QEP Steering Committee Meeting Minutes

Friday, December 4, 2009, 3:00 p.m. – 5:00 p.m.

Present: Linda Anderson, Andy Baker (scribe), Diane Everett, Claudia Gatewood, Jeannie Kiriwas, Carolyn Nicholson, Brigid Noonan, Alex Sanchez, Greg Sapp (chair), Sasha Schmid, Maria Wrabel

For our initial working meeting (we had a kick-off meeting two weeks prior), our task was to paint a portrait of the ideal Stetson graduate. What would that person look like? We considered people who live in our neighborhoods and people with whom we work, people who are members of our various communities, and we asked: What kind of person would we want to live in our neighborhood or work with us? What kind of person do we want representing Stetson University?

Rather than focus on what a graduate from a particular college, school, or major might look like, we focused on what any person who graduated from Stetson should look like and be. The purpose of this exercise is to set a goal of producing such men and women so that we can see what is necessary to help our students transition into that person.

The following is a list of characteristics of the ideal graduate we proposed. As you read this list, note that we did not vote on these; these characteristics are the result of a brainstorming session.

The ideal Stetson graduate (in no particular order):

• has a realistic understanding of her strengths and limitations and has the ability to build upon her strengths; she can talk about her strengths and weaknesses and knows what her transferable skills are; she is personally aware of herself
• is competent with skill sets that are specific to his field, knows what is important to his field, and has experience in his field; he is someone who is able to be a leader in his field making a contribution to its progress
• has a strong work ethic
• has the skills necessary to be successful in life, both personally and professionally; she is a balanced individual who is able to communicate properly in all settings and in any medium; her interpersonal communication skills and writing ability are strong
• is technologically savvy, able to use necessary tools effectively for a given situation
• is self-confident, willing to take risks, but also exhibits humility; he is still open to learning
• is broadly educated yet is committed to lifelong learning; she recognizes the subjectivity of truth and appreciates diversity without being a relativist; she is self-critical
recognizes the interdependent nature of the human condition and is committed to making the community better for all; holistically prepared, he takes leadership roles in working for the good of all
mentors the younger generation and works to promote sustainability; she is able to hold her peers accountable in a civil way for the good of the community or organization
is engaged in the community and committed to volunteerism and philanthropy; he creates community wherever he goes through superior interpersonal skills that foster team-building and commitment to the whole
cares about something other than herself, acting ethically and responsibly in all facets of life
maintains good contact with Stetson throughout his life helping to make Stetson better for future generations
maintains a healthy lifestyle eating healthy foods and exercising regularly
is environmentally responsible
is a person of the highest integrity

There was much discussion on these ideas, and we welcome further input.

The meeting adjourned at 4:30 p.m.

Next meeting: Friday, January 15, 2010, 3:00-5:00 p.m.

Our next task is to begin to think about how what we do as an institution leads our students to become these ideal graduates. Should we hold ourselves responsible for developing all of these qualities in our graduates or just some of them? What can we do as an educational institution to foster the development of these qualities? In a sense, we will still be talking in an ideal sense as we think about what is necessary to produce our ideal student. Once we have that in place, we can look at what we are doing and begin to focus in on a few areas where we might improve and assess our work in producing these ideal students.

We welcome your input.

Submitted by the QEP SC (with special thanks to Andy Baker, our official note taker at this meeting)