

## Proposal for Quality Enhancement Plan Project Cover Sheet

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List of faculty and staff involved

We understand that the project proposal elements listed below must be included in all proposals considered by the UWF Quality Enhancement Steering Committee. Refer to the Rubric for Evaluating Programs for guidance in developing each program element.

- Abstract (100 word limit)
- Project Rationale
- Relationship to the University's QEP Goals (See Appendix A)
- Project Student Learning Outcomes Associated With This Proposal (See Appendix B for University level outcomes for Project Management)
- Instructional strategies and evidence of rationale for their selection
- Assessment Plan for the Project. (How will student learning be measured? See Appendix C For Suggested Format for SLOs. How will the success of the project be measured? What is the relationship of this assessment to the University's outcome assessment effort?)
- Plan for Formative Assessment (how will ongoing assessment be used during the life of the project to improve the process and/or outcomes?)
- Information Dissemination Plan (How will the strategies and results be shared with the campus and the broader academic community?)
- Institutionalization Plan (How likely is that this project be extended to other programs/disciplines? How can this project be institutionalized at UWF?)
- Resources Needed (Include all resources required. See Appendix D for suggested budget format. Budget requests should be specific and appropriate to the project. Budget requests should be for direct support of the project. Budget requests should be thoroughly justified.)
- Timeline for Project Activities and Events (What is the sequence of project activities? Include proposed implementation date.)



# University of West Florida Quality Enhancement Plan

## Project Proposal Narrative

***Project Title: Engaging Graduate Students in Professional Presenting, Publishing, and Procuring Experiences***

***Contact Person: Dr. Carla Thompson***

### **Abstract**

The proposed project will engage 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. Anticipated student outcomes include increased scholarly writing and project management knowledge/skills.

### **Project Rationale**

The rationale for the proposed *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 are required to produce high quality original research work in the form of a thesis or dissertation for completion of the masters or doctoral degree, no formal program currently exists that provides opportunities for students to experience the real world of professional writing and submitting of papers for presentation at conferences, manuscripts for article publication, and grant proposals for funding considerations; (2) Department Need: The department of professional and community leadership currently has no formal structure for assisting graduate students in presenting, publishing, and procuring activities even though these experiences are natural “next steps” for researchers and graduates; (3) College and University Need: The move to formally direct graduate students toward professional activities such as presenting at national conferences, submitting manuscripts for publication, and preparing/submitting

grant proposals adds documented rigor and quality to the graduate program of professional studies; (4) Research and Scholarship Need: Universities cannot expect to send forth graduates who will effectively contribute to the body of research and scholarship in their fields if no direct formal preparation and authentic experiences in writing and submitting have been included in their programs of study and (5) Professional Connections and Management Need: The need for graduate students to connect with scholars, researchers, and professional organizations within their fields while learning to manage scholarly writing efforts relative to these connections cannot be an assumed outcome of graduate degree programs that do not formally prepare students in professional presenting, publishing, and procuring activities.

The proposed project addresses these five needs by (a) delivering a three-part Saturday workshop series for graduate students aimed at preparing students for presenting, publishing, and procuring experiences; (b) implementing authentic writing/submitting competitions for individuals and/or groups of graduate students to compete in conference paper presentation submissions, journal article manuscript submissions, and/or grant proposal submissions; (c) delivering guidance and assistance from the UWF writing lab expertise, the Office of Research and Sponsored Programs, the Graduate Office readers, and the use of online e-learning faculty and peers expertise in writing and submitting activities; (d) providing peer review feedback, competitive cash awards, and recognition for outstanding individual/and or group professional writing products; (e) empowering graduate students with the writing and management skills necessary for professional presenting, publishing, and procuring experiences; (f) connecting graduate students with experienced professional presenters, published scholars and principal investigators; and (f) evaluating faculty and graduates students' reflective attitudes and cognitive and affective outcomes regarding presenting, publishing, and procuring activities. COPS graduate students will serve as professional writing managers actively engaged in specific authentic professional writing and submitting activities and authentic assessments related to increasing students' learning of Project Management skills.

A brief description of the project reveals three areas of sound authentic active learning characteristics: (1) a strong formal approach for encouraging graduate students to pursue professional research and scholarship activities beyond the classroom requirements; (2) a powerful student engagement component with authentic learning activities since "real" requests (RFPs or RFAs) will be used for students to respond to for submitting papers for conferences, manuscripts for journal article publication, and for procurement of funding with grant proposals; and (3) a rigorous effort addressing authentic student research, writing, and authentic scholarship and assessment tasks.

Although COPS graduate students are encouraged by faculty, coursework assignments, and thesis/dissertation efforts to become engaged in professional career writing tasks such as conference paper presentations, journal article

manuscripts, and grant proposals, only a small number of UWF students have traditionally pursued these activities on their own initiative prior to their graduation from the university and after completing their degrees. Presently there is no formal program or focused effort to encourage or assist graduate students at UWF in a structured effort for engaging students in these types of scholarly professional pursuits. The proposed project will deliver a sound authentic professional writing and project management learning enhancement plan and evaluation procedures that identifies the proposed project as a high quality student engagement and professional preparation program.

**Relationship to QEP Goal**

The proposed project extends the quality of teaching and learning opportunities beyond the current practices of the COPS graduate program by focusing on the quality enhancement of instructional/learning strategies targeted at the Project Management (PM) domain. The proposed project will engage COPS graduate students in developing, managing, conducting, and submitting authentic professional writing projects in the form of conference paper presentations, journal article manuscripts, and grant proposals spearheaded by the COPS CORAL (Community Outreach Research and Learning) 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. Anticipated student outcomes include increased scholarly writing and project management knowledge/skills. The alignment of the proposed project with QEP goals is depicted in Table 1: Alignment of Project to QEP Goals.

*Table 1  
Alignment of Project to QEP Goals*

QEP Goals	QEP Descriptors	Proposed Project Goals
Goal One	Improve student learning of knowledge, skills, and values relevant to PM	COPS graduate students will fulfill the role of managing the submission of professional authentic scholarly writing projects.
Goal Two	Increase use of active learning and student engagement instructional strategies and related assessments for	Proposed Project will: (a) Empower graduate students with increased authentic writing/ submitting opportunities for engaging in

	development of PM skill, knowledge, and values	hands-on real world professional experiences prior to their thesis or dissertation experience; (b) integrate authentic professional writing experiences and authentic peer-review assessment practices into the graduate program; (c) incorporate peer review and self reflections of cognitive and affective authentic assessments into the graduate program.
Goal Three	Provide opportunities for faculty and staff development related to improving student learning of PM.	Proposed Project will incorporate professional development in authentic learning and assessment for faculty and staff participants.

**Project student learning outcomes**

The proposed project includes specific student learning outcomes that cohesively align with outcomes suggested by the Academic Learning Compact Project Management Domain and are presented in Table 2: Alignment of Proposed Project to ALC PM Domain.

*Table 2  
Alignment of Proposed Project to ALC PM Domain*

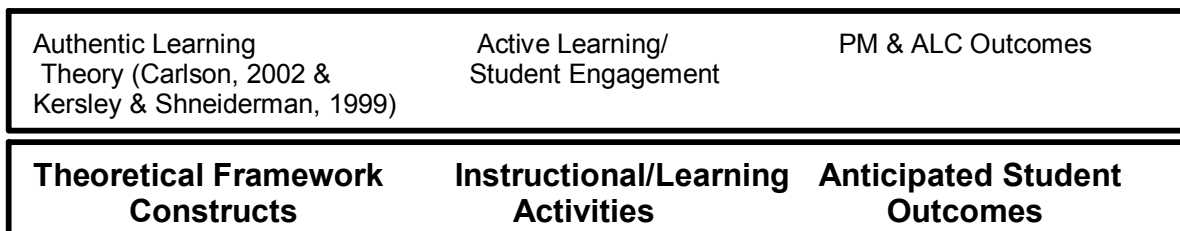
PM Domain	ALC PM Domain Outcomes	Proposed Project Outcomes
Project Conceptualization	Selects and defines realistic problem to be solved; Identifies relevant resources and potential obstacles and Develops strategies execution in relation to constraints; Integrates discipline concepts appropriately and Identifies criteria for successful completion; Accurately assesses quality of plan.	Students will engage in real world professional writing efforts, searches involving Request for Proposals (RFPs) and Request for Applications (RFAs) using appropriate resources, strategies pertaining to the criteria for submission and scheduling timelines for the project to ensure that deadlines are met appropriately.

Self-Regulation	Sets appropriate goals for completing project; Manages appropriate timeframe; Executes appropriate priorities; Shows flexibility by planning back-up strategies; Accurately identifies quality of individual process.	Students will establish time lines, appropriate strategies, group plans and procedures, and identify specific alternative strategies and assessments for appropriately reviewing and submitting scholarly professional writing projects
Team-work Skills	Completes responsibilities as team member; Practices appropriate ethical judgment; Contributes positively to task completion; Manages conflict among team members; Assesses quality of contribution accurately.	Students will work in teams on conference papers, journal article manuscripts, and grant proposals including cooperative meetings, managing writing project planning, meeting RFP/RFA deadlines and submission criteria requirements
Project Delivery	Delivers acceptable product on time; Effectively presents results using appropriate oral, written, and/or visual means; Responds effectively to feedback for process/product improvement.	Students will deliver high quality writing efforts within an authentic competitive professional writing environment including peer review written reports.

**Instructional /learning strategy enhancements**

The proposed project incorporates a strong instructional/learning strategy enhancement plan focused on active learning/student engagement activities stemming from a rigorous theoretical framework based in authentic learning theory that directly and indirectly impacts student outcomes. The theoretical framework, instructional/learning strategies and active learning/student engagement activities with anticipated student outcomes are graphically presented in Figure 1.

*Figure 1  
Theoretical Framework, Instructional/Learning Activities, and Anticipated Student Learning Outcomes Network*



<p><u>Construct One:</u> Authentic Task Focus</p>	<p>Students will engage in professional writing and submitting experiences. Students will plan, design, manage, conduct, and submit professional writing</p>	<p>Positive reflections on specific real world scholarly professional writing projects;  Increased PM and scholarly writing cognitive and affective outcomes.</p>
<p><u>Construct Two:</u> Active Learners</p>	<p>Students will engage in group-based experiences embracing real world professional writing projects. Students will engage in collaborative meetings with peers, writing lab professionals, and professional authors/presenters/principal investigators. Students will engage in authentic assessment activities including reflections, presentations, and peer review activities.</p>	<p>Increased writing skills and RFP/RFA resource acquisition skills.  Positive formative discussions.  Positive feedback on meta-cognitive reflections and high quality synthesis activities of peer-reviewer feedback.</p>
<p><u>Construct Three:</u> Team Project Based</p>	<p>Students will engage in cooperative learning by team planning and management activities to complete authentic professional writing projects. Students will engage in peer review authentic assessment activities.</p>	<p>Positive group discussion transcript summaries and project staff observations.  Positive feedback in discussions and on task completion checklists.</p>

**Assessment Plan for the Project**

The assessment plan proposed for the project stems from Authentic Learning Theory assessment strategies (Kearsley & Shneiderman, 1999; Carlson, 2002; and Hsiao, 2005). Student learning outcome assessment procedures that will be used in the course of the project include the following authentic measures and anticipated student outcomes:

- (A) Objective: Graduate students will outline, design, plan, and investigate appropriate resources for submitting professional writing projects for conference paper presentations, journal article manuscripts, and grant proposals.  
Authentic Assessment: This objective will be measured using formative reflection discussions with writing lab personnel and/or writing experts, formal reflective team reports, and summative peer review reports delivered as feedback to the submitting team.  
Anticipated Outcomes: Students will report positive reflections regarding team writing project management skills; Students will produce high quality writing products.
- (B) Objective: Graduate students will connect and interact with professional writing and publishing experts and sources for producing authentic professional writing projects and for submitting final writing products for peer review.  
Authentic Assessment: This objective will be measured by formative assessment procedures in the form of workshop evaluation forms for the three workshops provided and summative measures in the form of peer review feedback reports of team writing efforts.  
Anticipated Outcomes: Students will report positive feedback and interchanges with professional writing experts feedback forms.
- (C) Objective: Graduate students will 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;  
Authentic Assessment: This objective will be measured using follow-up interviews of students who participated in the project and are actively completing the thesis or dissertation phase of their program.  
Anticipated Outcomes: Students will report positive alignment of the project experience with the thesis or dissertation experience with qualitative comments and a reflection checklist.

### **Plan for Formative Assessment of the Project**

Several formative assessment procedures will be utilized to measure the progress of the proposed project. Assessment procedures will involve the three contributing audiences involved in the project: students, project staff, and external sources of RFPs and RFAs. The plan for formative assessment of the project is presented relative to these three focus groups in Table 3

*Table 3*  
*Formative Assessment*

Audience	Period One	Period Two	Period Three
Graduate Students	Evaluation forms from workshops on presenting, publishing, and procuring	Formative discussions of teams of students planning and managing	Writing drafts for professional writing products
Project Staff	Observations of student question and answer sessions at writing workshops	Reinforcement feedback from staff to students during the e-learning consultant assistance for teams.	Awards and feedback provided for peer-reviewed writing products with internal writing competitions awarded to student teams
Resource Organizations, Conferences, Journals, and Grant Opportunities	Observations of connections between student teams and RFPs/RFAs criteria	Team discussions of criteria and guidelines	Feedback from resources regarding student professional writing submissions

### **Information Dissemination Plan**

The proposed project dissemination plan includes both internal and external dissemination procedures as delineated in Figure 2.

*Figure 2  
Project Information Dissemination Plan*

Internal Dissemination Procedures	External Dissemination Procedures
1. Project staff will present at fall, 2008 QEP annual meeting	1. Project staff will co-author article for publication of project results.
2. Project staff will highlight winning papers from peer-reviewer process with awards and special announcements in Argus.	2. Students and project staff will contribute winning student information to Pensacola News Journal and Florida journals
3. Students will submit papers for conferences, manuscripts for journal publications, and/or grant proposals for funding opportunities.	3. Students will be encouraged to submit papers to Florida Educational Research Association annual meeting, AERA journals, and AERA Research Grants Announcement

### **Institutionalization Plan**

The proposed project is focused on extending the existing instructional approach to the teaching and learning of professional writing experiences by enhancing the graduate program of studies with student-centered active authentic learning strategies incorporating authentic professional writing projects for graduate students to plan, design, conduct, interpret, and present/disseminate findings. Data retrieved from the proposed project will assist in determining the potential for incorporating the proposed project strategies into the regular routine of instruction for graduate coursework. One anticipated approach for institutionalizing the project into the existing graduate program involves incorporating the presenting, publishing, and procuring workshops and professional writing assistance through online e-learning courses with internal annual competitions for presenting, publishing, and procuring..

### **Resources Needed**

To accommodate the needs of the proposed project the following personnel, technology, and other resources are listed relative to their purpose and alignment to the project. Project personnel will include the following: Project Staff: Dr. Carla Thompson, PI/PPD and student facilitator for project; Workshop Presenters (3); Community Liaison Contact; and a full time Graduate Technology Lab Assistant provided by the COPS Department of Professional and Community Leadership. In addition, assistance from IT relative to the operational concerns of updating the Graduate Computer Research Lab will be incorporated into the proposed project.

*Table 4*

*Resources Requested*

<b>Budget Item</b>	<b>Description</b>	<b>Unit Cost</b>	<b>Total Item Cost</b>	<b>TOTAL</b>
Technology (a) Copier	(a) Copier will be used by students in graduate lab to make copies for team and peer- review processes.	\$325	\$325	
(b) Media	(b ) Video taping of all three workshops	\$100	\$100	<b>\$425</b>
Travel (a) Travel for workshop leaders	(a) Journal editor and well-known presenter (2 @ \$1000ea)	\$1000	\$2000	
(b) Conference Travel	(b) Mileage for staff and selected students to present at FERA (3 @ \$170 each)	\$170	\$510	<b>\$2510</b>
Conference (FERA): Registration & lodging for 3@ FE	Registration (3 @\$85ea) and lodging (3@150 ea) for dissemination of project at FERA	\$85	\$255	
		\$150	\$450	<b>\$705</b>
Miscellaneous Supplies	Printer paper, expendables, Blank CDs & Notebooks	\$300	\$300	<b>\$300</b>

Competitive Paper Awards (Cash) for Student Winning Papers	(a) Conference Paper (\$200, \$100, and \$50) (b) Journal Article Manuscript (\$200, \$100, and \$50) (c) Grant Proposal (\$200, \$100, and \$50)	\$350 \$350 \$350	\$1050	
			Total	\$4990

## **Timeline for Project Activities and Events**

*Table 5  
Timeline*

	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>
<b>Phase I: Preliminary Activities</b>				
Contact & Schedule Workshop Leaders	Project Staff			
Prepare Guidelines and Brochures for Paper Competitions	Project Staff			
Acquire materials and equipment	Project Staff			
Develop authentic assessment tools and project evaluation instruments	Project Evaluator			
	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>
<b>Phase II: Implementation</b>				
Conduct workshops on 3 Saturdays @ 2 hours each on Presenting, Publishing, and Procuring		Graduate students will attend three workshops at no cost in January/February on Presenting, Publishing, and Procuring		
Connect students to specific writing teams with e-learning assistance		Establish formal face to face and email contact information between students and writing facilitators from project staff		
Assist student		Students work in groups with		

teams in developing professional writing projects for competitive basis		peers to prepare draft of papers/manuscripts/proposals		
Formative assessments of various stages of project with students using authentic assessment tools as well as commercial cognitive and affective instruments		Project Staff will assess workshop reactions from students and monitor question/answers through f2f and e-learning environments		
Student teams submit final drafts of professional papers for competition with internal peer-review process			Student teams submit final drafts of professional papers for competition with internal peer-review process	
<b>Phase III: Project Evaluation &amp; Follow-up Component</b>				
Formative assessment of students in project manager roles		Project Staff Observations and e-learning documentation	Project Staff Observations	Student Reflections retrieved from interviews
Cognitive and Affective Pre/Post Assessments			Project Staff score and analyze for PM and leadership/writing assessment	Project staff submit publication of project to journal
Summative evaluations and cumulative assessments of student products			Internal peer-review process report	Winning students will submit papers to respective external organizations/journals
Follow-up Presentation of Project to UWF QEP				Project Staff will present at the annual UWF QEP with winning students' papers

## **References**

- Carlson, A. (2002). *Authentic learning: What does it really mean?* Retrieved from Washington University Innovative Teaching Showcase September 5, 2006 from [http://pandora.cii.wvu.edu/showcase2001/authentic\\_learning.htm](http://pandora.cii.wvu.edu/showcase2001/authentic_learning.htm)
- Hsiao, J. (1996). *CSCS theories*. Retrieved September 5, 2006 from <http://www.edb.utexas.edu/csclstudent/Dhsiao/theories.html>
- Kearsley, G. and Shneiderman, B. (1999). *Engagement theory: A framework for technology-based teaching and learning*. Retrieved September 5, 2006 from <http://home.sprynet.com~gkearsley/engage.htm>

To: Claudia Stanny (CUTLA) and the QEP Committee  
Re: Addendum to the QEP Proposal 2008: *Engaging Graduate Students in Professional Presenting, Publishing, and Procuring Experiences*  
From: Carla Thompson (COPS) X7327, [cthompson1@uwf.edu](mailto:cthompson1@uwf.edu)  
Date: December 14, 2007

This addendum outlines a clarification of the budgeting and sustainability concerns identified by the QEP Committee regarding the funded proposal for 2008: *Engaging Graduate Students in Professional Presenting, Publishing, and Procuring Experiences*. Each of these two concerns is addressed in detail in this addendum.

The budgeting concern regarding the appropriateness of awarding prize monies for student paper competitions is approved by the university financial officer and does not violate the types of expenses honored by CUTLA.

The sustainability concern regarding how prize monies for student paper competitions will be sustained in future years after the first QEP award is completed is addressed by two areas of sustainability consideration:

- (1) The UWF CORAL Center (Community Outreach Research and Learning Center) has set up a foundation account affiliated with the UWF foundation to establish an account for the private monetary donations that are now being presented to the CORAL Center. These funds will be designated for use for prize monies after the first QEP funding year.
- (2) In 2009 the CORAL Center will be hosting the Rocky Mountain Educational Research Association (RMERA) a chapter of the American Educational Research Association (AERA) and this organization (RMERA) will sponsor the cash awards for that year for the UWF student paper competitions.

The budget and sustainability concerns expressed by the QEP Committee for the above project have been addressed and will be implemented according to the information presented in this addendum.