alumni and professionals in their disciplines, and/or ask the Director for the Speaking and Listening Center to facilitate their discussion. Once these goals have been determined, the departments and programs will summarize the work and produce a short written report which they will submit to the Director of the Center for Speaking and Listening. The report should include their speaking goals and any revisions to the student learning outcomes.

7.2.4 Task Force to develop proposal for oral communication graduation requirement

A new task force will be appointed by the Dean of the College in the fourth year of the QEP to lead faculty and student discussions focused on the type of long-term oral communication requirement that Sewanee might adopt. The Director of the Center for Speaking and Listening will serve in an advisory role for the committee. At least four models will be examined: (1) a two-tiered model, in which oral communications courses are offered and/or required both at the introductory level and within the major (similar to Sewanee's writing intensive requirement); (2) a single-tier model focused on teaching oral communication skills in content courses within the major; (3) a model that involves two different types of courses (ones centered on oral communication and ones centered on academic content with an oral communication component); and (4) a model that does not include a graduation requirement but only provides sufficient opportunity for students to enhance their oral communications skills prior to graduation. All models will allow for various forms of oral communication, not just "public speaking." This new task force will develop a proposal and present it to the faculty during the fifth year of the QEP.

7.2.5 Faculty vote on oral communication graduation requirement

In the fifth year of the QEP the College faculty will vote whether or not to make successful completion of an oral communication course a graduation requirement, and if so, the type of requirement it will be.

7.3 Infrastructure and environment

7.3.1 Hire faculty member with expertise in rhetoric and public speaking (Pre-QEP)

See 4.6.1, "Proposed new faculty position in rhetoric and Director of a Center for Speaking and Listening," and Appendix 13.5, "Position Announcement: Professor of Rhetoric, Director of Speaking and Listening Center," for information on the process that led to filling one of the planned faculty expansion positions with a faculty member to teach rhetoric and public speaking, direct the Center for Speaking and Listening, and play a key role in the implementation of Sewanee's QEP.

7.3.2 Establish a Center for Speaking and Listening

In order to encourage students to improve their speaking skills, we will dedicate space for and outfit a Speaking Center where students can get assistance in the preparation and presentation of their talks. The Center will be run by a Director, a tenure-track faculty member in rhetoric who will lead the efforts of the center by mentoring and training faculty in the skills needed to teach public speaking effectively.

The Director will also train and supervise student tutors who will work directly with their peers who are developing presentations and speeches for their classes and extracurricular activities and/or will assist faculty who are teaching speaking (SP) courses. Students who exhibit eloquence and poise in public speaking would be identified as potential speaking tutors by faculty members who have taught them in courses that have a speaking enhanced curriculum; students nominated would then be vetted and hired by the Director of the Center for Speaking and Listening to work as tutors. Speaking tutors will work 2.5 hours a week (10 hours a month) at the Center and will be paid an hourly wage set by Human Resources (currently \$8.75), with possible annual raises.

After receiving training by the Director, speaking tutors can also be assigned to specific speaking enhanced or speaking (SP) classes as student speaking fellows. Unlike a tutor who may work with a whole range of students, a student speaking fellow is attached to one specific class during the semester and will work directly with the professor and with those students in the course to facilitate oral presentations. Speaking fellows may also work at satellite centers buildings across campus in order to be more available to the professor and the class.

The Center for Speaking and Listening will have the space, equipment, and materials needed for faculty and students to watch, read, investigate, design, develop, and practice delivering effective, ethical speeches. The Center will have computer equipment, audiovisual equipment, public spaces for meetings and working groups, and small, private spaces for practice and feedback. We are planning to co-locate these “skills centers” of writing- and speaking-across-the-curriculum in the library to encourage easy access, sharing of ideas and “best strategies,” and sharing of resources where possible. A more complete description of this planned resource, including initial square footage, and long term plans associated with the envisioned renovation of duPont Library and the development of the Learning Commons can be found in 10.1.1, “Academic resources.”

The Center for Speaking and Listening will have a dedicated website. The information available on the website will include the following:

- essential information about the center including location, hours, the process for making an appointment, menu and descriptions of services offered, profiles of the Speaking Center staff, and FAQs;
- information on workshops;
- a running log of upcoming activities and events as well as reports on past activities and events;
- video examples of oral presentations, speeches, and related activities;
- tutorials and resources for different forms of oral communication, for both students and faculty.

Finally, the School of Theology will designate a representative to serve as a liaison for the Speaking Center. Among the activities to be coordinated will include the SUMMA Summer Debate Camp, visiting speakers, and other School of Theology activities related to speaking.

7.3.3 Establish satellite practice locations and update teaching spaces

We will also promote the development of satellite locations in buildings across campus where students will have access to rooms and equipment to practice presentations 24 hours per day, seven days per week. These spaces will have a projector and either a computer or cables needed for students to connect their own laptops to the projector. We have already identified some satellite spaces (e.g., Snowden 215) and will work with faculty across campus to identify spaces in other buildings.

Some of the classrooms in which speaking (SP) courses are taught will need to be outfitted with multimedia technology, including projectors, smart boards, and the capacity for video recording.

7.3.4 Appoint advisory committee for the Center for Speaking and Listening

The Dean of the College will appoint an Advisory Committee to provide the Director with support and assistance. The Advisory Committee will consist of six faculty members from different disciplines on staggered terms of one to five years each. The Advisory Committee’s

charge is to advise, assist, and support the speaking center director in her or his efforts to effectively meet college, faculty, and student needs. The Advisory Committee will assist in strategic planning, budgetary decisions (including grant allocation), and assessment for the Center, while the Director is in charge of day-to-day operations of the Center.

7.3.5 Appoint QEP Implementation Committee

The Dean of the College will appoint a QEP Implementation Committee to ensure assessment of the initiative's success. The QEP Implementation Committee will be co-chaired by the Associate Dean of Faculty Affairs (for assessment expertise) and the Associate Dean of Faculty Development (for implementation expertise). It will consist of four faculty (one from each division of the college), the Director of the Center for Speaking and Listening, a Co-Director of the Center for Teaching, the Director of the Writing Center, a member from the university's office of Institutional Research, and a member from the Library and Information Technology Services. It is desirable that some members of the QEP and pre-QEP taskforces will serve on this committee. Specific faculty members will be appointed by the Dean of the College and will serve for the five-year duration of the QEP.

The main responsibility of the QEP Implementation Committee will be to track the progress and assessment of the QEP. It is likely that the Committee will be divided into at least two sub-committees, with one focusing on fostering and tracking program implementation (e.g. new course development, faculty development opportunities, development of the Center for Speaking and Listening and satellite locations, student co-curricular initiatives, etc.), and the other focusing on the annual assessment of the implemented programs (See Section 11, "Assessment," for a full listing of all of the QEP assessment areas).

The committee will also participate in the evaluation of the Speaking and Listening Center Director, the functioning of the Center, and the overall speaking-across-the-curriculum initiative.

7.3.6 Promote additional invited lectures as examples of exemplary public speaking

The University Lectures Committee, a standing committee with budgeted resources, brings speakers renowned in their fields to Sewanee. This committee will be engaged in the QEP through their bringing exemplary speakers to campus. These presentations will be announced in all Speaking (SP) Courses, and it is hoped that faculty will encourage student attendance at these talks, and when possible, include a brief class discussion following the event to consider the characteristics of the talk that were most (or least) effective and why. Students might be encouraged to evaluate the talk using the same assignment rubric used in Speaking (SP) courses, or a special assessment rubric might be designed for use during public presentations. As outlined in section 7.1.7, "Student Introductions of Speakers at Public Lectures," it is hoped that invited speakers will be introduced by students.

7.3.7 Engage members of the community beyond the college

To engage members of the community beyond the college, during the first year of the QEP we will approach graduate students in the School of Theology and the School of Letters, and also Sewanee *emeriti* faculty. The QEP Implementation Committee, in coordination with the Dean of the College, will first determine the level of interest among these different groups, and if sufficient interest exists, explore the feasibility of training *emeriti* faculty and graduate students in the School of Theology and the School of Letters to serve as Speaking Fellows and/or Fellows. As such, they would work with students in the Center for Speaking and Listening or could be matched to faculty and specific courses in the college. Fellows might work with faculty to grade and provide feedback to students after their talks. We will also explore the feasibility of

emeriti faculty and/or graduate students in the School of Theology or the School of Letters teaching Speaking (SP) courses in the college. If there is sufficient interest, we will develop a training plan to prepare them. Speaking Tutors and Fellows would receive a stipend. (Note: Given the exploratory nature of this part of the QEP, specific funding for this initiative is not included in the QEP budget. Preliminary discussions suggest that there are some budgets in either the College of Arts and Sciences or the School of Theology that would allow us to experiment with this idea on a small scale, if it is determined to be feasible.)

7.3.8 Implementation responsibilities summary

| Action Item | Responsible Person(s) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Student Learning: Curricular and Co-Curricular | |
| Curricular: | |
| Identify and engage students and student organizations in program development for the QEP. | QEP Task Force |
| Develop draft of student learning outcomes for public speaking. | QEP Task Force |
| Develop draft of rubrics to assess the QEP speaking (SP) courses. | QEP Task Force |
| Develop draft description of the components of a speaking (SP) course. | QEP Task Force |
| Develop definitions of what constitutes good speaking skills in disciplines across the College. | College Faculty |
| Modify SLO's as needed to match discipline specific speaking skills. | College Faculty |
| Develop speaking (SP) courses in disciplines across the college (five courses, at least one course in each of the four divisions). | College Faculty |
| Revisit the definition of a speaking (SP) course and edit as needed to be more broadly applicable across disciplines. | College Faculty |
| Modify QEP draft assessment rubrics to meet the needs of different academic disciplines. | College Faculty |
| Administer and analyze Freshmen and Senior Survey questions related to oral communications. | Institutional Research; QEP Implementation Committee |
| Co-Curricular: | |
| Involve students in developing co-curricular programming that highlights speaking. | QEP Implementation Committee; Director of Center for Speaking and Listening |
| Explore opportunities to revive existing and establish new co-curricular clubs related to speaking (e.g. debate team). | QEP Implementation Committee, Director of Center for Speaking and Listening |
| Host a public speaking contest for students with prizes awarded. | Director of Center for Speaking and Listening |
| Work with the Director of Undergraduate Research to promote and continue the practice of giving awards for best student presentations at annual Scholarship Sewanee event. | Director of Center for Speaking and Listening |
| Award prizes for best class presentations, to be nominated by instructors, and voted on by judges selected by the Director of Center for Speaking and Listening. | Director of Center for Speaking and Listening |

| Faculty Development | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Select a Brown Foundation Fellow (six-month visiting position in Rhetoric) to assist with QEP development. | Dean of the College |
| Brown Foundation Fellow to provide fora for faculty to discuss the significance of rhetoric and speaking skills in the liberal arts tradition (series of three talks). | Brown Foundation Fellow |
| Identify courses with a speaking component and provide assistance and support to faculty who want to enhance oral components in those courses. | Director of Center for Speaking and Listening |
| Assist faculty with the development and enhancement of speaking (SP) courses. | Director of Center for Speaking and Listening |
| Conduct faculty training workshops on the teaching and assessment of public speaking and other oral communication skills. | Director of Center for Speaking and Listening; Co-Directors of the Center for Teaching |
| Conduct workshops and fora to explore the relationship between public speaking skills and other oral communications skills such as listening and leading/participating in classroom and/or panel discussions. | Oral Communication Task Force |
| Build upon the lessons learned from speaking (SP) courses and develop a broad plan of oral communication across the curriculum. | Oral Communication Task Force |
| Conduct a faculty vote on making successful completion of an oral communication course a graduation requirement. | Curriculum and Academic Policy Committee; Dean of the College |
| Infrastructure and Environment | |
| Select a location for the Center for Speaking and Listening. | Dean of the College |
| Conduct search to hire Director of Center for Speaking and Listening and Professor of Rhetoric to begin in Fall 2016. | QEP Task Force; Dean of the College and appointed search committee |
| Appoint members of the Speaking Center Advisory Board (three-year appointment). | Dean of the College |
| Appointment members of the QEP Implementation Committee. | Dean of the College |
| Furnish and equip the Speaking and Listening Center with materials, furniture, and technology. | Director of Center for Speaking and Listening; Library and Information Technology Services (LITS) |
| Select and equip satellite locations in other buildings across campus where students can practice their speaking skills. | Director of Center for Speaking and Listening; LITS |
| Explore the feasibility of recruiting and training <i>emeritus</i> faculty and graduate student from the School of Theology and School of Letters as speaking fellows. | QEP Implementation Committee; Dean of the College of Arts and Sciences |
| Develop and maintain website with links/resources for faculty and students to use to develop their oral communications skills. | Director of Center for Speaking and Listening |
| Train and hire student tutors to work in the Center for Speaking and Listening and/or assist faculty with Speaking (SP) Courses. | Director of Center for Speaking and Listening |
| Maintain and replace equipment and technology in the Speaking and Listening Center. | LITS; Director of Center for Speaking and Listening |
| Organize campus-wide events/speakers to demonstrate good speaking skills. | University Lectures Committee |

8. TIMELINE: ACTIONS TO BE IMPLEMENTED

| | PRE QEP | QEP | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---------|
| | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Student Learning: Curricular and Co-Curricular | | | | | | |
| Curricular: | | | | | | |
| Identify and engage students and student organizations in program development for the QEP. | X | | | | | |
| Develop draft of student learning outcomes for public speaking. | X | | | | | |
| Develop draft of rubrics to assess the QEP speaking (SP) courses. | X | | | | | |
| Develop draft description of the components of a Speaking (SP) course. | X | | | | | |
| Develop definitions of what constitutes good speaking skills in disciplines across the College. | | X | X | X | X | X |
| Modify SLOs as needed to match discipline-specific speaking skills. | | X | X | X | X | X |
| Develop Speaking (SP) courses in disciplines across the College (five courses, at least one course in each of the four divisions). | | X | X | X | X | X |
| Revisit the definition of a Speaking (SP) course and edit as needed to be more broadly applicable across disciplines. | | | X | | X | |
| Modify QEP draft assessment rubrics to meet the needs of different academic disciplines. | | X | X | X | X | X |
| Co-Curricular: | | | | | | |
| Involve students in developing co-curricular programming that highlights speaking. | | X | X | X | X | X |
| Explore opportunities to revive existing and establish new co-curricular clubs related to speaking (e.g., debate team). | | X | X | X | X | X |
| Host a public speaking contest for students with prizes awarded. | | X | X | X | X | X |
| Work with the Director of Undergraduate Research to promote and continue the practice of giving awards for best student presentations at annual Scholarship Sewanee event. | | X | X | X | X | X |
| Award prizes for best class presentations, to be nominated by instructors and voted on by judges selected by the Director of the Center for Speaking and Listening. | | X | X | X | X | X |
| Faculty Development | | | | | | |
| Select a Brown Foundation Fellow (six-month visiting position in Rhetoric) to assist with QEP development. | X | | | | | |
| Brown Foundation Fellow to provide fora for faculty to discuss the significance of rhetoric and speaking skills in the liberal arts tradition (series of three talks). | X | | | | | |
| Identify courses with a speaking component and provide assistance and support to faculty who want to enhance oral components in those courses. | | X | X | X | X | X |
| Assist faculty with the development and enhancement of Speaking (SP) courses. | | X | X | X | X | X |
| Conduct faculty training workshops on the teaching and assessment of public speaking skills. | X | X | X | X | X | X |

| | PRE QEP | QEP | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---------|
| | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Departments and Programs across the curriculum develop discipline specific student public speaking goals, and evaluate, modifying as necessary, the QEP desired student learning outcomes to tailor them to meet discipline specific objectives. | | X | X | X | X | X |
| Task Force leads faculty and student discussions focused on the type of long-term oral communication requirement that Sewanee might adopt. | | | | | X | X |
| Based upon feedback from faculty and students, the task force develops a proposal. | | | | | X | X |
| Conduct a faculty vote to decide on whether successful completion of an oral communication skills course (or courses) will become a General Education requirement, a graduation requirement, both, or neither. | | | | | | X |
| Infrastructure and Environment | | | | | | |
| Select a location for the Center for Speaking and Listening. | X | | | | | |
| Conduct search to hire director of the Center for Speaking and Listening and Professor of Rhetoric to begin in Fall 2016. | X | | | | | |
| Appoint members of the Advisory Board to the Center for Speaking and Listening (three-year appointment). | | X | X | X | X | X |
| Appoint members to the QEP Implementation Committee. | | X | | | | |
| Furnish and equip the Speaking and Listening Center with materials, furniture, and technology. | | X | X | | | |
| Select and equip satellite locations in other buildings across campus where students can practice their speaking skills. | | X | X | X | X | X |
| Explore the feasibility of recruiting and training <i>emeritus</i> faculty and graduate student from the School of Theology and School of Letters as speaking fellows. | | X | | | | |
| Develop and maintain website with links/resources for faculty and students to use to develop their oral communications skills. | | X | X | X | X | X |
| Train and hire student tutors to work in the Center for Speaking and Listening and/or assist faculty with Speaking (SP) Courses. | | X | X | X | X | X |
| Maintain and replace equipment and technology in the Center for Speaking and Listening and in satellite locations. | | | X | X | X | X |
| Organize campus-wide events/speakers to demonstrate good speaking skills. | X | X | X | X | X | X |
| Overall QEP | | | | | | |
| Track progress of the various QEP initiatives, including annual assessment tools. | | X | X | X | X | X |
| Assess the overall effectiveness of the QEP in enhancing the desired student learning outcomes, and submit the five-year report to SACS. | | | | | X | X |

9. QEP ORGANIZATIONAL STRUCTURE

9.1 QEP development

While the stage was set for the development of the QEP by the QEP Preliminary Working Group assembled by Dean John Gatta in September 2013, the major work of the QEP was carried out by the volunteer QEP Task Force beginning in March 2014. The QEP Task Force consisted of faculty from across the College who indicated in the survey conducted by the QEP Preliminary Working Group that they were committed to the goal of enhancing the oral communication skills of Sewanee students and would be interested in working on the project.

The project was a team effort. As illustrated in Figure 9.1, the QEP committee was in continuous communication with the Dean of the College and interacted to share ideas and obtain feedback from the full range of stakeholders: college faculty, student leaders, the Co-Directors of the Center for Teaching, Library and Information Technology, Academic Services and Institutional Research, Marketing and Communications, and the Office of the Provost. The Dean of the College served as the liaison between the committee and the Board of Regents and the Board of Trustees.

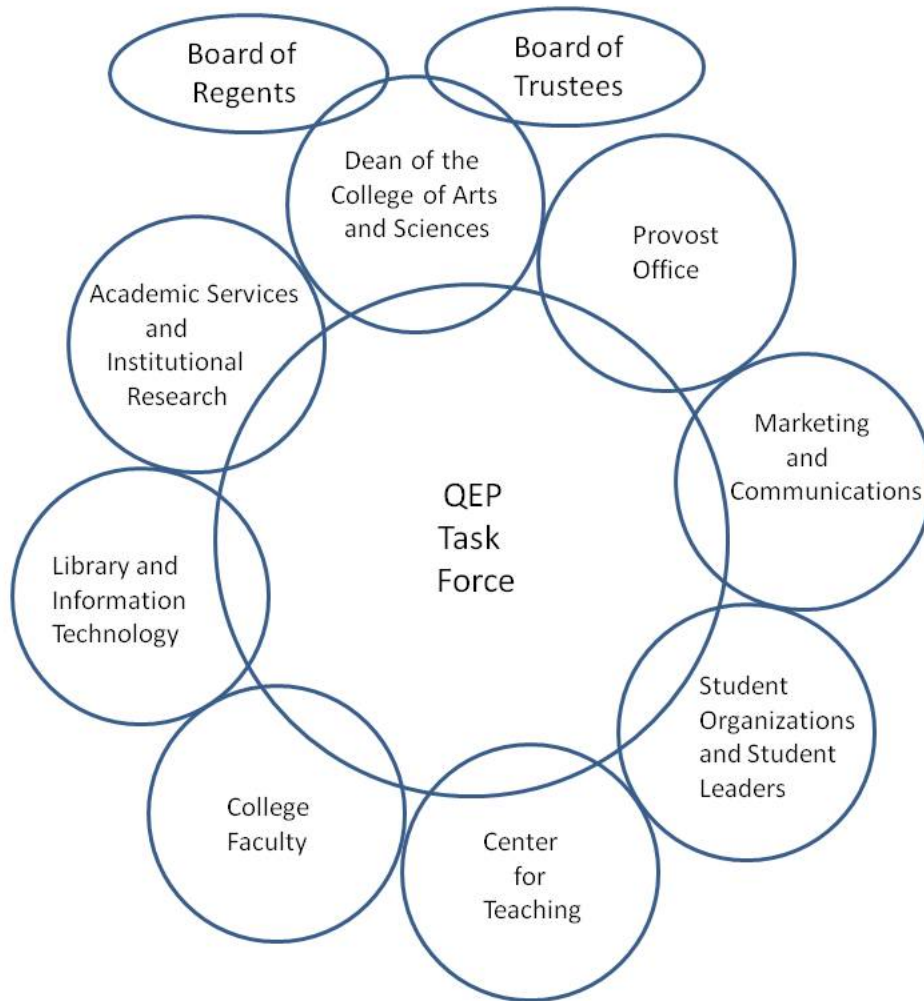


Figure 9.1 The development of the QEP was a group effort, involving input from a wide variety of stakeholders.

9.2 QEP Implementation

The QEP Implementation Committee will be responsible for tracking the progress of the QEP and making certain that all of its features are implemented and assessed throughout the five year plan. The committee will be appointed by the Dean of the College of Arts and Sciences, and will provide an annual report to the Dean and to the College faculty on the progress of the QEP's initiatives.

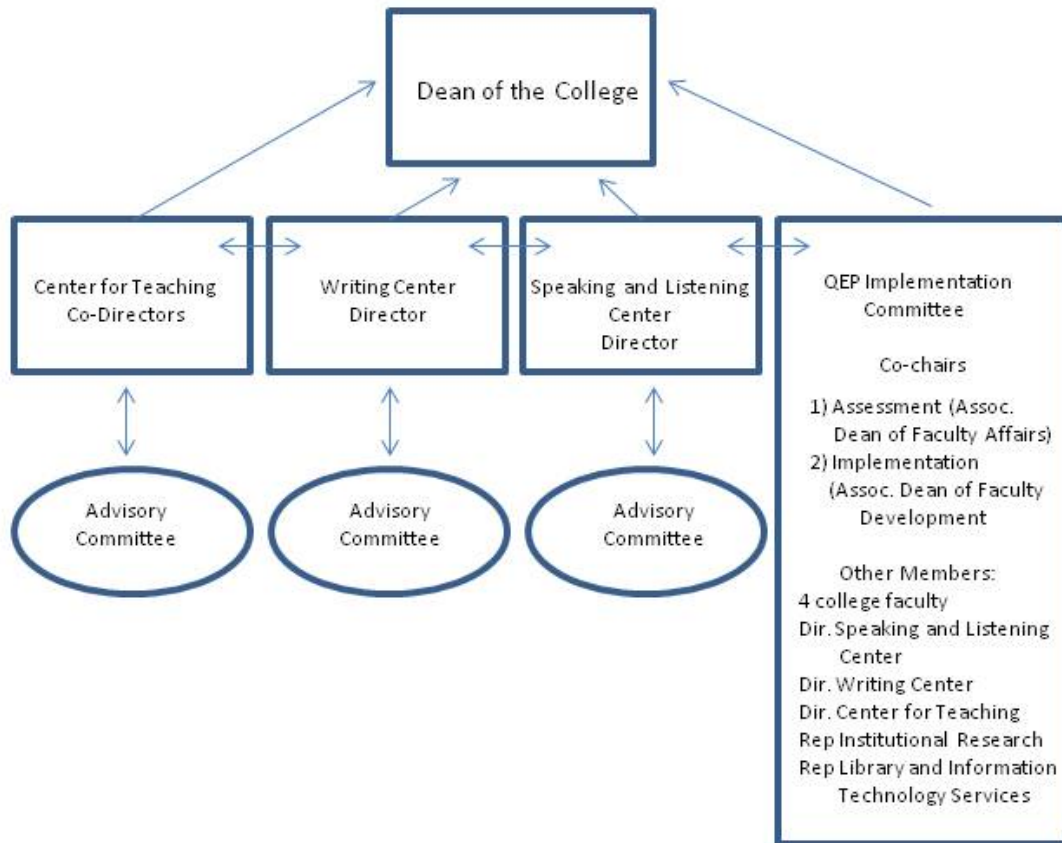


Figure 9.2. Organizational structure of the QEP Implementation committee and its relationship to the Center for Speaking and Listening, Center for Teaching, and Writing Center.

The QEP Implementation Committee will be co-chaired by two Associate Deans from the Office of the Dean of the College. The Associate Dean for Faculty Development will have primary responsibility for tracking the progress and assisting in the implementation of the various initiatives of the QEP, including faculty development, and the Associate Dean of the College for Faculty Affairs, who currently oversees assessment for the College, will have primary responsibility for tracking the assessment components of the QEP. Because the QEP Implementation Committee will work closely with the Center for Speaking and Listening, the Center for Teaching, and the Writing Center, the Directors (or a representative) of each of the Centers will be part of the Implementation Committee. As outlined in the QEP, the Director of the Center for Speaking and Listening will play a key role in the implementation of the QEP, and it is partially for that reason that the Director will have only a two-course teaching load, with a three-course release during the five years of the QEP to allow the Director sufficient time to

concentrate efforts on establishing the center, training tutors, and moving forward many of the initiatives of the QEP. Four members of the college faculty (one each from the college's four divisions: Arts, Humanities, Social Sciences, and Sciences and Mathematics), along with two associate academic deans and representatives from Institutional Research, and Library and Information Technology Services, will comprise the 11-person committee. (See 7.3.5, "Appoint QEP Implementation Committee.") It is expected that the committee will divide into two subcommittees, and as needed, may draw additional support from among the college faculty. It is planned that a student member will be added to the committee in 2016-17 (Figure 9.2).

In 2016-17, the Dean of the College will appoint members to the Advisory Committee for the Center for Speaking and Listening. (The advisory structure will be similar to that of the Writing Center and the Center for Teaching.) The Advisory Committee's task is to advise, assist, and support the Director of the Center for Speaking and Listening in her or his efforts to meet college, faculty, and student needs effectively. Given the central role of the Center for Speaking and Listening to the success of the QEP, the Advisory Committee will also be important to the successful implementation of the plan.

In the fourth year of the QEP (2019-2020), the Dean of the College will appoint the Oral Communication Task Force. Their charge will be to lead faculty and student discussions focused on the type of long-term oral communication requirement that Sewanee might adopt. The Task Force will develop a proposal, submit it to the Curriculum and Academic Policy Committee, and the college faculty for their vote during the fifth year of the QEP. (See 7.2.4, "Task Force to develop proposal for oral communication graduation requirement.")

10. HUMAN, PHYSICAL, AND FINANCIAL RESOURCES

*A realistic allocation of sufficient human, financial, and physical resources
(providing support for compliance CS 3.3.2 “institutional capability
for the initiation, implementation, and completion of the QEP”)*

Sewanee has a wide range of allied programs, centers, offices, and people who have helped with the development of the QEP, who will collaborate with and enhance the implementation of the QEP, and who will be instrumental in sustaining the public speaking and oral communication initiative beyond the five years of the QEP.

10.1 Academic support services

10.1.1 Center for Speaking and Listening

The Center for Speaking and Listening will serve as a hub for QEP activities. The Center will be home to a director, student tutors, faculty members who are working on developing Speaking (SP) courses, and interested others. The Center will host workshops, lunches, talks, training, and other activities for faculty and students. It will also provide access to audiovisual and computer technology and small and larger spaces in order to meet needs for larger meetings and tutorials.

To enhance accessibility and to coordinate the use of resources and facilities, the Center for Speaking and Listening will be located in the duPont Library building in close proximity to the Center for Teaching, the Writing Center, and the Ralston Music Listening Center. Initially, a former seminar room (measuring approximately 324 sq. ft.) will be used as the Center. There will be sound-proof cubicles (120 sq. ft. and 72 sq. ft.) available in an adjacent space for speaking practice.

The duPont Library building, which is also home to the University academic library and the Academic Technology Center (ATC), is in the planning phase of a new “Learning Commons” space that will bring many library and technology support services into a renovated space on the main floor of the library. The Learning Commons renovation was a recommendation of the 2011 Master Plan. The Director of the Center for Speaking and Listening will have the opportunity to serve on the planning committee for the Learning Commons. Donors have made gifts totaling \$1.5 million specifically for the Learning Commons renovation, which could include the Center for Speaking and Listening as well as the Writing Center. Conceptual plans for the Commons exist, but much planning is still needed to make the space work well for students.

10.1.2 Writing Center

The Sewanee Writing Center (SWC), currently located in the ATC lab in the basement of duPont Library, is staffed by approximately 30 student writing tutors and writing fellows who help students in any discipline with all stages of their writing. The SWC is open five days a week, from 1:30-4 p.m. and 7-9:30 p.m. Students can make appointments at the SWC to see a tutor or just drop in. Trained Writing Fellows are attached to a specific class and see the students from that class whenever they have drafts.

The SWC can serve as a resource for the QEP by modeling the way in which students are nominated, chosen, and trained as tutors. The SWC will also provide a budget model for determining the costs of operating the Center for Speaking and Listening, including setting students’ salaries. There may be some crossover between students who work as writing tutors and students who are hired as speaking tutors. In some cases, the Writing Tutors and the Speaking Tutors may work together in assisting student projects that involve both the written

and the spoken word. This is especially true in cases where tutors have studied rhetoric in an academic course.

10.1.3 Center for Teaching

The Center for Teaching (CfT) is currently staffed by two faculty co-directors who are assisted by an advisory board of six faculty members from different disciplines on staggered terms of one to five years each. The advisory board assists in strategic planning, budgetary decisions (including grant allocation), and assessment for the Center, while the co-directors are in charge of day-to-day operations.

Currently, the CfT offers a monthly lunch series focused on teaching topics as well as other programming, including special topic workshops, faculty learning communities (reading groups or groups related to a teaching topic), a classroom peer observation program, and new faculty programming, including mentoring. The co-directors will work with the director of the Center for Speaking and Listening and the chair of the QEP Implementation Committee to insure that one of the lunches each semester is focused on speaking. In addition, the CfT has dedicated funds to co-sponsor faculty development and teaching-related events; the CfT will set aside an appropriate amount each year (to be determined by the advisory board) to contribute to a special workshop or other event that will assist faculty in the development of speaking (SP) courses. As appropriate, the CfT can also provide assistance in making logistical arrangements for inviting guest speakers/experts as well as a physical space to host workshops and other events. The CfT's flexible space accommodates up to 36 people for seated events. It is equipped with multi-screen projection capabilities as well as lecture capture software and video cameras for recording events and teleconferencing.

In addition to sponsoring or co-sponsoring programs, the CfT will work with the Director of the Center for Speaking and Listening to find and collect resources to assist faculty in the design and assessment of speaking assignments as well as tools for course revision and syllabi design. The CfT can also provide consultation in the development of the Center for Speaking and Listening's physical space. Finally, the Center for Teaching will help publicize events and activities at the Center for Speaking and Listening through its website (www.sewanee.edu/offices/center-for-teaching), monthly newsletter, and weekly email to the faculty.

10.1.4 Babson Center for Global Commerce

The Babson Center for Global Commerce supports the co-curricular activities related to the Wm. Polk Carey Pre-Business program. Jointly housed with the Office of Career and Leadership Development, the Babson Center is open five days a week and staffed with two full-time and one part-time employee.

The Babson Center can serve as a resource for QEP in that speaking initiatives correlate strongly with today's business world. Each year, the Center sponsors at least six different public events with outside speakers whom students could observe and critique. Additionally, the Center offers opportunities to engage students in public speaking; for example, for the public events, individual students are assigned to research the speaker and do the formal introduction of the speaker at the event. The presentations are taped and the students are then able to self-evaluate. Moreover, the Center works with students preparing various business pitches; the Center sponsors the Investment Club, in which students present stock pitches to the rest of the Club to make the case to either invest in or divest of stocks managed by the group; and the Center runs competitions such as an entrepreneurial challenge where students come up with a business idea, develop a business plan, and then make a presentation to a group of judges who rank the presentations and award various prizes.

10.2 Student support services

10.2.1 Office of the Dean of Students

The Office of the Dean of Students will provide support for student speaking groups (e.g., a debating society, an oratorical contest, a forensics team) that may emerge from the QEP. It will also facilitate, as it does with all student groups, civic engagement activities with the larger community.

10.2.2 University Wellness Center

The University Wellness Center is a campus resource that offers integrated and holistic health care, comprehensive wellness outreach, and peer health education for students. It will serve as a resource for the QEP and the university's on-going efforts to teach speaking across the curriculum by providing counseling and psychological services to those suffering from speech anxiety, stage fright, communication apprehension, and other speaking-related learning disabilities.

10.2.3 Office of Career and Leadership Development

The Office of Career and Leadership Development serves as the University's career services center and coaches students and alumni as they explore and pursue career possibilities and develop their leadership abilities. The Office helps students connect their strengths, interests, and skills with knowledge about careers as they prepare for lives of leadership and service both within and beyond the gates of Sewanee. Jointly housed with the Babson Center, the Office of Career and Leadership Development is open five days a week and staffed with five full-time employees.

This office can serve as a resource for QEP by its reach to students as over 90 percent of the student body visits this office at some point during their academic careers. The staff has tools such as Myers-Briggs, StrengthsQuest, and YouScience to help students learn about their inherent and developed skill sets that correspond with the speaking and listening initiative. Moreover, they conduct workshops and programs that allow students to practice public speaking skills such as reporting on internships and research, participating in panel sessions, and being involved in other on- and off-campus speaking opportunities.

10.3 Infrastructure and Administrative Support

10.3.1 Library and Information Technology Services (LITS)

The Library and Information Technology Services (LITS) division provides library and technology resources and services in support of the mission and purpose of the University. Within the division, two departments provide assistance to students and faculty in computing and media support. Both are located in the Jessie Ball duPont Library building. The HelpDesk provides computing support to faculty, staff, and students, and is responsible for maintaining all hardware and software on University laptop and desktop computers. Working closely with the HelpDesk, Media Services staff provides support for audio-visual and other media services including equipment check-out (cameras, iPads, projectors, etc.) for both event and classroom support. The two departments manage all classroom technology including Panopto lecture capture. Questions related to instructional technology including support for the Blackboard course management system are also managed by these departments.

As it does with the Centers for Teaching and the Writing Center, LITS will support the Center for Speaking and Listening by recommending and providing needed software, computer programming, and programming guidance, trouble-shooting hardware and software problems, and updating as needed.

Media Services and the Help Desk will support the QEP by recommending, pricing, purchasing, and maintaining the media equipment for the Speaking Center and, conceivably, the departments participating in the speaking across the curriculum initiative. This equipment will include, at least, digital video camcorders, camera stands, digital audio recorders, and video playback equipment for the Center as well as similar equipment to be housed by departments in various venues around campus.

10.3.2 duPont Library collection

The duPont Library will play a key role in the implementation of the QEP. In consultation with the Implementation Committee, the library will purchase a subscription to one of two communication databases, either “Communication & Mass Media Complete” or “Communication Source.” It will also purchase important volumes (hard or electronic copies) of books on oratory, public address, speeches, rhetoric, argument/argumentation, debate, and discussion. Finally, the library will purchase (in electronic or hardcopy format) key academic journals in the same fields, as well as collections of speeches on electronic media (DVD, CD, or online access) such as EVG’s “Great Speeches” series.

10.3.3 QEP Implementation Committee

The QEP Implementation Committee will include and support the Director of the Center for Speaking and Listening and will serve as the chief collaborative faculty group overseeing the QEP over the next five years. The Committee will have 11 members: two Associate Deans (Elizabeth Skomp, Associate Dean of the College for Faculty Development; and Richard G. Summers, Associate Dean of the College for Assessment) who will co-chair the committee, four members of the college faculty (one each from the college’s four divisions: Arts, Humanities, Social Sciences, and Sciences and Mathematics), and the directors of the Speaking and Listening Center, Writing Center, Center for Teaching, and representatives from the Office of Institutional Research and LITS. (See 7.3.5, “Appoint QEP Implementation Committee.”)

10.3.4 Associate Dean of the College for Faculty Affairs (Assessment)

This office will receive assessment reports for courses designated as speaking (SP) and will measure progress toward the student learning outcomes identified in the QEP. In addition, the Associate Dean will monitor the implementation of the QEP, determining whether stated benchmarks have been met and whether adequate resources have been made available to enable the implementation of the QEP.

10.3.5 Associate Dean of the College for Faculty Development and Inclusion

The Associate Dean will work closely with the Center for Speaking and Listening to coordinate and offer professional development opportunities for faculty who teach or are interested in teaching courses with a speaking (SP) attribute. Because of our growing focus on diversity, equity, and inclusion, the Associate Dean will also consider ways of linking the QEP to best practices in creating an inclusive classroom environment.

10.3.6 Director of Institutional Research and Effectiveness

The Office of Institutional Research and Effectiveness gathers data from students via first-year surveys, the National Survey of Student Engagement (NSSE), and senior exit surveys. The first-year survey includes questions about students' class participation and presentations given in class, while the senior exit survey asks students about the number of presentations they have delivered in a year. As the Office of Institutional Research and Effectiveness prepares to revise its senior survey, they will consider querying students about the effectiveness of their instruction in oral and presentation skills, and asking them to reflect on their abilities in the area of oral communication as well as writing and reasoning.

10.4 External support

The QEP Task Force was able to draw upon the expertise of two outside consultants who helped with QEP planning and also provided opportunities for faculty development in the form of workshops, presentations, and discussion sessions. Both consultants have expressed the interest in continued involvement with Sewanee as we implement the proposed QEP.

Susan Wilson, Professor of Communication and Theatre, Faculty Development Coordinator for Speaking and Oral Communication, and Director of the S (Speaking) Center at DePauw University, served as a primary consultant on the role and function of speaking centers at liberal arts colleges.

Sean Patrick O'Rourke, Brown Foundation Fellow at Sewanee in Fall 2015, and Professor of Rhetoric at Furman University, worked with the QEP committee to help describe appropriate speaking activities, measureable student learning outcomes, and evaluation rubrics for the assessment of in-class public speaking activities. He also led a number of discussions with faculty designed to deepen reflection and critical inquiry on the place of public speaking in liberal education and the possibilities of Sewanee's development of oral communication competence beyond the five-year QEP period.

10.5 Financial resources

10.5.1 Pre-QEP funding

The Provost and the Dean of the College allocated approximately \$82,650 in 2014-15 and 2015-16 to projects and other efforts that directly or indirectly supported the development of the QEP (Table 10.1). The Provost and the Dean allocated special funds to hire Susan Wilson as a consultant for the QEP and to pay the QEP Task force committee members for extra workdays (\$500 per full day) and provide stipends to the committee co-chairs.

The largest single expense, the Brown Foundation Fellowship (\$55,000), involved funds that were already available to bring distinguished faculty to Sewanee. Since 1980, the Brown Foundation Fellowships have made it possible for the University of the South to bring distinguished scholars and teachers here as visiting faculty members, usually for a semester. Sewanee provides a stipend and a furnished apartment for the Fellows, who in return agree to teach at least one course, offer a public lecture appropriate to their field, and be part of the general intellectual conversation on campus. The Brown Foundation Fellow for 2015 was specifically chosen due to his expertise in the field of Rhetoric and his ability to work with the QEP Task Force to develop the proposal.

While faculty training workshops are typically funded each year through the Center for Teaching, several workshops, lunches, and evening lectures/discussions specifically focused on public speaking, listening, and the assessment of oral communications were funded by the Dean. One day workshops typically provide \$100 stipends to participating faculty, lunch

discussions provide lunch at approximately \$6.50 per person, and evening lectures provide refreshments that typically cost about \$200 from local caterers.

The search for the Professor of Rhetoric and Director of the Center for Speaking and Listening was funded through the Provost’s office as part of the University’s planned increase in the number of tenure-line faculty due to planned increases in student enrollment. The search involved posting ads (approx. \$1000), Skype interviews (\$0), and bringing three candidates to campus for onsite interviews (approximately \$3,000 each including transportation, lodging, and meals).

| Table 10. 1 Expenses during the development of the QEP | | |
|----------------------------------------------------------------------------------------|-----------------|-----------------|
| Pre-QEP Two years | 2014-15 | 2015-16 |
| Consultant to work with QEP group | 3,500 | — |
| QEP Task Force workshops and workdays | 8,000 | 6,000 |
| QEP Task Force faculty co-chairs stipends | — | 11,000 |
| Brown Foundation Fellow in Rhetoric | — | 55,000 |
| Faculty training, workshops, and lectures in Speaking and Listening pedagogies | 5,000 | 650 |
| Search for Professor of Rhetoric and Director of the Center for Speaking and Listening | — | 10,000 |
| Total | \$16,500 | \$82,650 |

10.5.2 Projected budget for the five years of the QEP

The Dean of the College and the Provost have committed the equivalent of \$1,262,575 over five years toward Sewanee’s QEP initiatives. While approximately 52 percent of that total (\$663,075) comes from a source already dedicated to increasing the number of tenure-line faculty at Sewanee to keep pace with our growing student population, the remaining \$599,500 will be allocated from other sources. In total, this represents a large commitment on the part of Sewanee’s administration to ensure the success of “Learning to Speak—Speaking to Learn,” and enhance the overall educational experience of Sewanee students by improving their oral communication.

See Table 10.4 for the line-by-line budget for the implementation of the QEP over five years. Line items are detailed below.

New Faculty member in Rhetoric/Director of Center for Speaking and Listening

The budget for this item is based upon the current cost of a senior level, tenure-line faculty position, including benefits. The amount increases by 5 percent per year. If the individual hired for the position is not a senior faculty member, then the amount allocated to this position in the first year will be less than the \$120,000 projected figure.

Center for Speaking and Listening Plan Development—Site Visits; Invited experts

The \$12,000 allocated is to cover the cost of four trips (\$3,000 each) for the Director of the Center for Speaking and Listening to visit other colleges and universities with exemplary speaking centers. The Director will be able to view the facilities, talk with staff, student tutors, and faculty to develop a physical plan, layout, and view of programming that might serve as a model for the long term vision of Sewanee’s Center for Speaking and Listening. While members of the QEP Task Force could have done this as part of the QEP planning process, it was

purposefully saved for the new Director so that she or he could have a more active role in the development of the Center.

Center for Speaking and Listening setup: furniture, technology, space renovation, and supplies.

The initial \$75,000 has been set aside for the renovation of rooms in duPont Library, including a 324 sq. ft. former seminar room which will be used as the Center, and three sound-proof nearby cubicles (two of 120 sq. ft. and one of 72 sq. ft.) for speaking practice. Rooms will need to be painted and furniture and equipment purchased.

While the final list of furnishings and equipment will be determined once the new director is hired, Table 10.2 offers a potential list of equipment and Table 10.3 a list of software as developed by staff in Sewanee’s Academic Technology Services and based upon information obtained from a peer institution.

| Table 10.2 Studio equipment for the Center for Speaking and Listening | |
|------------------------------------------------------------------------------|-----------------|
| The soundproof studio is equipped with: | 7,000 |
| · a podium | 1,000 |
| · wall-mounted LCD panel | 2,500 |
| · video recording equipment (cameras) | 9,000 |
| · a laptop computer | 2,000 |
| · desktop computer | 4,000 |
| · iPad | 500 |
| · lighting | 3,000 |
| · microphones | 2,000 |
| · SD cards or flash drive (8GB for 40-minute presentation) | 80 |
| Total Estimate | \$31,080 |

The best type of equipment/software to capture presentations for later viewing by students and or faculty is still to be determined. The Panopto Video Capture Platform for Education (panopto.com/uses/lecture-capture/) and the Echo360 Active Learning Platform (echo360.com/) with lecture capture and webcast capabilities are currently under review. Final decisions will be made in consultation with the new Director of the Speaking and Listening Center.

The funding allocation for subsequent years is based upon feedback from contacts at other speaking centers who have advised us that electronic equipment that is loaned out (especially cameras) has a short life span, and that we should expect to replace equipment approximately every two years. The budget thus includes funding to purchase both the initial equipment and also the regular replacement of lost or damaged equipment. A small amount has been added to the second year to account for items we did not purchase the first year.

| Table 10.3 Computer workstations with video/audio editing software | |
|---------------------------------------------------------------------------|----------------|
| Adobe Full production Suite (PC/Mac): | |
| · Premiere—video editing (240 per year) | 1,200 |
| · Lightroom—superior image RAW editing (300 per year) | 1,500 |
| Sony Suite: | — |
| · Vegas—video editing | 50 |
| · ACID—audio loop editor/soundtrack creator | 40 |
| · SoundForge—audio editor | 70 |
| · DVD Creator—author playable DVDs with menus | 25 |
| Video Capture: Captasia | 100 |
| iKan Elite iPad Teleprompter | 700 |
| ElitePrompter app | 10 |
| Total Estimate | \$3,695 |

Satellite Practice Centers: equipment, equipment maintenance, and replacement

Up to \$5,000 per year has been allocated to provide equipment for rooms in buildings across campus that could remain open for students to use to practice, record, and play back oral presentations. This might take the form of classroom computers with cameras (some of these are already available in the classrooms in Gailor Hall in the form of Logitech c920 webcams). The funding might be used for video cameras, tripods, and an enclosure in which to store the equipment. While the final details will need to be worked out, it is also possible that a portion of these funds might be used to hire student workers who would be available to sign out the equipment for students who need to use it. Different plans might be developed for different buildings.

Director's Discretionary Fund

The Dean has allocated \$5,000 per year for a discretionary fund for the Director of the Center for Speaking and Listening to use as needed to implement aspects of the QEP.

Faculty Speaking Fellows Stipends and Course Resources

Faculty Speaking Fellows are those faculty members who have volunteered to work with the Director of the Center for Speaking and Listening to restructure their course syllabus to incorporate one or more assignments devoted to teaching public speaking skills. Up to five new faculty members will be named Speaking Fellows each year, and each will receive a \$4,000 stipend for participating in the program. The program will include participation in a faculty development workshop as well as regular interaction with the Director of the Center for Speaking and Listening and the other faculty Speaking Fellows. An additional \$1,000 will be available for student-related enrichment activities in the course. Stipends will be paid at the end of the semester in which the Speaking (SP) designated course is taught to allow time for the final course assessments to be submitted.

Faculty development; lunch sessions, workdays, and workshops

Faculty training workshops, lunches, and evening lectures/discussions specifically focused on public speaking, listening, and the assessment of oral communications will be held each semester. Single-day workshops typically provide \$100 stipends to participating faculty, lunch discussions provide lunch at approximately \$6.50 per person, and evening lectures provide refreshments that typically cost about \$200 from local caterers. The amount allocated would allow for approximately 60 lunch participants each semester (\$780 per year); two catered talks per semester (\$800); and stipends for two 20 participant workshops per year (\$4,000).

Student Speaking Tutors and Student Speaking Fellows

Student Speaking Tutors and Fellows will initially earn \$8.65 per hour, earning a raise each subsequent year that they work. Once student Fellows have been trained, one will be assigned to assist each Faculty Speaking Fellow. Based upon the hours worked by Sewanee's Writing Tutors and Fellows, Tutors can be expected to work two-three hours per week and fellows three-four hours per week. Ten Tutors per year would cost approximately \$7,000, and 10 fellows per year would be approximately \$8,000. By the fifth year, we would need 25 fellows at a cost of \$20,000, leaving enough funding for approximately 15 additional tutors (ignoring a potential salary increase). Note: The Writing Center currently has a budget of approximately

\$25,000 to cover the salaries of 32 tutors and fellows, though in most years the budget has been insufficient.

Departmental/Program public speaking curriculum development work days/workshops

Single-day workshops would provide \$100 stipends to participating faculty, along with lunch at \$6.50 per person, thus \$5,000 would provide for approximately 45 faculty work days. The number of departments or programs that could be covered in a year would be dependent upon the size of the program but should allow at least four departments or programs with a work day each year, for a total of 20 over the five years of the QEP.

Student Co-curricular funding: clubs, speech contest, and awards

Funds will be made available through Student Activities to assist student groups wishing to establish or revive student organizations that have as their focus oral communication skills. Funds will also be used to advertise and provide awards for the planned student speech competition, as well as for the class oral presentation competition. Tentative prize amounts are 1st Place, \$500; 2nd Place, \$300; and 3rd Place, \$200; for each of the competitions.

Campus Events: Invited speakers and sponsored debates

The budget allocates \$8,000 to bring in speakers or hosting debates or panel discussions to showcase strong public speaking skills. This funding is likely to be allocated from pre-existing programs such as the annual University Lectures Series.

QEP Implementation Committee Stipends

A stipend of \$1,000 per year will be given each of the faculty members of the QEP Implementation Committee to compensate them for the extra work they will be asked to do with respect to implementing, assessing, and helping to track the overall success of “Learning to Speak—Speaking to Learn.”

10.5.3 Beyond the QEP

Sewanee is committed to sustaining this oral communication initiative beyond the QEP, and the Dean of the College has made the QEP one of the priorities for the current capital campaign. A proto-proposal for an NEH Challenge Grant that would support the development and maintenance of a Center for Speaking and Listening is currently under development, and the Office of Advancement is actively researching other potential long-term funding sources. The administration has received gifts of approximately \$30,000 to this point and will continue to highlight short term and long term needs for the Speaking and Listening Initiative. We hope to establish an endowment to provide longstanding support of the initiative beyond the five-year QEP initiative.

| 10.4 QEP five-year Budget | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| | Year 1 2016-17 | Year 2 2017-18 | Year 3 2018-19 | Year 4 2019-20 | Year 5 2020-21 |
| New Faculty member in Rhetoric/Director of the Center for Speaking and Listening (including benefits) | 120,000 | 126,000 | 132,300 | 138,915 | 145,860 |
| Center for Speaking and Listening plan development (site visits, invited experts) | 12,000 | 0 | 0 | 0 | 0 |
| Center for Speaking and Listening setup: furniture, technology, space renovation, supplies, (including equipment replacement) | 75,000 | 25,000 | 20,000 | 20,000 | 20,000 |
| Satellite practice centers: equipment, equipment maintenance, and replacement | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| Director's discretionary fund | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| Faculty Speaking Fellows: stipends for five new speaking courses each year | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 |
| Faculty development; lunch sessions, workdays, and workshops | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 |
| Student Speaking Tutors and Student Speaking Fellows (salary) | 7,500 | 15,000 | 20,000 | 25,000 | 30,000 |
| Department/program public speaking curriculum development work days/ workshops | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| Student co-curricular funding: clubs, speech contest, and awards | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| Campus events: Invited speakers and sponsored debates | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 |
| QEP Implementation Committee faculty stipends | 7,000 | 7,000 | 7,000 | 7,000 | 7,000 |
| Annual Totals | 280,500 | 232,000 | 238,300 | 249,915 | 261,860 |
| QEP Total five-year budget | | | | | \$1,262,575 |

11. ASSESSMENT PLAN AND TOOLS

This QEP include several levels of ongoing assessment tools. The QEP assessment can be divided into three broad areas: assessment of student learning (both curricular and co-curricular), assessment of faculty development, and assessment of the campus environment and infrastructure as they pertain to the ability of Sewanee to enhance the desired Student Learning Outcomes both during and beyond the QEP.

11.1 Assessment of impact of QEP on student learning (curricular and co-curricular)

A variety of tools will be used to assess the impact of “Learning to Speak—Speaking to Learn” on student learning outcomes, including the following:

- Surveys of first-year students and seniors
- Evaluation of Speaking (SP) Courses:
 - Development across the curriculum
 - Grading Rubrics for use in Speaking (SP) courses
 - Student evaluation of speaking component in speaking (SP) courses
 - and Faculty Assessment Instrument of Speaking (SP) courses)
- Student Participation in sponsored Co-curricular activities
- Alumni Survey five years after graduation.

A description of each assessment tool follows.

11.1.1 Survey tools for first-year students and seniors

Several different assessment tools are used to assess student learning between freshmen and senior years. The three most consistently used at Sewanee have been the CIRP Freshman Survey (TFS), the CIRP Your First College Year Survey (YFCY), and the CIRP College Senior Survey (CSS). The TFS, given annually to incoming first-year students during Orientation, asks them to rate their public speaking ability in comparison with their peers. The YFCY, given to first-year students during the late spring of the first year, asks about public speaking ability and how often students gave presentations during the past year. Longitudinal data compares their response about their public speaking ability with their response in the fall on the TFS. The CSS, given in late spring of the senior year, asks about public speaking ability and how often students gave presentations during their college career. Longitudinal data also compares their responses on the CSS with their response about presentations on the YFCY and about their public speaking ability on all three surveys. The CSS was administered through 2014, but was not administered in the spring of 2015.

The National Survey of Student Engagement (NSSE) is given to freshmen and seniors in the spring. It asks students to assess their public speaking skills relative to their peers, and to indicate how often they gave presentations in the current year. It was last administered in 2013 and will be administered again in 2017 and 2020.

All graduating seniors fill out a survey of their college experience. One question on the survey will ask them to rate themselves as regards to public speaking ability. A second question will ask about the frequency of oral presentations given in their Sewanee career. Data will be compared to their freshmen survey to determine the number of students who indicate a perceived improvement in public speaking. We will also analyze these data with respect to those who have taken speaking (SP) courses. This instrument will also enable us to determine

by department or division, how much public speaking is being done—and how much is being done well, based on student perception.

11.1.2 Speaking (SP) courses

Each year a minimum of five new speaking (SP) courses will be developed and piloted, with at least one course in each of the four academic divisions of the College. The goal at the end of the QEP is to have at least 25 Speaking (SP) courses offered across the College. Some of these courses will be at the introductory level and some of the will be specifically designed to meet the needs of students in different disciplines. The number of new courses developed will be documented by the Director of the Center for Speaking and Listening. End-of-term assessment forms will be filled out by each teacher of these speaking (SP) courses and collected by the Associate Dean for Faculty Affairs.

See Section 5, “Student Learning Outcomes and assessment,” for the assessment tools that will be used within Speaking (SP) Courses by either faculty or students.

11.1.3 Student participation in sponsored co-curricular activities

11.1.3.1 Co-curricular clubs related to public speaking

The Director of the Center for Speaking and Listening will keep a record of the number of clubs that focus on oral communication skills, such as debate and toastmasters, and track numbers of students participating in these activities.

11.1.3.2 Speech contest

The Director of the Center for Speaking and Listening will keep a record of the number of participants and their field of study, and the number of faculty, staff, students, and guests who attend the speech contest each year. The Director will also keep a record of the number of students, faculty, staff, or invited guests who participate in judging the presentations.

11.1.3.3 Rhetoric Prize in class oral presentations

The Director of the Center for Speaking and Listening will keep a record of the number of nominated class presentations, the faculty and department who nominated the presentations, and the number of students and faculty who participate in judging the video version of the class presentations.

11.1.3.4 Oral presentations at Scholarship Sewanee

The Director of the Center for Speaking and Listening will obtain from the Scholarship Sewanee planning committee a record of the number of poster and oral presentations given each year at Scholarship Sewanee.

11.1.3.5 Student introductions of speakers at public lectures

The Director of the Center for Speaking and Listening will obtain from the Lectures Committee and the Babson Center for Global Commerce the number of public lectures in which the speakers were introduced by Sewanee students.

11.1.4 Alumni survey

Five years post-graduation, alumni will be asked to complete a survey that includes a question asking them to rate themselves with regards public speaking ability, and also to indicate whether they received instruction in public speaking, and the course in which they received instruction. They also will be asked if the instruction they received made them feel more competent in public speaking. These data will be correlated with that of the previous surveys of those individuals (i.e., the three CIRP surveys). Average responses from students who participated in a Speaking (SP) Course will be compared with average answers of those who did not take one of the courses. The goal is to determine whether the Speaking (SP) courses provided long-term benefits, as measured by alumni perception. (Note: This survey will necessarily take place after the QEP is completed, and results will thus not be available in the five-year report.)

11.1.5 Overall impact on student learning

At the end of the QEP, the objectives listed in Table 11.1 will have been met.

| Table 11.1. Assessment checklist for Student Learning (Curricular and Co-curricular) | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| | Yes | No |
| A first-year and senior survey tool which includes questions related to the development of oral communication skills at Sewanee was chosen or developed and administered. | | |
| NSSE survey data from tests administered in 2017 and 2020 were used to assess the development of students' oral communication skills relative to tests in 2013. | | |
| At least five additional courses were designated as Speaking (SP) in each of the five years of the QEP. | | |
| At least one additional course was designated Speaking (SP) in each of the four divisions of the College each of the five years of the QEP. | | |
| Student oral communication learning outcomes were assessed by faculty in each of the 25 courses designated as Speaking (SP) and summary reports were submitted to the Associate Dean for Academic Affairs at the end of each semester. | | |
| Students completed pre- and post-assignment Personal Report of Public Speaking Anxiety (PRPSA) in each of the 25 designated Speaking (SP) courses and the data was submitted to the QEP Implementation Committee. | | |
| Results of the PRPSA tests indicated an average decrease in student public speaking anxiety in courses designed Speaking (SP) Courses. | | |
| Students completed course evaluation questions related to their oral presentations in each of the 25 designated Speaking (SP) courses and the data were submitted to the QEP Implementation Committee. | | |
| Student evaluation forms indicated that on average, students felt that the instruction they received was above average. (It is hoped that the level of satisfaction will increase over the five years of the QEP as faculty gain expertise in teaching public speaking skills.) | | |
| Student participation in co-curricular oral communication activities increased during the five years of the QEP. | | |
| A student speaking competition has become an annual event at Sewanee, attended by faculty and students across disciplines. | | |
| A rhetoric award for best student class oral presentation was established and awarded annually. | | |
| A majority of guest speakers invited to talk in Sewanee were introduced by Sewanee students who have been guided in their presentation by a faculty mentor. | | |
| Student presenters at Scholarship Sewanee have taken advantage of the resources in the Center for Speaking and Listening in an effort to improve their presentations at Scholarship Sewanee. | | |

11.2. Assessment of impact of QEP on faculty development

11.2.1 Designation and training of five Faculty Speaking Fellows each year of the QEP

Each of the five years of the QEP, at least five of the faculty members who choose to enhance the speaking components of their courses will be designated Faculty Fellows. They will receive training in the teaching and assessment of public speaking in their course. They will also receive assistance in modifying student learning outcomes and rubrics (if needed) to suit their disciplines and the kinds of oral presentations they require. These faculty members will receive stipends for course development.

Faculty will be asked to provide feedback on the effectiveness of workshops and on the mentoring they received over the course of the semester, and at the end of the semester they will be asked to evaluate how well their resource needs were met for the course. The survey tool will be designed and administered by the Director of the Center for Speaking and Listening. Results will be summarized and shared with the QEP Implementation Committee and will also be used to improve the effectiveness of the workshops.

11.2.2 General workshops on integrating student public speaking into the curriculum

At least one workshop per semester will be sponsored by the Center for Speaking and Listening on topics relating to rhetorical theory and pedagogy. These may be run by invited outside experts, members of the Sewanee faculty, or a combination of the two. The number of workshops as well as the number of participants at each event will be tallied by the Director of the Center. Exit surveys will be completed by all participants to assess the perceived effectiveness of each workshop, as well as the ways in which participants intend to apply what they learned at the workshop. The survey tool will be designed and administered by the Director of the Speaking and Listening Center. Results will be used to make changes to improve the effectiveness of the workshops. Results will be summarized and shared with the QEP Implementation Committee.

11.2.3 Department or program workdays or retreats to develop discipline-specific speaking goals

Departments and programs across the curriculum will develop a list of discipline-specific speaking goals. Once these goals have been determined, departments and programs will evaluate and, as necessary, modify the student learning outcomes of the QEP to meet their discipline-specific oral communication objectives. Departments will be asked to produce a short written report of the outcomes of their meetings and submit this to the Director of the Speaking and Listening Center. The report should include their speaking goals and any revisions to the student learning outcomes. The Director will maintain a record of discipline-specific goals and student learning outcomes which will be available in the Center to faculty and students.

11.2.4 Task Force proposal for oral communication graduation requirement

The task force will lead faculty and student discussions focused on exploring the type of long-term oral communication requirement that Sewanee might adopt using lessons learned from the QEP's focus on the enhancement of student public speaking skills. The task force will develop several different models and produce a proposal that will be widely distributed for both faculty and student input before being submitted for evaluation to the Curriculum and Academic Policy Committee.

11.2.5 Faculty vote on oral communication graduation requirement

In the fifth year of the QEP, the College faculty will vote on whether or not to make successful completion of an oral communication course a graduation requirement, and if so, the type of requirement that would be established.

11.2.6 Overall impact on faculty development

At the end of the QEP, the objectives listed in Table 11.2 will have been met.

| Table 11.2. Assessment checklist for Faculty Development | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| | Yes | No |
| Five Faculty Speaking Fellows per year received training and mentoring as needed for enhancing the public speaking component of their Speaking (SP) designated courses. | | |
| Evaluation forms for workshop, lunch sessions, and workdays were completed by faculty and submitted to the Director of the Speaking and Listening Center. | | |
| Evaluation forms for workshop, lunch sessions, and workdays completed by faculty were generally positive, and if not, changes were made to programming to make the resources more helpful. | | |
| General faculty training workshops, lunch sessions on the teaching and assessment of public speaking skills were conducted each semester for faculty not teaching Speaking (SP) courses. | | |
| Evaluation forms for general workshop and lunch sessions completed by faculty were generally positive, and if not, changes were made to programming to make the resources more helpful. | | |
| Departments and Programs across the curriculum developed discipline-specific student public speaking goals, and evaluated (modifying as necessary) the QEP-desired student learning outcomes to tailor them to meet discipline specific objectives. | | |
| A collection of discipline-specific public speaking goals and student learning outcomes was created and made available to faculty and students through the Center for Speaking and Listening. | | |
| A task force was formed by the fourth year of the QEP to develop an oral communication-across-the-curriculum program proposal that incorporates public speaking, listening, discussion skills, and other desired forms of oral communication. | | |
| A task force conducted a series of faculty and student discussions about the development of a broad oral communication-across-the-curriculum program. | | |
| A faculty vote was conducted before the end of the QEP to decide whether successful completion of an oral communication skills course (or courses) would become a general education requirement, a graduation requirement, both, or neither. | | |

11.3. Assessment of impact on environment/infrastructure

11.3.1 Establishment of Center for Speaking and Listening with resources

The Speaking and Listening Center will be established in duPont Library in the fall of 2015. The Director of the Center, along with the Advisory Committee, will develop a list of goals, and a five-year plan for the Center. The plan will be made available to faculty and students for their input. At the end of the QEP, the Director and the Advisory Committee will assess if the Center has adequate space, equipment, and budget to carry out the desired goals of the Center and the degree to which they were able to meet their five-year targets. At that time and following a vote by the faculty on a possible oral communication requirement for graduation, a new five-year plan will be developed.

11.3.2 Student assessment of the Center for Speaking and Listening

Initially, students who use the Center for Speaking and Listening will sign in with the date and time of their visit, along with their Sewanee email address. They will be provided with a paper survey form to complete either before they leave or to return via campus mail. Once the Center is established and its website has been created, the Director would develop an electronic form for students to complete online. One model being considered is the Post Session Evaluation Form being used by the Speaking Center at Davidson College. In addition to inputting the name of the student tutor with which she or he worked, a student is also asked specific questions about the kind of help received (e.g. researching the topic, analyzing the audience, organizing the material, presenting the material) as well as the effectiveness of the help in each of those areas. (davidson.edu.co1.qualtrics.com/jfe5/form/SV_1ESiDV89Edd0XnD). Figure 11.1 offers a draft of such a survey.

Figure 11.1. Draft survey form for students who use the Speaking and Listening Center

CENTER FOR SPEAKING AND LISTENING
Draft EVALUATION OF EXPERIENCE (student survey)

1. What class or event prompted your visit?
2. Was the visit optional?
3. How easy was it for you to get an appointment with a tutor?
4. Did you relay your expectations to a tutor in advance of coming?
5. What were you hoping to accomplish with the tutor on this visit?
6. Did the tutor succeed in helping you accomplish your goal?
7. What is your overall level of satisfaction with your visit?

The number of students utilizing the Center for Speaking and Listening will be summarized by the Director of the Center at the end of each semester to determine the pattern of utilization and staffing needs for the upcoming semester. These summaries will be shared with the QEP Implementation Committee.

At the end of each semester student speaking tutors and speaking fellows will also be asked for their input on how the Center might be improved. It will be the responsibility of the Director of the Speaking and Listening Center to solicit this information, to discuss it with the Advisory Committee, and to use it to make changes, as needed.

11.3.3 Faculty assessment of the Center for Speaking and Listening

Faculty who either require or recommend that students seek help at the Center for Speaking and Listening will fill out a survey at the end of the semester (see Figure 11.2). These surveys will be used to evaluate the effectiveness of the Center and to find out in what ways the Center can be improved better to meet the needs of students and faculty. All evaluations will be electronic, most likely Google Forms surveys so they are immediately uploaded into a spreadsheet for analysis.

Figure 11.2. Draft survey form for faculty who use the Center for Speaking and Listening

- CENTER FOR SPEAKING AND LISTENING
 Draft EVALUATION OF EXPERIENCE (faculty survey)
1. For which Speaking (SP) class did you send students to the Center?
 2. Was the visit optional?
 3. Was there a specific tutor assigned to your class?
 4. Was the tutor aware of the expectations of the assignment?
 5. What were your specific expectations regarding the role of the tutor?
 6. Did the tutor succeed in helping your students accomplish their goals?
 7. What is your overall level of satisfaction with the Center?

11.3.4 Development of satellite practice centers and teaching classrooms

At the end of each academic year, the Director of the Center for Speaking and Listening will check with faculty and students across disciplines to assess the availability, usefulness, and current status of the satellite practice centers that have been established in different buildings on campus. This feedback will be used to determine if the space is adequate, distributed well enough across disciplines, and if the equipment is functioning as needed. This information will be used to plan for the following academic year. It is possible that some satellite centers are not used sufficiently to warrant their continued upkeep, and that equipment could be distributed to other locations where it could be used more effectively.

Faculty will also be surveyed by LITS each year to determine whether classroom equipment is sufficient to meet the needs of their courses.

11.3.5 Overall impact on infrastructure and environment

At the end of the QEP, the objectives listed in Table 11.3 will have been met.

Table 11.3. Assessment checklist for Impact on Environment and Infrastructure

| | Yes | No |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| A Director of the Center for Speaking and Listening was hired to teach public speaking courses, to direct the Center, and to work with the QEP implementation committee to carry out the objectives of the QEP. | | |
| A Center for Speaking and Listening was created in duPont Library. The space was outfitted with appropriate equipment. | | |
| An advisory committee was appointed to work with the Director of the Center for Speaking and Listening. | | |
| The QEP Implementation committee was appointed to guide and assess the effectiveness of "Learning to Speak—Speaking to Learn." | | |
| The Director of the Center for Speaking and Listening and the Advisory Committee developed a five-year plan for the Center and shared that with faculty and students. | | |
| The Director of the Center for Speaking and Listening hired and trained student tutors to work with students in the Center. | | |
| The Director of the Center for Speaking and Listening hired and trained student fellows to work with faculty teaching speaking (SP) courses. | | |
| The number of tutors and fellows hired per year were tallied by the Director of the Center for Speaking and Listening. | | |
| The number of students in speaking (SP) courses receiving assistance from tutors and fellows was tallied each semester. | | |
| The number of student tutors and fellows hired was appropriate for the needs of the College. | | |

| | Yes | No |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| A website was created for the Center for Speaking and Listening with appropriate resources to be helpful to both students and faculty. | | |
| Surveys were completed by students using the Center and were used by the Director to guide programming needs. | | |
| Surveys were completed by faculty using the Center and were used by the Director to guide programming needs. | | |
| Surveys were completed by student tutors and student fellows using the Center and were used by the Director to guide programming needs. | | |
| Satellite speaking practice centers were established in buildings across campus so that students had sufficient spaces to go to practice, record, review, and improve their oral presentation skills. | | |
| Sufficient classrooms outfitted with multimedia technology, including projectors, smart boards, and the capacity for videotaping were available across campus for teaching speaking (SP) courses. | | |
| Satellite practice centers were reassessed each academic year during the QEP to make certain that the equipment was adequate and the centers were distributed in the most useful manner. | | |
| The Director of the Center for Speaking and Listening worked with the University Lectures Committee to bring outside speakers to the university who could showcase good public speaking skills. | | |
| The Director of the Center for Speaking and Listening worked with the designated representative from the School of Theology to coordinate activities such as the SUMMA Summer Debate Camp, visiting speakers, and other School of Theology activities related to speaking. | | |

11.4 QEP assessment responsibility list

| Assessment Tool/Item | Responsible Person(s) | Frequency |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|
| Freshman/Senior Survey | Institutional Research | Each fall and spring |
| NSSE Survey | Institutional Research | Spring 2017 and 2020 |
| Speaking (SP) Course Assignments Evaluated | Faculty | Each semester taught |
| Student PRPSA Evaluated | Faculty | Each semester taught |
| Course Summary Data Created for Student Learning Outcomes | Faculty | Each semester taught |
| Data Across all Speaking (SP) Courses Summarized for Student Learning Outcomes | Director of the Center for Speaking and Listening | Annual |
| New Speaking (SP) Courses Tallied | QEP Implementation Committee | Annual |
| Student participation in co-curricular oral communication activities tallied. | QEP Implementation Committee | Annual |
| Student speaking competition | Director of the Center for Speaking and Listening | Annual |
| Rhetoric Award for Best Student Class Oral Presentation | Director of the Center for Speaking and Listening | Annual |
| Faculty Speaking Fellows feedback on workshops and training | Director of the Center for Speaking and Listening; Directors of Center for Teaching | Annual |
| Faculty feedback on workshops and training related to public speaking | Director of the Center for Speaking and Listening; Directors of Center for Teaching | Annual |
| Five-year plan for the Center developed and shared with faculty and students. | The Director of the Center for Speaking and Listening and the Advisory Committee | 2015-16 |
| Tally of the number of tutors and fellows hired per year; and hours of student contact. | Director of the Center for Speaking and Listening | Each semester |

| Assessment Tool/Item | Responsible Person(s) | Frequency |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------|
| The number of students in speaking (SP) courses receiving assistance from tutors and fellows was tallied. | Director of the Center for Speaking and Listening | Each semester |
| Assessment of Center website and resources. | Director of the Center for Speaking and Listening | Annual |
| Summary results of student use of the Center for Speaking and Listening | Director of the Center for Speaking and Listening | Annual |
| Summary results of faculty use of the Center for Speaking and Listening | Director of the Center for Speaking and Listening | Annual |
| Summaries of survey results from student tutors and student fellows | Director of the Center for Speaking and Listening | Each semester |
| Review of Satellite speaking practice centers | Director of the Center for Speaking and Listening; LITS | Annual |
| Reassessment of the five-year plan | The Director of the Speaking and Listening Center and the Advisory Committee | Annual; and after 5 years |
| Overall Assessment of the Success of the QEP | QEP Implementation Committee | Annual; and after 5 years |

11.5 Overall assessment summary

In summary, the implementation and effectiveness of the QEP with respect to students, faculty, and the environment will be assessed through the use of the instruments and events mentioned above. The overall process will be tracked and coordinated by the QEP Implementation Committee. These tools will help us constitute appropriate benchmarks to measure the relative success of the QEP and our speaking-across-the-curriculum initiative. We will use these benchmarks to determine what, if anything, needs further to be undertaken to enhance student oral communication skills. Moreover, once we have these data, we will be in a position to develop, establish, and evaluate the next set of benchmarks relevant to our stated goals for this overall QEP initiative.

12. WORKS CITED

- Adams, Susan. 2014. The 10 Skills Employers Most Want In 2015 Graduates. Accessed on Sept. 30, 2015 from <http://www.forbes.com/sites/susanadams/2014/11/12/the-10-skills-employers-most-want-in-2015-graduates/>.
- Adler R.B., Proctor, R.F. 2013. *Looking Out, Looking In* (14th edition). Wadsworth Publishing.
- Aristotle. 1991. *On Rhetoric: A Theory of Civic Discourse*. Trans. George A. Kennedy. Oxford UP.
- Brownell, J. 1994. Listening and career development in the hospitality industry. *Journal of the International Listening Association* 8:31-49.
- Carpenter, R., Apostel, S. 2012. Communication Center Ethos: Remediating Space, Encouraging Collaboration. In *Communication Centers and Oral Communication Programs in Higher Education*. Edited by Yook, E.L., Atkins-Sayre, W. Lexington Books
- Dannels, D.P., Gaffney, A.L H,. 2009. Communication Across the Curriculum and in the Disciplines: A Call for Scholarly Cross-Curricular Advocacy. *Communication Education*, 58:124-153.
- Felder, R.M., Woods, D.R., Stice, J.E., Rugarcia, A. 2000. The future of engineering education part 2. Teaching methods that work. *Chemical Engineering Education*. 34(1):26-39.
- Fontana, B., Nederman, C., Remer, G. 2004. *Talking Democracy: Historical Perspectives on Rhetoric and Democracy*. University Park: Pennsylvania State University Press.
- Ford, W.S.Z., Wolvin, A.D., Chung, S. 2000. Students' Self-Perceived Listening Competencies in the Basic Speech Communication Course. *International Journal of Listening*. 14:1-13.
- Goo, S.K. 2015. The skills Americans say kids need to succeed in life. Pew Research Center Fact Tank. Accessed on Dec 1, 2015 from <http://www.pewresearch.org/fact-tank/2015/02/19/skills-for-success/>.
- Jaeger, Werner. 1943-45. *Paideia: The Ideals of Greek Civilization*. Trans. Gilbert Highet. 3 vols. Oxford UP.
- Keating, N.L., Green, D.C., Jao, A.C., Gazermarian, J.A., Wu, V.Y., and Cleary, PD. How are patients' specific ambulatory care experiences related to trust, satisfaction, and considering changing physicians? *Journal of General Internal Medicine* 2002. 17(1):29-30.
- Kimball, Bruce A. 1986. *Orators and Philosophers: A History of the Idea of Liberal Education*. Teachers College Press.
- Liberman, C.J. 2012. Communication Centers and Liberal Arts Education: Problems and Possibilities Associated with Cross-Disciplinary Engagements. In *Communication Centers and Oral Communication Programs in Higher Education*. Edited by Yook, E.L., Atkins-Sayre, W. Lexington Books.

- Maes, J, Weldy, T.G., Icenogle, M.L. 1997. A managerial perspective: oral communication competency is most important for business students in the workplace. *Journal of Business Communication*. 34:67-80.
- Marquette University. 2005. Speech and Presentation Grading Rubric. Accessed on Oct 31, 2015 from www.marquette.edu/library/services/oral.doc.
- McCracken, S.R. 2006. Listening and New Approaches to the Creation of Communication Centers. *International Journal of Listening*. 20(1):60-61.
- McCroskey, J.C. 1970. Measures of communication-bound anxiety. *Speech Monographs*. 37: 269-277.
- McCroskey, J.C. 2013. Personal Report of Public Speaking Anxiety (PRPSA) . Measurement Instrument Database for the Social Science. Retrieved from www.midss.ie
- Mirhady, David C., and Too, Yun Lee. 2000. *Isocrates I*. U of Texas P.
- National Communication Association. 2015. What Should a Graduate with a Communication Degree Know, Understand, and Be Able to Do? Accessed on 24 Nov 2015 from www.natcom.org/uploadedFiles/Teaching_and_Learning/1_What_Should_a_Graduate_with_a_Communication_Degree.pdf.
- Papillon, Terry L. 2004. *Isocrates II*. U of Texas P.
- Pensoneau-Conway, S.L, Romerhausen, N.J. 2012. The Communication Center: A Critical Site of Intervention for Student Empowerment In *Communication Centers and Oral Communication Programs in Higher Education*. Edited by Yook EL, Atkins-Sayre, W. Lexington Books.
- Plato. *Gorgias*. 1952. Trans. W. C. Helmbold. Bobbs-Merrill.
- Plato. *Phaedrus*. 2009. Trans. Robin Waterfield. Oxford UP.
- Poulakos, Takis, and Depew, David, eds. 2004. *Isocrates and Civic Education*. U of Texas P.
- Rhodes, T.L. (ed.) 2010. *Oral Communication Value Rubrics*. In *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*. Association of American Colleges and Universities.
- Roth, Michael S. 2014. *Beyond the University: Why Liberal Education Matters*. Yale UP.
- Smith, Gary. 1997. Learning to Speak and Speaking to Learn. *College Teaching*. 45 (2):49-51.
- Sprague, Rosamond Kent, ed. 1972. *The Older Sophists: A Complete Translation by Several Hands of the Fragments in Die Fragmente Der Vorsokratiker*, Edited by Diels-Kranz. With a New Edition of Antiphon and of Euthydemus. U of South Carolina P.
- Steinfatt, T. 1986. Communication Across the Curriculum. *Communication Quarterly*, 34:460-470.

Turner, K, Sheckels, T. 2015. *Communication Centers: A Theory-Based Guide to Training and Management*. Lexington Books.

Tusculum College. 2014. Rubric for Public Speaking. Accessed Oct. 31, 2015 from www.tusculum.edu/research/documents/PublicSpeakingCompetencyRubric.pdf.

Wynn, E. 1947. A Communication Center. *The Quarterly Journal of Speech*, 33:366-369.

Yook, E.L, Atkins-Sayre, W. (Ed). 2012. *Communication Centers and Oral Communication Programs in Higher Education: Advantages, Challenges, and New Directions*. Lexington Books.

APPENDIX 13.1: REPORT OF QEP PRELIMINARY WORKING GROUP, FEB. 2014

Final Report
Speaking Across the Curriculum Working Group
18 February 2014

In September of 2013, Dean of the College John Gatta invited six members of the College Faculty to form a Working Group to make recommendations concerning how **Speaking Across the Curriculum** might be implemented while also serving as the Quality Enhancement Program (QEP) for the SACS accreditation in fall 2015.

As you'll recall, the idea of offering our students some sort of systematic, assured training and practice in oral communication skills has won rather wide favor within and beyond the faculty. This ambition to develop a "Speaking Across the Curriculum" program—preferably one that is largely coextensive with existing curricular offerings—has already been endorsed as a goal in Phase II of the Revised General Education Model. It has also been endorsed by faculty as *the* project we are committing to undertake as the QEP for our upcoming SACS accreditation report. The QEP report will require us to define a specific plan for developing this oral communication offering, a timeline for implementing it, and a budget by which we might achieve the goals we have defined. While ultimate approval of any program will involve deliberations by CAPC and the full college faculty, the SACS QEP protocol also supposes that we will have benefited from recommendations presented by an internal planning group formed for such a purpose.

The members of the Working Group each had real interest and some expertise in the topic and were charged to reach recommendations concerning the program's curricular character, staffing, and budget that could be passed on to others. They met three times (once with the Dean), and conducted a brief survey of the College Faculty. Invitations to take the Survey were sent to 162 tenure-track and long-term contingent faculty members and to the professional librarians, but not to those with "visiting" appointments of three years or shorter. Those who did not respond received a second invitation. A total of 55 (34 percent) responded.

We recommend that the **QEP Speaking Across the Curriculum Task Force** be composed of six or seven faculty members. This is the maximum number that can work together effectively; the low number should not be of concern, as the group will work openly ... with numerous inclusive features that will bring ideas from a large number of the faculty. We understand that its work will continue over three semesters, concluding in fall 2015.

Five faculty members indicated a desire to join the Task Force on the survey. We are somewhat concerned that they were not fully aware of the commitment membership entails, so urge the Dean of the College to describe fully the Task Force charge (including SACS reporting dates) in his invitations. We recommend that each of the five receive invitations. The group is a reasonable mix of younger and more senior faculty, with first year of service ranging from 1994 to 2012. While there is reasonable spread across academic disciplines, we improve breadth with the suggestion of two additional members.

Karen Kuers, Forestry
Angela Jordan, Spanish
Bill Engel, English
Mae Wallace, Education
Elis Kikis, Biology
Melody Crowder-Meyer, Politics [added ... are in process of obtaining consent]
Kevin Reynolds, Associate University Librarian [added ... consent to be obtained]

We recommend that Karen Kuers be asked to be Convener and Liaison to the Curriculum & Academic Policy Committee [her C&AP term runs through academic 2016-17] during calendar 2014. In addition to her service on this preliminary Working Group, we are impressed with her plan to operate the Task Force meetings as collaborative editing sessions using Google docs. This will not only provide “instant minutes” at the end of each meeting, but encourage full participation of the members. It will minimize the need for clerical staff support. Since Dr. Kuers will be on sabbatical leave spring term 2015—and away from Sewanee January through mid-August, arrangements for a transition to a new convener for calendar 2015 should begin by October. Given the inclusive Task Force procedures, the Working Group considers the change in convener to strengthen the process.

Question #6. Would you be willing to share details of your current offering, your interests/experience with teaching such a course, or your ideas about how the program might be implemented across the curriculum? (We conceive of the Working Group as proceeding in a highly inclusive fashion, and we will provide updates and solicit faculty input on a regular basis. This will include open “hearings/discussions” to which all faculty are invited and perhaps an occasional time-limited open discussion at a regular College Faculty meeting.)

Please indicate which of the following levels of participation interest you; check as many as apply.

- I would like to serve as a member of the Working Group (a small group of six or seven faculty).
- As an individual with experience and/or ideas about speaking proficiency and eloquence, I would like to meet with the Working Group for part of a meeting when a topic of special interest to me is discussed.
- As an individual with experience and/or ideas about speaking proficiency and eloquence, I would like to meet with the Working Group for part of a sequence of meetings when a topic of special interest to me is discussed.
- As an individual with experience and/or ideas about speaking proficiency and eloquence, I would like to meet with the Working Group for a single full meeting when a topic of special interest to me is discussed.
- I would like to meet individually with one or two members of the Working Group to discuss a topic of special interest to me.
- I would like to receive a copy of the written progress report to the Coordinating Committee. (These will be sent every four to six weeks; the Working Group would welcome comments and suggestions.)
- I would like to receive draft documents of the Working Group. (Whenever appreciable changes are made; less frequently, draft documents will be routinely shared with members of appropriate elected faculty committees and even less frequently with cfaculty.)

The survey revealed a clear desire by many faculty to **receive the written progress report** of the QEP Speaking Task Force to the Coordinating Committee (anticipated **every four to six weeks**).

- 51% of the entire group of 55 responding to the questionnaire
- 73% of the 40 checking at least one item in #6 (want some involvement prior to the final legislation)
- 27% no items in Question 6 checked (no involvement prior to final legislation desired)

The desired type of involvement prior to the final legislation revealed on the questionnaire (55 responding)

- 9% member of the QEP Speaking Task Force
- 22% part of a meeting with the Task Force
- 20% part of a sequence of meetings with the Task Force
- 18% a single full meeting with the Task Force
- 16% individual meeting with one or two Task Force members
- 51% receive written progress report every four to six weeks
- 24% receive draft documents of the Task Force, at each major revision
- 18% both written progress reports every four to six weeks, and draft documents

We strongly recommend that every four to six weeks the QEP Task Force send a written progress report to the Coordinating Committee, the Curriculum & Academic Policy Committee, and to faculty members who have indicated a desire to receive it. We also commend utilizing the various means listed for individual faculty members to impact the work of the Task Force.

While it is far too soon to make a recommendation with regard to the addition of a faculty member with doctoral-level expertise in rhetoric/public speaking, the Task Force should carefully consider this possibility—including drawing upon the experience of a number of current faculty with “The Eloquence Initiative” in 2005-06.

The Task Force should consider the possibility that the Speaking-Across-the-Curriculum program should become a component of the Center for Teaching. Given the number of faculty describing a need for coaching in how to teach speaking, such inclusion may well revitalize the Center. Consideration should also be given to moving the Writing-Across-the-Curriculum (including Writing Tutors) to the Center for Teaching.

We strongly recommend that funds be made available for the Task Force to arrange for contacting select faculty at other institutions to learn of that school’s Oral Communications components; this might even include visiting one or two small colleges who have extensive rhetoric programs. The published literature on the pedagogy of Public Speaking might be examined. Several faculty who teach in graduate programs of rhetoric might be contacted. The items in this paragraph might well be executed by volunteers rather than by Task Force members.

As expected, the Survey revealed that speaking is already a component of numerous Sewanee courses. Faculty members [of 55 responding] who have **offered a course with a communication component**:

- 58% currently offered
- 51% offered in the past [three courses (5 percent), noted it as being at another college]
- 36% both currently offered and in the past
- 27% have never had such a component in a course

In the following short summary of the survey results, the range of courses with a communication component currently being offered in the College, along with some information on what is included in those courses, is grouped into three broad areas: Foreign Language, Humanities/Social Sciences, and Physical/Life Sciences. Since this summary is based solely upon responses to the survey, it likely fails to mention some courses or content areas that currently have some degree of focus on oral communication skills.

Faculty in French, German, Russian, and Spanish reported that speaking is a key component in many, if not all of their upper level courses, and to the extent possible, it is also a focus in 100- and 200-level courses. Some 200-level courses specifically focus on helping students become more comfortable speaking in front of people, while also helping them to lose their fear of speaking a foreign language. The types of speaking skills emphasized in different courses include participation in discussions, leading discussions, class oral presentations, and

oral defense of student theses. (It was noted that the recent shift in the teaching load has resulted in the restructuring of some course content. While this has resulted in the loss of at least one class that specifically focused on oral communication skills, at least a portion of this content is being shifted into other upper level courses.)

Across the Humanities and Social Sciences, a number of disciplines indicated that courses required of their major or minors include a speaking component (e.g. Anthropology, Art, Art history, Education minor, Film Studies minor, International Global Studies, Religion, Shakespeare minor, and Theatre). In addition, many sections of Humanities and English 101 require that students give oral presentations and/or recitations, and faculty spend time specifically teaching these skills. Several faculty members in English and Religion indicated that all/most of their courses were discussion based, and faculty in History, Philosophy, and Politics, indicated that students gave oral presentations in one or more of their courses. In some cases the presentations are in the form of prepared speeches or debates, and may be given to audiences outside the classroom. (The degree to which courses include formal instruction on oral presentation or discussion skills was not always clear from responses.) Oral presentations range from five to 20 minutes, and in several cases the oral component of the class comprises 20 to 30 percent or more of the course grade. In some courses the students participate in critiquing and evaluating student presentations. While some courses are specifically designed to help students learn to participate in and lead discussions, others appear to focus more on oral presentation skills. (Several respondents noted their disappointment that Dr. Kristine Bruss was not retained by the University, as her efforts while she was here made a large positive impact on the teaching of oral communication skills in many campus courses.)

Many of the Life and Physical Sciences include (or require) one or more upper level seminars that have an oral communications component. Forestry and Geology requires Fors 322/Geol 322 (Jr. Oral Presentations Skills, half course) of all of its Forestry, Geology, and Natural Resources majors, as well as the Senior Capstone course. In the Jr. Oral Presentations course students are taught the components of successful presentations, give three presentations, and receive feedback from their faculty and peers, and the senior capstone includes a formal presentation of the student's semester-long project. Chemistry requires two half-course seminars (Chem 301/401) of all Chemistry majors. In these two half courses each student works with a faculty member in the department to prepare one public presentation, and learns from observing presentations of outside speakers (faculty from other institutions) and student peers giving seminars. Similarly Physics requires two half-course seminars of its majors, and all Biology majors must take Biol 301, a course in which each student gives at least four oral presentations. Many of the courses in Computer Science have an oral communication aspect, and there are a number of additional elective courses across the sciences that have a strong oral presentation component (e.g. Biol 210, Biol 325, and Chem 417). Psychology 215, as taught this past semester, involves a significant oral communication component, with 20 percent of the course grade based upon student presentations and critiques. However, in this course, as in many others in the College that currently focus on communication skills, oral communication skills are not written into the course description, and thus are dependent upon the discretion of the faculty member teaching the course.

There was mixed opinion as to **the level at which the required speaking course should be taught.**

- 13% primarily to first- or second-year students
- 33% primarily within majors to upper level students
- 42% both levels
- 9% either level
- 4% none of the above; don't implement the requirement

While the suggestions were mixed, there is a clear commitment to the concept ... an astounding 47 of 55 wrote some free-form suggestion. There is a clear understanding, a strong

belief that good speaking is required to be a professional in any of the academic fields Sewanee offers. What is not clear is how to accomplish our goal. Perhaps the closest to grasping the overall opinion of the Faculty is: “I would like to see a rich environment where speaking occurs in many courses. I fear a 'bureaucratic mindset' will be disruptive if not dysfunctional.” ... although the individual who commented “every course” is also quite close to the mark.

51 percent of the 55 faculty members responding had **no concerns about implementing a speaking program** in one’s department.

Most comments were supportive of this program and only had mildly concerns in relation to implementing this initiative. Only one person outright said they were against the initiative out of concern of another layer of requirements and staffing. Others were more suggestive of items such as: listening should be a key element; upper level classes should forum for this initiative. Several folks mentioned the concern of trading off “substantive material” in order to fit this topic in. Also a desire for training of professors who would have to teach this topic was mentioned more than once. For those respondents that feel there is already an oral communication focus in their classes, the general feel was that: we already have a good bit of oral work in almost all of our courses, so bringing some systematic organization of our efforts should not be too problematic. Additional comments were to ensure flexibility versus rigid methodologies and to give consideration for what is already occurring in this area. Finally, this group also voiced concern around training for professors in oral proficiency and balancing of professors’ workloads and class size. In conclusion, both groups indicated a need for consistency of purpose and quality of instruction as key concerns.

A variety of opinion exists in the College Faculty as to the minimum requirements of Speaking-Across-the-Curriculum to meet the General Education objectives.

Several faculty began their comments by noting their limited—or nonexistent—training in this area. To that end, some noted that professional development for instructors would be useful, and training for students would be essential. One respondent suggested “[t]hat a portion of the course discussion and training includes speaking and listening skills. I would like to see a mixture of activities—presentations, facilitating group discussion (and really training students how to do this), and presentations with media.”

Some faculty envisioned specific requirements, suggesting the number, type, and length of presentations that should be included in a course that fulfills the speaking objective. Other faculty were skeptical about instituting highly detailed requirements, noting that the crafting of a very specific Writing-Intensive requirement has led to negative results in some disciplines. Numerous respondents listed the skills they hoped students would develop and the experiences that might lead to fostering those competencies; for example, “Students are taught the basic oral speaking/presenting skills. Students learn to give and accept constructive criticism about their presentations, learning from their peers and helping their peers. Students have multiple opportunities to give presentations so that they have the opportunity to improve their skills.”

[As we were completing our report, Professor Richard O’Connor shared with us the decade-long study of Hamilton College’s Writing and Speaking programs ... portions of Chapter 6. Learning. Chambliss, D.F., & Takacs, C.G. (2014). *How College Works*. Cambridge: Harvard University Press. While the document arrived too late to inform our thinking, we attach it to the report as something worth reading.]

Respectfully submitted to Dean of the College John Gatta

Marcia Mary Cook
Larry Jones

Karen Kuers
Chip Manning

Charles Peyser (convener)
Elizabeth Skomp

APPENDIX 13.2: SUMMARY OF STUDENT INPUT

STUDENTS PERSPECTIVES on SPEAKING ACROSS THE CURRICULUM

EVENT:

On Thursday 9 October, from 11:30-2, in the Tower Room, McClurg Dining Hall, a working-lunch was held for concerned student leaders to discuss their views on Speaking Across the Curriculum. Bill Engel moderated and took notes (summarized below).

ATTENDING:

The students attending principally were these in SGA (including the president), SOSS (including the chief spokesperson), and OG (including the president): Annie Adams, Paniz Rezaerod, Nate Foster, Fleming Beaver, Hudson Robb, Jess Johnson, San Taussig, John Cochran, Mary Morrison, Alysee Schultheis, Camille de la Gardeur, Lam Ho. Birpartap Singh contributed comments later (now represented in the notes).

OVERVIEW:

A unanimous desire was expressed that students should continue to be part of the ongoing conversation as things develop with regard to Speaking Across the Curriculum, and that the effort explicitly to promote speaking (and listening) as an educational aim of the University is a worthy goal—and one long overdue.

Further, all present expressed the desire that students should be included at appropriate stages of the discussions on the development of the Center for Speaking and Listening (perhaps even a student representative on the task force), as well as to have a chance to attend meetings with and assess the candidates who come to campus to interview for the position in Speaking and Listening. SGA, OG, and SOSS all said they gladly would step up and identify students interested in taking part.

Students enthusiastically were in favor of a SPEAKING & LISTENING REQUIREMENT of some sort, rationalizing that: in the same way the current “WI two course requirement” sends a clear message that at Sewanee we value writing skills, so too having a comparable set of requirements for Speaking & Listening would indicate that we take these skills seriously as well. Such a requirement would show that Sewanee attaches value to speaking and listening as areas of competence that all students are expected to encounter and, to some degree, master.

It was also observed that this initiative supplements and complements so many important aspects of campus life—including the School of Theology [and SofT needs to be brought in as regards the QEP]—both within and beyond the classroom (Wellness programming, Career Center, Proctors, FYP, Pre ...). One student toward the end observed that a successful Speaking & Listening initiative could “change the way we talk about important issues on campus and live life at Sewanee, with a deeper sense of respect for others and what they have to say.”

SPECIFIC SUGGESTIONS ABOUT FIRST STEPS:

The Center for Speaking & Listen should make available a menu of opportunities, both courses and extracurricular activities (such as Debate team, Quiz Bowl, and the like), for which they would receive curricular credit (perhaps like PE, or even like the WI fundamentals plus WI upper level usually in one’s major). Students in the sciences commented that many of their majors are already set up this way with Junior and Senior seminars in which they give hour-long presentations of their research. The Fine Arts minors and majors do something similar prior to and during their senior shows. Some History and Politics classes likewise have presentations (and debate) built into the curriculum. Students in these areas said they would benefit from having tutors at the CfS&L. Tutors could come from any discipline and would be trained by the

director of the CfS&L along the similar lines to how Virginia Craighill trains writing tutors; and likewise, students seeking help with assignments could sign up to work one-on-one with tutors on their projects. It was remarked that those students in Theatre who take courses in elocution and voice would make good prospective tutors; the same was said about English majors, some of whom study speeches and monologues as part of their coursework.

Along the same lines, it was suggested that the CfS&L offer a series of intensive workshops throughout the term, say six or eight, and students attend any four or five to receive “credit” for having satisfied the SI (Speaking Intensive, fundamentals). Each of these workshops would involve both instruction and practical application (namely, a performative component).

Students contributed many possibilities here, from toastmaster etiquette to simply overcoming the dread of standing up in front of an audience. Three important points were raised in this connection: (1) students need coaching in the variety of speaking (and listening) circumstances, whether solo, small group, seminar, or full auditorium; (2) different people struggle with different impediments to speaking publically, and so will need to be assessed by trained coaches to confront and overcome (as best they can) these concerns, whether involving confidence-issues or the mechanics of composing one’s thoughts systematically before speaking aloud (3) students need to observe and assess models of good speaking in its various formats before they can do it themselves.

Students recognize that many courses currently have a heavy SI component, and we need to write these up as such; they might well count for the SIu requirement (Speaking Intensive, upper level—if we were to follow a model like the Writing-Intensive requirement, with two courses: one fundamental and the other advanced).

As for public speaking and in-class presentations, it was remarked that such activities are “time-framed events”; students therefore want to be instructed in how to compose, say, seven as well as 20-minute speeches/presentations.

Many students spoke here about science related poster presentation at conferences, and how this is a great opportunity for them both to learn how to speak knowledgably about a topic and field spontaneous questions from those who stop by their posters, as well as for them to learn how to frame questions to pose for others who are presenting their research in poster format. Those involved with the sciences (and familiar with the poster presentation format) all said that having access to a person hired to coordinate CfS&L would be extremely valuable. They envision practicing their pitches with that person, as well as learning about listening skills and anticipating questions to make sure they respond appropriately to what is being asked. Basically they want guidance and instruction in “how to ask a question” as it pertains to active listening.

Once a CfS&L is in place, it can be a focal point for visiting political operatives (including speech writers and candidate’s speech coaches) as well as other experts in the field who can workshop with students on how it is done “in the real world.” (This might count as one of the set number of workshops to attend for credit.)

SEVEN MAIN POINTS:

Seven main points emerged from the general discussion, identifying areas that students said they and their peers need as part of a Speaking & Listening initiative:

1. learning to lead (and take control) of discussions in a variety of venues, and responding to questions beyond Yes and No (ranging from job interviews to lunch talks at the Women’s Center [WICK]);
2. instruction in the mechanics of arguing a point, whether for or against (or both); how to be convincing, persuasive, and charismatic as a speaker (classical oratory), whether one-on-one, to a small group, or ...
3. addressing a large group; the formalities, subtleties, and craft of “podium speaking”; ethos, pathos, and logos;

4. analyze and study “famous speeches” (and listen to recordings or even view them on YouTube where possible—perhaps a “bank” of such items could be links on the CfS&L website) to see why they were so effective, both as concerns the issue of the moment, as well as the bare-bones mechanics of how the speaker put the whole thing together they way she or he did; also students are out the habit of LISTENING (we are no longer a world of radio broadcasts) and want training in this;
5. the art of imitation—taking what is best from a variety of speakers you have observed and figuring out which things can become part of you and your style;
6. focus on individual communication and dialog (for example when serving as a Proctor or student leader or coach or counselor—including and especially as regards those students who want to work in the Center for Speaking & Listening); further, they acknowledge the importance of recognizing the difference between a phone interview and a video conference (or interview), and want training in these areas as increasingly they will become “an online presence through video clips” in their future careers—both as interviewer and the one being interviewed (the same applies for grant interviews such as Marshall, Watson, and others [Rhodes candidates are not allowed to be coached once they have declared their intention to apply, but they can be part of interview workshops during their freshman and sophomore years]);
7. Social speaking: alumni events, fundraisers, and the art of SMALL TALK; and most importantly: when you “stumble” how to recover gracefully and move on.

CONNECTIONS & COLLABORATIONS (associated with what they want):

Out of these considerations students suggested that in addition to the CfS&L being linked to the Writing Center and possibly the Center of Teaching, it definitely should collaborate with CAREER SERVICES (where some coaching in interview skills is available). They want help with mock-interviews; they want to develop the knowledge that undergirds the pre-planning that results in CONTROL OF WHAT THEY ARE SAYING while “thinking on their feet”; they want assistance learning how to formulate their thoughts so they “don’t sound like an idiot” even though clearly they know a lot about what they want to say but just cannot articulate it.

From here some pointed out that ARCADIANS definitely need training in this area (how to speak on their feet, knowledgably without inundating the tour group with too many dates and statistics about the school)

Students expressed a desire to have us “train students to own their words” and to “value their contribution to a class discussion” and to “let your words show that you value what you are contributing.” The WOMEN’S CENTER for example.

Another important liaison could be SWAG (the newly formed wellness group initiative overseen by Peggy Farmer), as this group is offering a series of presentations campus-wide. CONTACT PEGGY FARMER.

Tie in to STUDENT ACTIVITIES BOARD every student group needs to make a seven-minute pitch for funding and they could use some training to this end. This could be a learning opportunity for all manner of students, articulating what they are doing and explaining why it is important and why it needs to happen on this campus. **Perhaps such a training workshop could be one of the MENU ITEMS mentioned in the workshop model of getting your Sif credit.**

Along the same lines, it was pointed out that the cross-over to GREEK LIFE could be enormous; namely Rush events (attendees learning about “small talk,” as well as current members making pitches for their house). Again, making something that is taken for granted as part of campus life, but now turning it into a teachable moment. CONTACT DEAN HAGGI. The same goes for IFC discussions and hearings.

SUMMARY:

The students all expressed an eagerness to see a Speaking & Listening initiative become a fundamental part of our campus life, academic and otherwise. Several seniors bemoaned the fact that they would be gone before it was a reality, saying that it really could have helped them.

APPENDIX 13.3: REPORT OF SUSAN WILSON, CONSULTANT, DECEMBER 2014

Dec. 1, 2014

To: The QEP Task Force Committee and Dean Papillon
From: Susan Wilson
Subj: Sewanee Visit/Program Development

At the request of the QEP Task Force Committee and Dean Terry Papillon, I visited the Sewanee campus on November 9-11. I had the opportunity to meet with a wide range of individuals and groups who have direct interest in various aspects of the QEP project. The work that the QEP committee executed prior to my visit provides a solid foundation that they will undoubtedly refine for their final proposal. Below you will find my thoughts and questions regarding Sewanee's Speaking and Listening Program¹ QEP.

Strengths of Sewanee's Position and Vision

I am impressed by the commitment and work of the QEP Task Force. It is rare that a *volunteer* group can draw such a group of dedicated individuals committed to a transformative task. This group (Karen Kuers and Bill Engel (co-chairs), Elise Kikis, Angelia Jordan, Marcia Mary Cook, Mae Wallace, Betsy Sandlin, Chip Manning, Vicki Sells, Virginia Craighill, and Elizabeth Skomp) is comprised of professionals and faculty from across the Sewanee campus. While visiting, I was able to attend one of their meetings and was pleased by the way they conducted business, including the kinds of questions they asked one, the problem-solving techniques they employed, and their ability to challenge one another's ideas while retaining the utmost collegiality.

I am also impressed with the "buy in" across disciplinary and generational lines. Over 20 people attended my Monday lunchtime talk about the Speaking and Listening Program at DePauw. They represented a variety of departments in the Humanities, Social Sciences, and Sciences. They were also at different stages of their professional careers. As I mentioned several times during my visit, Speaking and Listening programs and Speaking Centers are often prone to cyclical phases due to administrative personnel changes, variations in institutional focus and budget concerns, changes in faculty members and departments. Even a thriving program sometimes faces challenges not of its own making.

Fortunately, administrative support, institutional focus and budget, and faculty interest in Speaking and Listening seem currently aligned at Sewanee. Consequently, based on faculty members' practice and educational philosophy, Sewanee's QEP Task Force has developed a comprehensive planning phase in order to establish a solid foundation and secure institutional scaffolding. A survey conducted by the *ad hoc* Preliminary Working Group on the QEP reports that 58 percent of faculty members responded that "they already offer a course with a communication component" ("Position Title" document). This level of participation bodes well for developing a more formal program. Furthermore, two faculty actions constitute institutional endorsement. First, the November 2012 endorsement of Phase Two of the General Education Model's statement that "Students will complete at least one course emphasizing oral expression" ("Position Title"). Second, the faculty vote in favor of the SACS Reaffirmation Report "would involve ensuring that all graduating students have the opportunity to gain

¹ As you consider and develop your program, you will find a name that resonates with your campus.

appropriate training and experience in spoken communication” (“Position Title”). In combination these represent a commitment to not only including speaking and listening but recognizing that students both learn to speak AND speak as a way of learning.

In reviewing the survey results collected from the August faculty workshop 14/15AY, there was considerable mention and high regard of the Eloquence Initiative that Prof. Kristine Bruss created and implemented from 2005-07 at Sewanee. Faculty members valued the workshops that Prof. Bruss provided for both faculty and students. That this two-year program still resonates with faculty members bodes well for reintroducing a Speaking and Listening initiative or program.

Additionally, there appears to be strong interest across programs to encourage and utilize Speaking/Listening initiatives or programs, including from the Babson Center for Global Commerce, the School of Theology, and the Community Engagement Programs.

In sum, the QEP Task Force has keenly focused on exploring, crafting, and potentially implementing the strongest Speaking Across Sewanee’s Classroom and Community Experience possible.

Institutional Strengths

Sewanee has a successful and well-established Writing Center under the direction of Prof. Virginia Craighill. I had the opportunity to meet individually with Prof. Craighill on Monday and then on Tuesday, I enjoyed a wonderful discussion with Prof. Craighill’s current writing tutor training class. I was impressed with the quality of the tutors-in-training, their dedication to helping their peers, and their overall engagement. (I’m not sure that my S consultants would have been as alert at 8 a.m.) I was also able to visit the Writing Center on the lower level of the library. Adjacent to the tech support department and not far from the 24-hour study area, the writing center is conveniently located. The Writing Tutor on duty was approachable and knowledgeable.

There are two kinds of writing tutors—general writing tutors and tutor fellows who, in addition, to general tutoring are linked to specific courses or professors. In coordination with the professor they are apprised of specific writing assignments. If there isn’t a specific demand from that course or professor, writing fellows also do general tutoring. This maximizes peer tutoring by having tutors work with general assignments, but also having a cadre of students to support writing in the discipline.

Because of the solid history of the Sewanee’s Writing Center, a Speaking and Listening Center would be a natural parallel program providing service for classroom assignments as well as the wider Sewanee community opportunities and projects. A Speaking and Listening Center could serve the wider community by assisting with mock interviews for jobs as well as for the wealth of scholarship opportunities open to Sewanee students, conversation practice for ELL students, debate practice, etc.

Recommendations

Based on my visit to Sewanee, my review of the material the Task Force Committee provided, and my knowledge of both Speaking and Listening Centers and Communication Across the Curriculum Programs, I offer three recommendations concerning a Speaking Center; a CXC Program; and Faculty Development.

1. I recommend that Sewanee establish a Speaking and Listening Center.²

Such a center could be established rather quickly and economically. It may be possible to have such a center in place by the fall of the 15/16AY. A Speaking and Listening Center would provide an excellent complement to Sewanee's Writing Center. Since Speaking and Writing are both modes of learning about and using language, the two centers would enjoy productive synergy. Some students at DePauw with particular oral and writing adeptness have cross-trained in both Writing and Speaking tutor training programs. Prof. Craighill has a well-established training system and the Speaking tutor program could be modeled parallel to that training system. In particular, training student to work as both general speaking tutors and speaking fellows would maximize the potential benefits.

Whether, or hopefully, when Sewanee decides to establish a formal Speaking Across the Curriculum Program, the establishment of a Speaking and Listening Center staffed with trained tutors would benefit Sewanee's curricular and community programs. Fifty-eight percent of Sewanee professors report including oral presentations and projects into their courses currently. A Speaking Center would support those courses already requiring S assignments. A Speaking Center could also assist in other areas of the Sewanee experience, including support of International students, experiential programs, and Seminary work.

Moreover, the benefit of peer tutoring is not limited to the client. Harvey Kail reporting on his and colleagues' longitudinal research on Writing Tutor Alumni writes

Based on my reading of the surveys to date, the most significant benefit that students take with them from their writing center experience is earned confidence in themselves. The combination of training and collaborative experience is a transformative experience for students. Nearly every survey reflects on how training and experience in collaborative learning and peer tutoring helps individuals develop a deeper sense of their own competence, first as students and then, once they graduate, as individuals who can do the world's work, particularly the heavy lifting that has to do with language and writing.

Extending Kail *et al's* work, my own research with Speaking and Listening Center Consultant alums reinforced this finding. In addition, my Consultant alums underscored how integral listening had become for them in both their professional and personal lives.

Establishing a Speaking Center is a far less daunting task now. When the National Association of Communication Centers started around 15 years ago, information about best practices was consolidated and extended. Sewanee would be able to take advantage of the NACC's web resources, professional networks, and published materials. A welcoming and encouraging group of directors and tutors would help with the various nuts and bolts of establishing, training, and running a Speaking Center. Once formulated, Sewanee could also submit its tutor-training program for review by the NACC for certification. Having this distinction included on tutors'

²The name of such a Center should reflect Sewanee's culture as well as the goals of the QEP.

resumes adds to their professional appeal as they pursue their careers or enroll in graduation school. Further, indicating that Sewanee plans to pursue Speaking tutor training certification could also contribute to the SACS QEP plan. (And Sewanee may want to think about hosting the NACC conference at some point in the future. Given Sewanee's exceptional campus and location, it would be quite appealing to Speaking Center directors and tutors. And the group provides lots of assistance in the planning and implementation stage.)

In establishing a Speaking and Listening Center, here are some places to go and some people to know:

Speaking and Listening Centers Resources

The National Communication Association's annual conference was held November 19-23 in Chicago. I attended for several days and was particularly glad to spend time with members of the National Association of Communication Centers. NACC is roughly 15 years old and I've been a member of the group for the past 14 years. NACC is a particularly welcoming group that can help with all phases from starting a Speaking/Listening Center, establishing a tutor training program, assessment of centers, research projects, etc. (More information about the NACC can be found at commcenters.org/) While I was at Sewanee, Prof. Elise Kikis mentioned that one of the NACC's publications had been helpful to the task group. I would also recommend being on the look out for Profs. Kathleen Turner and Ted Sheckels' *Communication Centers: A Theory-Based Guide to Training and Management* due from Lexington Books, Dec. 15, 2014. Both Prof. Turner and Prof. Sheckels are very approachable colleagues.³

The 2015 NACC convention will be hosted by the University of Mary Washington's Speaking Center April 17-18. This would be a great opportunity for representatives from Sewanee to explore Speaking Center cultures and perhaps also meet with Center Directors from campuses that also have Speaking Across the Curriculum programs.

The NACC institutions represent a wide range of how Speaking Centers form, thrive, and sometimes have to be reconstituted. Some Speaking Centers have one to two student tutors while others have more than 30 tutors. Speaking Centers' facilities range from state-of-the art, like The Noel Studio at Eastern Kentucky University to others with placards on library tables. Some directors are tenure-line faculty members while others are year-to-year faculty appointments. Still others are staff appointments. When directors are not tenure-track faculty members, there is more room for fluctuation in the goals and execution of Speaking Center operations, so Sewanee's plan to hire a faculty member with a terminal degree in Rhetoric, Theatre, Education, or Communication is a sound move. Having that individual teach three courses per year with a two course Speaking and Listening Center operations release allows for the faculty member to have a pulse on the classroom culture in order to be better able to adapt or enhance the Speaking and Listening Center's outreach and goals.

Although the NACC group holds its own conference in the spring, it also has three to four panel slots at the National Communication Association Conferences. This allows Speaking Center directors to further present research as well as best practices. For a few years the NACC sponsored a short course (a half day session) on establishing Speaking Centers. Much of this

³ Prof. Turner is the current president of the National Communication Association and is Professor of Communication Studies and Director of Oral Communication at Davidson College in Davidson, North Carolina. Prof. Sheckels is Professor of English and Communication and Director of the Speaking Center at Randolph-Macon College in Ashland, VA. Prof. Sheckels was one of the outside members that reviewed DePauw's Speaking and Listening Center and Speaking Competency Program in 2003.

information has been codified in written form, but Center Directors are very helpful and are available to answer questions and trouble-shoot.

Communication Across and In the Curriculum Resources

While Prof. Anand Rao will be busy as the host of the NACC, I would certainly recommend that Sewanee people talk with Prof. Rao. Mary Washington University has a well-established two-tier Communication Across the Curriculum program. In addition, Prof. Kim Cuny from University of North Carolina-Greensboro attends as well. I had a brief conversation with Prof. Cuny in Chicago and their CXC program is undergoing significant changes that would be worth a conversation. Prof. Pat Palmerton from Hamline University would also add to Sewanee's understanding. As a long time advocate of CXC programs, Prof. Palmerton brings a wealth of history and perspective to Sewanee's task. Prof. Deanna Dannels from North Carolina State is a much sought after expert in Writing and Speaking programs, who has lead faculty development workshops and training. In particular, Prof. Dannels works with communication in the discipline strategies. Last year Les Perelman from MIT visited DePauw's campus as a reviewer of our writing requirement. He noted that MIT has a communication requirement that includes both oral and written communication. Information about that program can be found at: <http://web.mit.edu/commreq/>. I am not familiar with the University of Pittsburgh's Speaking in the Discipline Program, but their website seems to offer some potentially helpful ideas (www.speaking.pitt.edu/index.html). The University of Rhode Island also has a helpful resource page: www.uri.edu/artsci/com/comfund/cxc.html.

Listening Resources

In addition to the NACC conference described above, another conference that may be of interest to Sewanee is the International Listening Association Conference. The organization's annual conference will be held March 25-28 in Virginia Beach, Va. While their website is under revision, Sewanee can still peruse the organization's resources at www.listen.org. The Listening Assessment Database provides a compendium of different types of listening and their assessment.

National Communication Association Resources

I would also encourage Sewanee to utilize the National Communication Association's website resources at www.natcom.org/assessmentresources/. Often overwhelming in scope, the competency section provides a compendium of goals for speaking and listening that may be helpful as Sewanee develops its QEP ideas. For example, one of the draft ideas for Student Learning Outcomes is about "framing a logical argument including making a statement and providing information in a logical manner to be convincing ... similar to what students do in written work." Perhaps combining two NCA Speaking and Listening Competencies

- support arguments with relevant and adequate evidence.
- develop messages that influence attitudes, beliefs, and actions.

into a statement like "Students will be able to develop logical messages supported with relevant and adequate evidence that influence attitudes, beliefs, and actions" would more clearly reflect your goal. I would also encourage the QEP Task Force to consider adding another Student Learning Outcome (adapted from the NCA Speaking and Listening Competencies): "Students will be able to evaluate critically others' spoken messages and their attempts to influence."

While recommending that Sewanee establish a Speaking and Listening Center as soon as is feasible, I also need to mention some Sewanee cultural challenges that will need to be

addressed. In addition, I will describe some productive ways that these challenges maybe lessened.

In reviewing the August workshop meeting (prior to the beginning of the 14/15AY)⁴ I noted that there was concern about the relationship of the Speaking Center and the Teaching Center. Some faculty respondents saw no need for both, while others favored one or the other. During my visit I gained a better understanding of these sentiments. Currently, the Teaching Center is enjoying new leadership under the direction and care of Prof. Deon Miles and Prof. Betsy Sandlin. It was a pleasure to have the chance to discuss their plans for the Teaching Center and how a Speaking Center and/or a Speaking Across the Curriculum Program might work in concert. In our discussion, we talked about the location of the Teaching Center, and possible Speaking Center. Librarian Vicky Sells indicated that several spaces in the library might be conducive to the needs of the Teaching Center and a Speaking and Listening Center. It is vital that Prof. Craighill be part of the physical space conversations. From my own experiences here at DePauw, the Writing Director and I have worked in tandem on many aspects including the creation of our current space, lobbying for an English Language Learning faculty member to join our area and currently conducting a longitudinal study on International Students' Language Acquisition and Use.⁵

From my own experience at DePauw, physical space is no small issue. While it need not be opulent, it certainly has to be inviting and ADA accessible. While Writing Centers don't require closed rooms since the tutor and tutee are speaking on a one-to-one level, Speaking Centers need private places for people to speak on the one-to-many level that public speaking requires. Furthermore, a closed room would facilitate the taping and review of presentations. Ideally, the Writing, Speaking and Listening Center, and the Teaching Center would be located near each other. Obviously, this would facilitate shared programming. Equally importantly, it would enable the faculty members to support one another in their shared and discrete endeavors.

2. Speaking and Listening Across Sewanee's Courses and Community

During my visit, I was asked, "If I could design the ideal Speaking and Listening curriculum what would it look like?" My ideal would consist of a lower level course that would concentrate on general speaking and listening. It would provide students with oral communication competency to do college level work. An upper level course grounded in students' majors would provide opportunities for students to further learn and develop speaking and listening proficiency. What might this look like at Sewanee? The lower level course could be a first year seminar experience, like Sewanee's First Year Experience classes. Or, since roughly a quarter of Sewanee's incoming students take an FYE course, it could also be developed in other courses where speaking and listening dovetails with the class size.⁶ The upper level course would typically be offered in the students' major. Here students would develop and rehearse the oral expression of discipline specific ideas and arguments.

This is my ideal Speaking and Listening curriculum. It is not one that DePauw subscribes to, although in Recommendation #1 I have indicated schools that do. Colleges and universities need to weigh the benefits and costs of even the educational precepts they value the most.

⁴ The Task Force grouped faculty members by the length of time that they had been at Sewanee. This was an excellent strategy allowing generational cadres to share their particular perspectives and concerns.

⁵ I am not minimizing our joint work with DePauw's Quantitative Reasoning Center Director, just making it parallel to Sewanee's situation.

⁶ For example, it would not work for larger size lecture classes or classes that are minimal in size.

I would hope that after exploring Speaking and Listening Programs, Sewanee sees the benefit for its students to complete at minimum an upper level course. Departments may see more value in developing the proficiency of their own majors, both in terms of their course work and for their career or graduate school path. In addition, upper level courses are frequently smaller in size and more conducive to including Speaking and Listening instruction and assignments.

While I'm hopeful that Sewanee will adopt a Speaking and Listening requirement, the following may be potential impediments:

- A. While the Sewanee's 2012 Revisions to the General Education requirements created foundational and upper level writing courses, I did not get the sense that these requirements have been readily integrated across the curriculum. Comments indicated that the English Department is generally staffing a good number of these courses. If Sewanee is like other campuses, when a department bears the responsibility of offering a graduation requirement, they frequently are restricted in their ability to offer the range of courses in their own major.
- B. In addition, during my visit I also learned that Sewanee's faculty members now have a 3-2 load. While this can be beneficial, there may be some unseen consequences that may affect a speaking and listening program. Sometimes 3-2 loads increase class sizes and larger class sizes may be detrimental to both the quality and quantity of speaking and listening instruction and assignments. While some Sewanee faculty members may decide to teach overloads to insure that their students get the kinds of academic experiences that they value, building a program on overload generosity is ripe for problems, including possible tension between faculty members and unpredictable course offerings.
- C. In the fall of 2012 Sewanee revised the General Education curriculum to include six learning objectives and a foundational writing course, an upper level writing course, and two physical education and wellness courses.

If Speaking/Listening is more strategically included at Sewanee, where is its "home"?

For some people, speaking and listening is a way of demonstrating what is known. For others, speaking and listening parallels Sewanee's writing sequence. For still others, some aspects of oral expression could be viewed as a separate learning objective. During my visit, I heard people position speaking and listening in each of these distinct areas.

When ideas or programs have no specific "home," their value is questioned. Further, they are hard to implement and assess. Even supporters can become frustrated. This is a conversation that will have to happen and be resolved in order to move forward. I anticipate that the QEP Task Force will facilitate this conversation and come to some conclusions in the spring of 2015.

- D. While I was on campus there was some discussion of creating a Speaking and Listening Certificate Program whereby, students could participate in a variety of campus activities and document these and their reflections in a portfolio. While this has some merit, I wonder about how effective the assessment of this might be. Assessment needs to be precise and consistent and perhaps this may not meet SACS guidelines. In addition, students completing portfolios may not have the training in Speaking and Listening that Sewanee seeks.

3. Workshops and Faculty Development at Sewanee

In the August faculty surveys, faculty members indicated strongly that they would want training in the teaching of Speaking and Listening as well as training in assessing Speaking and Listening assignments and activities. The QEP Task Force and Dean Papillon invited me to return to Sewanee to facilitate a two-day faculty workshop. In conjunction with the Task Force topics were brainstormed and prioritized. The result is two workshops that will cover discrete topics. Faculty members can attend either workshop and if there are sufficient openings they could elect to participate in both. A description of the workshop schedule follows:

Friday, January 23, 2015

- Hands on activity
- Speaking and Listening Assignments (variety of assignments and setting them up for success in own discipline)
- Evaluating Speaking and Listening Assignments
- What is lost and gained by including more speaking/listening

Saturday, January 24, 2015

- Setting students up to lead and participate in discussions
- Taped sessions using Sewanee faculty participants to model how taping can be structured to benefit
- Clear communication about what and why speaking and listening are being included from syllabus throughout the course

Prof. Betsy Sandlin and Prof. Deon Miles have solid ideas for additional workshops. This kind of on-going programming is critical. They are aware that establishing a substantive Speaking and Listening Program involves much more than adding some speaking assignments. As faculty members we have all suffered through presentations that were not well researched, well written, or well rehearsed because the spoken component of the assignment was treated as an after thought. Those presentations waste valuable class time. Two of the current Task Force QEP's Student Learning Outcomes are focused on discussions—the ability for Sewanee students to lead discussions and their ability to evaluate and comment on the effectiveness of their listening during discussions. Prof. Warren Rosenberg from Wabash College visited Sewanee last spring and I would recommend that he be invited to conduct a more comprehensive workshop. If Sewanee hopes to implement a Speaking and Listening Program that has integrity and longevity, consistent faculty development needs to be established and maintained.

Here at DePauw, we have utilized a Department Liaison Program where one member of a department serves as a liaison to the larger Speaking and Listening Committee. This way we can discuss what is happening within departments as well as across the university. We have also been able to do departmental assessment through the Liaison Program. A Liaison Program is something that Sewanee may want to explore.

Workshops and other faculty development initiatives will hopefully contribute to continued faculty “buy in” and may also clarify the direction and speed Sewanee moves in establishing a Speaking and Listening Across Sewanee's Classes and Community.

Final Comments

I am honored to have been part of Sewanee's exploration of a Speaking and Listening Center and the development of a potential Speaking and Listening Across the Campus and Community Program. I am pleased that I will be back for the January Faculty Workshops. Whatever Sewanee creates, I hope that it continues to have the support of faculty and administration I have seen thus far.

These questions contributed to the framing of this report:

Written report: Ideally within two weeks—time can be adjusted to meet your time constraints ... let me know what seems possible ...

Some of the things we would like to see in the report:

- Recommendations on QEP and Program Development for Speaking Across the Curriculum (especially with respect to learning outcomes, assessment, and best practices)
- Are we headed in the right direction? Are we asking the right questions? If not, what might be a better approach?
- What are the minimum resources needed for us to be successful ... what would be ideal?
- Recommendations as to our next steps
- Recommended content/format for a workshop next semester (with your budget ... we would like for you to lead it)
- Recommendations for SAC Programs we ought to visit/people we should contact
- Recommendations for meetings we could/should attend

APPENDIX 13.4: REPORT OF QEP TASK FORCE TO COLLEGE FACULTY, APRIL 2014

The College Faculty endorsed in principle Phase Two of the General Education Model in November 2012. Phase 2 includes the statement: “Students will complete at least one course emphasizing oral expression.”

At its May 2013 meeting, the Faculty voted that the Quality Enhancement Program (QEP) for the Ten-Year SACS Reaffirmation Report involve ensuring that all graduating students have the opportunity to gain appropriate training and experience in spoken communication.

Last semester Dean Gatta asked six faculty members who have had oral expression components in their courses to serve as an *ad-hoc* Preliminary Working Group on the QEP:

Marcia Mary Cook
Karen Kuers

Larry Jones
Charles Peyser

Chip Manning
Elizabeth Skomp

The group was convened by Charles Peyser, who gave a summary report of our progress at the December 2013 faculty meeting. The preliminary working group developed and sent a survey to faculty to

1. find out who was already incorporating an oral communication component in their courses,
2. get feedback on what should be included in oral communications courses
3. find out if there were additional faculty who would like to help draft the draft for the oral communications proposal for the QEP

Survey was sent to 162 faculty and library staff members.

55 Responses (34 percent rate) representing a wide range of academic disciplines

Key findings:

1. Wide consensus across disciplines that oral communication skills are an important component of a Liberal Arts Education. (The only vote against it was that it should not be added as a new requirement.)
2. Oral communication skills are incorporated in a wide number of courses across many disciplines ... In most cases it is a choice of the faculty members to focus on those skills in a given course, but the skills are not typically explicit in the course description, and might not be included when the course is taught by a different faculty member.
3. Oral Communication skills should include: presentations, discussion, debate, listening skills. ... skills and competencies most beneficial to students might be somewhat discipline specific, flexibility in implementation or oral communications across the curriculum would be important
4. Training for faculty is essential: While many faculty may require oral presentations or discussion, few felt sufficiently trained in teaching/assessing these skills. ... We need someone at Sewanee trained in these skills, with the time and resources to help faculty (as well as students)

The Preliminary Group summarized the results of the Survey, submitted to Dean Gatta in February.

The Preliminary group’s recommendations:

1. Create a QEP Task force that would report to the Curriculum Committee—
The membership should include those who indicated in the survey that they would be willing to serve on such a committee, some continuing members from the preliminary group assembled by Dean Gatta, and others as needed.
2. The Task force was directed to
 - Consider the need for a new faculty hire (full or joint appointment)
 - Consider a connection between this initiative and the Center for Teaching
 - Consider the level (lower, upper, both) at which an oral communication course should be taught (there were mixed responses from the initial survey ... with advantages for each level)
 - Research what is being done at other Institutions for ideas ...
 - Provide regular feedback to faculty and to solicit input from across disciplines as the process continues

Dean Gatta's Charge to the Task force relative to the QEP: Assist the next Dean in:

- Developing an Oral Communications Enhancement Proposal for the QEP in drafting the expected learning outcomes and assessment plan
- Developing a timeline for its implementation
- Developing a Budget (physical and human resources) needed to implement the Proposal

The Current Composition of the Oral Communications QEP Task Force:

| | | |
|-----------------|------------------|------------------------|
| Bill Engel | Angela Jordon | Betsy Sandlin |
| Mae Wallace | Elise Kikis | Virginia Craighill |
| Chip Manning | Kevin Reynolds | |
| Elizabeth Skomp | Marcia Mary Cook | Karen Kuers (Convener) |

We have met several times since the report was submitted to the Dean in February ... and will likely meet weekly for the remainder of the semester.

We have researched or contacted a number of other institutions who have oral communication requirements or programs or Speaking Centers to learn what is being done.

We are still very much a work in progress, but we want you to know our current thoughts, and we welcome your feedback ...

1. We think that Sewanee needs a faculty member with expertise in teaching oral communications skills, and Sewanee needs a Speaking/Listening Center to serve as a resource for both faculty and students. In the best of all possible worlds, we envision that this center would be visibly linked to the Writing Center, the Instructional Technology Workshop, and to an expanded, revitalized Center for Teaching

We are drafting a proposal for the "New Directions" positions due April 14. We will propose that this position could be 3/5 faculty appointment; and 2/5 time Director of a Speaking/Listening Center (2/5)—The candidate would teach courses that could fulfill an oral communications requirement,—and would be responsible for developing & conducting faculty workshops, training sessions, web resources, student tutors, and even extra curricular activities that promote oral communications skills—debates, speech competition.

2. We are proposing that there is a phased approach to the overall QEP Oral Communication enhancement process: Sewanee should build the capacity and resources needed for enhancing the teaching of and assessment of oral communications across the curriculum before decide upon/implementing a specific requirement of our students.

3. Working on a reasonable timeline. ... Like to see regularly scheduled lunch meetings/workshops begin next year...even before someone could be hired
Assessment strategies has been mentioned as an especially good starting topic

Would like to see volunteers willing to participate in pilot assessment of the effectiveness of OC enhancement courses. Faculty who already have this emphasis in their courses. Faculty who would like to develop this in their courses ...

Perhaps after two years would have sufficient assessment data and feedback from participating faculty and students to be ready to consider more specifically a requirement in oral communication.

It is likely that the QEP we help draft will spell out more than one type of requirement model to be considered at the appropriate time.

APPENDIX 13.5: POSITION ANNOUNCEMENT, AUGUST 2015

Position Announcement: Assistant, Associate, or Full Professor of Rhetoric and Director of Center for Speaking and Listening

The University of the South invites applications for a full-time tenured or tenure-track academic position in Rhetoric with appointment as the director of the university's planned Center for Speaking and Listening. Appointment will begin July 2016. Rank is open but we anticipate hiring an experienced teacher/scholar.

The central task for this faculty member is to provide faculty and students with the training, resources, and opportunities needed to improve oral communication across the curriculum. The successful candidate will have a terminal degree in Rhetoric, Speech, Communication Arts, Argumentation, or related fields. Experience directing or co-directing a public speaking program or similar experience is essential, as is expertise in the pedagogy and history of speaking and critical listening, success in teaching introductory courses in oral communication and/or rhetoric, and enthusiasm for developing and directing an oral communication center that includes, but may not be limited to, the kinds of activities listed below.

We seek someone who 1) understands that public speaking is, in its liberal arts traditions, a civic art concerned broadly with significant social, political, legal, scientific, and moral issues that concern the community as a whole; 2) recognizes that public speaking is never one-way and rarely two-way, that it always involves multiple audiences, voices, concerns, and perspectives; 3) knows that good public speaking can never be separated from good thinking, and cultivates an approach to the spoken word that joins "thought" and "speech," "matter" and "manner"; and 4) is excited by the prospect of building an oral communication program and center from the ground up.

Responsibilities would include, but not necessarily be limited to:

- Offering introductory courses in public speaking, oral communication, and/or rhetoric;
- Administering a center with space and technology for practice and feedback;
- Training and organizing student tutors;
- Organizing frequent workshops for faculty and students;
- Providing content for, and updating a website with, resources for faculty and students;
- Encouraging student-directed on-campus activities that foster public speaking and debate;
- Serving as a resource to help professors across the curriculum cultivate oral communication competencies in higher-level courses or better incorporate such competencies in all of their classes;
- Guiding the development of the Center, including its relationships with existing university centers, resources, and programs.

The faculty member would teach two courses per year for at least the first five years, with a three-course release for Center responsibilities. (The current standard teaching load for tenured and tenure-track faculty is five courses per year.)

Applicants must submit a cover letter, curriculum vitae, brief writing sample, unofficial graduate transcript(s), and at least three letters of recommendation through the following web portal: jobs.sewanee.edu/. (Letters of recommendation may also be submitted via email to Kristen Kleinfeld at fachire@sewanee.edu.) Applications received by Sept. 21, 2015, will receive full consideration, but applications will be accepted until the position is filled.

The University of the South comprises a well-regarded College of the Liberal Arts and Sciences and a distinguished School of Theology. It is an institution of the Episcopal Church that welcomes individuals of all backgrounds and is located on a striking 13,000-acre campus on Tennessee's Cumberland Plateau.

The University of the South is committed to creating and maintaining a diverse campus environment. We are proud to be an equal opportunity educational institution and welcome all qualified applicants without regard to their race, color, religion, gender, sexual orientation, national origin, disability, age, or veteran status. Eligibility for employment is contingent upon successful completion of a background screening.

APPENDIX 13.6: SPEAKING ASSIGNMENT GRADING RUBRIC

Grading Rubric for Speaking Intensive Courses

Student's Name _____ Date _____

Course name and number _____

Assignment _____

Circle one number (1-5) for each category with 5 being the highest. This form may be helpful at the end of term when final Assessment Report is submitted to the QEP Implementation Committee.

Demonstration of understanding of the topic (SLO #1)

| | | | | | |
|---------------------------------------|---|---|---|---|---|
| 1 States the purpose. | 1 | 2 | 3 | 4 | 5 |
| 2 Organizes the content. | 1 | 2 | 3 | 4 | 5 |
| 3 Summarizes the main idea(s). | 1 | 2 | 3 | 4 | 5 |
| 4 Appropriate level of sophistication | 1 | 2 | 3 | 4 | 5 |
| Average Score _____ | | | | | |

Using evidence or explanations (SLO #2)

| | | | | | |
|-----------------------------------------------------|---|---|---|---|---|
| 1 Use of valid and legitimate secondary scholarship | 1 | 2 | 3 | 4 | 5 |
| 2 Coherent support of claims | 1 | 2 | 3 | 4 | 5 |
| 3 Accurate application of evidence | 1 | 2 | 3 | 4 | 5 |
| Average Score _____ | | | | | |

Communication techniques (SLO #3)

| | | | | | |
|---------------------------------------------------|---|---|---|---|---|
| 1 Eye contact | 1 | 2 | 3 | 4 | 5 |
| 2 Discipline specific language | 1 | 2 | 3 | 4 | 5 |
| 3 Voice modulation | 1 | 2 | 3 | 4 | 5 |
| 4 Effective use of media when appropriate | 1 | 2 | 3 | 4 | 5 |
| 5 Tailored to the topic, setting, and/or audience | 1 | 2 | 3 | 4 | 5 |
| Average Score _____ | | | | | |

Design and delivery of well-organized speeches (SLO #4)

| | | | | | |
|-----------------------------------------|---|---|---|---|---|
| 1 Appropriate length for the assignment | 1 | 2 | 3 | 4 | 5 |
| 2 Coherent narrative | 1 | 2 | 3 | 4 | 5 |
| 3 Strong transitions | 1 | 2 | 3 | 4 | 5 |
| 4 Logical progression | 1 | 2 | 3 | 4 | 5 |
| Average Score _____ | | | | | |

Response to audience (SLO #5)

| | | | | | |
|----------------------------------------------|---|---|---|---|---|
| 1 Fielding of questions and comments | 1 | 2 | 3 | 4 | 5 |
| 2 Attentiveness to audience's nonverbal cues | 1 | 2 | 3 | 4 | 5 |
| 3 Appropriately directs ensuing discussion | 1 | 2 | 3 | 4 | 5 |
| 4 Respectful interacting with audience | 1 | 2 | 3 | 4 | 5 |
| Average Score _____ | | | | | |