SECTION 1: INTRODUCTION

a) ABSTRACT/SUMMARY:

The goal of this Quality Enhancement Plan is to improve undergraduate education at Mason by addressing several critical needs within the Mason community, such as the desire for civic engagement opportunities and faculty-student interaction, as illustrated by national research data. In order to meet these needs, and prepare Mason students for success in an increasingly competitive, interconnected, and globalized 21st century, we propose an increase in curricular and co-curricular activities that apply student learning to pressing social challenges of our time. Through the revision of pre-existing courses and the introduction of new courses and co-curricular activities, students will build proficiencies in effective leadership, strategic problem-solving, and critical and creative thinking, while also developing a deeper commitment to civic engagement.

b) VISION:

As an institution of higher education, George Mason University’s primary goal is to “educate the new generation of leaders for the 21st century” (University Mission Statement). If we expect our students to become top-level leaders in their fields and disciplines, we must provide them with the tools they will need to succeed in an increasingly competitive and globalized world. Additionally, a commitment to civic engagement will ensure that Mason students successfully lead the organizations of the future in an ethical and socially responsible manner. This proposal was written with the conviction that, as a publicly-funded institution, George Mason University has the responsibility to use its resources to further the public good. In addition to supporting the research aspirations of its students and faculty, our university can make no greater contribution to society than by educating a new generation of socially responsible, empathetic, and ethical leaders, who take the initiative to affect society’s progress themselves. This new generation of leaders for the 21st century will have a firm understanding of the role that social innovation has played in shaping the world and use their passion, knowledge, and skills to create the world of tomorrow.

Much of what we take for granted today has been the product of social innovations and social entrepreneurs; from national parks (John Muir), public libraries (Ben Franklin), and the nursing profession (Florence Nightingale) to newly emerging innovations like fair trade and microcredit (Muhammad Yunus). Throughout every academic discipline and field of inquiry, there are many examples of disciplinary knowledge and skills being used to bring about societal improvement through innovation and social entrepreneurship. Whether this involves researching and better understanding social problems, directly addressing those problems, employing creative ways to raise awareness of problems or their solutions, or studying the historical role that social innovations have played in shaping our world, there is a place for every discipline to participate in the end-result of this proposal.

To clarify our terms, a social innovation is simply a novel solution to a social problem that is more effective, efficient, sustainable, or just than pre-existing solutions. Subsequently, social
entrepreneurship is the practice of turning these social innovations into replicable and sustainable solutions that reach a scale large enough to make a measurable impact on society and eventually lead to a change in the larger social equilibrium (Phills, Deiglmeier, et al, 2008). Plainly, a social innovation is an idea, whereas social entrepreneurship is the practice of turning that idea into reality; both are equally important in terms of social impact and relevance to student learning. While the terms “innovation” and “entrepreneurship” are typically associated with profit-motivated economic activities, this QEP focuses on the divergent concepts of social innovation and social entrepreneurship, which are activities motivated by the potential for societal improvement as opposed to profits for individuals, organizations, or investors. Social innovation and social entrepreneurship are not situated in the public, private, or civil sector, rather they often occur in the space between these sectors; arising from ordinary individuals with new ideas and new ways of looking at and approaching old problems. Through the study of these innovations, and the processes by which they came about, students will increase their abilities to identify and address a wide variety of problems in new and creative ways.

The objective of this Quality Enhancement Plan is to enhance undergraduate education and better prepare students for leadership, citizenship, and scholarship in the 21st century by:

1. Expanding on the scope, depth, and relevance of student scholarship through the application of coursework to real-world problems and the study of social innovation and social entrepreneurship
2. Enhancing opportunities for:
   a) Research (disciplinary, cross-disciplinary, individual, group-based)
   b) Experiential Learning (internships, field studies, service-learning, study abroad, alternative breaks, and group projects)
   c) Leadership Development
3. Fostering higher levels of undergraduate commitment to Civic Engagement

c) CONGRUENCE WITH MISSION AND GOALS:

One of our university’s core strengths, as outlined in George Mason University’s Mission Statement and Strategic Plan, is an encompassing innovative and entrepreneurial ethos. Social entrepreneurship broadens the concept of entrepreneurship beyond a purely commercial activity and incorporates an emphasis on activities that serve the interests of society. This proposal would increase opportunities for students and faculty from every discipline to engage in Mason’s entrepreneurial spirit.

Goal One of the Strategic Plan states that George Mason aims to: “raise our profile as a nationally ranked research university.” Applying our research capacities - both quantitative and qualitative - to solving today’s most pressing social problems is critical to garnering public support for our institutional research goals. As faculty from all disciplines come together to collaborate in identifying, investigating, and addressing the tremendous challenges of our time, students will
also have greater opportunities to apply their learning to the challenges that their generation, and future generations, will struggle with.

This QEP also supports Mason’s commitment to its “highly qualified and entrepreneurial faculty,” and its commitment to teaching, by creating incentives that will encourage innovation in research, teaching, and co-curricular activities. We also hope to address Mason’s institutional goals and students’ desires for greater amounts of faculty-student interaction.

Finally, Mason has a goal of both fostering understanding of global issues and encouraging students to address them. The Mason Strategic Plan likewise holds that “George Mason will continue to emphasize global roles and the importance of promoting global understanding in the educational process” and that “articulating and meeting the relevant challenges of globalization will define a significant portion of the University’s agenda during the coming period.” Social innovation and social entrepreneurship are globally-recognized concepts that are inherently linked to addressing global challenges and understanding the global linkages associated with those challenges. An emphasis on social innovation will help students develop the capacities for thinking about, and acting on, these challenges in new and effective ways.

SECTION 2: STUDENT LEARNING

a) GOALS AND OBJECTIVES:

The overriding goal for this Quality Enhancement Plan is to more closely integrate theory with practice and classroom learning with real-world application. Through this integration and an increase in co-curricular offerings students will develop skills such as effective leadership, strategic problem-solving, and critical and creative thinking. In order to achieve this goal, the knowledge, skills and attitudes associated with social innovation and social entrepreneurship will be fostered in an effort to create well-rounded students who are prepared for responsible and successful leadership in the new century. These activities are consistent with the institution’s highest educational objectives and aspirations for its students, as well as educational and psychological research, which suggests that rich and specific domain knowledge combined with strategic knowledge, or the “how” of problem-solving, will lead to the highest levels of cognitive development and student learning (Kuhn, 1999).

b) SAMPLE STUDENT LEARNING OUTCOMES:

These outcomes describe what we hope to find at the end of four years of an undergraduate education that includes a focused and consistent emphasis on the application of disciplinary knowledge in innovative ways to intractable global challenges and social problems. They do not prescribe specific achievement standards, as these should be left to program administrators, faculty, and others directly responsible for implementation. Moreover, these outcomes leave room for adaptation to disciplinary and departmental norms.
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Develop Knowledge of Social Innovation and Entrepreneurship

1. Students will identify the historical & contemporary applications of disciplinary knowledge used to address local, national and global challenges.
2. Students will understand the competencies associated with social innovation and social entrepreneurship, such as leadership, critical and creative thinking, ethical conduct, and civic engagement.
3. Students will use critical and creative thinking to investigate local and global challenges.

Learn Experientially

4. Students will use and integrate knowledge acquired in the classroom to address, inform others about, and/or better understand real world social problems & global challenges.
5. Students will gain experience communicating new and complex ideas in compelling ways.

Acquire Leadership and Teamwork Skills

6. Students will understand, develop, and demonstrate the qualities associated with effective leadership.
7. Students will work cooperatively with individuals from across disciplines/fields.

Engage with Faculty Mentors and Communities of Practice

8. Students will work closely with faculty, mentors, innovators and social entrepreneurs to address, inform others about, or better understand social problems or needs.
9. Students will participate in innovative research projects and ventures and will discuss findings in public forums.

SECTION 3: SIGNIFICANCE AND URGENCY

This QEP aims to address identifiable gaps in the student experience at Mason (as identified by two national research studies) by integrating the global momentum and scholarly interest in social innovation and social entrepreneurship with curricular and co-curricular activities that inform, inspire, and involve students in actively engaging with social problems and their solutions. First, we turn to evidence gathered by the Cooperative Institutional Research Program (CIRP), a national longitudinal study administered by the Higher Education Research Institute at UCLA, which provides a profile of full-time freshman classes at Mason and other participating institutions. The CIRP data from 2006 indicates that Mason freshmen enter the university after being engaged in high levels of volunteerism and civic engagement while in high school. Further, they expect to enter Mason and have “serious discussions about social issues” and they believe that an individual can affect change in our society. According to the CIRP, Mason freshmen also enter the university with an above-average readiness for “helping others in difficulty,” “influencing social values,” and
they believe that they possess leadership abilities. Thus, as they enter the university, many of our freshman appear predisposed to many of the changes being proposed in this QEP; in fact they are seeking, if not expecting, a college experience that reflects the values this QEP proposes to institutionalize.

Yet, according to data from the National Survey of Student Engagement (NSSE), the current undergraduate experience at Mason does not meet student expectations in important areas of engagement and practical experience. The NSSE survey gathers information from undergraduate students at colleges and universities across the United States in order “to assess the extent to which undergraduate students engage in a variety of educational practices.” When the data for Mason seniors was compared to our peer institutions, there was notable underachievement in the following areas:

1. Participating in community service or volunteer work
2. Participating in a practicum, internships, field experience, co-op or clinical assignment
3. Applying theories or concepts to practical problems or in new situations
4. Working on research with faculty members outside of course or program requirements

In pursuit of the specific learning outcomes associated with this QEP, students will have increased opportunities to apply knowledge and skills in real-world settings, participate in funded research, and to interact with faculty. Faculty-student interaction has consistently been identified as one of the most important elements of a high-quality undergraduate experience and is the cornerstone of our implementation plan.

The survey data identifies a clear need among undergraduate students that is not being met by the institution as it stands today. This QEP will provide an avenue to fill this gap in the student experience and enhance scholarship and student learning. In addition to these critical institutional needs, there is a changing national and global landscape of civic engagement and the meaning of service. Capitalizing on this momentum and piloting an emphasis on social innovation and social entrepreneurship at the undergraduate level would extend Mason’s international reach and national reputation while taking institutional goals to the next level in measurable ways.

SECTION 4: IMPLEMENTATION AND SCOPE

a) POSSIBLE ACTIVITIES:

At the heart of this QEP is the conviction that as a public institution George Mason University has a responsibility to use the knowledge we make and share in service of the public good. The implementation plan of the QEP addresses this responsibility by leading our dynamic and diverse undergraduate population towards the achievement of a specific set of learning outcomes. The implementation plan described here is designed to develop students’ content knowledge (knowing that) and strategic knowledge (knowing how) by learning about and applying innovative and
entrepreneurial solutions to pressing global challenges and highly complex social problems through four areas of activity:

1. Knowledge of Social Innovations and Entrepreneurship
2. Experiential Learning
3. Leadership and Teamwork
4. Mentoring and Research

Specifically, we propose to engage students in this learning through two major activities, which, in turn, will be supported by a number of other activities. We aim to do this throughout students’ entire undergraduate education by targeting particular segments of Mason’s population (i.e., freshmen, transfer students, non-traditional students, upper division students, and seniors who are close to graduation) at strategic points in their undergraduate experience.

In order to reach measurable student learning outcomes this plan must be implemented at two levels. First, structures must be put in place in order to incentivize and build upon the existing strengths of George Mason University’s colleges, departments, units, faculty, and staff; it is at the faculty and administrative level where the activities of design, implementation, and assessment must occur. The second level is engaging students in these activities, guiding their participation, listening to their feedback, and assessing their development. To this end, we propose two major programs, Course Development Grants and Interdisciplinary Learning Ventures, which will be supported by additional structures and programs. These two major programmatic structures, along with their supporting programs are elaborated on more fully below:

Major Programs

- Course Development Grants
- Interdisciplinary, Solution-Focused, Learning Ventures

Additional and Supporting Programs

- Integration of Mason’s emphasis on social innovation, entrepreneurship, and leadership starting with the recruitment of students to the university and continuing through Freshman and Transfer Orientations and Welcome Week programs.
- Inclusion of the aims, goals, and activities of social innovation and entrepreneurship within University 100 and 190 courses (with support for the faculty who teach these courses).
- Identification and promotion of existing courses that emphasize social innovation, leadership, and entrepreneurship.
- Support for Study Abroad Programs, Internships, and Alternative Break programs that emphasize social innovation.
- Highlighting and supporting social entrepreneurship and social innovation within the activities of the Center for Global Education, Small Business Alliance, the Center for
Leadership and Community Engagement, the Center for History and New Media, the Office of University Life, the Undergraduate Research Apprenticeship program, and any other related unit.

- Creation of a peer-reviewed undergraduate research journal.
- Development of “Living-learning Communities” that bring together students interested in working to solve social problems through social innovation and social entrepreneurship.
- Convening of campus-wide dialogs on social innovation in cooperation with the Center for Teaching Excellence, the Vision Series, the Mason Leadership Institute, the Entrepreneurship Research Conference, external organizations and partners, and any and all interested units or parties.

Major Programs

Course Development Grants

First, we propose the creation of Course Development Grants that would provide an equitable stipend for faculty (tenured, tenure-track, adjunct, and term) to design, implement, and assess courses focused on applying disciplinary knowledge from the arts and sciences to today’s most pressing problems. In addition to bringing new perspectives and academic rigor to disciplinary content, proposed courses would need to demonstrate that they build on and address the learning outcomes of the QEP—specifically outcomes 1-4. We envision courses being planned for and approved at the departmental level, then evaluated by a team of faculty, coordinated through the Center for Teaching Excellence, based on their potential for engaging the greatest number of students, enhancing student-faculty interaction, and achieving the learning outcomes identified in the QEP. As part of the course development process, every effort will be made to equally spread these course development grants across academic departments and units to ensure that all segments of the Mason population are given the opportunity to participate in the outcomes of this proposal. One model for these types of courses can be found in Portland State University’s Senior Capstone Courses (see: http://www.pdx.edu/unst/senior-capstone-courses), where courses include: Art and Social Change; Applications in Social Marketing; Disability and Justice; Empowering Communities with Geographic Information Systems and Asset Mapping; Volunteer Stream Monitoring; Sustainable Food Systems and Educational Farms, and many more. Selected courses (including existing courses that apply) would need to include local assessments to demonstrate that students are achieving the learning outcomes proposed by this QEP. Faculty would also provide concise reports on course results, and would include samples of student work at high, medium, and low levels (similar to ABET accreditation of engineering courses). These results would then be aggregated to provide a detailed overview of student learning within these courses. Special encouragement will be provided to include participation of adjunct and term-faculty members in these Course Development Grants. This would allow the larger Mason

1 Note: We are not currently proposing a capstone course, PSU’s courses, however, provide a model for the application of knowledge-oriented courses we seek to incentivize across the disciplines.
community to draw upon the many meaningful contributions and external connections these indispensible members of our faculty bring to the institution.

**Interdisciplinary Learning Ventures**

The second major implementation activity involves the creation of interdisciplinary learning ventures. These collaborative action-research groups will focus on identifying a specific social problem and evaluating and creating a new idea that would contribute to the solution. The major charge for these learning ventures will be involving undergraduate students in researching and advancing solutions to global challenges and intractable social problems in six major areas: **learning and education, health, economic development, human rights, the environment, and civic engagement**. Groups will be led by tenured and tenure-track faculty, and would include participation from at least two academic disciplines in order to broaden the course appeal and foster interdisciplinary exchange. Proposals would be evaluated based on three criteria: intellectual merit, broader impact, and the meeting of student learning outcomes identified in this QEP (especially 3-9).

Mason staff members as well as term and adjunct faculty would also be invited to participate in these ventures, bringing their external relationships and institutional knowledge to these problem-solving teams and increasing student opportunities to receive expert mentorship. Professors leading these learning ventures and their leadership teams would be responsible for creating activity plans for each undergraduate participant, providing formative and summative feedback to student participants, and reporting on their activities quantitatively and qualitatively (e.g., identifying the number of student participants, the amount of time spent in hands-on experiences, and the outcomes of those activities for students); in particular, describing the extent to which outcomes 3-9 of the QEP have been achieved.

Undergraduates would be able to apply for and self-select which groups they are interested in. Faculty members would develop and implement different kinds of incentives, including financial incentives and independent-study course credits, to garner student participation through transparent processes identified in proposals. Funding would be commensurate with project scope, benchmarks, and progress reports. Highly qualified undergraduate peer-leaders and seniors near graduation would be identified within these groups as well, providing opportunities for leadership development. In addition to other agreed upon activities, students would be required to submit short reflective papers to the leadership teams. These papers would provide students with an opportunity to reflect on their learning, and would provide self-report data related to learning outcomes, the amount and quality of mentoring they’ve received, and their experiences in taking on leadership roles.

Learning ventures would be encouraged to attract external funding to their projects and problem solving activities in cooperation with the Research Office, the Office of Sponsored Programs, the Development office, the Business Alliance, the Mason Enterprise Center, and other outreach arms of Mason. Working with these offices would further allow students the opportunity to learn about, and participate in, professional-level research and entrepreneurial activity. Additionally,
these ventures would provide the rich learning experiences associated with research and other entrepreneurial activity such as writing grants, business plans, research reports, human subjects training, networking, knowledge-sharing, conducting of literature reviews, publishing and presenting work, conducting program evaluations, field-trials, field work, lab work, and much more. External partnerships could also be formed, thereby engaging undergraduate students with recognized leaders in various fields. Finally, venture participants would convene publicly once a year to share their work and findings with each other and the broader Mason community.

**Additional and Supporting Programs**

Implementation of this QEP will begin for students as soon as they arrive at Mason. We foresee promoting social innovation and entrepreneurial leadership for social change in the university’s recruitment materials and continuing at Orientation and Welcome Week events where students would be encouraged to participate in the many programs, minors, and courses that specifically address the learning outcomes addressed by the QEP. Additionally, adding a special unit on social innovation and entrepreneurship in the University 100 and 190 courses would inform new students of Mason’s commitment to empowering students to make positive contributions to the world, regardless of their academic discipline. In addition, we propose the piloting of a Living-Learning Community for incoming residential freshman that focuses on social innovation and entrepreneurship. Data from this pilot, including information on student retention, satisfaction, and achievement of learning outcomes would be used in determining the future of such living-learning communities among Mason’s growing residential population. This QEP would also introduce a peer-reviewed, undergraduate research journal where undergraduates can publish works on the application of academic knowledge in solving global challenges and seemingly intractable social problems. Support would also be provided through focused Alternative Break trips, internships, and related study abroad programs.

Finally, to support undergraduate learning we also propose fostering a foundation of understanding regarding social innovation and entrepreneurship through the convening of a campus-wide dialogue that would bring together all interested departments, external partners, and other interested parties. These dialogues can play a vital role in capitalizing on our unique location in the Washington, D.C., Metropolitan area and establishing Mason as a hub of regional social innovation and social entrepreneurship. These dialogues would further integrate Mason with its surrounding communities of practice and provide greater opportunities for professional development and civic engagement. We envision these dialogues taking place in cooperation with the Center for Teaching Excellence, the Vision Series, the Mason Leadership Institute, the Leadership Education & Development Office, the Entrepreneurship Research Conference, the University’s Dialogue and Difference Project housed in the Institute for Conflict Analysis and Resolution, the Center for Consciousness and Transformation, the Center for Global Studies, and other units/programs who are involved or interested in innovative solutions to social problems.

The primary goal of this proposal is the achievement of synergy amongst Mason’s curricular, co-curricular, and extra-curricular activities in service of undergraduate learning and the fostering of
ethical, socially responsible, and empathetic leaders for a new century. Together, all the major and supporting activities are designed to promote the development of student leaders, to broaden Mason’s entrepreneurial and innovative vision, and to infuse the entire campus with a focus on innovation and civic engagement.

b) COMMITMENT TO AND SUPPORT OF THE TOPIC:

Based on our conversations with faculty, staff, and students, as well as a number of prominent leaders in the educational and entrepreneurial communities, we feel this QEP holds the potential of gaining a great deal of support. We have already received enthusiastic support from administrators, faculty, and staff from across the campuses, as well as prominent leaders in education and entrepreneurship nationally. As Martin Ford, Senior Associate Dean in the College of Education and Human Development, wrote on the QEP blog, “Embracing social entrepreneurship would connect the QEP process with Mason’s history and identity while also aligning the university with the contemporary national political scene.” Moreover, this QEP was authored collaboratively by undergraduates, graduate students, and faculty from across the disciplines, and has received the enthusiastic support from students who have voiced what the statistical data also suggests, namely, that Mason undergraduates want to be involved in leading social change. As student Logan Greenwood wrote on the QEP blog, “I think that this is what a lot of students, myself included, have been waiting for. Teaching social entrepreneurship to students at a University like George Mason will give so many people from so many different backgrounds the opportunity to feel like this isn’t the traditional school they were dragging themselves to because ‘you can’t get a job without college’ but rather a place where they take classes and learn skills to show them how they, themselves can make change.” We feel confident that support for this QEP will arise from all levels of the Mason community because the topic allows for a great deal of flexibility, builds on existing strengths, and is consistent with Mason’s strategic vision.

SECTION 5: ASSESSMENT

There are a number of tools that can be used at Mason to assess at various levels the student learning outcomes associated with this QEP. These tools are described below.

Local Assessments

The first level of assessment will take place at the site of instruction and student activity, where meaningful feedback, in addition to institutional data can be generated. Specifically, faculty leading new courses funded by Course Development Grants (CD Grants) and the Interdisciplinary Learning Ventures will be responsible for designing assessments for students, in conjunction with the student learning outcomes identified in the QEP. Possible means of assessment include pre- and post-evaluations of select courses and programs, electronic or print portfolios, rubric-based assessments of content knowledge, narrative assessments of student progress and products, and/or in-class surveys. Additionally, recipients of CD Grants will be responsible for submitting
samples of student work in conjunction with these assessment plans. Leaders of the Interdisciplinary Learning Ventures will be required to submit descriptions and analyses of student activity in relation to the goals of the QEP with examples, samples, and artifacts of student participation whenever possible. Moreover, student self-evaluations will be included as part of formative and summative assessment of the Learning Ventures. Finally, data from University 100 and 190 courses, pre-existing courses, and courses in all current degree programs that focus on leadership, social entrepreneurship, or social innovation can be included in the institutional assessment of this QEP.

The Cooperative Institutional Research Program

The Cooperative Institutional Research Program (CIRP) is a national longitudinal study administered by the Higher Education Research Institute at UCLA. The Freshman Survey is intended to provide a profile of the first-time, full-time freshman class in the participating institutions. This survey can provide baseline data for incoming freshmen and could be administered throughout all 5 years of the QEP’s implementation, if funding is available.

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) gathers information from undergraduate students at colleges and universities across the United States. The purpose of the survey is “to assess the extent to which undergraduate students engage in a variety of educational practices.” Since this tool has not been administered to Mason students for a number of years it would need to be administered before the QEP becomes effective so that a baseline can be established. Moreover, as the NSSE allows for local adaptations, questions specifically related to social entrepreneurship, social innovation, and leadership can be added to the survey. This data can be used to compare groups of students in relation to retention, satisfaction, and post-baccalaureate plans. The NSSE represents a highly credible, yet flexible tool for assessing the effectiveness of the QEP.

Senior Survey

Mason has been conducting senior surveys since 1989; over the years the topics have been modified to reflect the information needed at a particular period in time. Revision of this instrument once the QEP is finalized could include questions which address the specific learning outcomes of this QEP.

Alumni Survey

Once the QEP is defined, alumni in specific units would be surveyed to determine the long-term effects of their propensity towards supporting and continuing to practice activities associated with social entrepreneurship after leaving the university.
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Longitudinal Study

If our QEP budget allows, we would also propose that a random sample of Mason students (15%) from the 1st and 2nd years of implementation be followed throughout their undergraduate experience. These students would be invited to take a yearly survey of their experience and to submit work related to social innovation in curricular, co-curricular, and extra-curricular settings to a database. Additionally, a subset of these students would be invited to participate in semi-structured interviews once a year to document changes over time through an exploration of their experiences with elements of the QEP implementation process.

Assessment Schedule

Together these assessments will provide a tremendous amount of data on student learning, and changes over time in the student experience. Each activity of the QEP will include some measure of assessment, from counting the number of participants, and measuring levels of interest in orientation events to aggregated data on specific learning outcomes from courses across the disciplines, and large scale surveys of the undergraduate population. A special focus will be given to the first year of the QEP implementation activities, especially the Course Development Grants and Interdisciplinary Learning Ventures so that lessons can be harvested for the following year’s implementation when funding amounts will increase. Additionally, the final year of the QEP will involve special attention on the aggregation of data from across the years to assess the overall impact of the QEP on Mason students.

SECTION 6: RESOURCE REQUIREMENTS

PLAN DEVELOPMENT PROCESS

In order to conduct the necessary background research and develop a full QEP document before December 2010, funding for the following will be needed:

- A QEP Planning Committee to examine institutional data and documents, identify potential areas where student learning could be strengthened, present information about the QEP to various academic units, develop preliminary proposals and white papers, and attend bi-weekly meetings.
- Research and writing stipends for members of the white paper subcommittees.
- A QEP Planning Committee Coordinator and an administrative support person to coordinate committee meetings and activities, provide research support, prepare and edit documents, respond to emails, etc.
- A web developer to maintain and make updates to the QEP website to ensure that the Mason community is informed and aware of our process and topic.
- Preliminary assessment of the chosen topic.
Travel expenses for site visits to other institutions that have successfully implemented the chosen topic; travel expenses and consultation fees for members of successful institutions to visit Mason.

Publicity and advertising of the QEP and the chosen topic to the Mason community via posters, banners, pamphlets, and other promotional materials.

Faculty development, including stipends for workshops, teaching and learning events, and sending faculty to conferences.

Final editing, printing, and distribution of our 100-page QEP document.

SECTION 7: BIBLIOGRAPHY


**Other resources:**

http://www.pbs.org/frontlineworld/educators/social_entrepreneurs.html

http://www.nesta.org.uk/future-innovators-publications/


http://socialentrepreneurship.change.org/blog/view/skoll_world_forum_2009_introduction_new_heroes_or_a_new_system