Quality Enhancement Plan (QEP) Planning Committee  
Tuesday, October 5, 2010 – 12:00-2:00 p.m.


Foundational Level SLOs  
• Questions about what the first SLO in the foundational level means  
  o We originally wanted to reinforce that even at the foundational level of the pyramid, students are using the fruits of scholarship  
    o Students should understand where this knowledge came from and how it was produced  
    o This level should reflect the idea of the critical consumer  
• We need an outcome that can be sustained and carried on – does awareness have an end?  
• We need to make the concept of students becoming more independent and well-informed thinkers more explicit  
• Scholarship is important in fundamental ways to the way we think about the world  
  o We need to articulate the role that scholarship has in society  
• Concerns that awareness or appreciation of scholarship feels too passive and needs to be made more active – students must have agency in what they are learning  
  o Foundational level tells teachers what they have to do in order for students to learn these things – is there a way to recast these so that students have more agency?  
• We need to place emphasis on active learning for students and active teaching for instructors  
• Does the second level imply that students are already engaged in their own scholarly projects?  
  o Do we need to add an outcome at the foundational level about interrogating evidence?  
• The foundational level should instill an understanding of what it means to be “Students as Scholars”  
• Possible SLO #1 Revision: Students will begin to see/find/identify a place for themselves in an ongoing conversation or scholarly community.  
  o Having students participate in a scholarly conversation seems more like an activity to get students to achieve a SLO, but is not a learning outcome on its own  
• SLO #1 Revision A: Students will acquire an understanding of the generation and dissemination of scholarship and its importance to society.  
• SLO #1 Revision B: Students will explore how knowledge is generated and disseminated through scholarship and understand the importance of that process to society.  
  o Is this a learning or program outcome?  
  o How would you know if students in your discipline have explored how knowledge is generated or disseminated? How would you assess this outcome in your courses?  
• We should compile a list of questions for Veronique to answer as she reviews our draft plan:  
  o How do you assess an outcome about students understanding the importance of this process to society?  
• We will make the following updates to our online draft:  
  o Replace “lowest level” with “foundational level”  
  o Rename the foundational level outcomes: “Discovery of Scholarship Learning Outcomes”  
  o Remove “be able to” from all three levels so they say: “students will...”
GMU-TV QEP Video

- We need to have a short video with functional and emotional appeal that will be ready in February – Rick will help make this happen!
- We should consider exploring existing media that GMU-TV has that can be incorporated into the video
  - They have an archive of videos from the Confucius Institute, CVPA, health practitioners in the community, etc.
- If you know of faculty members who would be willing to appear in the video (in the lab, on the stage, in the community, in a living-learning community, etc.), send their names to qep@gmu.edu
- Can we make these videos available on YouTube?
  - Connect2Mason might be able to help us with this
  - We could have a video competition to get submissions from students
  - We could create a Glee spin-off or have an eruption of opera in the JC during the site visit

Student Scholarship vs. Scholarly Inquiry

- Student scholarship is a good definition, but inquiry needs some work
- Our definition of scholarly inquiry needs to reiterate what is in the middle-level SLOs
- We must make sure that we’re using parallel structure in our definitions
- Scholarly inquiry refers to:
  - Learning various elements of the process, rather than engaging in the process from beginning to end
  - Knowing how to do scholarship
  - The process of articulating a scholarly question, supporting a position, and situating the concepts within a broader context
- Student scholarship entails:
  - Actively doing scholarship, but not necessarily completing a project