

Assumptions Regarding Values and Beliefs Relevant to Developing the QEP
[The QEP Design Team Articulated These Principles, April-May, 2004]

PROCESS:

- The process should be informed by quantitative and qualitative data collected from archival sources and through special efforts (e.g., focus groups, surveys).
- The process should be guided by the use of best practices from our own history (e.g., Student Retention Task Force, Academic Affairs Strategic Agenda) and from others (e.g., review of other schools' QEPs).
- The process should be, in actuality and in perception, ethical, open, and ensure confidence.
- The process should support continuous education of constituencies and ongoing evaluation and improvement.
- The experience should be inclusive, engaging, rewarding, and positive.
- Two-way communication should be continuous and built into the entire process.
- The process should strive for collaboration among the campus community that is widely participatory yet is driven by the faculty and views consensus as the goal for decision making.

CONSTITUENCIES:

- The entire LUNO community should participate in an open process that honors all constituents in developing the QEP and that stresses civility and understanding.
- The QEP will primarily benefit the entire university community and may reach out to a wider community.
- A team that represents the entire community will manage the development process.

THE QEP FOCUS:

- The QEP focus must reflect the mission of the institution, and each division or unit needs to understand how that focus affects it.
- The QEP will stress individual attention and concern about students and as such may have different implementation strategies for different groups of students.
- The QEP will enhance student learning with a commitment to academic integrity and rigor, and value-laden liberal education stressing a balance of being grounded in ethics, cultural diversity, and intellectual diversity.
- Selection of the QEP focus should include consideration of both undergraduate and graduate students.
- The QEP should ensure continuity with the university, divisional, and college strategic plans.
- The QEP assessment process should be integrated into the university's ongoing process of assessment.