Email of person filling out this Initial Proposal *	alan.bearman@washburn.edu
Title *	Literacy in the Digital Age
Problem / Opportunity Statement *	Washburn students enter university with diminished literacy skills. Addressing this issue requires assisting existing faculty in their teaching preparation in the digital age so that they develop the tools and skills to transition these students to success in university studies.
Select one quality initiative sub-theme. *	Student Transitions

Sub-theme description. *

Students entering Washburn display deficiencies in literacy in the broadest sense, qualitative and quantitative, comprehensive and functional. For these students to successfully transition into and out of university, they must be taught to be college students.

Faculty need better skills to teach them. Existing and entering faculty need separate but equally important tools and skills to provide students with the critical abilities necessary to navigate the complexities of college experience. Existing faculty need to recognize the ethnic and gender composition of the student body is different than it was a generation ago and that the digital age is changing definitions of literacy.

The digital age is changing the developmental needs of students as they enter their university studies because they access information in ever changing and multiplying ways. Telling them to open a book and read is insufficient in the instruction of modern students because so many of them are not raised nor have they studied in a culture that prizes literacy as long understood by academics. Recognizing and understanding how students learn and faculty teach in the digital age is a crucial project in any attempt to improve student success at Washburn University.

Benefits *

The benefit of improved literacy among Washburn University students is broad, while maintaining important specific benefits. The most tangible benefit is an increase in student success as measured by GPA, retention and graduation rates because a successful student is literate. In addition, improvements in student literacy will enhance efforts to teach students to think across disciplinary lines because at its core literacy is a transferable skill and the entry point through which to approach ideas and scholarship regardless of the topic at hand. Further, the lifelong learning that occurs after students graduate from Washburn depends on their understanding of how literacy impacts their lives regardless of the issues that confront them at any particular moment in time.

Understanding how to teach literacy in the digital age will also improve the classroom experience for instructors because students who actively engage course materials participate in ways that allow faculty to expand the menu of potential conversations and learning activities. For faculty to improve their skills as instructors, they must move beyond expressing frustration with the literacy issues students bring to their university studies and genuinely understanding how to assist students to develop skills that work in the digital age.

Scope *

The scope of this project is broad because the intention is to influence the university experience of students and faculty from all disciplines. Students lack sufficient literacy skills when they enter the university, so the goal is to further develop programming that addresses this issue at the point they begin their studies. Through the implementation of the project, we expect that all incoming students will be exposed to an experience addressing the theoretical importance of literacy and specific, tangible mechanisms to improve literacy across disciplines in the digital age. The goal is to develop a literacy program that is sustainable beyond the three-year life of this Quality Initiative and which will directly impact every future Washburn student.

Recognizing definitions of literacy and its teaching are being reshaped in the digital age guides the project which seeks to comprehensively prepare faculty through a sustained conversation about teaching students entering Washburn University in the 21st century. The expectation is that faculty, new hires direct from their graduate studies or long-tenured colleagues, who have used particular teaching strategies for many years, will obtain and implement

literacy strategies rooted in scholarship that address how the digital age is reshaping the pedagogy of literacy instruction.

1st Stake Holder's Name	Alan Bearman
1st Stake Holder's Organization / Department	Mabee Library
2nd Stake Holder's Name	John Dahlstrand
2nd Stake Holder's Organization / Department	Center for Student Success
3rd Stake Holder's Name	Amber Dickinson
3rd Stake Holder's Organization / Department	First-Year Experience
4th Stake Holder's Name	Elise Blas
4th Stake Holder's Organization / Department	Mabee Library
5th Stake Holder's Name	Kim Morse
5th Stake Holder's Organization / Department	History
6th Stake Holder's Name	Danny Wade
6th Stake Holder's Organization / Department	English
Any Additional Stake Holders? (please add them here)	Roy Wohl - Kinesiology Gary Baker - Business Donna LaLonde - Mathematics Gillian Gableman - Tech John Haverty - ITS
Primary Contact's Name	Alan Bearman
Primary Contact's Department / Unit	Mabee Library
Primary Contact's Email	alan.bearman@washburn.edu
Primary Contact's Phone Extension	1855
2nd Team Member's Name	John Dahlstrand
2nd Team Member's Department / Unit	Center for Student Success
2nd Team Member's Email	john.dahlstrand@washburn.edu
2nd Team Member's Phone Extension	1972
3rd Team Member's Name	Amber Dickinson
3rd Team Member's Department / Unit	First-Year Experience
3rd Team Member's Email	amber.dickinson@washburn.edu

3rd Team Member's Phone Extension	1378
Any Additional Team Members? (please add them here with Name, Department / Unit, Email, Phone Extension)	Elise Blas, Mabee Library, elise.blas@washburn.edu, 2507