

Abstract Submitted  
for the MAR09 Meeting of  
The American Physical Society

**The Quality Enhancement Plan Matrix (12 years and still tweaking the process!)** GARY MANKEY, University of Alabama — As an alumni of the 1997 New Faculty Workshop, I've had plenty of opportunities to experiment with the teaching methods introduced there. Most recently, faculty at UA have been asked to develop a Learner-Centered approach to teaching, where regular, timely and thorough assessments of student learning becomes a key component of the curriculum. This involves four phases: 1) Identifying and defining learning outcomes, 2) Matching assessments to outcomes, 3) Identifying baselines and progression toward benchmarks and 4) Documenting the process using a quality enhancement plan matrix. This has led to the development of learning tools designed to enhance critical thinking and problem solving skills. This will be discussed in the context of setting teaching goals for new faculty, including how to document the process for teaching portfolios.

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Date submitted: 20 Nov 2008

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