Dear Faculty,

As part of Emory’s Quality Enhancement Plan: The Nature of Evidence, we are excited to invite you to apply for the fifth, and final, Faculty Development Workshop on Evidence-Focused Seminars during May 2019. Please note: this year the application is open to any faculty member who will teach a First Year Seminar (FSEM) OR an upper level seminar in 2019-2020 (we will prioritize FSEMs). Faculty may choose to develop a new course or re-develop an existing course into an Evidence-Focused Seminar.

QEP Faculty Development Workshop
Dates: May 15-17, 2019
Times: 9am-3pm

Requirements of Workshop Participants (see the more detailed QEP Faculty Workshop Requirements attached; please read these requirements carefully.)
1. Attendance at all sessions of the 3-day QEP Faculty Workshop.
2. Development/redevelopment of your FSEM course or your upper level undergraduate seminar course to meet the Evidence-Focused Seminar criteria (see attached QEP Evidence-Focused Course Criteria).
3. Commit to teach your course in AY 2019-2020. (Please coordinate with your Chair, DUS, and/or course-scheduling committee.)
4. Assist with the QEP Assessment for SACSCOC. (Preliminary information is in the QEP Faculty Workshop Requirements attached; full details will be discussed at the workshop.)

Honorarium: $3000
Upon completion of the syllabus, we will distribute the $3000 honorarium.

Application: Due January 14, 2019
If you would like to be considered for participation in the Workshop, please send your application to: qep.director@emory.edu. Please include the following:

- Name
- Department
- Title of your First Year Seminar OR your upper level seminar
- Brief statement on how you will focus on the nature of evidence with your topic (2-3 sentences)
- Past syllabus (if applicable)

We have space for 25 participants. Priority will be given to those teaching First Year Seminars. Decisions and notifications about acceptance will be made by January 25, 2019.

If you have any questions, please let me know.

Best regards,
Tracy Scott, PhD
Director of the Quality Enhancement Plan, Emory University
Evidence-Focused Seminar Course Criteria
(Adapted from Emory’s Writing Requirement Criteria; same wording used when appropriate1)
Evidence is a central focus of undergraduate education; yet each discipline possesses its own conventions and standards regarding evidence. Instructors should use evidence-focused courses to teach students the concepts, assumptions, and norms concerning evidence that are central to their discipline.

I. REQUIRED ELEMENTS

A. Focus of the course: Centrality of the Nature of Evidence
Evidence-focused courses will foreground issues of evidence, teach explicitly about evidence, and demonstrate that the use of evidence is an integral part of the learning experience. The teaching and assignments should explicitly focus on issues around the nature of evidence.

Learning Outcomes: the course must address at least 3 of the following 4 Learning Outcomes
Specifically, at least three of these Learning Outcomes must be incorporated in the syllabus of the course. They may be adapted to fit the specific content of the course; they may be called Learning Objectives or Course Goals and may be included along with other course goals.

Learning Outcome 1: Distinguish uses of evidence in a discipline and/or between disciplines.
Potential ways of implementing this learning outcome include, but are not limited to:
• Demonstrate an understanding of how a specific discipline uses different types of evidence (e.g., experiments, authoritative testimony, quantitative research, historical artifacts, creative works).
• Demonstrate an understanding of how different disciplines use different types of evidence (e.g., experiments, authoritative testimony, quantitative research, historical artifacts, creative works).

Learning Outcome 2: Identify, select and/or gather evidence
Potential ways of implementing this learning outcome include, but are not limited to:
• Identify and access evidence using well-designed search strategies and most appropriate sources.
• Select evidence appropriate to the scope and criteria of the discipline, topic, or research question.
• Gather or collect (primary) evidence for a particular research topic.

Learning Outcome 3: Evaluate and analyze evidence
Potential ways of implementing this learning outcome include, but are not limited to:
• Evaluate evidence according to criteria established in the discipline/course.
• Analyze evidence thoroughly (systematically and methodically).

Learning Outcome 4: Build arguments based on evidence and assess the arguments of others
Potential ways of implementing this learning outcome include, but are not limited to:
• Develop a clear research question or thesis and develop an evidence-based argument.
• Use appropriate evidence to build or support their own or others’ claims.
• Organize and synthesize evidence from relevant sources to reveal patterns, differences, or similarities related to the thesis or claim.
• Discuss in detail relevant and supported limitations and implications.

For further ideas about how to operationalize the learning outcomes, see the QEP Learning Outcome Rubrics (to be provided at the QEP Faculty Workshop 2019).

1 See: “Guidelines - Satisfying Post-Freshman Writing Requirement,” http://college.emory.edu/home/administration/committee/educational_policy/guidelines.html
B. Structure of the Course: Progressive learning about evidence
The course should be structured so that evidence-based coursework is central to the intellectual experience of the course. Assignments should promote progressive learning about evidence throughout the semester.

1. **Discussions, activities, and/or assignments about evidence should occur on a regular basis, throughout the semester.**
   a. Weekly or biweekly (not necessarily the entire class period) discussions or readings that promote purposeful thinking about questions and issues of evidence.
   b. Frequent assignments or activities that require students to identify, access, or evaluate evidence (which may be un-graded). Where class discussions favor certain students and may exclude others, written assignments compel each student to take an active intellectual role. Each can be used in turn to foster a rich understanding of the nature of evidence.

2. **At least one evidence-focused project or paper should be staged in a manner that facilitates improvement over the course of the semester.**

   **Staged Assignment:** an assignment in two or more parts, where the later part(s) build on the previous part(s), under the guidance and supervision of the instructor.

   An understanding of the complexities of evidence within any field will take longer than one course. Breaking down a complex assignment into stages and allowing each stage to build upon the last shows students that evidence is part of a process that does not end with the course and allows them to master each step in the process before going on.

   a. The project should be broken down into **two or more stages**, with distinct assignments at each stage and a clear explanation of how the later stage(s) build(s) on the earlier stage(s).
   b. **Feedback** should be provided to students on one or more of the preliminary stages of the assignment, to guide them in improving and developing their approach to evidence in the next stage. This feedback can be delivered through individual/small-group meetings, in-class workshops, discussion of models of excellent work, etc.

3. **Proportion of evidence-focused assignments in final course grade (minimum 40%)**
By placing a significant portion of students’ grades on evidence-based assignments, students will understand that evidence is an important theme throughout this course. This 40% can be drawn from various components in addition to the evidence-focused staged project outlined above (e.g. class participation, short written assignments, activities, etc.).
II. ADDITIONAL RECOMMENDATIONS, IDEAS, AND RESOURCES

These criteria are meant to serve as guidelines that will promote evidence as a central focus of the course. To this end, there are also some elements that, while not required, are strongly encouraged for instructors to incorporate into their courses:

A. Use the Emory QEP Working Definition of Evidence as a starting point:

   Evidence: something that supports or challenges a claim, theory, or argument. (Adapted and synthesized from the Oxford English Dictionary and Merriam-Webster Dictionary.)
   - We have learned from student feedback that a common starting point is very beneficial for student learning. Thus, we strongly encourage you to use this Working Definition as a starting point.
   - We realize that this definition may not be ideal for many disciplines or courses, but dialogue about why the definition does or does not work for your course will help students’ understanding about evidence.
   - Please change, adapt, disagree with, and discuss the definition in whatever way works for your course.

B. Library Element

   We encourage the inclusion of a dedicated discussion and/or session about the use of the library for evidence learning. Useful contacts for more information and ideas about including/designing a Library Element:
   - Erin Mooney, Head of Education & Outreach Services & First-year Class Librarian
     Robert W. Woodruff Library
     Email: eamoone@emory.edu
   - Gabrielle Dudley, Instruction Archivist & QEP Librarian
     Manuscript, Archives, and Rare Book Library (MARBL)
     Email: gabrielle.dudley@emory.edu

C. Comparative coursework analyzing differences in evidence across disciplines

   When relevant, we encourage coursework and discussions comparing the use of evidence in different disciplines. It is important for students to understand both commonalities and differences across the disciplines.

D. Extra-curricular Activities

   We encourage learning outside of the classroom. For example, taking a field trip to a place where students can see or experience evidence in action (e.g., museum exhibit; nature walk), or attending an outside speaking event that highlights issues around evidence.
QEP Faculty Development Workshop 2019
Requirements for Participation

1. **Attend all workshop sessions (May 15-17, 2019 from 9am to 3pm)**
   This workshop will be largely collaborative and discussion based; any absence will be sorely noticed and will detract from the experience not only for yourself but also for your colleagues. Please plan to attend for the entire workshop.

2. **Submit your syllabus incorporating the Evidence-Focused criteria by August 1, 2019**
   Submitting your syllabus serves as our evidence (for assessment purposes) that this workshop resulted in tangible changes to Emory courses. Your submission allows us to review your syllabus and work with you to ensure that all evidence-focused criteria are being fulfilled. Submitting your syllabus is a key step and required to receive your honorarium. The deadline is August 1st, but early submissions are welcomed; your honorarium will be processed when your syllabus is received.

3. **Commit to teach your revised FSEM (or upper level seminar) in 2019-2020**
   The QEP is a work in progress, and we will rely on your feedback to make any necessary revisions to our curricular goals moving forward. By committing to teach your evidence seminar in the 2019-2020 academic year, we will get the feedback we need to implement strategies to sustain evidence courses at Emory, after the QEP concludes.

4. **Assist with the QEP Assessment for SACSCOC (The Southern Association of Colleges and Schools Commission on Colleges)**
   Part of the QEP charge is to assess whether or not the evidence-focused criteria influence course development to improve student learning related to the QEP Learning Outcomes (see the Evidence-Focused Criteria). Assessment efforts include an evaluation of your students’ learning, as well as your reflections about how the course is different as a result of the QEP workshop. While more details will be provided at the workshop, assessment efforts will entail submission of student work from an evidence assignment, which will be compared to student work from non-evidence-focused courses. This will allow us to evaluate what the criteria are accomplishing and how they can be revised to better promote the Evidence Learning Outcomes.

We believe that the workshop and the pedagogical requirements will be quite welcome. However, we realize that some of these assessment requirements are more bureaucratic; please know that the honorarium is, in part, to compensate you for the inconveniences.

**Upon completion of the syllabus and with the understanding that your class will participate in QEP Assessment, you will receive a $3000 honorarium. If you have questions or concerns about any of these requirements, please contact me as soon as possible.**