QEP White Paper Guidelines  
February 2009

In 10-15 pages, use the provided template to organize your white paper into the following sections. Be sure to give your white paper a descriptive working title that will generate excitement for your topic from students, faculty, and staff in academic units across Mason. Along with your white paper, please submit a 2-page executive summary, which will be viewed by the Mason community as we attempt to select our final QEP topic.

1. **INTRODUCTION**
   - **ABSTRACT/SUMMARY:**
     Provide a clear and concise description of the critical issues to be addressed.
   - **VISION:**
     Share your vision of how your proposed topic has the potential to transform an issue related to student learning at the institutional level. Consider your audience of Mason community members - why should we embrace this topic and how will it enhance student learning at Mason?
   - **CONGRUENCE WITH MISSION AND GOALS:**
     Demonstrate how your topic is consistent with Mason’s mission and 2014 Strategic Plan.

2. **STUDENT LEARNING (MAJOR SECTION)**
   - **GOALS AND OBJECTIVES:**
     If this topic is chosen for our QEP, what goals and objectives does it have for enhancing student learning? How does literature and prior research support the need for addressing this aspect of student learning?
   - **SAMPLE STUDENT LEARNING OUTCOMES:**
     Identify at least eight measurable student learning outcomes that your topic expects to address for the institution as a whole.

3. **SIGNIFICANCE AND URGENCY:**
   Explain why it is important that this area of student learning be addressed in the immediate future as part of our QEP. What evidence, other than that mentioned in section one, is available to indicate that this is a need at Mason?

4. **IMPLEMENTATION AND SCOPE (MAJOR SECTION)**
   - **POSSIBLE ACTIVITIES:**
     Describe the kinds of focused tasks that should be implemented to improve student learning in the areas mentioned above. What would the scope of the implementation of this topic be and who (e.g., individuals, offices, departments) would be involved? Which groups of students would be affected? In other institutions of higher education, what are the best practices that are related to this area?
   - **COMMITMENT TO AND SUPPORT OF THE TOPIC:**
     What is the likelihood that departments and individual faculty members at Mason will provide enthusiastic support for the initiatives mentioned in the section above? What level of support for this topic is expected from students, faculty, and staff?

5. **ASSESSMENT (MAJOR SECTION)**
   - **STUDENT LEARNING OUTCOMES:**
     Describe the methods of assessment that could be used to reveal the effects of the QEP activities on student learning. What kinds of tools and measures are available to measure the student learning outcomes identified above? What kinds of measures and instruments would be used? What kind of assessment schedule should be followed?
   - **OTHER OUTCOMES:**
     Describe the methods of assessment that could be used to reveal the effects of the QEP activities on any other anticipated student outcomes, which might include an increase in plans to attend grad school, higher retention rates, or increased academic challenge.
6. **RESOURCE REQUIREMENTS**
   - **VERSION A:**
     Consider the kinds of resources that would be needed to implement this QEP topic. What level of financial support (for space and equipment, wages and benefits, supplies and materials, training and travel, programming, marketing, consultant fees, assessment, and other resources) would be required over the five year duration of the plan, assuming that we would have a budget of approximately $2-2.5 million over five years to implement this topic? Where possible, highlight opportunities to build on current institutional initiatives and resources.
   - **VERSION B:**
     Address the same questions from above, this time assuming that we would have a budget of approximately $1 million over five years to implement this topic.
   - **PLAN DEVELOPMENT PROCESS:**
     Describe the kinds of resources (personnel and funding) that would be required to conduct the necessary background research and develop a full QEP document before December 2010.

7. **BIBLIOGRAPHY:**
   Please cite any sources that you used in this white paper here.

*These White Paper Guidelines have been adapted from University of Central Florida. We thank them for their willingness to share this document.*
<table>
<thead>
<tr>
<th>This QEP proposal...</th>
<th>Excellent (1)</th>
<th>Satisfactory (2)</th>
<th>Poorly/Not Addressed (3)</th>
<th>Comments</th>
<th>Should this topic be our QEP? Yes/No</th>
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<td>…addresses a known issue with clear relevance to our institutional context.</td>
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<td>…is consistent with our institution’s Mission Statement and Strategic Plan.</td>
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<td>…highlights opportunities to build on current institutional initiatives and resources.</td>
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<td>…has a well-developed and realistic budget for what is proposed in Versions A and B of the white paper.</td>
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<td>…has received high interest based on online and paper survey results.</td>
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<td>…takes demonstrated “best practices” into account.</td>
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<td>…is of a scope that we will be able to implement effectively and obtain meaningful results (Version A).</td>
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