

## What a Few Faculty with a Shared Interest Can Accomplish

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How often do we mention in faculty meetings, at retreats, and during informal conversations the value of developing learning skills across courses? Emphasizing a particular skill in a course is fine, certainly better than no instruction, but given the skill level of many college students these essential learning

tools need to be the focus in several courses. And the focus should be developmental. Skills needed in

introductory courses are not what are needed in upper-division major courses. But how often do we collaborate, join forces, and seek as a group to focus on and develop the skills needed by professionals

about having to repeat the plagiarism tutorial, so faculty created a plagiarism certificate given to students when they completed the tutorial, which they could then submit with their papers.

“Our experience affirms that a collective group approach can accomplish more than separate attempts by individual faculty to emphasize good, scholarly student writing. This observation is based on both the results of our assessment component and our own observations as faculty members.” (p. 137) And they conclude. “We perceive great value in having conversations to learn from one another’s

experiences as we work to improve students’ writing” (p. 139). The conclusions aren’t surprising. It

reflects a preference that collective efforts to improve writing can prove to be better than individual