Quality Enhancement Plan (QEP) Planning Committee  
Friday, January 30, 2009 — 1:00-3:00 p.m.


Discussion about QEP Budget & Resources
• Do we have a ballpark budget that would be needed to implement each of the topics?
  o How much do we have to spend? Could influence decisions…
  o Importance of doing an inventory of the resources/initiatives that are already existing and that could be used for the QEP
  o Need for creativity when thinking about budget
• Money for faculty development and assessment is important
• Detailed implications for resources will come later

Social Entrepreneurship Proposal
• **Working title:** “Social Entrepreneurship: 21st Century Leaders of Change”
• Having a clear definition of social entrepreneurship will add to the impact of this proposal
  o We need to be sure to say enough about it in order to make the term ours
• There is quite a bit of literature on social entrepreneurship and this is an important/exciting topic in this historical moment
• Who else is working on this topic at Mason? Are there any Centers that we could connect with?
• Language in original proposal should not be rewritten, only tweaked and restructured to include the three components addressed in the revision
  o Chelsea & Shannon: Pull language from original proposal to capture excitement in Vision & Focus section for Executive Council…
• Development of a guild network could connect to the research proposal
• “Social problems” adds a feeling of negativity to a very positive proposal – other language?
  o “Problem solving” will make it apply to any discipline and will help with buy-in later
• Look at social justice and social activist models—maybe move away from business language?
  o What about community organizing?
• Social entrepreneurship is about finding creative solutions to create social change
  o Solutions have to be put into practice → emphasis on local application
  o Social entrepreneurship provides an opportunity to bring this discussion into the classroom
• Look to Duke Engage program (mentioned in Inquiry-Based Learning proposal) for examples of what other institutions are doing in this realm
• **Additional learning outcomes:**
  o **New:** Students will be able to identify how their disciplines apply to a social problem.
    - There is a need to recognize the multidisciplinarity of solving social problems
  o See learning outcomes in Diversity & Democracy article
  o **Critical Thinking #5:** Learners will be able to integrate their learning experiences with faculty, mentors, and peers across the co-curriculum and curriculum in order to extend interpretive, analytical, evaluative, and imaginative skills learned in academic courses into larger societal contexts.
  o **Global Learning through Language #4:** The fourth measurable learning outcome would indicate a higher level of integration between international and domestic students through active interest in Living Learning Communities and participation with international student organizations and events. This integration will serve to promote diversity and tolerance
between cultures and languages, and will similarly provide Mason students with experiences that are applicable to life post-graduation.

- Rewrite this to include how people around the world can address social problems?
  - ICC-21 #4b and c:
    - (#4b) attention to social, political, and/or cross-cultural issues that arise in the communication process
    - (#4c) attention to social and/or ethical issues raised particularly by 21st-century modes of communication: usability, access, ownership, performance

Global Proposal
- **Working title:** “Global Visions”
- **Questions/Needs** this proposal aims to address:
  - What kind of perspective are we trying to foster in students?
  - Importance of making students aware of debates around global processes and what’s going on around us
  - What does it mean to live within a diverse context?
  - What does it mean to be positioned and acting within a global setting?
- **Ideas from other institutions:**
  - Developing knowledge and experiences through language proficiency and study abroad
  - Could bring in a multidisciplinary aspect—required to take a class outside of your department
  - Global competency could be broken down into intellectual capital, social capital (relationships and experiences), and psychological capital
- **This proposal brings in ideas of social entrepreneurship**
  - One will be a component of the other → wait for survey to find out where the community stands on each before determining the umbrella topic
- **Advantage:** a lot going on already—we could tap many different resources without using a lot of additional budget
  - We will need to take this a step further than what we’re already doing to make sure that we’re transforming Mason
- **Needs to address** what it will do upfront and how it will connect things that are happening at Mason—and add to what is already going on…
  - Integration and missed opportunities
- **Additional learning outcomes:**
  - See learning outcomes in *Diversity & Democracy* article
  - **World as Text #3 and 5:**
    - (#3) Students will be able to identify, analyze and evaluate their own assumptions with regard to cultural difference and identities.
    - (#5) Students will engage in research and creative activity and as a result be able to demonstrate their synthesis of insights and knowledge drawn from studying the intersection of multiple human cultures.
  - **ICC-21 #2, 3c, 3d, and 4b:**
    - (#2) Aiding students in *adapting their core communication skills* as needed, with particular attention to how communicators adapt their methods as their content, discipline, purpose, situation, audience, and affordances change.
      - Rewrite this to capture the dialogue piece
    - (#3c) integration of cross-disciplinary information
    - (#3d) communicating across cultural and/or national borders
    - (#4b) attention to social, political, and/or cross-cultural issues that arise in the communication process
Global Learning #3 and 4:
  - See for possible outcomes we don’t want to lose, e.g., LLCs and study abroad

Research Proposal

- **Working title:** “Fostering a Culture of Student Scholarship”
  - Scholarship vs. inquiry
  - Within first two sentences of the vision—define scholarship as research and creative activity broadly defined to give them the same priority
  - “Culture” is used because students are not currently and actively involved in scholarship/research
- Importance of having a clear focus for this proposal
- Scholarship and research here are not only faculty-led—students will be able to initiate and lead with faculty guidance - within the discipline, across disciplines, across curricular and co-curricular experiences
- Need to define scholarship—more than just seeking new knowledge
  - Contribute to advancement of ideas and products that come out of the university
  - Find creative ways to link multiple disciplines to solve problems
  - Creative thinking within one’s discipline
- Many departments are already interdisciplinary—need text for Vision & Focus that does not privilege traditional disciplinary research
- **Additional learning outcomes:**
  - Look at UH’s outcomes and use ones from our original proposal
  - Look at critical thinking (especially #1-#3) and ICC-21 learning outcomes (#1, #3)
  - **Critical Thinking #3:** Learners will be able to create an original work (in any appropriate format) about a topic in their field demonstrating evidence of critical review, analysis, and synthesis of others’ works as evaluated by those knowledgeable in the content area.

Other Proposal Comments…

- Do any of these proposals lend themselves to general education?
  - Will allow us to reach a broad range of students
- Possible white paper sections:
  - “Imaginings”
    - Will allow us to give examples of how departments could become involved in each topic
    - Or, ask people to submit paragraphs about how this topic could be implemented in their departments…
  - Feasibility: will allow us to address new and current resources

TO DO

- **Chelsea and Shannon:** Prepare Executive Summaries for committee review
  - Add learning outcomes to the ones that are already on the documents
  - In 1-1 ½ pages: Working title, focus and vision statement, 5-6 learning outcomes, and a few possible avenues for implementation (representing a range of activities!) for each
  - Shannon will send to committee by close of day Wednesday (2/4)
  - Create a full list of possible avenues for implementation in Kim’s talking points
- **Full Committee:** Respond to Executive Summaries with comments by Friday (2/6) morning
- Kim aims to take documents to Executive Council on Monday (2/9)