

CNU QEP

PROGRESS REPORT – NOVEMBER 2016

Overview

- QEP Strategic Planning Team – Introduction
- Definitions
- Best Practices
- Assessment
- Implementation Ideas
- Budget
- PR
- Next Steps

QEP Strategic Planning Team

Planning Team was formed in early March after the announcement of our topic from President Tribble in February.

First meeting on March 17th of the full committee.

Comprised of 19 individuals across various university constituencies.

Organized into four subcommittees – Definitions, Assessment, Budget, PR.

Team meets on a monthly basis, with subcommittees meeting weekly through the fall semester.

Undergraduate Research Literacy

Undergraduate Research Literacy

Definitions (Approved unanimously, September 6th, 2016)

- “**Information Literacy** is a set of abilities requiring individuals to ‘recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information’” (Association of College and Research Libraries).
- “**Undergraduate Research** is an academic inquiry conducted by an undergraduate student which employs discipline-specific methodologies and results in a product notable for its originality, rigor, and/or creativity” (CNU Council for Undergraduate Research).
- “**Undergraduate Research Literacy** is a skill-set that emerges as students learn to recognize, locate, evaluate, and synthesize information necessary to conduct a discipline-specific academic inquiry and produce work notable for its originality, rigor, and creativity.” (QEP Strategic Planning Team Hybrid Definition).

Best Practices

Many scholars contend information literacy skills are not merely required to thrive in today's labor environments, but necessary to establish and maintain the health of civic and democratic institutions.

According to the Association of College & Research Libraries (ACRL), there are six key “frames” for approaching information literacy, including:

- 1) Authority as constructed and contextual,
- 2) Information creation as a process,
- 3) Information as valuable,
- 4) Research as inquiry,
- 5) Scholarship as conversation, and
- 6) Searching as strategic exploration.

Of note is that each frame is linked to specific “dispositions” or attitudes as well as program-guiding “knowledge practices.” A significant number of these practices are indicative of the importance of 21st-century *digital literacy*, a critical component of contemporary information literacy, wherein literate practices are understood to expand beyond print contexts into realms requiring attention to visual interpretation, multi-modal writing, and design.

Best Practices

The Association of American Colleges and Universities identified Undergraduate Research (UR) as a “high impact” practice. Existing data demonstrates that UR helps improve rates of retention, graduation numbers, and graduate/professional school acceptance. It also benefits especially students from under-served populations.

Faculty mentoring and research collaborations with students were identified as the main vehicles for achieving the desired results. Seeling and Choudhary (2016) provide a helpful summary of the routes through which undergraduates may be involved in research. These include:

- volunteering – engaging in faculty research without course credit
- performing independent research – undertaking theses or completely independent projects
- working as a research assistant – earning pay for assisting faculty research
- researching in the classroom – performing research for class credit

The authors conclude that, regardless of research route, students a) "fulfill the objectives of a URE [undergraduate research experience] only if their participation is not limited to menial tasks" and b) "faculty should not maintain students as volunteers for more than one semester," after which students should receive course credit or financial compensation for their activities.

Assessment

Assessment

CNU's QEP Student Learning Outcomes:

SLO #1 – students will be critical consumers of information/research as defined by demonstrating the ability to (a) access, evaluate, and synthesize information (i.e., information literacy); (b) differentiate, comprehend, and use primary and secondary information/research; (c) demonstrate conventions of academic writing including assessment and use of sources, and aims and practice of argument (i.e., written communication literacy); and (d) determine the reliability, validity, accuracy, authority, timeliness, point of view or bias of information/sources/research/creative work.

SLO #2 – students will have the knowledge and skills necessary to conduct research/create new knowledge as defined by demonstrating (a) the ability to conduct discipline-specific research; and (b) the ability to disseminate information/results appropriate to discipline-specific practices.

Assessment

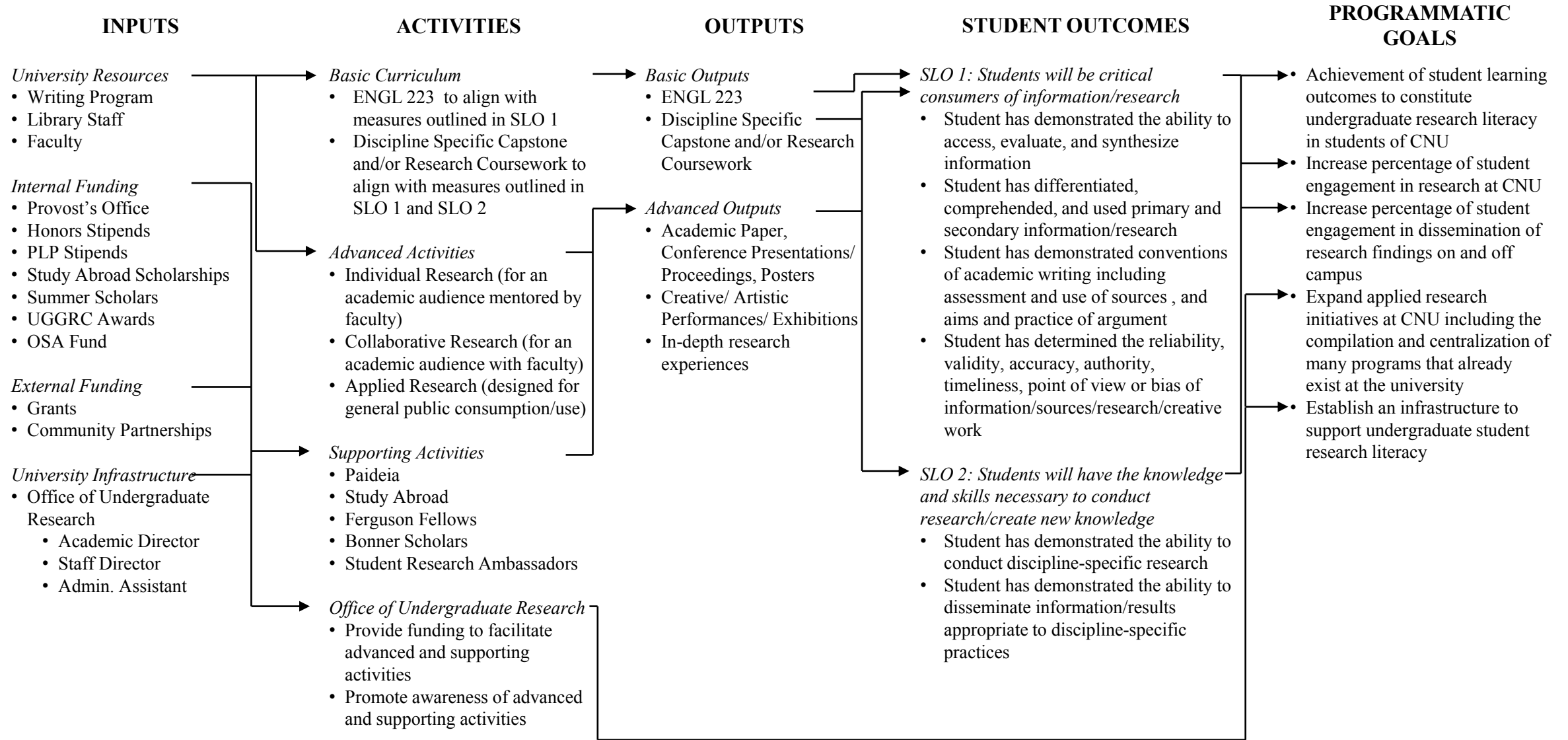
In order to assess program goals and student learning outcomes, the proposed assessment of the QEP is divided between institutional and discipline-specific measures. This assessment includes both direct and indirect measures which are important in the overall assessment of a program (Hamilton et al., 2011). Both direct and indirect measures are also designed to provide measures of change with administration in the first or second year of students' study and again in the senior year.

Measures:

- **CLA+**
- **Discipline Specific Exit Survey**
- **Embedded Measures (ENG 223 & Discipline Specific Capstone)**

Logic Model

CNU QEP Logic Model – Captains Learning Research Literacy



Implementation

Implementation

1. Office of Undergraduate Research and Creative Activities

- Will be responsible for long term follow through on implementation and assessment of QEP (key from last review cycle).
- UGRC will serve as the faculty advisory board for this office – ideally the research component will be faculty led, with the office providing administrative support for university initiatives.
- Hire full-time faculty director of this office to provide administrative support.
- Current Implementation Ideas sheet could be a starting agenda for this office and the advisory board.
- Creation of this office needs to occur in year 0/1.

Implementation

2. Library Information Literacy Program

- Expand the library's role in helping establish information literacy best practices in our undergraduate classrooms.
- Increase holdings and library resources.
- Assess faculty perceptions of the role of information literacy in their disciplines by surveys and focus groups in year 2. Implement findings in year 3 and beyond.

Implementation

3. Faculty Development Program in Undergraduate Research

- Workshops, CET, etc.
- Pilot programs on campus to help faculty lead undergraduate research effectively.
- Creation of these programs can be ongoing, with some starting in year 0/1.

4. Faculty Compensation Plan

- Provide ways to compensate faculty through “credits” (potentially similar to structure in place for graduate education) at the undergraduate level.
- Create plan for this by year 2 to be implemented in year 3 (at latest).

Implementation

5. Develop Undergraduate Research Funding/Opportunities

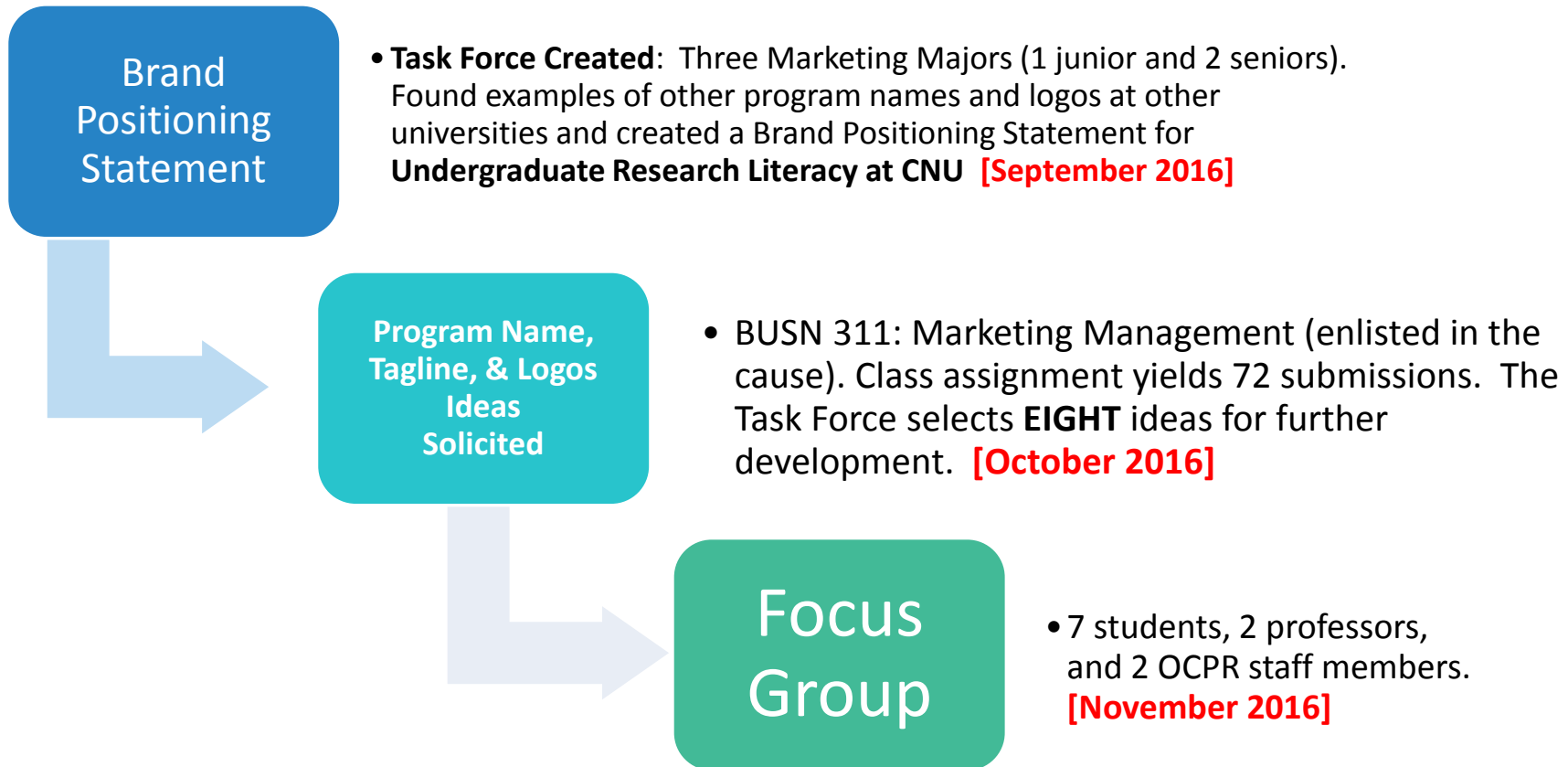
- Combine university resources to support travel into a central account.
- Task the Office of UGRCA and faculty advisory board with locating, pulling together all programs on campus that currently offer funding.
- Audit funding resources and determine a fair and equitable plan for distribution of funds among consumables, start-up funding and travel funding.
- Create plan for this by year 2 to be implemented in year 3 (at latest).

Budget

Sample QEP Budget	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	(2022-2023)	
Staff Director	\$105,000.00	\$107,100.00	\$109,242.00	\$111,426.84	\$113,655.38	\$115,928.48	
Administrative Support	\$10,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	
Office Expenses	\$2,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	
Marketing	\$10,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	
Assessment	\$0.00	\$1,000.00	\$1,000.00	\$1,000.00	\$2,000.00	\$2,000.00	
Student Project Support							
Summer Scholars	\$150,000.00	\$150,000.00	\$150,000.00	\$150,000.00	\$150,000.00	\$150,000.00	
Spring/Fall Scholars	\$0.00	\$105,000.00	\$105,000.00	\$105,000.00	\$105,000.00	\$105,000.00	
Scholarships	\$0.00	\$0.00	\$20,000.00	\$30,000.00	\$30,000.00	\$30,000.00	
Student Travel	\$0.00	\$5,000.00	\$7,500.00	\$12,500.00	\$15,000.00	\$17,500.00	
Faculty Project Support							
Research/Creative Activities Materials	\$0.00	\$25,000.00	\$30,000.00	\$35,000.00	\$35,000.00	\$35,000.00	
Faculty Travel	\$0.00	\$5,000.00	\$7,500.00	\$12,500.00	\$15,000.00	\$17,500.00	
Course Release (Adjunct Cost)	\$9,324.00	\$9,324.00	\$40,404.00	\$55,944.00	\$71,484.00	\$87,024.00	
Summer Stipend	\$0.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	
TOTAL	\$286,824.00	\$469,924.00	\$533,146.00	\$575,870.84	\$599,639.38	\$622,452.48	\$3,087,856.70

PR

Developing the QEP Branding Elements



The Finalists

Brand Ideas: Name and Tagline	Reasons Given to Reject by Focus Group
Research Matters: Information Literacy and Undergraduate Research at CNU	"Not original enough" "Too close to Black Lives Matter"
Captain's QUEST	"Sounds like a ride at a water park"
Research RULES: Recognize • Use • Learn • Evaluate • Share	"Too juvenile, reminds me of grade school or high school"
URL @ CNU	"Too confusing. . .is it about a website?"
The Next Step: Recognize Evaluate Share Contribute	"Makes me think of the Center for Career Planning"
Ur: Creating Projects for Meaningful Discovery	"Don't Get it" "The first thing I thought of was the University of Richmond" "UR is txt speak"
Research SCOPE	"I think of guns and/or toothpaste"

The Winner



PR Timeline

1.	Video Scribe & Email Launch	December 2
2.	Core Advisor Presentation	December 7
3.	Infographic (digital and print poster)	January 9
4	Digital Media Ads & Social Media Post begin	January 9
5	QEP Web Site	January 9
6.	Student Research Profiles: PRINT Poster (Testimonies)	February 17
7.	3 Minute QEP (Research LENS) video	March 1
8.	Advisor Communication Packs	March 1

Next Steps & Questions

- Feedback on Preliminary Plan (Reaffirmation Committee, Faculty Senate, University Community)
- QEP Strategic Planning Team Full Meeting – December 7th
- Full Draft of QEP – December 16th
- Finalize QEP Proposal for SACSCOC – January, ongoing until complete

- QUESTIONS? SUGGESTIONS?

Please contact QEP Director Michaela Meyer (mmeyer@cnu.edu / 757-594-7495) with any suggestions/questions as we proceed with this process.