Quality Enhancement Plan (QEP) Planning Committee
Tuesday, October 19, 2010 – 10:00-12:00 p.m.

Present: Rachel Bergman, Tim Born, Matt Cronin, Rick Davis, Kim Eby, Karen Gentemann, Shannon Jacobsen, Brian Mark, Sharon Pitt, Lynne Schrum, Padhu Seshaiyer, Linda Schwartzstein, Amy Snyder, Cathy Tompkins, Bethany Usher, Terry Zawacki, and Ying Zhou

Outreach efforts
- Presentations and outreach efforts are going well – folks seem to be very receptive to and interested in our plan
- Please let us know if you have a departmental meeting coming up so that we can record it on our list and provide you with handouts, if needed

Report on W&M seminar
- The experience confirmed many of the activities that are included in our plan
- There was very little about W&M’s QEP in the seminar itself – presenters were from all over the country
  - W&M did not publicize their initiative to the university community as a QEP
- Through undergraduate research programs, W&M found that institutions tend to make the six following transitions:
  - from a focus on products to a focus on student experiences;
  - from being a characteristic of the lab sciences to being a characteristic of all disciplines;
  - from being a co-curricular activity to being integrated within the curriculum;
  - from being offered primarily at the senior or upper-level to having a presence at all levels;
  - from being characteristic of individual courses and faculty to being a core feature of the entire curriculum; and
  - from being an experimental “start-up” funded by grants and other one-time funds to being an institutionalized part of the curriculum funded by tuition and endowments.
- A question that came up was how to embed research experiences into the curriculum in large courses of 50-100 students?
  - All models presented at the seminar illustrating changes in the curriculum were in small lab-based courses
- A focus of the seminar was how to fund and raise grants for undergraduate research
  - Will OSCAR have a role in helping faculty members write research and grant proposals?
  - Are we expecting faculty to publish based on their research with undergraduates?
- Are there ways that the QEP can help faculty to take something that they are already teaching in their course and recast it to support the activities in our plan?
- Washington State created a one-credit, one-week, summer course to provide students with initial preparation for their fall courses
  - USF and Mizzou both do this as well, providing generalized training about writing a paper or giving a presentation and then moving into more specialized training that is specific to the discipline
- How can we free up faculty time so that they are available for these kinds of activities?
  - We’ll need to have a clear roadmap of faculty development for those courses receiving Scholarship Development Grants
  - We need to create procedures for how faculty can accomplish the goals in the QEP
    - Our toolkit intends to accomplish this
    - Faculty will want to know what they can do in a short amount of time that will have a large impact
- How will we get faculty to understand that there is a toolkit and to actually use it?
  - We could have a summer institute for faculty, similar to the one for students
- Two arguments that faculty will have: content coverage (i.e., not enough time for something extra) and too many students (i.e., increasing caps on courses)
  - We’ll also want to consider students’ time and work commitments
  - How are we going to attract good students to participate in these activities?
    - Importance of stipends and credit-bearing experiences
    - Possibilities for providing students with book vouchers rather than stipends?
- What is the role of extrinsic motivation?
  - Importance of moving funding for URSP to the summer so that students don’t have to work in addition to spending time on their projects
- Is there a way that hard work that’s already being done can be made better and then showcased?
  - There is a need for completing structured reflections (or some other form of documentation) to serve as evidence of one’s work and learning experiences
  - Outside of a course example: Rick’s theater production team goes above and beyond to design sets and prepare for shows because they love what they do
  - In a course example: CEHD has a K-8 program where undergraduates attend and present at a summer institute with a two-part stipend, get credit for a course in the fall, conduct their own research, and write weekly reflection papers

**SLO decisions**
- This SLO is about understanding that there are different kinds of research
- Rename the three levels of SLOs: Discovery of Scholarship, Scholarly Inquiry, and Creation of Scholarship
- Possible verbs for SLO #1: “recognize,” “explore,” or “understand”
  - Concerns about “explore”
    - What does it mean to explore in your field?
    - Measures of this outcome would be different in every discipline
- Instructors can determine if a student has met this outcome by looking at the quality of their materials and arguments
- What will courses with these learning outcomes be doing?
  - We should structure this learning outcome around this point
  - Students in these courses will not be doing any exploration – it is more recognition
- Why are we highlighting the importance of the process and not the importance of the product?
- Our revised SLO #1: Students will understand how knowledge is generated and disseminated through scholarship, and the importance of scholarship to society.

**Definition decisions**
- We will have one overarching definition to describe the entire process rather than two separate definitions for scholarly inquiry and student scholarship
  - Our overarching definition must take into account the foundational level outcomes
- Our revised definition: Student scholarship is the process of generating and sharing knowledge or creative works. In this process, students discover how knowledge is generated through scholarship and how they might engage in the practice of scholarship; articulate scholarly questions and place concepts within a broader context; and create and communicate their own scholarship.