

# ***Students as Scholars* Quality Enhancement Plan: Fostering a Culture of Student Scholarship**

**2011-2012 Annual Report**

**August 2012**



**STUDENTS  
AS SCHOLARS**



**GEORGE MASON UNIVERSITY**  
**STUDENTS AS SCHOLARS QUALITY ENHANCEMENT PLAN**  
**2011-2012 (Year 1) Impact Report**



George Mason University developed the *Students as Scholars* Quality Enhancement Plan (QEP) to Foster a Culture of Student Scholarship as a response to SACS mandate, and in the past year, *Students as Scholars* has transformed into a Mason initiative that is enhancing the learning environment for students and faculty. Planning for Mason's QEP began in 2008 with topic identification and activities related to the *Students as Scholars* QEP were formally launched in August 2011. SACS Commission on Colleges reaffirmed Mason's accreditation, including our QEP, in December 2011. The *Students as Scholars* QEP provides us with the exciting opportunity to connect our students with the university's research and creative mission, while addressing key issues of student engagement and challenges identified through our institutional assessment. Student scholarship, as used throughout this document and defined by the *Students as Scholars* QEP, is the process of generating and sharing knowledge or creative works and includes undergraduate research and creative activities that span the disciplines.

The mission of our *Student as Scholars* QEP is to **foster a culture of student scholarship through increased participation in and celebration of scholarly activities. Student learning will be enhanced through a process of scholarly inquiry, where scholarship is valued as a core practice of the Mason student experience.** We have three major goals to meet the mission. The *Students as Scholars* initiative will enhance:

- 1) the awareness and visibility of scholarship at Mason,
- 2) the opportunities for scholarly inquiry, and
- 3) the infrastructure to support student scholarship.

Our student learning and program outcomes are organized to promote increasing levels of student engagement with the process of scholarship, through curricular, co-curricular, and individually mentored scholarly activities. All of the activities in the *Students as Scholars* QEP have been developed to achieve our student learning and program outcomes (Exhibit 1). Overall, our goal is that every student will learn about scholarship and that all students who want additional opportunities to participate will have them.

***Students as Scholars* Student Learning Outcomes**

*Discovery of Scholarship*

- Students will understand how knowledge is generated and disseminated through scholarship, and the importance of scholarship to society.
- Discover how students can engage in the process of scholarship

*Scholarly Inquiry*

- Students will articulate a scholarly question; engage in the key elements of the scholarly process; and situate the concepts, practices, or results of scholarship within a broader context.

*Creation of Scholarship*

- Students will create an original scholarly or creative project.
- Students will communicate knowledge from an original scholarly or creative project.

***Students as Scholars* Program Outcomes**

1. Student scholarship is pervasive on campus.
2. Undergraduate degree programs offer opportunities for student scholarly inquiry, creative activities, and research.
3. Faculty support undergraduate students in scholarly inquiry, creative activities, and research.
4. Students participate in scholarship, creative activities, or research.
5. Students have opportunities to communicate the results of their research or creative activities.
6. Students who have participated in scholarly activities are prepared for their career goals and advanced study

Exhibit 1. *Students as Scholars* student learning outcomes and program outcomes

## **Leadership and Organization**

The *Students as Scholars* QEP Leadership Council is led by Dr. Kimberly Eby (Associate Provost for Faculty Development and Director of the Center for Teaching and Faculty Excellence) and Dr. Bethany Usher (Director of *Students as Scholars* and Associate Director of the Center for Teaching and Faculty Excellence). The Leadership Council consists of 28 faculty, students, administrators, and staff that broadly represent Mason's diversity. The Leadership Council is responsible for the overall direction and oversight of the *Students as Scholars* QEP, selects faculty awardees of the OSCAR Mentor Award, and participates in the annual Celebration of Student Scholars in the spring.

The *Students as Scholars* initiative is centrally managed through the Office of Student Scholarship, Creative Activities, and Research (OSCAR). OSCAR was established during the 2011-2012 academic year, beginning with the formal naming of Dr. Bethany Usher as Director of *Students as Scholars*. University-wide search committees were formed in fall 2011 and assisted Bethany in selecting new OSCAR staff. Dr. Rebecca Jones, a chemist and undergraduate research director from Austin Peay University, joined OSCAR in January as Assistant Director. Rebecca's main area of responsibility is individual student scholarly activities. Also in January, Mason alumna Ms. Sabrina Lunin joined OSCAR as our Office Coordinator, with responsibilities for scheduling, outreach, fiscal management, and student contact.

The major programs of the *Students as Scholars* plan are coordinated in three major areas: Student Scholarly Activities, Faculty and Curricular Activities, and Assessment. Each area has a subcommittee of the QEP Leadership Council that serves as a working and consultant group. The metric data presented throughout this document is presented in more detail in Exhibit 4.

### *Student Scholarly Activities*

The Student Scholarly Activities (SSA) Subcommittee is led by Rebecca. The SSA group advises OSCAR on issues related to individualized student scholarly activities and programs. They review applications for the Undergraduate Research Scholars Program (URSP) and the Undergraduate Student Travel Grants. During 2011-2012, the SSA subcommittee:

- Revised the URSP application in order to align the application with the Students as Scholars student learning outcomes
- Defined the role of the OSCAR Fellows in advancing OSCAR's mission
- Reviewed 99 Undergraduate Research Scholar Applications
- Awarded 75 Traditional URSPs and 17 Intensive Summer URSPs
- Designed the Intensive Summer URSPs experience
- Reviewed 32 Undergraduate Student Travel Grants
- Awarded 25 Undergraduate Student Travel Grants (17 traveled during Year 1)
- Advised OSCAR on OSCAR Fellows, URSP and USTG applications, and other aspects of the student program.
- Designed and implemented the Intensive URSP for summer 2012, including a Summer Celebration of Scholarship in August, with 24 students from 6 schools represented

### *Faculty and Curricular Activities*

The Faculty and Curricular Activities (FCA) Subcommittee is led by Bethany and Kim, and includes faculty representatives from each school or college with an undergraduate degree program. This group advises OSCAR on issues related to curriculum design and faculty participation in *Students as Scholars* activities. They review applications for the Scholarship Development Grants (SDGs) and Research and Scholarship Intensive Courses.

During 2011-2012, the FCA subcommittee:

- Developed the guidelines and workshop plans for the SDGs
- Developed applications for the SDGs
- Reviewed 23 SDGs
  - Reviewed 11 Course Development Grants (Track A), with 10 awards
  - Reviewed 12 Curriculum Development Grants (Track B), with 12 awards for the preliminary proposal and 11 for the final award
  - Reviewed 2 Project Development Grants (Track C and D), with 2 awards
- Created the guidelines for the Research and Scholarship (RS) intensive course application
- Established the process for RS course designation approval
- Reviewed 13 R S course applications, with 8 awards

### *Assessment and Program Design*

The Assessment and Program Design (APD) Subcommittee is led by Dr. Stephanie Hazel, Associate Director of the Office of Institutional Assessment. This subcommittee advises OSCAR on assessment and helps plan assessment activities. During 2011-2012, the APD subcommittee:

- Approved the final *Students as Scholars* Master Rubric
- Reviewed the institution-specific MAP-Works survey items and data
- Revised the Graduating Senior Survey items assessing *Students as Scholars* outcomes
- Revised the URSP Post-Project Survey
- Assisted with the Faculty Focus Groups
- Reviewed ENGH302 Assessment Data
  - 13 *Students as Scholars* enhanced sections in fall 2011; 33 *Students as Scholars* enhanced sections in spring 2012
- Developed draft of the OSCAR Student Survey
- Outlined an assessment process for RS Courses and Scholarship Development Grants
- Reviewed the *Students as Scholars* Master Rubric
- Revised and administered the Mason Departmental Survey about Student Scholarship

### ***Students as Scholars Activities, Achievements, and Changes***

The first year of the *Students as Scholars* QEP was extraordinarily successful. We met or exceeded almost every goal. Exhibit 3 lists the activities from our original Quality Enhancement Plan timeline. They are organized by goal, and include a summary of Year 1 activity, an assessment of whether the first year benchmark was achieved, and the goal for Year 2. Moreover, any changes to the plan are noted. Measurements of our progress in meeting our Program Outcomes are shown in Exhibit 4.

The *Students as Scholars* initiative enhances student learning by introducing students to scholarship at three levels, as outlined in Exhibit 1, above. Early in the development of the QEP, it was clear that by simply encouraging high-level research by our undergraduate students, we would only affect the experiences of a few high achieving students. However, by creating a scaffolded model of student learning about research, we could reach the majority of our students. By creating a common understanding of the value of scholarship, information about their own potential involvement, and a toolkit of skills that could build to the point where they could create and disseminate knowledge, a larger and more diverse set of students could be involved in undergraduate research and creative activities.

We have been encouraging faculty to develop or redesign courses and undergraduate curriculum by using our scaffolded model of student learning through Scholarship Development Grants. After the first year, 11 Discovery level, 16 Scholarly Inquiry, and 7 Creation of Scholarship courses are under development (Exhibit 5). Eight courses have already been developed to meet the Research and Scholarship intensive designation and will be taught and assessed in Year 2. There are also several “special courses,” including OSCAR’s UNIV 491 and UNIV495, as well as UNIV100 and ENGH302, that have been developed to meet the specific, targeted elements of the Student Learning Outcomes. Exhibit 5 shows a map of courses that are being created or redesigned to meet the student learning outcomes with support from OSCAR, along with the targeted elements of each level.

*Financial responsibility (include pie chart, real numbers)*

In Year 1, OSCAR spent a total of \$262,738 (not including salaries), distributed as seen in Exhibit 2. Our spending was distributed proportional to our original budget, with the majority of the funds supporting the goal of expanding opportunities for student scholarship through individualized activities and curriculum redesign. In 2012-2013, we anticipate our costs to increase, given the continuing interest in our programs from students and faculty and already encumbered funds.

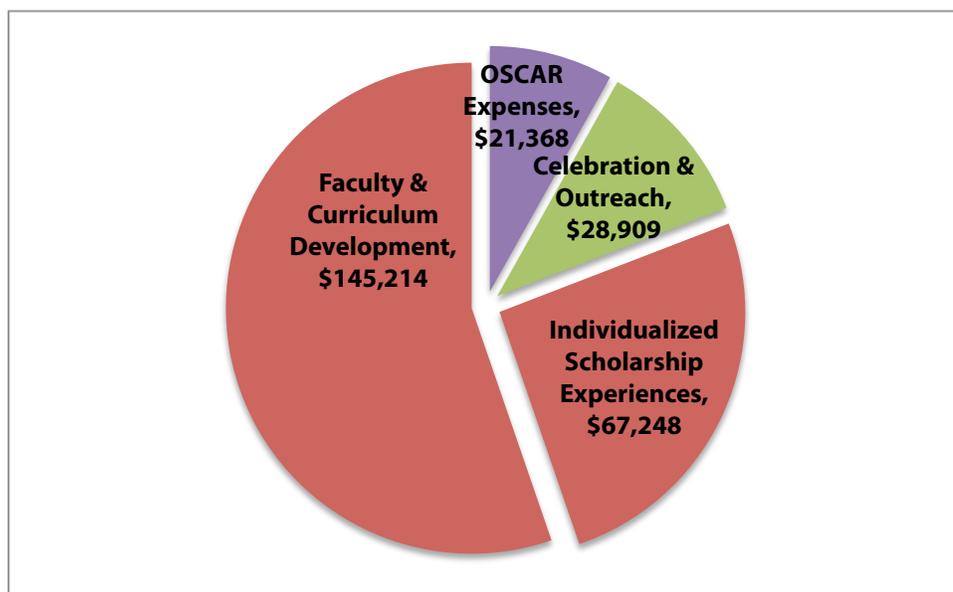


Exhibit 2. *Students as Scholars* spending in 2011-2012, broken down by major goals. Green indicates spending related to Goal #1, increase the visibility of scholarship; Red indicates spending related to Goal #2, increase the opportunities for student scholarship, and Purple show spending related to Goal #3, develop the infrastructure for student scholarship.

*Looking forward: Goals and Challenges*

Implementing the *Students as Scholars* initiative over this first year has been exhilarating! Most colleges grow undergraduate research programs slowly, starting with a few committed faculty members scattered across departments, adding activities every few years. Not so with Mason. We launched full scale during this first year: OSCAR hired two staff, opened the OSCAR office, established a web presence, doubled the number of URSP students, consulted with over half the undergraduate programs on campus, supported the transformation of over 40 courses, partnered with Admissions and Orientation, created and presented OSCAR Mentor Awards, supported external grants, held a campus-wide Celebration of Student Scholarship, and much more. We have learned that Mason students are eager to get involved in undergraduate research and creative activities and that many faculty are happy to give these students these opportunities. We have also learned that faculty participation, as discussed below, is the key to the success of our program.

Beyond the metrics and student learning outcomes, we have other indicators of our success. Faculty who participated in the SDG workshops shared with us that they found them very helpful and satisfying. Bethany

and Rebecca gave very successful presentations about our programs the Council on Undergraduate Research (CUR) national conference in June. Bethany was elected CUR Councilor in the Undergraduate Research Program Division. Dr. Dan Cox of the Krasnow Institute was one of only three faculty to be recognized nationally with the CUR Biology Division Undergraduate Research Mentor Award. And the students who produce high-quality scholarship, volunteer to reach other to other students, and show pride in their work with us, are the daily measures of our success. To see the breadth of student research projects, see <http://oscar.gmu.edu/students/previous-ursp-projects.cfm>, and to see the presentations sup

We have also identified the challenges to overcome before we can offer every student the opportunity to participate in student scholarship. Not all undergraduate programs have the same understanding of the value of student scholarship and some programs have been reluctant to participate. We are working with departments across campus to broaden access to undergraduate research to all of our students. At such a large and diverse university, our message can be lost in the mix of many interesting activities trying to attract students. Turnover in key positions means that we need to continue to reach out to new colleagues on campus. Students have many responsibilities at Mason, at work, and with their families and friends, that make it hard for them to imagine having the time to devote to being a scholar. In an era of public education that seems to value the credential over the process of learning, student scholarship is most clearly about the process of learning itself. We need to educate students, faculty, and the community that learning and research is not a linear process, but an iterative one that builds value over time.

The *Students as Scholars* Quality Enhancement Plan has been launched during a period of unprecedented change at Mason. Dr. Ángel Cabrera began his presidency at Mason in July 2012 and the past year has been filled with concomitant changes in leadership at multiple levels. Undergraduate research and creative activities are, by their nature, time-intensive and require a significant level of student-faculty interaction. Even though the *Students as Scholars* QEP includes a range of activities intended to introduce students to the concept of university-level scholarship and integrate research and creative competency into the curriculum, the burden is on faculty to re-tool their courses to incorporate these ideas. Faculty are under increased pressure to be productive scholars, to achieve high teaching evaluations, and to be valuable colleagues through service to Mason and the community. Adding undergraduate research and creative activities, without finding ways to compensate or reward them, means that the *Students as Scholars* initiative relies on those faculty who are personally motivated to support undergraduates, often at a cost to their other activities. **The challenge of the next year, and beyond, will be to make sure that undergraduate student scholarship is a central feature of the undergraduate experience at Mason, and that every student who wants to participate has that opportunity.** To do this, we will need the leadership and commitment of our new President, the Provost, the Vice President for Research, the Associate Provost for Undergraduate Education, and the Deans of the Schools and Colleges. With a strong unified message from the Mason's leadership, along with changes that reward faculty for supporting undergraduate research in tenure, promotion, and teaching assignments, Mason can achieve its potential for being a leader in creating a culture of student scholarship.

Exhibit 3. Table of all *Students as Scholars* activities, accomplishments towards the first year goal, and any changes to the original plan.

Exhibit 4. *Students as Scholars* QEP Program Data for 2011-2012 (Year 1).

Exhibit 5. Map of courses being developed at each level to meet *Students as Scholar* Student Learning Outcome

Exhibit 3. Table of all *Students as Scholars* activities, accomplishments towards the first year goal, and any changes to the original plan.

Activity/Task	Year 1 Key Accomplishments	Year 1 Benchmark	Year 2 Goal	Changes	Responsibility
<b>Student as Scholars QEP Goal #1 : Enhance Awareness and Visibility of Student Scholarship</b>					
UNIV 100/300 coordinators plan for visits by OSCAR Fellows, Visits to UNIV100/300 courses	OSCAR staff and Fellows visited 5 UNIV100 courses. OSCAR developed student scholarship awareness activity for UNIV100. Bethany participated in training for all UNIV100 instructors in Spring 2012. <i>Students as Scholars</i> Student Learning Outcome Discovery #2 built into UNIV100 course objectives.	Exceeded	OSCAR staff, OSCAR fellows, Student Scholarly Activities Subcommittee member, or current URSP student will introduce all 2012-2013 42 UNIV100 sections to student scholarship.	UNIV300 courses not regularly offered to all transfer students by Transition Resource Center.	OSCAR, Transition Resource Center
Develop and implement videos and assignments for ENGH101	Have interviewed URSP students and faculty OSCAR Mentor award winners, developed questions.	Met	Develop additional video interviews, integrate into ENGH101 in Fall 2013	Will probably delay full implementation until year 3-4, because ENGH resources invested in ENGH302	OSCAR, Composition Program
Develop format for OSCAR Fellows, recruit students, begin program	Core of four students volunteered in Fall 2011, trained and participated in UNIV100, Advising, and Admissions outreach efforts	Exceeded	Expand OSCAR Fellows to 8-10 students, broadly representative, implement system to have student representatives on Leadership Committee and SSA Subcommittee. Need to develop compensation/reward for participation	Implemented early, may change to include a maximum of 10 Fellows per year.	OSCAR, SSA
Help coordinate celebrations with individual schools and colleges	Worked with CHSS, COS, S-CAR to expand participation. CVPA held Art, Dance, Theater events without significant support from OSCAR. Included all known events on OSCAR website.	Met	Continue to work with schools and colleges to hold student celebrations. Coordinate with CVPA for better advertising. Encourage VSE to hold a single event. Better coordination and publicity.	None.	OSCAR
Establish annual Celebration of Student Scholarship with reception	Very successful event held May 7, 2012 in Center for the Arts. 64 student participants, drawn from nominations and award winners from schools and colleges.	Met	Continue to work to expand participation from more arts and humanities, as well as School of Management, GIS, etc. Would like to have 75 students. May expand to multiple floors, with displays, performances, and oral presentations on upper two levels.	None.	OSCAR
Recognize Excellence in Student Scholarship through Undergraduate Mentoring Awards and Student Awards	Developed a system for nomination and selection of OSCAR Mentor Awards. Received 49 nominations, selected 5 awardees representing 3 schools (CHSS, COS, and CHHS). Supported student recognition at school/college events	Met	Will expand to offer 6 OSCAR Mentor Awards in Spring 2013. Need to develop a new program to bring a diverse group of student to CAA/NCUR as recognition of excellence in undergraduate projects.	Assisting schools and colleges in recognizing excellence among their own student projects rather than judging between different fields, and recognizing those students with participation in the annual Celebration of Student Scholarship.	OSCAR, SaS QEP Leadership Council

Students as Scholars QEP Goal #2: Increase Opportunities for Scholarly Inquiry					
Define RS criteria, invite applications, and formally designate courses	Developed the RS course designation criteria, with expectations about meeting Inquiry and Creation of Scholarship Student Learning Objectives. Held course development workshops, offered Course Scholarship Development Grants (Track A) aimed at "fast-tracking" RS courses, reviewed applications for twelve courses, designated 8 courses.	Met	Expand number of courses designated as RS, by targeting known classes as well as offering two RS course application deadlines. Target known courses, and "individualized research" courses for designation. Offer Course Scholarship Development grants. Faculty development series for new RS courses. Develop assessment plan and guide for new RS courses.	None.	OSCAR, FCA, Registrar, Academic Department s
Establish and implement zero-credit courses	Created UNIV391 "SaS Scholarly Inquiry" and UNIV491 "RS SaS Scholarly Experience" available from 0-9 credits.	Met	Expand use of these courses, and establish department-based 0-9 credit RS-designated "individualized research" courses	Use of these course numbers is lower than expected because faculty mentorship does not "count" towards their teaching load.	OSCAR, Registrar, Transition Resource Center
Scholarship Development Grants	Developed the Scholarship Development Grant criteria in four Tracks: Track A (RS Course Development), Track B (Curricular Design), Track C (Projects), and Track D (Scholarship of Teaching through Inquiry). Offered grants in all areas. Received 11 Track A applications, 12 Track B applications, 2 Track C applications, and 0 Track D applications.	Exceeded	Offer SDGs in three areas- course development, curriculum development, and projects (both cross-disciplinary and SoTL). Goal is to have 10 6 Curriculum Development Proposal Create faculty development series for existing SDG participants. Develop assessment plan and guide for SDGs.	Adjusting the categories of SDGs and the process for applying.	OSCAR, FCA, CTFE
Hire new URSP Director	Hired Dr. Rebecca Jones, who began as Associate Director of OSCAR with Student Scholarly Activities responsibility, in January 2012	Met, Completed	None	Changed the name of the position from URSP Director to Assistant Director of OSCAR	OSCAR, SSA
Develop and implement new format for URSP	Launched a new application process for URSP in Summer 2011, adjusted again for Summer 2012. Began intensive (full-time summer) URSP in Summer 2012	Exceeded	Starting in Fall 2012, URSP students will be enrolled in UNIV495 RS: <i>Undergraduate Research Scholars Program Seminar</i> for 3 credits, which includes a once weekly research skills and professional development seminar. Continuing students will be enrolled in UNIV496 RS: <i>Undergraduate Research Scholars Program Continuation</i> for 0 credits.	Increased participation faster than scheduled	OSCAR, SSA

Establish Undergraduate Student Travel Fund	Established USTF and process for approval. 32 Applications, 17 students traveled. Target was 46 students traveling.	Timeline met, but number of travelers not met	Goal is to have 75 students apply for travel, and at least 60 travel to present the results of their projects. Will include NCUR and CAA UR conference, as well as other discipline-specific venues.	Time lag between applications and actual travel.	OSCAR, SSA
Include QEP SLOs in ENGL302 (SaS enhanced ENGH302)	In Summer 2011, Shelley and a team of ENGH302 instructors met and identified targeted SLOs elements for the SaS enhanced ENGH302 (see Appendix 2). Piloted 13 sections in Fall 2011, and expanded to 33 sections in Spring 2012.	Met	Expanding the faculty pool and teaching resources for the SaS Enhanced ENGH302s, so that by Spring 2014, all sections will include activities related to the SaS goals.	Technical note: ENGL302 renumbered ENGH302	OSCAR, Composition
<b>Students as Scholars Goal #3: Develop the Infrastructure of Support Student Scholarship</b>					
Planning Committee met with SACS Visiting team	Met with Visiting Team in March 2011, Responded to Recommendations in August 2011, Accreditation Reaffirmed in December 2011.	Met, Completed	None	None	OSCAR, CTFE
Established physical space for OSCAR (and URSP)	Mason remodeled space in the Johnson Center for OSCAR, and the office opened in January 2012. With reception and meeting areas, two offices, and a student workstation, OSCAR is very functional.	Met, Completed	None	None	OSCAR, Mason
Establish website for OSCAR, and database	OSCAR blog created in January 2011, and used until December 2011, with 14,507 pageviews. OSCAR website (oscar.gmu.edu) launched in January 2011, and had an astounding 28,543 pageviews through June 2011.	Met	Updates to the website are continuous. Add assessment data and materials to website.	None	OSCAR
Establish HireMason database of scholarly opportunities	Database of opportunities created through HireMason, in August 2011, but underutilized. Also created a list of department contacts for interested undergraduates.	Met	Have worked with Career Service to make the HireMason process clearer, will re-advertise in Fall 2012.	None	OSCAR
QEP Leadership Council begins meeting	The QEP Planning Committee was disbanded after August 2011, and the new Leadership Council began meeting in August 2011. Also formed three subcommittees charged with specific activities (Student Scholarly Activities, Faculty and Curricular Activities, and Assessment and Program Design). Leadership Council and Subcommittees meet at least monthly.	Met	Membership of committees will be adjusted each summer to account for changes in leadership and positions, but structure remains functional	None	OSCAR

Begin faculty development activities	In Fall 2011, OSCAR held information session and disseminated information about new programs by email, paper, and website. Held course and curriculum workshops in Fall and Spring associated with Scholarship Development Grants, reaching 61 different faculty members. A total of 108 faculty have participated in an OSCAR consultation, representing 51% of all undergraduate programs	Met	We will continue to hold workshops associated with SDGs. Establish Faculty Development series for faculty teaching RS courses for the first time. Establish Faculty Development series for Curriculum Development SDG recipients.	None	OSCAR, CTFE
Hire for new QEP Assessment Position	Dr. Stephanie Hazel, Associate Director of the Office of Institutional Research, has assumed the responsibility for QEP Assessment as half of her duties.	Partially met	OIA will need to hire an additional staff member in the future, but Stephanie is now committed to SaS QEP assessment.	OIA was able to reorganize duties to allow Stephanie to work on assessment	OSCAR, APD
Create and Use <i>Students as Scholars</i> Common Rubric	In summer 2011, the QEP Planning Committee approved a new <i>Students as Scholars</i> Master Rubric. The Rubric is on the website and is being used to guide course development and assessment	Met	After review in Spring 2011, the APD subcommittee (with input from the other subcommittees) did not modify the Master Rubric. Will review annually.	None	OSCAR, APD
Develop and implement Mason Student Scholarly Experience (MSSE), Graduating Senior, and other surveys	In Spring 2011, began to survey ENGH302 and URSP students about their learning and experiences, and have continued each semester. Revised the Graduating Senior Survey to include Student Scholarly Activities Questions. Added several SaS awareness questions to MAP-Works first year survey.	Met, on-going	The assessment subcommittee will pilot the MSSE with the URSP students in Summer 2012, and roll out all three parts in fall 2012 after holding focus groups to modify the survey. Only minor modifications of other surveys, so that data will be comparable.	None	OSCAR, APD, OIA
Collect baseline metrics and implement regular reporting	OSCAR and the APD have created an extensive database to collect data about the effectiveness of our programs, and are reporting on the results annually (Appendix 2). The first annual retreat to analyze this data was being held in July 2012 with representatives of all subcommittees.	Met, on-going	We will continue to collect relevant data.	Minor additions and modifications to the original table.	OSCAR, APD, OIA, CTFE
Administer the NSSE and analyze results	The NSSE was given to Mason first year students and seniors in Spring 2012	Met	Data will be analyzed and relevant data included in OSCARs metrics.	None	OSCAR, OIA

Exhibit 4: *Students as Scholars* QEP Data for 2011-2012 (Year 1)

Measurement	Baseline (AY09-10)	Baseline (AY10-11)	Year 1 (AY12-13) Total	Year 2 (AY12-13)		Targets for Fifth Year
				Total	Target	
<b>OSCAR Metrics</b>						
Total students participating in intensive undergraduate scholarship (counts unique Gnumbers from URSP, USTF, presented at departmental/college/school symposia, presented at Celebration of Student Scholarship, funded as part of NSF REU, and enrolled in RS courses)	n/a	155	<b>242</b>		300	<b>[1200-1750]</b>
Faculty who have consulted with OSCAR/CTE (cumulative count of unique faculty)	n/a	n/a	<b>108</b>		50 (new)	<b>n=250</b>
UNIV 100 courses connected to OSCAR Fellows	n/a	n/a	<b>5 (12%)</b>		42 (100%)	<b>100%</b>
OSCAR Fellows (count of student representatives)	n/a	n/a	<b>4</b>		8	<b>n=15</b>
Undergraduate Student Travel Award Application submitted, approved, traveled	n=14	n=10	<b>32, 29, 17</b>		60, 50, 40	<b>n=100, 87, 87</b>
<i>URSP Metrics</i>						
UAP/URSP new student participants during academic year (fall and spring semesters)	n=41	n=40	<b>61</b>		80	<b>n=160</b>
UAP/URSP new student participants during summer	n=15	n=22	<b>14</b>	<b>33</b>	20	<b>n=20</b>
UAP/URSP applications submitted across summer, fall, and spring	n=over 37	n=71	<b>99</b>			<b>n=225</b>
<i>RS Courses</i>						
Applications for RS designation (cumulative number of courses)	n/a	n/a	<b>13</b>		30	<b>n=150</b>
Percent of departments that have applied for RS designation	n/a	n/a	<b>18.4%</b>		30%	<b>100%</b>
Approved RS courses	n/a	n/a	<b>9</b>		25	<b>100</b>
Percent of departments offering individualized study RS courses	n/a	n/a	<b>0</b>		25%	<b>100%</b>
RS courses offered	n/a	n/a	<b>0</b>		9	<b>n=80</b>
Percent of departments offering RS courses	n/a	n/a	<b>0</b>		16%	<b>100%</b>
Faculty teaching RS courses (cumulative count of unique faculty)	n/a	n/a	<b>0</b>		9	<b>n=120</b>
<i>Scholarship Development Grants</i>						
Number (Percent) of departments applying for Course Development (Track A) grants for RS course development (cumulative over five years)	n/a	n/a	<b>9 (22%)</b>		10 (20%)	<b>80%</b>
Number (Percent) of departments applying for Curriculum Development (Track B) grants for curriculum development and revision (cumulative over five years)	n/a	n/a	<b>12 (24.49%)</b>		6 (12%)	<b>35%</b>
Teams applying for Project (Track C) grants for collaborative projects (cumulative count)	n/a	n/a	<b>2</b>		4	<b>n=35</b>
Percent of departments who have consulted with OSCAR/CTE (e.g., faculty development workshops, information sessions, one-on-one)	n/a	n/a	<b>51.0%</b>		50%	<b>100%</b>
<i>Excellence in Student Scholarship Awards</i>						
Student	n/a	n/a	<b>0</b>		6	<b>n=8</b>
Faculty - OSCAR Mentor Awards (nominations)	n/a	n/a	<b>5 (48)</b>		6	<b>n=8</b>
<i>Membership in the Council on Undergraduate Research (CUR)</i>						
Student membership	n/a	0	<b>34</b>		50	<b>n=100</b>
Faculty and staff membership	3	9	<b>87</b>		125	<b>n=200</b>

Exhibit 4: *Students as Scholars* QEP Data for 2011-2012 (Year 1)

Measurement	Baseline (AY09-10)	Baseline (AY10-11)	Year 1 (AY12-13) Total	Year 2 (AY12-13)		Targets for Fifth Year
				Total	Target	
<b>Visibility and awareness efforts</b>						
Number of information events (e.g., Admissions orientations, Academic Advising Expo) attended by OSCAR Fellows	n/a	n/a	9		15	n=30
Hits on the OSCAR website (NOTE: can use the pageviews on the SaS blog as proxy for Baseline AY2010)	n/a	OSCAR blog 1,257; QEP website 2,969	<b>OSCAR website: 28,543; OSCAR Blog: 14,507</b>		35000	n=20000
Fans on the GMU Undergraduate Research Facebook page (NOTE We changed Facebook pages in AY11)	n/a	338	102		150	n=500
Number of followers on Twitter	n/a	n/a	137		200	n=250
<b>Celebrations of Student Scholarship</b>						
Student attendance at Celebration of Student Scholarship	n/a	n/a	78		100	n=300
Students who present at the Celebration of Student Scholarship	n/a	n/a	64		75	n=125
Percent of departments participating in the Celebration of Student Scholarship	n/a	n/a	35%			100%
Students presenting at college-level celebrations of scholarship (CHSS, COS, S-CAR, CVPA)	88	208	248		300	n=500
<b>MAPWorks Freshman Survey</b>						
To what degree are you interested in: Research with a faculty member? (moderately, extremely)	n/a	n/a	70%			
To what extent do you feel that there are opportunities for undergraduates to participate in scholarship, research, or creative projects at Mason? (many, some)	n/a	n/a	75%			100%
Have you heard about Mason's <i>Students as Scholars</i> initiative: Fostering a culture of student scholarship, research, and creative activities? (familiar, have heard of it)	n/a	n/a	16.7			100%
Do you plan to work on a student scholarship, research, or creative project before graduation?	n/a	n/a	41%			
<b>Survey of ENGH 302 Students</b>						
Familiarity with Mason's <i>Students as Scholars</i> Quality Enhancement Plan (Very familiar, I have heard of it) <b>QEP 302</b>	n/a	22%	40.10%			75%
Perception of opportunities in your major that offer course credit in research or creative activities (There are many and there are some) <b>QEP 302</b>	n/a	56%	73.20%			80%
Perception of opportunities outside of regular course assignments to participate in research or creative activities (there are many and there are some) <b>QEP 302</b>			68.00%			

Exhibit 4: *Students as Scholars* QEP Data for 2011-2012 (Year 1)

Measurement	Baseline (AY09-10)	Baseline (AY10-11)	Year 1 (AY12-13) Total	Year 2 (AY12-13)		Targets for Fifth Year
				Total	Target	
<b>Mason Graduating Senior Survey</b>						
Item 4 (2010-11): Heard of Mason's Quality Enhancement Plan (QEP), titled <i>Students as Scholars: Fostering a Culture of Student Scholarship</i> (Very familiar, I have heard of it)	n/a	n/a	14%			90%
Item 5a or b (2010-11) or item 8a or b (2011-12): I have done or am currently doing a paper or creative project involving independent research or research with other students AS A PART of my course/program requirements.	n/a	37%	78%			90%
Item 5c (2010-11): Percent of seniors who have worked on a research project with a faculty member OUTSIDE of course or program requirements. (completed or currently engaged)	n/a	18%	19%			25%
Item 6a (2011-12): The courses in my major offer opportunities for undergraduates to participate in scholarship, creative activities, and research. (Strongly agree, agree)	n/a	n/a	68%			90%
Item 6b (2011-12): I am involved in student groups or organizations that include a focus on scholarship, creative activities, and research. (Strongly agree, agree)	n/a	n/a	66%			50%
Item 6c (2011-12): Percent of seniors whose department/college offers opportunities for undergraduates to present the results of scholarship, creative activities, and research OUTSIDE of classroom presentations. (strongly agree or agree)	n/a	n/a	54%			75%
Item 7a (2011-12): There are opportunities for undergraduates to participate in scholarship, creative activities and research OUTSIDE of course/program requirements. (Strongly agree, agree)	n/a	n/a	84%			90%
Item 7b (2011-12): I know where to find information about opportunities to participate in scholarship, creative activities and research OUTSIDE of course/program requirements. (Strongly agree, agree)	n/a	n/a	58%			90%
Item 8g (2011-12): Percent of seniors who have publicly presented their scholarly or creative work outside of class. (completed or currently doing)	13%	13% <sup>1</sup>	19%			25%
<b>QEP Department Survey (Summer 2010, 2012, 2014)</b>						
Providing opportunities for undergraduate scholarship is a priority in my department		89%	n/a	84.8%		100%
Upper-division students in my department would be able to perform scholarly activities if given the opportunity		89%	n/a	84.8%		100%
The activity of supervising undergraduate scholarship is stated as a criterion in my department's yearly faculty review.		43%	n/a	28.3%		100%
The activity of supervising undergraduate scholarship counts positively towards faculty promotion and tenure in my department.		69%	n/a	56.5%		100%

Exhibit 4: *Students as Scholars* QEP Data for 2011-2012 (Year 1)

Measurement	Baseline (AY09-10)	Baseline (AY10-11)	Year 1 (AY12-13) Total	Year 2 (AY12-13)		Targets for Fifth Year
				Total	Target	
<b>National Survey of Student Engagement (NSSE)</b>						
Item 1p: In the current AY, how often have you discussed ideas from your readings or classes with faculty members outside of class? (1=never, 2=sometimes, 3=often, 4=very often)	1.99 (SR)	n/a	<b>1.97</b>		n/a	<b>2.06* (2009 NSSE RU/H)</b>
Item 1s: In the current AY, have you worked with a faculty member on activities other than coursework? (1=never, 2=sometimes, 3=often, 4=very often)	1.65 (SR)	n/a	<b>1.65</b>		n/a	<b>1.81*** (2009 NSSE RU/H)</b>
Item 8b: Quality of relationships with faculty members (1=unavailable, unhelpful, unsympathetic; 7=available, helpful, sympathetic)	5.18 (SR)	n/a	<b>5.29</b>		n/a	<b>5.30* (2009 NSSE RU/H)</b>
Item 7a: Have you or do you plan to participate in a practicum, internship, field experience, co-op experience, or clinical assignment? (0=haven't decided, do not plan to do, plan to do; 1=done)	0.43 (SR)	n/a	<b>0.43</b>		n/a	<b>0.53*** (2009 NSSE RU/H)</b>
Item 7d: Have you or do you plan to work on a research project with a faculty member outside of course or program requirements? (0=haven't decided, do not plan to do, plan to do; 1=done)	0.12 (SR)	n/a	<b>0.13</b>		n/a	<b>0.20*** (2009 NSSE RU/H)</b>
Item 7h: Have you or do you plan to participate in a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)? (0=haven't decided, do not plan to do, plan to do; 1=done)	0.26 (SR)	n/a	<b>0.31</b>		n/a	<b>0.34*** (2009 NSSE RU/H)</b>
Item 1o(NSSE): In the current AY, have you talked about career plans with a faculty member or advisor? (1=never, 2=sometimes, 3=often, 4=very often)	2.2 (SR)	---	<b>2.18</b>			<b>2.37*** (2009 NSSE RU/H)</b>
Green=exceeded, Yellow=met, Red=not met						
† From spring 2009 NSSE Survey						
‡ Revised Mason Graduating Senior Survey no longer includes this item.						
n/a = Program has either not yet begun or data is not available.						
Goal on NSSE is to reach 2009 average for NSSE RU/H						
*Baseline data is answer to earlier Graduating Senior Survey Items (2009-10)						
in 2011-2012, 49 departments offered undergraduate programs.						

**Exhibit 5: Students as Scholars**  
**Proposed and Approved Courses Curriculum Map**

	Discovery of Scholarship						Scholarly Inquiry								Creation of Scholarship						
	Students will understand how knowledge is generated and disseminated through scholarship, and the importance of scholarship to society.						Students will understand how they can engage in the process of scholarship, by being introduced to:			Students will articulate a scholarly question; engage in the key elements of the scholarly process; and situate the concepts, practices, or results of scholarship within a broader context.								Students will create an original scholarly or creative project.		Students will communicate knowledge from an original scholarly or creative project.	
STUDENTS AS SCHOLARS	1. Distinguish between personal beliefs and evidence.	2. Articulate how scholarship influences society.	3. Understand epistemological or historical perspectives of a specific body of knowledge.	4. Evaluate credibility of source information.	5. Understand research methods used in a discipline.	6. Understand how knowledge is transmitted within a discipline, across disciplines, and to the public.	How Mason faculty are engaged in scholarly work	Undergraduate scholarly work at Mason	Opportunities offered by the Students as Scholars initiative.	1. Articulate and refine the question.	2. Follow ethical principles.	3a. Choose an appropriate discovery process for scholarly inquiry.	3b. Gather evidence appropriate to the question.	3c. Apply appropriate scholarly conventions during scholarly inquiry.	3d. Apply appropriate scholarly conventions when reporting or performing.	4a. Assess the validity of key assumptions and evidence.	4b. Situate the scholarly inquiry within a broader context.	1. Justify that the project intends to be engaging and novel to a particular audience.	2. Take responsibility for executing the project.	3. Present their understandings from a scholarly perspective for a specified audience.	4. Demonstrate awareness of broader implications.
<b>Discovery of Scholarship Courses</b>																					
ENGL121/122 Enhanced English Composition for Multilingual Speakers of English	X	X		X			X	X	X												
NCLC210 Sustainable World	X			X	X	X	X	X	X												
MUSC255 Music Technology	X	X	X	X	X	X	X	X	X												
NCLC203 Inquiry for Action (NCC Cornerstone)	X	X	X	X			X	X	X												
ENGL380 Introduction to Rhetoric and Writing			X		X	X	X	X	X												
ENGL305 Dimensions of Writing and Literature	X	X	X	X	X				X	X											
CS101 Preview of Computer Science		X	X			X	X	X	X												
MATH NEW 1 credit teaching and learning course for TAs and LAs			X	X	X		X	X	X												
MATH 113 and MATH 123-4 Calculus I		X		X	X		X	X	X												
MATH 114 Calculus II		X		X	X		X	X	X												
MATH 213 Calculus III		X		X	X		X	X	X												

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<b>Scholarly Inquiry Courses</b>																					
PROV106 Introduction to Research Methods for International Students									X	X		X				X					
EVPP480 Sustainability in Action									X	X		X		X		X					
MUSC355 Electronic Composition									X	X	X			X		X					
MATH NEW Mathematical Modeling									X	X	X					X					
MATH 290 Intro to Advanced Mathematics-Proofs									X	X			X		X						
NCLC303 Research Methods in Interdisciplinary Study									X Comp	X Comp		X Comp	X Comp		X Comp	X Comp					
HIST300 Introduction to Historical Methods									X	X		X	X		X						
ENGL388 Professional Writing									X	X	X			X		X					
CS390 Research Methods									X	X	x	X	x	x	x	X					
BIO308 Fundamentals of Ecology and Evolution									X	X		X	X	X	X	X					
BIO310 Biodiversity									X			X	X	X	X						
BIO3145 Research Semester Seminar																					
BIO452/453 Immunology	X	X	X		X	X			X	X	X	X	X	X	X	X					
HNR510 Research Methods	X			X	X	X	X	X	X	X	X	X	X	X	X	X					
HNR5310 Research in the Public Sphere									X	X	X	X	X	X	X	X					
UNIV391 Independent Scholarly Inquiry									X	X	X	X	X	X	X	X					

**Exhibit 5: Students as Scholars**  
**Proposed and Approved Courses Curriculum Map**

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<b>Creation of Scholarship Courses</b>																				
ASTR 402 Methods of Observational Astronomy									X		X					X	X	X	X	X
BIS 490 Senior Capstone Project									X		X					X	X	X	X	X
CRIM 491 and 492 Honors Seminar I and II										X		X			X		X	X	X	X
CRIM 495 Capstone in Criminology, Law and Society									X			X				X	X	X	X	X
GAME 332 RS: Storytelling for Games									X			X					X	X	X	X
HIST 499 Senior Seminar in History														X	X	X	X	X	X	X
RHBS 490 Clinical Research Internship									X	X	X						X	X	X	X
SOCW 417 RS: Integrative Methods in Social and Social Change											X	X				X	X	X	X	X
MUSC 490T BA Synthesis in Music Technology												X	X	X		X	X	X	X	X
ENGL384 Writing Ethnography									X	X		X		X	X		X	X	X	X
ENGL486 Advanced Nonfiction Writing									X		X		X	X			X	X	X	X
ENGL401 Honors Thesis Seminar									X		X	X			X		X	X	X	X
ENGL428 Milton									X		X	X		X	X	X	X	X	X	X
CS490 Computer Science Design Exhibition									X	X	X	X	X	X	X	X	X	X	X	X
MATH NEW Capstone course for pure math students									X		X	X					X	X	X	X
UNIV491 RS Individualized Scholarship									X	X	X	X	X	X	X	X	X	X	X	X
UNIV495 RS URSP Seminar									X	X	X	X	X	X	X	X	X	X	X	X
<b>Other Related Courses</b>																				
UNIV100 Transition to College Life							X	X	X											
ENGLH302 Advanced Composition				X	X	X	X	X	X	X			X			X				





WHERE INNOVATION IS TRADITION

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