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How to Ignite Excitement for the Development of a Transformational QEP in a Distributed University

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GD-7 How to Ignite Excitement for the Development of a Transformational QEP in a Distributed University (Strand 4)

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Location: Rosetta, Atrium II, Mezzanine Level

Key QEP proposal developers from Embry-Riddle Aeronautical University will share the process that lead to a successful and meaningful QEP within a distributed network. This session will describe a two-year process of topic selection, focus and goal setting, the choice of research as the QEP topic, and the development of a full proposal within a distributed university composed of multiple campuses with varying focuses.

Target audience: This session will be useful for those individuals who work at institutions with multiple campuses who are developing a QEP.

- I. Ice Breaker – Aaron
- II. Topic Selection - Kelly
 - a. Mass request for white papers on potential QEP topics
 - b. Scored by rubric
 - c. Themes emerged (Appendix D chart)
 - d. Retreat activities (this was the intended selection point)
 - i. 3-4 major topics emerged
 - ii. More development needed
 - e. 3 topics further developed & presented to the President
 - f. 2 competing topics selection and developed further
 - g. President's choice of Knowledge Discovery
 - i. Knowledge Discovery evolved in some aspect to Research
- III. Topic Development – Jayathi/Aaron
 - a. Identification of deliverables for the written proposals
 - b. Create timeline of deliverables
 - c. Include review and editorial time into timeline
 - d. Break deliverables into 11 sections according to SACS 2.13(?)
 - e. Create objectives/student learning outcomes
 - f. Action items
 - g. Assessment plan
 - h. Identify budget clearly
 - i. Buy in and communication along the way.
- IV. Shouda/Woulda/Coulda's – Learn from Us
 - a. Topic was initially too big
 - b. QEP does not have to touch every student
 - c. Assign a strong program manager to the selection/development phase
 - d. Create specific action items first
 - e. Create budget directly tied to action items

- f. Create specific assessment tied to action items
- g. Need baseline measurement of goals/objectives/learning outcomes
- h. Faculty involvement critical for curricular themed QEP
- i. Remember assessment
- j. Be keen to administrative & leadership issues and cues on topics
- k. Might want to allow 2 years of QEP proposal development