

The mission of Stetson University is to provide “a transformational education in a creative community where learning and values meet. Committed to scholarship and the liberal arts tradition, Stetson seeks to foster the qualities of mind and heart that will prepare students to reach their full potential as individuals, informed citizens, and responsible participants in their local and global communities.”

Stetson University’s Quality Enhancement Plan (QEP) enhances existing critical skills and overall student success for undergraduate students through “**Bridging the G-A-P: Enhancing Information Literacy to Foster Critical Thinking.**” The QEP takes a broad but deep approach to Information Literacy to leverage critical analysis in disciplines. The three components of the “G-A-P” framework are:

- **Gather** – Students will learn how information is created and valued as they research, amass, and evaluate information.
- **Analyze** – Students will learn how to understand, interpret, and apply information within a disciplinary context.
- **Present** – Students will demonstrate their learning by presenting the information they have gathered and analyzed in both oral and written communicative forms.

The QEP uses the definition of information literacy provided by the Association of College and Research Libraries (ACRL): “information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.” The “Gather, Analyze, Present” framework embodies this definition. Stetson’s QEP maintains that students can be successful when they have exposure, experience, and practice within the context of information literacy.

To arrive at the QEP recommendation, Stetson followed a well-structured process, which included the work of an initial QEP task force to generate ideas (2019-2020), a QEP committee to recommend a topic (2020-2021), a QEP implementation and development committee (2021-2022), a QEP writing task force (Fall 2021), and a QEP marketing and communications committee (2021-2022). Students, faculty, staff, and administration were involved in the review and decision-making process throughout. Over the two-year period, from 2019 to 2021, numerous focus groups were held and several surveys were administered to students, staff, and faculty at the beginning, middle, and near the end of the QEP topic development phase.

To successfully execute its QEP, Stetson University intends to leverage approximately 35-45 faculty across all academic disciplines to teach “G-A-P” enhanced courses, most of these at introductory and

developmental (100 and 200) levels. Participating faculty will engage in workshops and training presented by Stetson's in-house experts on Information Literacy at the duPont-Ball Library and the Brown Center for Faculty Innovation and Excellence.

Because the QEP is intended for long-range quality enhancement of student learning, a series of engagement opportunities will be identified for students that take place both within and outside the traditional classroom experience. Students in G-A-P classes will be offered targeted and incentivized opportunities for learning via increased, specialized information literacy tutoring (offered by cross-trained Writing Center tutors and some Library student employees), selected information literacy peer tutoring, and divisional offerings in disciplinary forms of analysis. The Library will offer Cultural Credit events to highlight the value of information literacy. To create a heightened sense of awareness across the campus, many of these opportunities will also be extended to students not enrolled in G-A-P courses.

The QEP will be implemented over five years and will start with preliminary ("soft") launches of G-A-P-enhanced courses in the School of Business Administration in Spring 2022. Year One will begin in Summer 2022 and will feature course redesign workshops for faculty. G-A-P courses will hard-launch in Fall 2022. Each semester, faculty participating in the G-A-P program will attend additional workshops on how to enhance information literacy along with how to assess and report progress toward QEP success. Over the next three years, new faculty will join the G-A-P program annually, until the QEP supports 35-45 faculty. Each participating faculty member will be involved in the QEP for at least two sequential offerings of the course. . To implement and execute the QEP, the University commits financial support for faculty (professional development stipends for course redesign), Writing Center staff and teaching apprentices, the Library Liaison, and for other leadership positions including a QEP Director.

G-A-P courses will be assessed on a yearly basis to gauge successful implementation. The student learning outcomes include both information literacy and critical analysis learning goals. Though "Presentation" is a part of the G-A-P framework, written and oral presentation artifacts will serve to assess the "Gather" and "Analyze" portions of the framework.

Through this multi-stakeholder and multi-disciplinary effort, the QEP will prepare Stetson's students for success in their coursework and academic and professional work beyond Stetson University. Stetson welcomes feedback and support as it continues to "Bridge the G-A-P" for our students.