

Underpinnings of the QEP Suggestions

- ∴ QEP needs to include a 'Wow Factor';
- ∴ QEP must market UH;
- ∴ QEP should engage students in a 'Research-Doing Culture';
and,
- ∴ QEP should have multiple entrees and outcomes.

Wow Factor - peaking their interest:

- Our students are the Decision-Makers of the Future.
- Keeping that in mind, delivery of information about research needs to involve technology solutions that motivate our students to engage with research.
- A freshman course that introduces video of scientists who are at UH will help make research 'real' for the students. Identification of researchers who are willing to share what they do and provide demonstrations of what the real-life application of their work is would be helpful for students. This needs to be motivating for a young adult - we should get them to help us to generate these.
- What the various researchers do, how they do it, and how different research techniques fit within the different disciplines could introduce the students to the various options that there are at UH.
- The videos can be pod-cast and linked to a course.

Market UH - attracting them, keeping them, and employing them:

- The previous materials could market UH - similar to the information that's currently on the website (e.g., Monte Pettit) but watching what the researcher does and how it has impacted the world.
- Branding us with a research-doing culture that is infused throughout all degree programs for our undergrads.
- Market our product and make it easy for our 'customers' to come back - it's about selling an undergraduate degree at UH rather than having them give up and go elsewhere.
- Market to employers that our students can:
 - Generate organized answers to questions;
 - Provide a written report; and,
 - Deliver an oral presentation.
- College Celebration Days should highlight our students, their research, and their job skills. These could be University of Houston-wide but differentiated by discipline.

Research-doing culture - global skills and discipline specific knowledge and skills:

- Infuse research knowledge and skills into target core courses - e.g., Writing Intensive courses that involve delivery of information, writing a report, and presenting something orally.
- Surveying key faculty in the various disciplines to identify the types of questions and the manner in which they are answered for a particular academic area could be used to develop a concept map for students that will help them to identify whether or not these are activities in which they wish to engage upon leaving UH - or that would help them to decide on a major that will maintain their interest until degree completion.
- Infusing research knowledge and skills into courses in the various disciplines - research techniques (ways that the various disciplines go about answering questions) could be quite different.
- Using 6 hours of electives for research courses.
- Identifying target benchmarks of research knowledge and skills - in core and in the disciplines - for which information can be collected electronically and engages web-ct to help with data collection.

Entries and outcomes - honing the undergraduate student's ability to answer questions, report outcomes, report out orally, and work on a team:

- Freshman research course;
- Target research skills infused in the core;
- Differentiated research skills in the disciplines;
- Opportunities for:
 - work study positions on campus with researchers;
 - course credit;
 - roles in various research projects; and,
 - seed \$ for various undergraduate research projects.