



Principles of Practice for QEP Implementation: Managing Process, Connecting People, Documenting Change

SACS Summer Institute on Quality Enhancement and Accreditation

July 31, 2012

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Goals of presentation

Engage in thinking about principles of practice in 4 areas:

- Managing QEP process
- Communicating with colleagues
- Connecting to campus culture
- Documenting Process

↔ Connecting theory and practice

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My Assumptions

- ✓ You recognize my QEP is a case study to inform your thinking ([disclaimer](#))
- ✓ These insights are applicable across [contexts and campuses](#)
- ✓ You are engaged with planning, implementing or assessing your QEP...at some stage...

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Fist to Five Assessment



University of Louisville



Mission: Kentucky's premier, nationally recognized metropolitan research university

- **Established: 1798 in Louisville, KY**
- **Total Student Headcount: 22,249 (Fall 2011)**
- **Faculty: 6,412**
- **Operating Budget (2011-12): \$1.2 billion**
- **Academic Programs (Degrees offered):**
 - Undergraduate degrees, 78 programs (includes certificates, associate degrees, baccalaureate degrees, and post-baccalaureate certificates)
 - Graduate degrees, 106 programs (includes master's degree, post-master's certificates, doctoral degrees)
 - Professional degrees, 3 programs
- **Source: University of Louisville's "Just the Facts," 2011-2012**
<http://www.louisville.edu>

Title and brief description: original

We have titled our QEP, *Ideas to Action (I2A): Using Critical Thinking to Foster Student Learning and Community Engagement*.

To implement the QEP, we will increase the focus on **critical thinking** within our General Education Program and undergraduate courses and establish **culminating experiences** for practical application of the critical thinking skills students have developed throughout their education.





Assessment: what do you believe?

An innovation is an idea, practice, or object that is perceived as new by an individual or other unit of adoption. TRUE OR FALSE?

Innovations do not occur by themselves, they are generated and sustained through the efforts of people. TRUE OR FALSE?

It takes hard work and hard thinking to generate and foster innovations, to disseminate them and sustain them. TRUE OR FALSE?

BONUS: What else does it take?

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What do you believe?

Resistance to innovations is usually pretty rare, but plan for it just in case. TRUE OR FALSE?

Innovations will be accepted by most people just because they are good ideas or they are mandated from those above them. TRUE OR FALSE?

Certain behaviors and strategies foster innovation and they can be identified, learned and applied. TRUE OR FALSE?

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Power of assumptions

What you believe about change and being a change agent creates a foundation of beliefs that inform your action.



✓ Check out the self-assessment about change agency!



I. Initiating the Change Process

- Convey information and concepts about the QEP consistently and repeatedly
 - Engage in an upfront investment at the start (people, money, resources, time)
 - Create a network of connectors and investors to build a foundation
- “Those who plan the battle rarely battle the plan.” (Blanchard and Britt)





I. Convey info and concepts about the QEP

“There are no numbers that SACS expects”—you have to make the case for your institution regarding what is meaningful data and why. Data on its own “does not speak”—you must interpret and explain its significance in your institutional context.

-C. Baird, SACS Coordinator of Commission Support, “The Fifth-Year Interim Report” keynote session at the 2011 Summer Institute

“Unintended results of the process can be as transformative as the project itself.”

-Bob Boehmer, Associate Provost, Univ of Georgia, “QEP Directors’ Perspectives” panel at the 2011 Summer Institute



I. Convey info and concepts about the QEP (cont’d)

“Broad-based development does not imply broad-based implementation.”

--R. Jackson, SACS Vice President, “Accreditation Myth Busters” session at the 2011 Summer Institute

“The aim then is to hold each institution accountable for providing evidence that **directed efforts have been made** to achieve the stated student learning objectives, including **a discussion of adjustments** that were made to environmental demands and exigent circumstances.”

--R. Jackson

II. Make upfront investment

- Do your homework—lit review, conferences, other schools, outside experts
- Create a planning and implementation team that represents wide-ranging interests
- Show your colleagues how it's done: what does it *look* like in my class? My field?
- Consider **resources** broadly

III. Create network of connectors

- Dedication Champion 
- Corporate Angel 
- Local Sponsors 
- Connectors 
- Guru 
- Champion Skeptic 

Wisdom from Jim Collins' *Good to Great*

Who is on the bus is more important than how many.



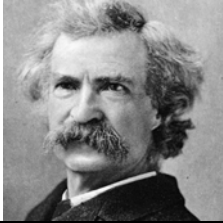
Take Five

- Capture, reflect, list, question...



Communicating with Colleagues

“I’m all for progress, it’s change I object to.”



Communicating with Colleagues

- Create a vision & call to action that engages heads, hearts and hope
- Aim for commitment, not compliance
- Engage people by asking for help & expertise





IV. Create a vision and call to action

Head:

Explain the what, how, why and the implications of your QEP

Heart:

Use a metaphor, images, and the voices/experiences of students to move them

Hope:

Engage them in mending the gap between what is and what could be



Engaging their hearts



Supporting Undergraduate iNnovation:
Ideas to Action (i2a) Implementation Grants



i2a invites U to join
students, faculty & staff



Free | Meet | Have

More to Action | [Learn more](#)



V. Aim for commitment

- Pay attention to readiness at every level
- Find the relevant on ramp to invite partnership and collaborations
- Invite established players who are successful (teaching center, Gen Ed committee, etc.)
- Set the tone and help them anticipate barriers
- Acknowledge messiness & experimentation



VI. Ask for help and expertise

- Turn barriers into invitations for engagement (part-time faculty problem? You can help me!)
- Consider the wide cast of campus players: IR, libraries, student affairs, student government
- Go straight to the source of decision making and engage in some long-term alignment of goals

Provide tangible suggestions that play to their strengths!



Take Five

- Capture, reflect, list, question....



Connecting to Campus Culture

“Culture Eats Strategy for Breakfast”
-Peter Drucker

Connecting to Campus Culture

- “Start small, do it well, then expand.”
- SACS
- Create balance between common goals, outcomes, structures and autonomy
- Tie to existing structures (aka “piggybacking”)

VII. Understand innovators, early adopters and others (Rogers)



VIII. Make piloting process with early adopters visible, explicit



IX. Strive for balance

- Make outcomes clear, relevant and consistent...
- ..but provide implementation options as much as possible
- Tie QEP to existing structures (meetings, annual or monthly reports, assessments, programs, communications)



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Ride the Waves of Change

“The path of change... [is] never linear; unexpected events and unintended consequences of predictable occurrences shaped the course of change in every institution. The [change] process took twists and turns, sped up and slowed down, and the substance of the change agendas took on new dimensions over time.”



-Eckel, Green and Hill

Take Five

- Capture, reflect, list, question....



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Documenting the Change Process

- Document the process, not just results
- Capture qualitative stories, not just quantitative data
- Acknowledge the good, the bad and the ugly



X. Brush up on QEP Impact Report 101

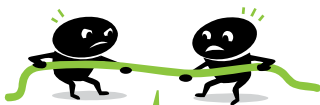
The QEP Impact Report asks institutions to address the following as it relates to the QEP developed during its previous reaffirmation:

- 1) Title and brief description
- 2) Initial goals and intended outcomes
- 3) Discussion of changes and reasons for changes
- 4) QEP's direct impact on student learning, including goals and outcomes and unanticipated outcomes of QEP



XI. Be fearless but intentional when you must revision

Your agenda will change the institution and your institution will change your agenda!



UofL Scorecard

XII. Capture & use homegrown stories of change

“Doing this project helped me realize what this degree is all about.”

BSW student at capstone event



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Faculty Testimonial

“I think that for decades I have given my students many opportunities to engage in critical thinking, and I have modeled critical thinking in class discussions. But I don’t think I can claim ever to have *taught* critical thinking in a systematic way. The model gives me a way to share a critical thinking vocabulary with students and to chart their progress. I know and can tell my students exactly what I am looking for.”

Spring 2008 Pilot Program Participant, Department of English

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What you can do to “ride the waves of change” safely

- Get comfortable with evolutionary change agenda & help others
- Expect QEP will grow beyond original boundaries and conceptual frame (but not be radically different)
- Keep SACS and Five-Year Interim Report frame in mind
- Don’t wait for all change conditions to be “perfect” to proceed
- New voices, expertise brings new perspectives
- **Document every painful awareness, about face, change of plans, difficult decision**

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What our 5 years looks like

Our Actual QEP Timeline

- 2005-2007 Creating the Conceptual Framework for our QEP
- April 2007 QEP Site Visit
- 2007-2008 Laying the Groundwork, Defining our Terms and Outcomes
- 2008-2009 Building Infrastructure, Launching Programs
- 2009-2010 Creating Capacity for Growth and Scholarship
- 2010-2011 Establishing Sustainable Curricular Structures, Institutionalizing Assessment Protocol & Annual Reporting
- 2011-2012 Engaging Units in Reporting Annual Activities & Outcomes
- 2012-2013 Preparing Assessments and Reporting to SACS
- March 2013 QEP Impact Report Submission





Web resources on i2a

Ideas to Action:

<http://louisville.edu/ideastoaction>

SUN Grants:

<http://louisville.edu/ideastoaction/grants>

QEP Milestones:

<http://louisville.edu/ideastoaction/what/implementation>

Faculty, Students and Staff Speak! Videos:

<http://louisville.edu/ideastoaction/resources/media>

Professional Networks:

<https://louisville.edu/ideastoaction/resources/network.htm>

Evaluation Plan:

<https://louisville.edu/ideastoaction/what/assessment>

Learning Communities:

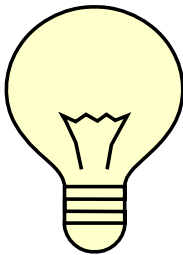
<http://louisville.edu/ideastoaction/aboutlc>



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Insights? Ideas?



Let's list 10 insights and ideas you are taking away from this session!

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