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Engaging Graduate Students in Professional Presenting, Publishing, and Procuring Experiences

(P3 Project):

Quality Enhancement Project 2007-2008

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### Abstract

The P3 (*Presenting, Procuring, and Publishing*) project engaged COPS graduate students in managing, writing, and submitting authentic scholarly products utilizing project management skills spearheaded by the UWF COPS CORAL Center. Project objectives include: (1) extending the professional scholarship, research, and writing opportunities afforded graduate students; (2) providing opportunities for graduate students to engage in team-driven professional writing competitions prior to the thesis or dissertation experience in paper presentations at conferences, manuscripts for publication, and grant proposals for procuring funding for programs; and (3) connecting graduate students with professional authentic learning writing experiences. Resulting student outcomes include increased scholarly writing and project management knowledge/skills and awareness of resources and opportunities for presenting professional papers, procuring grant funding, and publishing manuscripts.

## Engaging Graduate Students in Professional Presenting, Publishing, and Procuring Experiences

(P3 Project): Quality Enhancement Project 2007-2008

### Introduction

This report presents the final assessment and reflective commentary for the UWF QEP Project conducted in 2007-2008 entitled *Engaging Graduate Students in Professional Presenting, Publishing, and Procuring Experiences*. The report contains five areas of discussion: (1) Project Overview; (2) Project Results and Interpretation; (3) Dissemination and Institutionalization; (4) Conclusion; and (5) Appendices of Supporting Information.

### Project Overview

The rationale for *Engaging Graduate Students in Professional Presenting, Publishing, and Procuring Experiences* project is based in authentic learning theory and stems from a multifaceted need: (1) Student Need: Although COPS graduate students write and deliver papers within their coursework and within thesis and dissertation experiences, no formal program currently exists that provides opportunities for students to experience real world professional writing and submitting activities; (2) Community Need: Many of the professional organizations, agencies, and school districts within the UWF community expect their respective professional employees to actively participate in presenting papers at conferences; and (3) Department, College, and University Need: The need to model and mentor graduate students within the Department of Professional and Community Leadership to increase the use of active learning, student engagement, e-based technologies, and authentic assessment opportunities as well as provide opportunities for faculty and staff development related to improving student

learning has been expressed in departmental, college, and university committee meetings. The project addressed each of these three need areas.

COPS graduate students engaged in simulation activities that modeled professional paper writing and submission to national conferences, grant proposal writing and submission to funding agencies, and manuscript preparation and submission to journals for publication consideration. Graduate students served as managers actively engaged in specific authentic writing activities, authentic peer assessments, and alignment of writing projects with particular guidelines for presenting at conferences, procuring funding, or publishing in journals. These activities related to increasing students' learning of Project Management skills. Students selected one or more of these three activities to submit for consideration in the simulation/mock process of preparing for presenting, procuring, or publishing (P3). The project promoted a real-time interchange between graduate students and their professional communities in promoting authentic learning procedures that are indicative of professional researchers and leaders who understand their professional responsibilities: presenting at conferences, procuring external funding through grant writing activities, and submitting manuscripts for publication considerations. These three activities characterize the project as a high quality instructional/learning enhancement program.

The timeline utilized for the project is depicted in Figure 1.

Figure 1. *Project Timeline*

Activity	Fall 2007	Spring 2008	Summer 2008	Fall 2008
Announcement of P3 Project	XX			
Orientation to P3 Project				
Presenting at Conferences		XX		
Procuring/Grant Writing		XX		
Publishing in Journals		XX		

Submissions and Competition	XXXXXXXX
Announcement of P3 Awards	XX

As indicated in Figure 1 the project required a full year for implementation beginning in the fall 2007 with the announcement of the P3 (Presenting, Procuring, and Publishing) Competition at the UWF Doctoral Research and Rigor (R & R) Seminar on October 2, 2007. Graduate students were provided with the guidelines and specifications for the P3 Competition in a handout that was also posted on the Doctoral Forum Website and sent to all faculty and graduate students in COPS. During the spring 2008 semester three special Doctoral R & R Seminars (February, March, and April) were devoted to Presenting, Procuring, and Publishing respectively. All three seminars were provided at no cost to students and open to all graduate students in COPS. The February Doctoral R & R Seminar focused on Presenting and featured two doctoral students (Clark Barrow and Michelle Gaudette) who discussed their recent experiences of serving as presenters at national conferences and the preparation and considerations that are involved with that activity. The March Doctoral R & R Seminar focused on Procuring and featured Dr. Carla Thompson who provided a workshop on grant writing and funding opportunities for graduate students and professionals. The April Doctoral R & R Seminar highlighted Publishing and featured the Editor of the *Florida Educational Leadership Journal*, Dr. Jeffrey Kromrey, who conducted a workshop entitled “From Pipedreams to Pipelines” that focused on the steps and considerations involved in submitting a publication to a professional journal. Students were then provided clarification and “help sessions” throughout the spring and summer in the UWF CORAL Center on their completion pursuits. Students had to submit letters/statements of intent for the three respective areas of competition: Presenting, Procuring, and Publishing. The

guidelines and detailed brochure that were provided for the P3 Competition are available in Appendix A of this report.

### Project Results and Interpretation

The P3 Competition culminated during the fall 2008 semester when the winners of the competition were awarded cash prizes and certificates by Dr. Richard Podemski, Associate Vice President of Research and Dean of Graduate Studies at the October 4, 2008, Doctoral R & R Seminar. Five students were honored with cash awards and certificates for their manuscript submissions. A complete listing of the winners is available in Appendix B of this report.

Graduate student participation in the project is depicted in Figure 2.

Figure 2. *Graduate Student Participation in the P3 Project*

Activity	Number of Graduate Students
Announcement of P3 (October 2007)	32
Presenting Workshop (February 2008)	31
Procuring Workshop (March 2008)	38
Publishing Workshop (April 2008)	26
Statement of Intent (April 2008)	62
Walk-in Assistance Requested (Summer 2008)	77
Submissions for Competition	51
Award Winners (Fall 2008)	5
Attendance at Award Seminar (Fall 2008)	47

Although the values depicted in Figure 2 do not reflect distinctive numbers of students and the overlap of students attending all of the activities for the P3 Competition is the predominant characteristic of the values presented in Figure 2, the number of graduate students who participated in the P3 Competition does represent a strong interest and support for the P3 Project.

#### Dissemination and Institutionalization

The results and winners of the P3 Project are posted on the UWF CORAL Center Website: <http://uwf.edu/pcl/coral>. The winners were featured at the November 2008 Doctoral R & R Seminar as a panel of presenters who provided power point presentations of their respective manuscripts. In addition, the winners received certificates that are now part of their vitae. Faculty and students within the College of Professional Studies were sent a special email message highlighting the winners and special messages were sent to the committee members of the winning students. The graduate office was sent the results in a special message and Dr. Podemski was made aware of the participation levels of the graduate students. Other dissemination efforts included sending a listing of the winners to Argus, the calendar announcement of news stories within UWF, and alerting the Dr. Jeffrey Kromrey of the winners as per his request.

The institutionalization of the P3 Project was spearheaded in the spring 2009 when graduate students and faculty in COPS were provided the opportunity to submit research papers for the Rocky Mountain Educational Research Association (RMERA) Conference and Paper competition that was held in the fall 2009. In addition, a cadre of 15 students who had been active in the P3 Competition project volunteered to assist with the planning and implementation of the conference. This RMERA student steering committee met every two weeks during the spring, summer, and fall of 2009 to implement the conference. Some of the duties of this

committee included developing the conference proceedings of accepted papers for presentation, serving a session chairs, submitting manuscripts for presentation, and evaluating sessions and conference activities. The five student winners from the P3 Competition had papers accepted for presentation at RMERA. Twenty-one students from the UWF P3 Competition had papers accepted for presentation at RMERA. Although the RMERA Conference is one-time event, the efforts and practice of submitting and presenting professional papers is now instilled in a strong group of graduate students who will serve as mentors for their peers and will pass this model on to future graduate students.

Other institutionalization efforts that reflect the P3 Competition project include the following: (a) the CORAL Center offers the grant writing workshop through continuing education every semester for graduate students and faculty to encourage procuring activities among faculty and students; (b) the CORAL Center has acquired personnel from the graduate office for three hours per week to work with graduate students on a walk-in basis in manuscript preparation and submission for publication; and (c) the CORAL Center has plans for future competitions in presenting, procuring, and publishing using Foundation funds to assist students in traveling to conferences and attending professional writing seminars.

### Conclusions

The P3 Project (Presenting, Procuring, and Publishing) initiated a new perspective and appreciation among graduate students in COPS that is aimed at the encouragement and support of graduate students as researchers, leaders, writers, and presenters. The direct infusion of the P3 Project with specific workshops and guided one-on-one assistance from professionals engaged students in a hands-on approach to learning that modeled the professional activities of presenting, procuring, and publishing and exemplifies the future roles that graduate students will

assume as professionals in education and related fields. The UWF CORAL Center will continue to sustain the ideals and mission of the P3 Project and will assist with personnel and financial considerations to promote the professional presenting, procuring, and publishing efforts of the graduate students in COPS.

#### Appendix A

This is an invitation to participate in the 2008

**P 3**

Program for UWF Graduate Students:

**Presenting** --- writing, submitting, and presenting papers at conferences

**Procuring**---writing, submitting, and procuring grant funding for projects

**Publishing**—writing, submitting, and publishing in scholarly journals

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Program Description: Cash prizes for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place for each category!

Step One: P3 Free Assistance Workshops

**Saturday, March 1, 2008** “Presenting and Procuring Workshop”

8:30am – 1:30pm (Snacks provided)

(1) Panel Focused on Writing and Presenting at Conferences

Clark Barrow, Michelle Gaudette, and Dr. Diane Bagwell

(2) Guest Presentation on Procuring Funding and Grant Writing

Dr. Carla Thompson, Assistant Professor, UWF

**Saturday, April 5, 2008** “Publishing Workshop”

8:30am – 11:00am (Snacks provided)

Guest Presentation on Writing and Publishing for Journals

Dr. Jeff Kromrey, Editor, Florida Journal of Educational

Research

Step Two: Statement of Intent by Prospective Authors [**due by April 15, 2008**]

Send an email or letter of intent to compete in one or more of the three categories of Presenting, Procuring, and Publishing and the general topic for each of your intended submissions to: [cthompson1@uwf.edu](mailto:cthompson1@uwf.edu) or Dr. Carla

Thompson, UWF (77/146), 11000 University Parkway, Pensacola, FL 32514.  
List all authors for each submission.

Step Three: Obtain Guidelines

Obtain specific guidelines for presenting (Call for Papers), procuring (Grant Request for Proposals or Guidelines), and publishing (Journal Author Submission and Guidelines).

Step Four: Writing the Manuscript(s)

Seek assistance from the UWF writing lab and the UWF graduate office if needed during the writing process for presenting, procuring, and/or publishing.

Step Five: Submitting Manuscripts for Competition

Submit manuscripts for competition with one or more authors. Specific manuscripts can be submitted to only one competition area (presenting, procuring, or publishing) but authors can submit multiple manuscripts to each of the three areas. All submissions should be blinded copies with a cover page containing the following information:

Name of Author(s)

Address/Phone/email address for each author

Type of Submission (Presenting, Procuring, or Publishing)

Name of Graduate Program of Study at UWF

***Submit manuscripts by midnight on September 10, 2008 to Dr. Carla Thompson:***

***[cthompson1@uwf.edu](mailto:cthompson1@uwf.edu) (only electronic manuscripts will be accepted)***

Step Six: Announcement of Winners

Attend the Saturday, October 4, 2008 Doctoral R & R Seminar for the announcement of the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place winners for each category of presenting, procuring, and publishing. 1<sup>st</sup> Place = \$200, 2<sup>nd</sup> Place = \$100, and 3<sup>rd</sup> Place = \$50 prizes for each category. Multiple authors must share prize money.

***Announcement of Winners- Saturday, October 4 Doctoral R & R Seminar  
in Building 86/112(8:45am – 10:45am)***

## Appendix B

## P3 Competition Awards

1. Honorable Mention for Submission of an Article for Publication (\$25)

Title: *Performance Improvement: Improving Organization Processes in a Military Training Environment*

Wayne Aaberg

2. Third Place Award for Submission of an Article for Publication (\$50)

Title: *Older Adults, The Internet, and Health-Related Information*

Dr. Marie Diamond

3. There are two Second Place Awards for Submission of an Article for Publication (\$100 each)

Title: *Conceptual Framework for a Departmental Knowledge Management System*

Jo MacDonald

Title: *Motivation in Non-Traditional Post-Secondary Students*

Linda Kelley

4. First Place Award for Submission of an Article for Publication

Title: *Influence of Motivation and Learning Strategies on Student Performance in Web-Based Instruction*

Dr. Linda Lemley