

## QEP Leadership Structure

QEP Steering Committee	QEP Steering Committee
Dr. Wes Davenport (Co-Chair)	Dr. Bill Carpenter (Co-Chair)
Mr. John Champion	Ms. April Wines
Dr. Stephanie Crofton	Ms. Gena Parnell
Dr. Jeff Adams	Ms. Kathy Smith
Dr. Aaron Titus	Dr. Martin Kifer
Mr. David Bryden	Dr. Matt Schneider
Mr. Anthony Holbrook (GR)	Dr. Jane Bowser
Dr. Ginny McDermott	Dr. Mark Toole
Mr. Jay Putnam	Dr. Paul Kittle
Dr. Angie Bauer	Dr. Brian Augustine

Topic Identification	Document Writing	Literature Review
Dr. Aaron Titus (Chair)	Dr. Bill Carpenter (Chair)	Mr. David Bryden (Chair)
Mr. Tyler Steelman (UG)	Dr. Anna Piperato	Ms. Kelsey Clougherty (GR)
Mr. Adam Winkel	Dr. Kara Vuic	Dr. Sadie Leder
Dr. Jamey Smoliga	Mr. Preston Davis	Ms. Marjorie Church
Dr. Angie Bauer	Dr. Nahed Eltantawy	Dr. Joanne Altman
Dr. Jane Nichols	Dr. Barbara Mallory	Dr. Chris Franks
Mr. Tim Linker	Dr. Donna Scheidt	Dr. Holly Middleton
Dr. Briana Fiser	Ms. Janice Dougherty	Dr. Joe Blosser

Implementation		Communications and Website Design & Oversight		Student Learning Outcomes and Assessment
Dr. Mark Toole (Chair)		Dr. Ginny McDermott (Co-Chair)		Dr. Martin Kifer (Co-Chair)
Dr. Dennis Carroll		Dr. Jane Bowser (Co-Chair)		Dr. Matt Schneider (Co-Chair)
Ms. Tracy Collum		Ms. Pam Haynes		Dr. Chris Lootens
Dr. Beth Holder		Mr. Bradley Lambert		Dr. Jenn Brandt
Dr. Heather Ahn-Redding		Ms. Jill Thompson		Ms. Bridget Holcombe
Dr. Tjai Nielsen		Ms. Jessica Liverman (GR)		Dr. Dustin Johnson
Ms. Debbie Butt		Ms. Hillary Kokajko		Dr. Jenny Lukow
Dr. Mike McCully		Ms. Andrea Kennedy		Dr. Kim Reich
Dr. Clint Corcoran		Mr. Justin Rascoe		<b><i>Undergraduate Student</i></b>

## Committee Descriptions

### Steering Committee

The QEP steering committee consists of two co-chairs, the chairs of each QEP subcommittee, and the president of the Student Government Association. The primary function of the steering committee is to ensure that each element of QEP development is coordinated and carried out in an efficient, complete, and timely manner. Ultimately, the steering committee will be responsible for delivering to the University Reaffirmation Leadership Team a completed Quality Enhancement Plan.

The QEP steering committee will meet 1-2 times per month. The focus of these meetings will vary depending on the phase of QEP development, but the principal goals of these meetings will be to:

- a) Keep all participants in the QEP development process informed of each subcommittee's progress;
- b) Vote on motions relevant to topic selection, communication strategies, and other aspects of QEP development;
- c) Identify specific action steps designed to move the QEP forward;

### **Topic Identification Subcommittee**

The main charge of this subcommittee is to identify potential QEP topics that are creative and vital to the long-term improvement of student learning at High Point University. Components of this charge include:

- a) Keeping detailed records (e.g., meeting minutes, procedural notes, etc.) of all subcommittee actions;
- b) Ensuring that the identification and selection of appropriate QEP topics involves all appropriate campus constituencies;
- c) Using assessment and other kinds of data to ground the QEP in the University's ongoing planning and evaluation processes;
- d) Developing and implementing methods for obtaining feedback from campus constituencies on potential QEP topics, including surveys, focus groups, meetings with constituent groups, etc.;
- e) Ensuring that the potential topics are clear and easy to understand;
- f) Presenting to the QEP steering committee the data, narrative, and documentation related to each potential QEP topic arrived at through the processes outlined in items a) through c);

### **Literature Review Subcommittee**

The Literature Review Subcommittee is tasked with ensuring that the chosen QEP topic is appropriately grounded in the relevant research and best practices in the field. Given that the QEP is expected to adhere to the high standards of publishable research, the Literature Review Subcommittee plays the important role of contextualizing the QEP in contemporary scholarship. Specific responsibilities of this subcommittee include:

- a) Keeping detailed records (e.g., meeting minutes, procedural notes, etc.) of all subcommittee actions;
- b) Assembling and summarizing research articles, data summaries, accounts of best practices, and other sources of information related to the chosen QEP topic.
- c) Initiating contact with experts in the chosen QEP topic to discuss emerging trends or other subjects that may not be available in archived sources;
- d) Writing a complete literature review of the QEP topic and submitting it to the Steering Committee for review and approval;
- e) Undertaking revision work as requested by the QEP Steering Committee;

### **Communications and Website Design Subcommittee**

The Communications and Website Design Subcommittee is responsible for developing and implementing communication strategies designed to reach the broadest range of University constituencies. These communication strategies should cover the full period of QEP development. In addition, the Subcommittee oversees the design, development, and update of the QEP website. Specific responsibilities of this subcommittee include:

- a) Keeping detailed records (e.g., meeting minutes, procedural notes, etc.) of all subcommittee

actions;

- b) Determining creative ways to engage university constituencies in the process of QEP topic identification;
- c) Developing creative strategies for promoting and advertising the selected QEP topic to all university constituencies;
- d) Submitting proposed communication strategies to the Steering Committee for review and approval;
- e) Maintaining QEP awareness among university constituencies throughout the entire reaffirmation process;
- f) Creating an attractive university website designed to both share and receive information about the QEP;
- g) Updating the website as new information becomes available;
- h) Ensuring consistency of messages across different media outlets;
- i) Submitting website design ideas to the Steering Committee for review and approval;
- j) Undertaking revision work as requested by the QEP Steering Committee;

### **Implementation Subcommittee**

The Implementation Subcommittee is charged with identifying specific actions that need to be taken in order to bring about the desired enhancement of student learning. This work is comprehensive and far-reaching, covering areas as diverse as financial resources, staffing implications, and roll-out timelines. Specific responsibilities of this subcommittee include:

- a) Keeping detailed records (e.g., meeting minutes, procedural notes, etc.) of all subcommittee actions;
- b) Identifying and articulating the financial costs associated with QEP implementation, and developing a three-year budget describing these costs;
- c) Identifying and articulating resource needs (staffing, space, equipment, etc.) associated with QEP implementation;
- d) Identifying and articulating all possible ramifications of the QEP, including modifications to policies and procedures, adjustments to faculty loads, reallocations of funds, development of a support infrastructure, etc.;
- e) Identifying and articulating an administrative structure for the implementation and ongoing operation of the QEP;
- f) Develop an implementation timeline that describes how the QEP will be rolled out in an orderly and manageable sequence;
- g) Submitting a complete implementation plan to the Steering Committee for review and approval;
- h) Undertaking revision work as requested by the QEP Steering Committee;

### **Student Learning Outcomes and Assessment Subcommittee**

The main objective of the Student Learning Outcomes and Assessment Subcommittee is to draft specific, well-defined learning goals related to the QEP topic voted on by the Steering Committee and approved by the faculty and administration of the University. In addition, this Subcommittee focuses on the development of assessment plans related to both QEP

implementation and student learning outcomes. Specific responsibilities of this subcommittee include:

- a) Keeping detailed records (e.g., meeting minutes, procedural notes, etc.) of all subcommittee actions;
- b) Following best practices in identifying, writing, and selecting learning outcomes that are appropriate to the QEP topic;
- c) Ensuring that student learning outcomes are appropriately grounded in relevant scholarship and/or best practices;
- d) Undertaking revision work as requested by the QEP Steering Committee;
- e) Identifying and articulating clear evaluation strategies designed to provide feedback to those with primary responsibility for implementing and sustaining the QEP;
- f) Identifying and articulating mechanisms for providing feedback to all relevant constituencies on the success of the QEP;
- g) Identifying methods and mechanisms for assessing student learning outcomes related to the QEP;
- h) Submitting a complete assessment plan to the Steering Committee for review and approval;
- i) Submitting to the Steering Committee for review and approval a final set of learning outcomes to be included in the QEP;

#### **Document Writing Subcommittee**

The Document Writing Subcommittee is charged with producing a final QEP document to be submitted to SACS in October, 2015. Specific responsibilities of this subcommittee include:

- a) Keeping detailed records (e.g., meeting minutes, procedural notes, etc.) of all subcommittee actions;
- b) Collecting from the Steering Committee all final section drafts submitted by the various subcommittees;
- c) Assembling a final QEP document that is clear, precise, easy to read, and consistent in voice and style;
- d) Ensuring that the final QEP document adheres to all formatting specifications required by SACS;
- e) Submitting the QEP document to the Steering Committee for review and approval;
- f) Undertaking revision work as requested by the QEP Steering Committee;