

A Faculty Guide to the Degree Qualifications Profile and Tuning LEAP Texas Faculty Fellow Project

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I. The DQP and Me: A faculty primer

The initial section of *The Faculty Guide* will be an overview of the DQP by and for faculty, with particular attention to how the DQP might inform course design. As a faculty member, the DQP immediately raises some questions for me: How much of the DQP can one course be responsible for? Should a lower level course allow students to demonstrate proficiency at the level of the cumulative degree? This section of the faculty guide will address these and other questions related to the alignment of the learning outcomes, the categories of learning, and existing course structures. It will provide suggestions on assignment construction to facilitate achievement and measurement of selected learning outcomes at the various levels. In order to do this, it will touch on related concepts in learning and assessment, particularly mastery learning and signature work. This section of the guide will give faculty things they can do right now to begin incorporating the DQP in their work. Just as importantly, it will nudge faculty toward a collaborative stance the DQP requires for full implementation. While I think it is important to begin with faculty, what is required is (as the DQP itself puts it) a “shift from ‘my courses’ to ‘our curriculum’” (p. 10).

II. The DQP and Students: Explaining Proficiency In Student Language

There is significant value in having students understand what is expected of them. There is even more value in explaining why and how those expectations exist. While the DQP does offer a resource for students to “understand the purposes of the courses they take and the congruence between course-level and degree-level objectives,” that existing resource (the DQP documentation itself) is not in a very student-friendly language. This section of *The Faculty Guide* will translate portions of the DQP into that student-friendly language that can be used by advisors, faculty, or even admissions personnel. It will explore various ways of communicating expectations and rationale to students including videos, social media, infographics, and even comics. The goal is to communicate these “essential dimensions of higher learning that specific fields will elaborate in greater detail” (DQP, p. 10) in a way students can understand.

III. Tuning on the cheap

This deliverable will give an overview of the Tuning process, citing examples from both the United States and other countries where Tuning is well established. It will also provide suggestions for how faculty might participate in Tuning via social media or other technological mechanisms. This is important, I believe, for the “ground up” model of DQP that underlies the entire proposal. It may only be that an individual department or a handful of faculty that wants to engage in the Tuning process. These faculty may lack monetary resources, time, or initial institutional support. This section will thus give suggestions for how such faculty may efficiently participate in a process as involved as Tuning.

IV. Annotated bibliography and best practices for curriculum revision

As a summative final resource, I will compile all of the various research articles, websites, and other resources into a thematically organized annotated bibliography. This will not only provide a resource list for those faculty and administrators who wish to further investigate the DQP and Tuning, but also provide suggestions for how curriculum might be changed at a larger scale once there is a critical mass of DQP support on a particular campus.

V. Outlying Questions

- What is the relationship of the DQP and Tuning process to current state initiatives such as 60 X 30?
- What is the history and context of the DQP and Tuning within Texas higher education?
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