



RADFORD UNIVERSITY

QUALITY ENHANCEMENT PLAN

**SCHOLAR-CITIZEN:
CREATE. CONNECT. CONTRIBUTE.**

Fostering a Culture of Engaged Learning and Scholarship

Scholar-Citizen: Create. Connect. Contribute.

Fostering a Culture of Engaged Learning and Scholarship

Radford University

2012 Quality Enhancement Plan

Dates of On-Site Review: March 27-29, 2012

Penelope W. Kyle
President

Patricia Shoemaker
Accreditation Liaison



PENELOPE W. KYLE
PRESIDENT

February 1, 2012

Dr. Steven Sheeley
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033

Dear Dr. Sheeley *Steve*:

Radford University (RU) is pleased to submit our Quality Enhancement Plan (QEP), "Scholar-Citizen: Create. Connect. Contribute." This theme was selected following an open and comprehensive process during which broad-based input was solicited, and it was developed and refined by the Quality Enhancement Plan Writing Team (QEP-WT) with continuous and thorough vetting from all campus constituencies.

The Scholar-Citizen theme is in perfect harmony with the institution's mission, which emphasizes "the development of mature, responsible, and well-educated citizens." We are confident that implementation of the Scholar-Citizen QEP will enhance student learning at Radford University by facilitating students' abilities to apply academic skills and knowledge as they address real-world issues. We are thrilled at the prospect that the University will use the QEP to more intentionally promote an engaged teaching and learning culture that fosters our sense of how students—and indeed, everyone at RU—can live lives that contribute to the world around us.

We look forward to discussing "Scholar-Citizen: Create. Connect. Contribute." with members of the SACS On-Site Review Committee during their visit to our campus on March 27-29, 2012.

Sincerely,

A handwritten signature in black ink, appearing to read "Penelope", written over the word "Sincerely,".

Penelope W. Kyle
President

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RADFORD UNIVERSITY

EXECUTIVE SUMMARY

Radford University (RU) is one of the Commonwealth of Virginia's premier teaching institutions with over 9,000 students from across the U.S. and around the world. We are a nationally recognized co-educational, comprehensive public institution with limited applied doctoral programs. The 2011 *US News and World Report* ranking of colleges and universities assessed our undergraduate admissions standards as "selective." We aspire to become recognized as a leader in developing civically and ethically engaged undergraduate and graduate curricula. Further, we aspire to continue our distinction for student-focused, innovative instructional methods and for promoting a sense of caring and meaningful interaction among all members of the university community.

In keeping with RU's commitment to social responsibility, community leadership, and instructional innovation, our community has selected *Scholar-Citizen: Create. Connect. Contribute.* as the subject of our Quality Enhancement Plan (QEP), further enhancing our culture of meaningful, community- engaged learning and scholarship. The focus of the Scholar-Citizen initiative is to promote a teaching and learning culture that fosters our sense of how we can live our lives in ways that best contribute to the world around us.

The Scholar-Citizen initiative is committed to creating a community of practice, and recognizes faculty as its most precious and important asset. For this reason, implementation efforts center upon providing faculty support and development opportunities in the areas related to pedagogies of engagement and engaged scholarship. Through establishing Engaged Scholarship Grants, fostering faculty-to-faculty mentoring opportunities, and supporting ongoing professional education through a travel and special speaker series fund, the QEP will provide institutional support for the development and enhancement of courses, projects, and initiatives that connect academic knowledge with real-world experiences. The intent of these efforts is to provide opportunities for faculty to learn about, participate in, and reflect upon engaged scholarship. All engaged scholarship (teaching, research, and service) has three things in common: it contributes to the public good; it draws on a scholar's disciplinary or professional expertise; and it directly addresses real-world problems and issues (Senate Committee on Continuing Education and Public Service, 2000).

Scholar-Citizen implementation efforts will also involve the development and enhancement of academic and co-curricular activities designed to focus on the Scholar-Citizen student learning and programmatic outcomes. Through creation of multiple mechanisms to recognize students who effectively and successfully complete a series of Scholar-Citizen Intensive (SCI) academic and co-curricular activities, including an intense academic and co-curricular path for our Scholar Citizen Fellows (SCFs), and through establishment of a curricular and co-curricular infrastructure to support SCI experiences, we will initiate a transformative opportunity for our community by deliberately showcasing, supporting, and inventorying Scholar-Citizen linked events and opportunities happening on campus.

Identification, adoption, and development of the Scholar-Citizen initiative has meticulously followed a process in compliance with the Commission on College's Core Requirement 2.12, which requires institutions to "develop a plan for increasing the effectiveness of some aspect of its educational program related to student learning" (p. 39). The RU community has discussed

the role of the Scholar-Citizen QEP as a transformative opportunity for students to meaningfully synthesize connections between academic learning and their own experiences (including life experiences and academic experiences such as internships, study abroad, and service learning) in order to deepen their understanding of fields of study and to broaden their own points of view. The Scholar-Citizen initiative provides the following concrete benefits for students enrolled in SCI courses and/or who participate in SCI co-curricular activities:

1. Development of strong and ongoing mentor relationships with faculty members.
2. Provision of structured opportunities to participate in service learning, internships, and/or study abroad experiences.
3. Opportunities to discover their scholarly identity, to discover ways to live that best contribute to the world around them, and to utilize their academic training.
4. Participation in interdisciplinary discussions of current issues that matter to students.
5. Development of leadership and communication skills.
6. Development of a Scholar-Citizen e-portfolio that documents the ways a student turns what matters most to him or her into programs of inquiry/research, public action, and/or career possibilities.

The RU QEP is also in compliance with each of the three components of the Commission on College's Comprehensive Standard 3.3.2 (p. 39). First, the institution has thoroughly considered all programmatic costs by identifying efficiencies in operations and prioritizing the most critical needs; has initiated new sustainability and diversity programs; and has embarked upon construction and renovation projects. All of these efforts demonstrate that we have the capability in terms of human, financial, and other resources to initiate and sustain the Scholar-Citizen QEP. Second, the Scholar Citizen initiative evolved out of a broad university dialogue that began during the summer of 2010 with the appointment of a QEP Leadership Team. This leadership team, made up of faculty and administrators, oversaw the theme selection process which took place over a six-month period in late fall 2010 and early spring 2011, involved multiple campus forums, and concluded with a recommendation to President Penelope Kyle that adoption of the "citizen-scholar" (later renamed "Scholar-Citizen") theme best fit RU's mission, strategic plan, and current culture. Through this process all key campus constituencies have been meaningfully involved in QEP topic selection, development, and implementation. Finally, the Scholar-Citizen QEP as designed includes clear goals, meaningful student learning and programmatic outcomes, and a detailed assessment plan.



RADFORD UNIVERSITY

I. INTRODUCTION

Radford University is one of 15 four-year public higher education institutions in the Commonwealth of Virginia. RU is located in the city of Radford (population 15,859), 36 miles southwest of Roanoke, Virginia, in the New River Valley, close to the scenic Blue Ridge Mountains of Virginia. We are a nationally recognized co-educational, comprehensive public institution with limited applied doctoral programs and selective admissions standards.

RU offers a diverse curriculum of more than 140 undergraduate and graduate degree programs or areas of concentration focused on student achievement and career preparation. RU has a student body of approximately 9,000 students in seven colleges. The university atmosphere is residential with most students living in university residence halls or in private apartments and houses within walking distance of the campus.

We aspire to be recognized as a leader in developing civically and ethically engaged undergraduate and graduate curricula. Further, we aspire to continue our distinction for student-focused, innovative instructional methods and for promoting a sense of caring and meaningful interaction among all members of the university community.

Radford University Mission Statement and Strategic Plan

In 2010, RU celebrated the centennial of its charter as a teaching and learning community committed “to the development of mature, responsible, well-educated citizens.” We define ourselves as an institution that “develops students’ creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles, and fosters their growth as leaders” (*7-17 Mission Statement: Forging a Bold Future*). For this reason RU has identified *Scholar-Citizen: Create. Connect. Contribute.* as the theme for our QEP, a component of the university’s reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS).

History

RU was established by Virginia’s General Assembly as the State Normal and Industrial School for Women in 1910 and has been in continuous session since its 1913 opening. The university became Radford State Teachers College in 1924 and was authorized to award the Bachelor of Arts degree in 1935. In 1944, the university was consolidated with the Virginia Polytechnic Institute as its Women’s Division and renamed Radford College. The General Assembly severed the formal affiliation of Radford College with Virginia Tech in 1964, and an autonomous administration was established for Radford College. The college also was authorized to grant the Master of Science degree. In 1972, after almost 60 years as an all-women’s college, Radford became coeducational and in 1979 was granted university status by the General Assembly. Today, RU is a coeducational, comprehensive institution with undergraduate and graduate programs. In the last 30 years, enrollment has increased dramatically, from a headcount of 6,121 in fall 1981 to a headcount for fall 2011 of 9,370--a 53% increase.

Radford on the Move

Despite drastic reductions in state general fund appropriations for the University's Educational and General fund since 2008 (33% or approximately \$16.4 million), RU is a thriving campus as evidenced by its program accolades, growing enrollment, and new construction projects. In Fall 2011, RU enrolled 2,035 first-time freshmen, its largest incoming class in 25 years. Even in the face of unprecedented budget challenges, RU has been able to successfully accommodate growing enrollment by:

- Strategically looking at all programmatic costs,
- Identifying efficiencies in operations,
- Prioritizing the most critical needs,
- Initiating new sustainability and diversity programs, and
- Embarking upon construction and renovation projects.

RU has been consistently recognized by the *U. S. News and World Report* as one of the top 20 public master's universities in the south. In 2011 alone, the *Princeton Review* named RU among the best colleges and universities in the Southeast; DesignIntelligence, a bi-annual report from the Design Futures Council, ranked RU's Interior Design program among the top ten in the country; and RU received the prestigious designation as an All-Steinway School.

The recently established Center for Diversity and Inclusion helps provide a learning environment that respects diversity and encourages individuals to appreciate and value the differences that make them unique. RU also stands out for its commitment to sustainability and responsible stewardship of economic, social, and environmental resources; and in 2010, received recognition from two national groups for building a sustainable and environmentally-friendly campus.

Also worthy of note are the recent and planned expansions and renovations of the campus focused on innovative instruction and community responsibility. These construction projects include the opening of the Covington Center for Visual and Performing Arts (2008); the renovation of Young Hall (2009), making it one of the 11 most technologically advanced academic buildings in the United States; the construction of a signature building for the College of Business and Economics (scheduled completion fall 2012); and the development of a new student fitness and wellness center and an academic science facility to provide laboratory, research, classroom, outreach, and office space.

Through its six academic colleges, the university offers 67 degree programs at the undergraduate level and 23 graduate degree programs, including three doctoral programs. Over the past 100 years, RU has become known for meeting growing needs of society; that commitment is stronger than ever as demonstrated by the recent addition of a master's in occupational therapy and allied health doctoral programs in psychology, physical therapy, and nursing practice.

RU Students

As of fall 2011, a total of 9,370 students were enrolled at RU, including 8,350 undergraduates and 1,020 graduate students. Twenty percent of all students at RU were from Southwest Virginia, and 27% of all undergraduates were first-generation students. Over 90% of the undergraduate student body were full-time and from instate. Fifty-six percent (N=4,701) of undergraduate students and 75% (N=768) of graduate students were female. Ninety-nine percent of Virginia counties and incorporated cities were represented by the fall 2011 student body. A large percentage of our students seek degrees in service-related areas including health- and education-related fields.

RU is an active and vibrant campus offering students a combination of exceptional academics with various co-curricular opportunities to enhance their experience. In the Fall of 2011, RU offered more than 200 student organizations and clubs, including Academic Honors Fraternities, Leadership Honoraries, Curriculum Clubs and Organizations, Student Government, Student Media, Greek Life, Service Organizations, and Social Action Organizations.

RU Faculty

The University has an outstanding nationally-recruited faculty, approximately 84% of whom hold doctorates or other terminal degrees in their teaching fields. While their primary focus is on the teaching and learning process, the faculty also is engaged in significant scholarly, creative, and public service activities.

As of Fall 2011, RU employees totaled 1,153 full-time faculty, staff, and administrative professionals. In addition, RU has 279 part-time employees including 182 adjunct faculty. Of the 406 full-time faculty members, 57% are tenured and another 27% are on tenure track.

Degrees Offered

RU offers undergraduate degrees in the following areas: the Bachelor of Arts in 19 major programs, the Bachelor of Business Administration in four major programs, the Bachelor of Fine Arts in three major programs, the Bachelor of Music, the Bachelor of Science in 33 major programs, the Bachelor of Science in Nursing, and the Bachelor of Social Work.

Graduate degrees offered are the Doctor of Nursing Practice, the Doctor of Physical Therapy, Education Specialist, the Master of Arts in five major programs, the Master of Business Administration, the Master of Fine Art, the Master of Occupational Therapy, the Master of Science in 11 major programs, the Master of Social Work, and the Doctor of Psychology.



RADFORD UNIVERSITY

Development of the QEP

II. DEVELOPMENT OF THE QEP

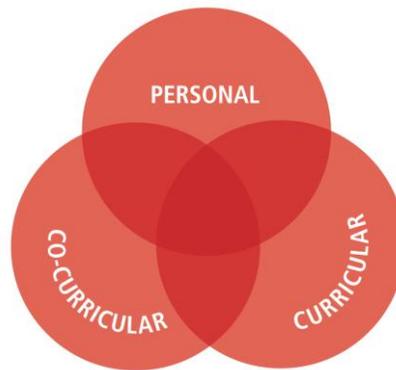
To avoid a constant crisis mode, we'd do well to be as intentional as we can in our political engagement, asking what we want to accomplish at any given point. That doesn't mean getting caught in some impossible perfect standard, but rather thinking through our opportunities, challenges, and approaches, whatever the situation. (Loeb, 2010, p. 290)

Overview

Radford University has identified *Scholar-Citizen: Create. Connect. Contribute.* as the topic of our Quality Enhancement Plan. RU Scholar-Citizenship is defined as active and scholarly participation in the complex and multicultural world by connecting and applying academic skills and disciplinary knowledge to the challenges facing our local, national, and global communities. The focus of the Scholar-Citizen initiative is to promote a teaching and learning culture that fosters our sense of how we can live our lives in ways that best contribute to the world around us.

We recognize that RU is poised to answer the American Association of Colleges and Universities' (AAC&U) call to action to make civic learning a "key goal across higher education" (Steinberg and Norris, 2011, p. 12). Service to the community forms a core value of RU at all institutional levels and is reflected in both the University's mission statement as well as in the mission statements of the seven colleges that comprise our community. We also recognize our responsibility as an institution of higher education to enable students "to acquire the abilities and understanding they will need for the 21st century" and that will "turn out the kinds of resourceful, engaged workers and citizens that America now requires" (Edgerton, 2001, p. 23). Our QEP is aspirational and focuses on a holistic view of student learning wherein student identity, curricular experiences, and co-curricular experiences are addressed as integrated dimensions of an RU Scholar-Citizen.

Exhibit 1: Dimensions of Experience Contributing to an RU Scholar-Citizen¹



In keeping with our final theme adoption, RU’s QEP topic of Scholar-Citizen was selected based upon a transparent, faculty-centered, collaborative, and democratic process. The identification, final recommendation, and subsequent development of the QEP theme incorporated information collected from institutional assessments including campus-wide solicitation of QEP topics; analysis of RU’s culture, mission, and financial resources; student and faculty focus groups; institutional surveys; and formative assessment of the newly implemented Core Curriculum.

RU’s culture made broad-based faculty involvement in the development of the QEP critically important. The adoption of a two-part process insured that all constituencies had timely access to information and multiple mechanisms for sharing ideas, insights, criticisms, and suggestions. Part 1, QEP topic identification and selection, was initiated during the summer of 2010 with the appointment of a QEP Leadership Team. The QEP Leadership Team was charged with coordinating an open, inclusive process through which a broadly supported QEP topic would be selected. Part 2, QEP development, began in April 2011 with the appointment of a QEP Writing Team charged with drafting the QEP during summer 2011, vetting that draft with the campus community during fall 2011, finalizing the plan in response to feedback it received, and preparing it for submission to the Commission on Colleges.

Exhibit 2: QEP Leadership Team

Title	Name
Faculty Senate President	Dr. Kay Jordan
Past President, Faculty Senate	Dr. Steve Owen
Chair, Faculty Senate Curriculum Committee	Dr. Erin Webster Garrett
Vice Provost for Academic Affairs	Dr. Bill Kennan

¹ This model of civic-mindedness is based in part upon the “Dimensions of the Civic-Minded Graduate” offered by Steinberg and Norris (2011).

² Both those who proposed the concepts and the campus community were informed that prospectuses represented general frameworks subject to further refinement. As initially proposed, the title of this concept was Citizen Scholar. However, as will be developed in the text of the QEP document, the title was changed to Scholar-Citizen to reflect the primacy of

SACS Coordinator and Director of the Honors Academy	Dr. Joe King
SACS Liaison	Dr. Patricia Shoemaker
SACS Consultant	Dr. Steve Lerch
SACS Consultant	Dr. Rick Slavings

Part 1: QEP Topic Selection Process

In keeping with the expectation of the Commission on Colleges, RU's QEP theme selection process involved "widespread participation by all pertinent institutional constituent groups" (p. 41). The theme selection process took place over a six-month period in late fall 2010 and early spring 2011.

On 26 October 2010 all members of the campus community were invited to a presentation officially launching the University's efforts to seek reaffirmation of its accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools. Attendees were provided with a timeline for the drive toward reaffirmation culminating in the on-site visit in March 2012. Presenters from the QEP Leadership Team described the QEP as the "forward-thinking" part of reaffirmation activity and informed those present of the three essential criteria the plan must meet; specifically, that it must:

- Focus upon student learning,
- Be consonant with the Radford University mission, and
- Be doable, given available human and financial resources.

Those present were asked to discuss potential QEP topics with colleagues and then participate in a QEP workshop scheduled for 16 November 2010.

On 16 November 2010, faculty comprised the vast majority of the approximately 50 workshop attendees. Participants sat at tables with those unfamiliar to them, ensuring a diversity of perspectives and rich exchanges about multiple ideas at each table. Following a brief introduction and question-and-answer period, attendees completed the following statement: "Radford University should develop a plan to enhance the quality of _____." Each individual recorded his or her idea on a common sheet of paper. During the discussion that followed, each table was asked to arrive at some consensus about the best three ideas that emerged. At the end of approximately one hour, tables "reported out" on their discussions, and the ideas were posted.

Following the workshop, all ideas suggested were gathered and transcribed. Using both the written submissions and the discussion at the workshop, the QEP Leadership Team looked for intersections of potential themes. The ideas discussed at the forum were consolidated into five broad potential QEP concepts and were submitted to the Executive Committee of the Faculty Senate (FSEC) on 19 November 2010. In response, the FSEC asked the QEP Leadership Team to provide formal proposals for each of the five identified themes and to additionally develop separate proposals for three concepts that were embedded within the five: sustainability literacy, cultural awareness, and cyber citizenry.

Exhibit 3: Potential QEP Concepts (See Appendix A.)

1. Citizen Scholar²: the enhancement of the knowledge, skills, and abilities students need to prepare them to become citizen scholars in an increasingly complex world;
2. Collaboration Between Faculty/Staff and Students: the enhancement of students' skills for real life: reading, critical thinking, the appreciation of diversity, professionalism in the workplace, problem solving, adaptation to new technology, etc.;
3. Critical Reading: the enhancement of students' ability to read critically, reason analytically, and solve problems creatively;
4. Cultural Awareness: the enhancement of students' understanding, awareness, and respect for the genuine diversity of the human experience;
5. Cyber Citizenry: the enhancement of students' ability to recognize and avoid risky cyber behaviors; to understand and practice safe, ethical and productive cyber behaviors; to recognize their role in the cyber infrastructure; and to adapt and adopt technologies that emerge in their lifetimes;
6. Professionalism: the enhancement of the quality of students' professional interaction with faculty and staff mentors, colleagues, and role models, both in and out of the classroom;
7. Sustainability Literacy: the enhancement of students' understanding of present and anticipated environmental challenges, and of present and potential individual and societal responses to those challenges; and
8. Wellness: the enhancement of students' physical fitness and well-being (a sound mind in a sound body), including making good decisions about potentially self-destructive behaviors.

Brief prospectuses of each of the eight concepts were developed for review by all campus constituencies. The authors were told to provide an abstract and overview of the potential theme, to describe the current status of the theme at RU, to note ways that adoption of the theme might move RU forward, to list those who might be involved in implementation of the theme, and to describe the benefits for RU students if the theme was adopted.

The prospectuses were gathered and posted on the RU Faculty Senate website on 25 January 2011 and a series of information sessions and feedback gathering initiatives were implemented. Following careful consideration of comments received from faculty, students, and administrators through forums, focus groups, and surveys, the QEP Leadership Team submitted its unanimous recommendation that "Citizen Scholars" be selected as the theme for RU's 2012 Quality Enhancement Plan. Subsequently, on 31 March, representatives of the Team met with the Cabinet to answer questions and address concerns about the theme; by acclamation, the

² Both those who proposed the concepts and the campus community were informed that prospectuses represented general frameworks subject to further refinement. As initially proposed, the title of this concept was Citizen Scholar. However, as will be developed in the text of the QEP document, the title was changed to Scholar-Citizen to reflect the primacy of academics within the initiative.

Cabinet endorsed the theme, and President Kyle gave her approval. The theme was announced to the campus via email later that day.

Exhibit 4: QEP Theme Selection Timeline

9-11 May 2010	SACS Reaffirmation Symposium attended by representatives from each college and academic unit
8 August 2010	Campus Forum on SACS Reaffirmation and the QEP
26 October 2010	Campus Forum to officially launch reaffirmation process and explain the role of campus constituencies in the selection of the QEP theme
16 November 2010	Campus Forum on QEP Topic Selection; eight possible themes/topics identified
19 November 2010	Each potential topic/theme is assigned to an author with expertise or interest in that specific area. The author is responsible for drafting and developing a prospectus to be shared with the campus community during spring semester and used as the basis for topic selection.
25 January 2011	Final theme prospectuses posted on web
31 January 2011	Reaffirmation and QEP development process discussed with Student Government Association
3 February 2011	Potential themes presented by authors at Faculty Senate meeting
9 February 2011	Briefing of Dr. Mark Shanley, Vice President for Student Affairs, on the role of his division in QEP development
15 February 2011	Campus forum on theme prospectuses; attendees submit comments and recommendations to a specially created email address
17 February 2011	Briefing of President Kyle and cabinet on QEP progress. Faculty Senate becomes a “Committee of the Whole” to discuss and rank-order QEP theme recommendations
18 February 2011	Reaffirmation and QEP development process discussed with Student Media Committee
22 February 2011	Reaffirmation and QEP development process discussed with Intercollegiate Athletics Staff
23 February 2011	Reaffirmation and QEP development process discussed with Residence Hall Association
4 March 2011	Deadline for submission of feedback to QEP Leadership Team

14 March 2011	QEP Leadership Team determines a final QEP recommendation
15 March 2011	“Citizen Scholar” recommendation sent to President Kyle
31 March 2011	Representatives of QEP Leadership Team meet with President Kyle and her cabinet to discuss the recommended theme. It is endorsed by acclamation. Announcement to campus of adoption of Citizen Scholar theme

Adoption of Theme

The “Citizen Scholar” theme was chosen for multiple compelling reasons including:

1. The broad-based support for the theme across campus constituencies: The Citizen Scholar theme received broad support across campus from all constituencies. The only other widely endorsed topic was the “wellness” theme. However, the QEP Leadership Team believed that, while the promotion of wellness is critical on our campus as well as others, this theme focused more upon changing student behavior than upon enhancing student learning. Moreover, the Team had concerns that even the best-laid plans to alter wellness-related behaviors among college students may not effect measurable changes.
2. The theme’s recognition of and movement to address recognized deficiencies, both national and institutional, in student learning:
 - Nationally: On 10 January 2012, the White House hosted a national convening of educational and civic leaders from across the country to “launch a movement to make civic learning a priority for all students” (<http://www.aacu.org/RSS/WhatsNew.cfm>). This call is but the most recent directive to American higher education institutions to foster a civic renewal and to more intentionally link their functions as places of research and higher learning to their responsibilities as “positive and contributing members of the community/region” (Votruba *et al.*, 2002, p. 12). The recently released report, “A Crucible Moment: College Learning and Democracy’s Future” (2012), authored by the National Task Force on Civic Learning and Democratic Engagement at the request of the U. S. Department of Education, only reinforces what has become an urgent call to action to “the higher education community—its constituents and stakeholders—to embrace civic learning and democratic engagement as an undisputed educational priority for all of higher education ... constructing environments where education for democracy and civic responsibility is pervasive, not partial; central, not peripheral” (p. 2). Adoption of the Citizen Scholar theme allows for a deliberate alignment of the University’s aspirations as an engaged institution with its programmatic planning and goal setting as a place of higher learning.
 - Institutionally: Most colleges and departments at RU incorporate public service or engagement as part of their mission statements. However, there has been no

institution-wide emphasis at RU upon public scholarship, no effort to link and support ongoing public scholarship activities, and no ostensible recognition that these efforts collectively represent a movement in higher education to connect university scholarship with society's most pressing challenges. Moreover, while many individual faculty at RU already incorporate the ideas and practices of public scholarship into their teaching, research, and civic engagement, they often work in isolation, creating programs that are individual-dependent rather than institutionally embedded. It should be said, however, that beyond these faculty members' individual efforts, numerous programs and departments *have* been involved in initiatives to link students with local communities in order to explore issues in real-world contexts. Thus, implementation of a Citizen Scholar QEP provides the University the opportunity to enhance and expand upon the work in which some on campus are already passionately engaged by aligning institutional and intra-institutional efforts at engagement. One immediate benefit of Citizen Scholar adoption will be a new focus upon intentionally tracking and assessing the effectiveness of these activities. Long-term benefits include the enhancement of student learning by (Votruba *et al.*, 2002, p. 12):

- Providing a substantial linkage between theory and practice;
 - Helping to keep the curriculum current and responsive;
 - Allowing for more effective and lasting integration of skills such as leadership that will contribute to "competitive advantage" in the workplace;
 - Creating new interdisciplinary and research linkages and thus fostering a culture of intellectual enthusiasm and excitement; and
 - Giving substance to the rhetoric of regional and community partnership.
3. The theme's fostering of a cross-divisional community of practice: While the theme has a narrow enough focus that it can be implemented with available human and financial resources, it has broad applicability across campus. Virtually every unit in both Academic Affairs and in Student Affairs can participate in the implementation of this theme in meaningful and practical ways. Situating student learning within real-world contexts more effectively engages students cognitively, affectively, and socially, increasing the potential for more transformative learning and for expansion of opportunities for student leadership and local civic-engagement.
 4. The benefits of enhancing RU's status as a proactive "steward of place": Increasing opportunities for local and global awareness and engagement will be highly attractive to current and prospective students, potentially serving as a University lodestone for the Office of Admissions by extending students' educational experience beyond the University and better preparing them to deal with the complexities and challenges of a global society. Employers should be more likely to hire students who can demonstrate *involvement* in tackling real-world issues as well as *knowledge* of those issues. Furthermore, this theme responds to an increasing expectation for public universities to be more accountable and more responsive to public issues and needs. The American Association of State Colleges and Universities (AASC&U), for example, suggests an important role for state colleges and universities as "stewards of place," institutions who can "aggressively and creatively engage in society's most pressing challenges"

(Votruba, 2002 p. 11). The Citizen Scholar theme positions RU within this emerging discourse.

- The theme’s consonance with both RU’s mission and strategic plan: The selected theme is consonant with the RU mission, which states that “First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, and well-educated citizens.” The theme also fits within the context of the ten-year Strategic Plan—*RU 7-17: Forging a Bold New Future*—that the University’s Board of Visitors approved on 23 August 2007: “Invest in Society: Globally and Locally” is one of four Strategic Directives outlined in the plan; one of the goals included in that directive is to “Develop a strong relationship between RU, the surrounding region, the Commonwealth, and the nation that fosters academic opportunities, good citizenship, ethical behavior, and civic engagement.” Making Citizen Scholar the theme of the University’s 2012 QEP will provide the University with the impetus to give focused attention to the achievement of this goal.

Part 2: QEP Development

The QEP Writing Team (QEP-WT) met from May 2011 through December 2011 and included broad, cross-divisional representation with members from each academic college, the divisions of Academic and Student Affairs, the Core Curriculum, the Honors Academy, and Student Government. Strengths of members of the Writing Team ranged from solid writing and organizational skills to in-depth knowledge of the history of the institution, and from experience with grassroots activism and community engagement to success with complex project management.

Exhibit 5: Members of the QEP Writing Team

Member	Title	Academic Unit
Co-Chairs		
Mr. Timothy Filbert	Assistant Director, Office of Community Engagement	Office of Career Services & Community Engagement
Dr. Erin Webster Garrett	Interim Director, QEP Associate Professor, English	College of Humanities & Behavioral Sciences
Teaching Faculty		
Dr. Iain Clelland	Professor, Management	College of Business & Economics
Dr. Laura Jacobsen	Associate Professor, Teacher Education & Leadership	College of Education & Human Development
Dr. Steve Owen	Director, Core Curriculum Associate Professor, Criminal Justice	Core, College of Humanities & Behavioral Sciences
Dr. Tony Ramsey	Assistant Professor, Nursing	College of Health & Human Services
Dr. Ann Mary Roberts	Assistant Professor, Teacher Education & Leadership	College of Education & Human Development

Dr. Christine Small	Assistant Professor, Biology	College of Science & Technology
Dr. Claire Waldron	Professor, Communication Sciences & Disorders	College of Health & Human Services
Dr. Monica Weinzapfel	Professor, Dance and Theatre	College of Visual & Performing Arts
Administrative Faculty and Staff		
Ms. Bethany Bodo	Director, Academic Assessment	Office of Academic Assessment
Ms. Lee Carter	Director, Substance Abuse & Violence Education Support Services	Counseling Services, Student Affairs
Students		
Mr. Lee Hicks	President, Student Government Association	Student Government Association
Ms. Randi Lynn Randall	Past President, Student Government Association	Student Government Association
QEP Leadership Team		
Dr. Joe King	Director, Honors Academy SACS Coordinator	Honors Academy
Dr. Steve Lerch	SACS Consultant	
Dr. Patricia Shoemaker	Dean, College of Education & Human Development SACS Liaison	College of Education & Human Development

Early in the development process, Writing Team members adopted an ethos of transparency and respect for collaborative leadership. Because the QEP-WT was constituted at the end of spring term, and most faculty were absent from campus during the summer months, the Team focused its attention on research and data collection, including gathering information about the needs of the different constituencies the QEP would serve and identifying ways to operationalize the theme in connection with specific, realistic, and measurable student learning outcomes. To this end, in June and July the QEP-WT held focus groups with Quest (summer orientation) Assistants and academic leadership teams across campus. **(See Appendix B.)** As a result of this process, the QEP-WT proposed and implemented the following actions:

1. Renaming the initiative to “Scholar-Citizen” to place philosophical and practical emphasis on disciplinary knowledge and academics;
2. Defining Scholar-Citizenship as the application of disciplinary knowledge, skills, and values in service to our local, national, and global communities;
3. Responding to students’ desire for a QEP that
 - Provides a practical connection between their academic disciplines and their career goals,
 - Incentivizes civic engagement and leadership, and

- Is flexible and recognizes different levels of engagement;
4. Involving the Faculty, Staff, and Administrative and Professional Senates as the primary means of disseminating drafts and receiving feedback;
 5. Designing a website to keep the campus community informed and to provide access to current drafts, research, meeting minutes, and development opportunities;
 6. Constituting an Advisory Group made up of individuals, primarily faculty, with extensive experience and knowledge about the ideas of Scholar-Citizenship to provide counsel about the content, processes, and methodologies developed as part of the QEP; and
 7. Beginning the search for an Interim Director to oversee the development and implementation of the QEP.

Other actions pursued over the summer months included:

1. Drafting a rough timeline for QEP development with target deadlines and implementation phases;
2. Meeting with the Budget Office to understand the budget process and available resources;
3. Consulting with University Relations staff to draft an internal communication plan;
4. Appointing subcommittees to work on various aspects of the Plan;
5. Reviewing available internal assessment data (specifically, the most recent CIRP, NSSE and alumni surveys) to inform refinement and development of the Scholar-Citizen initiative; and
6. Working with the Office of the Provost to create the position of QEP Director and appoint an Interim Director. **(See Appendix C.)**

At the beginning of Fall semester, the QEP-WT recommitted itself to fostering a development process that systematically included feedback on all aspects of the plan from faculty, students, administrators, and staff. Most importantly, the QEP-WT identified and drew upon the expertise of recognized practitioners in applied and engaged learning. From this critical interaction, the QEP-WT began drafting an implementation plan that included specific actions gauged toward developing and sustaining a community of practice centered upon engaged pedagogy.

Exhibit 6: Milestones in QEP Development Timeline

6 May 2011	First meeting of QEP-WT; the QEP-WT meets weekly throughout the summer and fall semester
9 May 2011	QEP “Our Turn” Session hosted by SACS Consultant and two members of Writing Team
8 and 28 June 2011	Focus Groups with Quest (summer orientation) Assistants re: Citizen Scholar concept (See Appendix B.)
June and July 2011	Focus Groups with College Academic Leadership Teams re: Citizen Scholar concept (See Appendix B.)
16-19 July 2011	QEP-WT delegation and members of SACS Leadership Team attend the SACSCOC Summer Institute in Fort Worth, Texas
August 2011	QEP-WT members work with department chairs and deans to identify current courses, projects, and other faculty/staff initiatives that fit the Scholar-Citizen definition Provost supports the QEP as co-sponsor of a spring 2012 Woodrow Wilson Visiting Fellow
24 August 2011	QEP progress discussed with entire Academic Affairs Leadership Team. Tag phrase—“Scholar-Citizen: Create. Connect. Contribute.”—adopted
13 September 2011	Graphic design students consulted re: QEP logo design
15 September 2011	Report to Faculty Senate and to Board of Visitors (BOV)
20 September 2011	Graphic design students report back with potential designs. Receive feedback from QEP-WT and prepare their “best” ideas for formal presentation on September 30
22 September 2011	Focus Groups with Faculty Senate Sub-Committees
29 September 2011	Report to Administrative and Professional (AP) Faculty Senate
30 September 2011	Meeting with Nursing Faculty re: Scholar-Citizen initiatives
October 2011	QEP Faculty-Staff Advisory Group constituted.

13 October 2011	<p>Update to the Faculty Senate</p> <p>QEP website goes live</p> <p>Focus Group with faculty and students involved in experiential learning and collaborative research (See Appendix E.)</p>
17 October 2011	Scholar-Citizen Student Learning Outcomes voted upon and approved by Writing Team
18 October 2011	<p>Advisory Group polled regarding logo selection</p> <p>Top three logos presented to President Kyle for approval</p>
19 October 2011	Consultation with Directors of the Faculty Development Center and Center for Innovative Teaching and Learning re: resources needed to support the QEP's professional development and e-portfolio dimensions
21 October 2011	<p>Consultation with Budget Office</p> <p>First complete draft of implementation</p>
26 October 2011	Report to and feedback session with the department chairs of the College of Humanities and Behavioral Sciences
27 October 2011	QEP-WT Co-Chairs consult with Student Affairs Staff, Vice President of Student of Affairs, and Dean of Student Affairs re: syndicating involvement of Student Affairs division in implementation of co-curricular dimensions of the QEP. Concept of cross-divisional teams suggested.
28 October 2011	Advisory Group consulted regarding Student Learning Outcomes and Programmatic Outcomes; suggested revisions presented to and ratified by the QEP-WT November 4
31 October 2011	Meeting regarding the role of the QEP in a Big Read Grant Initiative
November 2011	Identification of QEP Lead Evaluator and submission of name to SACS
2 November 2011	<p>Report to Dean's Council by QEP-WT Co-Chairs</p> <p>Consultation with Director of New Student Programs re: potential roles of QUEST program and UNIV 100 in QEP implementation</p>

3 November 2011	<p>Report to and feedback session with the department chairs of the College of Education and Human Development</p> <p>QEP co-sponsors with the Office of Provost and the Women's Studies committee a forum and panel discussion on "Free Speech and Regard for the Other"</p>
7-8 November 2011	QEP Interim Director attends Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) professional conference at Virginia Tech on e-portfolio initiatives
8 November 2011	Campus Forum on the QEP
Mid-November 2011	RU receives feedback re: Certification of Compliance from SACS Off-Site Review Committee
16 November 2011	Feedback session with the department chairs of the College of Business and Economics
30 November 2011	Feedback session with the department chairs of the College of Science and Technology
3-6 December 2011	QEP-WT Co-Chairs, SACS Liaison, and Provost attend SACSCOC conference in Orlando, Florida
7 December 2011	Campus Forum on the QEP
8 December 2011	Presentation to the Faculty Senate
December 2011- January 2012	Revision of QEP
19 January 2012	Q & A session with Faculty Senate
February 2012	Focused Report and final draft of QEP submitted to SACS



RADFORD UNIVERSITY

Refinement of Scholar-Citizen Initiative

III. REFINEMENT OF SCHOLAR-CITIZEN INITIATIVE

The message is, if institutions are to be effectively engaged with their communities and region, they cannot do so with activities at the margin—engagement must become a core value of the institution and incorporated into all key activities of the enterprise. (Votruba et al., 2002, p. 15)

Overview

Following adoption of the Scholar-Citizen theme and initial feedback collection from the campus community, the QEP-WT identified two overarching goals for Radford University's Quality Enhancement Plan:

- **QEP Goal 1: Enhance Student Learning through Real-World Problem Solving**
RU Scholar-Citizens will be able to effectively connect and apply academic skills and knowledge including that of their discipline in addressing real-world issues in our local, national, and global communities.
- **QEP Goal 2: Foster a Culture of Engaged Learning and Scholarship**
RU as an institution will support and encourage a community of practice devoted to connecting academic skills and knowledge to promoting political, cultural, social, and economic change.

These goals were further refined and defined in light of institutional data collected through national and internal surveys, continued consultation with academic leadership teams and local experts, attendance at national conferences, reference to other institutions' QEPs, and rigorous review of relevant literature and of best practices associated with engaged pedagogies. Through these educational processes, key terms and issues were identified, student learning outcomes and programmatic outcomes were drafted, an implementation plan was constructed, and needed resources were identified.

The following sections discuss the internal research supporting and directing QEP development, including discovery of emergent issues through review of available institutional data.

Identifying Key Issues

Assessment Data Supporting and Informing QEP Development

RU selected Scholar-Citizen as its QEP following a rigorous and inclusive process involving input from faculty, staff, students, and administration. Affirmation for the selection of this theme can be found in data gathered in institutional and national surveys, including³:

³ Data reported from the NSSE and the exit and alumni surveys reflect their most recent administrations. Although the CIRP was administered to incoming freshmen in 2011, for the

- The 2010 Cooperative Institute Research Program's (CIRP) Freshman Survey;
- The 2009 National Survey of Student Engagement (NSSE), which surveyed freshmen and seniors;
- Exit surveys administered to graduating seniors annually between 2005 and 2007; and
- A five-year alumni survey administered to those who earned undergraduate degrees from RU between 2002 and 2007.

RU administers the CIRP each summer to freshmen who are enrolling the following fall. Student responses to the CIRP offer insights into our incoming students' confidence in their ability to negotiate difference and see problems from multiple points of view. Specifically, when asked to rate themselves on a variety of scholar-citizen related traits as compared with "the average person your age," incoming RU students demonstrated less confidence than their peers at either other institutions like RU, at all CIRP-participating institutions, or at both.

Exhibit 7: Percentage of First-time, Full-time Freshmen Rating Themselves in the Top 10 Percent as Compared with the Average Person Their Age

Item	Radford University	Comparable Institutions	All CIRP Participants
"Ability to see the world from someone else's perspective"	16.3	17.5	18.9
"Tolerance of others with different beliefs"	21.5	23.3	25.4
"Openness to having my own views challenged"	16.2	16.0	17.6
"Ability to discuss and negotiate controversial issues"	17.5	18.7	20.4
"Ability to work cooperatively with diverse people"	27.3	29.3	31.4

Incoming freshmen at RU also have less experience than their peers at other institutions in developing and using problem-solving skills:

first time, the survey was completed by students at home online, rather than in the previous pencil-to-paper format at orientation. The response rate was significantly smaller; due to suspected response bias, the 2010 responses, in which we have far more confidence, are reported here.

Exhibit 8: Percentage of First-time, Full-time Freshmen Responding “Frequently”

Item: “During the past year, did you frequently . . .”	Radford University	Comparable Institutions	All CIRP Participants
Support your opinions with a logical argument	42.7	49.0	51.3
Seek solutions to problems and explain them to others	40.8	44.0	47.2
Evaluate the quality or reliability of information you received	31.6	31.3	34.2
Seek alternative solutions to a problem	40.5	41.4	43.7
Look up scientific research articles and resources	24.5	18.8	21.5
Explore topics on your own, even though it is not required for a class	23.5	26.8	28.9
Accept mistakes as part of the learning process	46.4	51.1	52.6
Integrate skills and knowledge from different sources	43.1	45.5	48.2

Similarly, just 33% of RU freshmen and 45% of RU seniors responding to the 2009 NSSE replied “very often” when asked about the extent to which their RU coursework emphasizes “applying theories or concepts to practical problems or in new situations”: 35% of first-year students and 46% of the seniors responding from RU’s NSSE peer group institutions responded “very often” to this item.

Both the exit surveys and the five-year alumni survey also identified deficiencies in the preparation of RU graduates that the Scholar-Citizen initiative proposes to address. The exit surveys, for example, asked graduating seniors to rate the importance of 28 knowledge sets, skills, and abilities generally considered to be expected of an RU graduate. It then asks them to rate the degree to which their RU education prepared them in each of the 28 areas. “Difference scores” were then calculated by subtracting each individual’s importance score from the preparation score. Unacceptably large difference scores (indicating less preparation) are present for such items as “problem solving skills,” “ability to apply analytical methods to problem solving,” “ability to think critically,” “ability to analyze information,” “understanding of international and global issues,” “understanding of current events,” and “becoming a better citizen.”

The more extensive five-year alumni survey, which was administered for RU by the Virginia Tech Center for Survey Research, identified similar areas of concern. As part of the survey, alums were asked if they strongly agreed, somewhat agreed, somewhat disagreed, or strongly disagreed with 25 statements related to their RU education. Respondents' level of strong agreement was lowest on three statements related to the QEP:

- Your education at Radford helped you prepare to become more involved in your community (40.7% strongly agreed);
- Your academic department helped students become aware of professional or job opportunities that could be available after graduation (46.2% strongly agreed); and
- Your academic department helped students become aware of educational opportunities that could be available after graduation (49.1% strongly agreed).

While it could be argued that in absolute terms these numbers are acceptable—indeed, the proportion of students who at least “somewhat agreed” that their RU education helped prepare them for community involvement was over 82%—the assessment of alumni was that they were less prepared as undergraduates in these areas than in the other 22 areas measured in the survey.

Congruent with the CIRP, NSSE, and exit and alumni survey results, the Writing Team identified as one of the QEP's two main goals enhancing student learning through real-world problem solving and through practical application of academic or disciplinary knowledge in real-world contexts. Through emphasis on applied knowledge and real-world contexts, RU students will be better able to match their passions with their career goals and to gain experience in professional settings. We anticipate that implementation of the Scholar-Citizen initiative will help our students develop skills that will serve them well in post-graduate settings, and that their departments will be able to work with them more effectively as they “market” those skills to prospective employers and to graduate/professional schools. We also anticipate that employers will recognize the benefits of hiring graduates who have had experience in professional contexts communicating about and collaborating in complex problem-solving.

Better preparing our students to serve their communities is also consonant with the QEP's second goal. This goal, “to foster a culture of engaged learning and scholarship,” supports strategic directive three of the University's Strategic Plan, which states that the “University will create a community that is effectively connected with the world, the nation, the Commonwealth and the surrounding region.” Based on the CIRP and NSSE data, even though Radford students are more engaged in their communities than their peers at other institutions, there is much room for improvement in this area of student learning.

For example, 18.9% of our incoming freshmen estimated on the CIRP that there was a “very good chance” that they will participate in volunteer or community service work in college. While it is encouraging that 29% of our freshmen and 62% of our seniors reported in the NSSE that they have actually *done* community service or volunteer work, it appears that most of that work is disconnected from the students' academic experiences: only a miniscule three percent of our freshmen and eight percent of our seniors said on the NSSE that they “very often” “participated

in a community-based project (e.g., service learning) **as part of a regular course.**” [Emphasis added.]

It should be noted that the majority of RU seniors—57%—reported that they have participated in a practicum, internship, field experience, co-op experience, or clinical assignment, a proportion that compares quite favorably with other NSSE respondents. However, it is impossible to determine the extent to which these experiences truly involve the synthesis and application of classroom-developed problem-solving skills in off-campus settings.

Thus, while the Scholar-Citizen theme for the RU QEP was chosen through a broad-based participatory process compatible with RU culture and is largely aspirational, validation for the initiative can be found in recent surveys of entering new students (CIRP), freshmen (NSSE), seniors (NSSE and exit surveys), and alumni (five-year alumni survey). These internal and nationally-based assessments indicate that our University should:

- Enhance student learning about and better facilitate student engagement in their local, national, or global communities;
- Advance students’ capacity to solve problems that vex those communities; and
- Help students develop the skills required to engage in self-reflective practices that are part of their growth as students and as citizens.

Core Curriculum

Another issue informing discussion about and development of the QEP has been the recent revision of the University’s General Education/Core Curriculum. In August 2007, the University’s new Strategic Plan, *7-17: Forging a Bold New Future* included an objective of “Revising, streamlining, and bringing into alignment our core curriculum (General Education) with processes and programs at institutions nationally recognized for academic excellence and broad-based student preparation that cultivates intellectual agility and fosters ethical and social responsibility.” This provision led to an initiative to reshape General Education. The new program resulted in a 2009 implementation of a Core Curriculum that includes:

- A new foundational structure through which students at RU will attain college-level competencies;
- The definition of those competencies in terms of precise, unambiguous, and measurable learning outcomes; and
- A carefully constructed assessment plan with the ultimate goal of continued enhancement of the Core Curriculum and—by extension—the quality of education provided at RU.

The new Core Curriculum involves a four-course oral and written communication developmental sequence (University Core A). Formative assessment results and course evaluations suggest that students gain more from the courses, which emphasize acquisition of college-level communication and thinking skills, when the courses are tied to discipline specific content and goals.

The Scholar-Citizen QEP has been designed to complement and contribute to the Core Curriculum. Moreover, the Writing Team identified the Core Curriculum as an opportunity to expose students to the Scholar-Citizen initiative early in their academic experience. The Director of the Core Curriculum and the Director of Academic Assessment have been active as consultants and participants in the construction and development of the QEP and have been instrumental in ensuring that student learning outcomes of the QEP correlate with and complement those of the Core Curriculum. In particular, Scholar-Citizen intensive sections of University Core A courses are being utilized as pilots for the Scholar-Citizen initiative. (Please see Section VIII for a more detailed explanation of the Core Curriculum's role in the QEP.)

Engaged Pedagogies on Campus

An internal audit of college-wide course offerings and a series of focus groups with administrators, faculty, and students reveal that the Scholar-Citizen QEP builds on a vital but under-supported aspect of RU's teaching and learning community. Indeed, RU has regularly hosted pedagogies that provide opportunities for students to interact with course content outside the classroom in order to identify and address real-world issues. The purpose of this section is to identify some examples of such activities among the various curricula at RU and to summarize the most often cited obstacles to continuing or expanding on such academic programming.

Exhibit 9: Examples of Existing Scholar-Citizen Curricula

Mountaintop Removal: Dr. Theresa Burriss (Appalachian Studies)

Dr. Burriss has worked with students in her Appalachian Studies classes and through the Appalachian Studies minor to create awareness of social issues that result from the mining of coal in the Appalachians.

Arctic Expeditions: Dr. Rhett Herman (Physics)

Since 2003, Dr. Herman has taken numerous Radford University students – including a group of Governor's School students – to Barrow, Alaska to conduct scientific research to measure and study the thickness and structure of sea ice. The results of this arctic research are always presented by students and faculty both on campus and at professional meetings.

Forest Reclamation: Dr. Theresa Burriss (Appalachian Studies), Dr. Christine Small (Biology), Dr. Richard Roth (Environmental Studies)

This project involves work with the Appalachian Regional Reforestation Initiative (ARRI) Director, Patrick Angel, to assist with best practices and science in the reclamation of surface-mined lands. The faculty members are recruiting students to help with the actual hardwood reforestation (a public service initiative) and monitoring of the trees' growth and success (a public policy component). ARRI falls under the auspices of the federal Office of Surface Mining Reclamation and Enforcement.

Terra-2-Be: Dr. Christine Small (Biology), Dr. Iain Clelland (Management), Dr. Gary Fetter (Management)

An interdisciplinary project involving privately owned and unused tracts of land. Rather than having the land just "sit" overgrown and unused, the project directors seek to identify ecologically beneficial ways that the land could be used that are also economically beneficial to the landowner. This is a public advocacy project melding environmental biology with business management.

Floyd County Culture and History: Dr. Melinda Wagner (Sociology), Dr. Mary LaLone (Sociology)

This project, actually a collection of projects carried out by successive cohorts of students in Sociology of Culture (SOCY 121), employs a mentored team approach to the systematic collection of oral history data. Students are first educated in the ethics of such work (described on the syllabus as: “respect, rapport, and responsibility”). They practice interviewing techniques and recording of the interviews as well as appropriate professional data collection from the interview transcripts. Students learn to make videos of clips from the interviews as part of the procedures for reporting results. The project even hosts “Celebrations” at the end of each semester in which interviewees and their families, student interviewers, county public school staff, and RU mentors are brought together to socialize and discuss reactions to the oral history experience. Students regularly report the results of their project each April at our on-campus Undergraduate/Graduate Student Engagement Forum--a celebration of student research and scholarship at RU.

Community Nursing: Ms. Erin Cruise (School of Nursing)

Undergraduate Nursing majors are required to take a course titled “Community Nursing” taught by Ms. Erin Cruise. Students in the class are not only required to perform 27 hours of public service in public health settings, but they also engage in a number of class projects. One such project involved an education initiative with homeless individuals and families in Roanoke, Virginia. The focus of this advocacy project was to inform people of the health services available to them and how to access these services. There were two components to this project. One was to teach adults about adequately caring for the health of their children (as well as their own health) and the other was to teach how to properly access health care services available in the Roanoke Valley.

Sounds of Stories Dancing: Dr. Debra McLaughlin (Dance), Dr. Theresa Burriss (Appalachian Studies)

An RU (in-house) research grant was used to create an interdisciplinary dance/theatre piece, *Sounds of Stories Dancing*, utilizing oral histories collected by Appalachian Studies professor Dr. Theresa Burriss. With collage as the guiding metaphor, the work examined love of place, outmigration as a result of economic necessity, and what “progress” can mean. Nationally renowned visual artist Suzanne Stryk and RU composers Don Hall and Bud Bennett contributed to the project as well.

The full-length piece was performed by ten dance majors in Albright Studio Theatre in Spring 2011. Excerpts were then presented in Preston Hall for Fall Fest during family weekend. In November, students toured the work to the Paramount Theatre in Bristol, Tennessee, performing a matinee for area schools and an evening performance for the general public. This was an advocacy project of public scholarship through collaboration among Departments of Theater/Dance, Music, and Appalachian Studies.

Mathematics for Social Analysis: Dr. Laura Jacobsen (School of Teacher Education and Leadership)

Math 312 matches math education students with local elementary and middle-school age children to enhance the ability of both groups to appreciate the use of mathematics to understand and address social issues. Partnering with Beans and Rice, provider of economic and educational programs for low- and moderate-income families in the city of Radford, Dr. Jacobsen’s teachers-to-be to interact with children and teach them the value of improving their math skills and the relevance of math in understanding or even changing the world around them. Through their Math 312 service-learning project, Dr. Jacobsen’s students plan and lead kinesthetic and tactile enrichment activities that help students develop prerequisite skills they need to keep pace.

Personal Impact of Economics: Dr. Basil Saleh (Economics)

This is a Freshman Honors Class in macroeconomics that fulfills a requirement in our Core Curriculum. Students go into the “real world” to apply for health insurance (sometimes presenting chronic health problems) and auto loans, and formulate a minimum wage budget to learn how public policy regarding these industries is related to principles of economics. The students are required to blog about these and other topics of interest to them. These discussions illuminate the complexity of students’ lives in purchasing textbooks, working multiple jobs, enduring temporary poverty, etc. Students read each others’ blogs learning not only what is of concern to each person but also the manner in which each individual expresses their concerns and opinions.

One may note that the academic experiences summarized above involve an array of activities; some occur as part of established classes, while others occur primarily within the context of faculty members’ own research projects. Other activities involve one discipline while others are interdisciplinary collaborations--often involving academic areas that do not usually collaborate. The activities also compose an array of public scholarship from volunteerism/service learning to advocacy and activities that will inform public policy decisions. A major purpose of our QEP is to foster and support established initiatives such as these as well as to encourage new endeavors across campus.

On this point, interviews with faculty members who frequently or routinely provide students with opportunities for applied learning or public scholarship identify one over-arching obstacle to continuing or expanding existing programs: lack of institutional support. This is typical of most higher-ed institutions that have not yet taken steps to make public engagement an intentional part of their organizational culture. The historical lack of institutional support manifests itself at RU in several concrete ways:

- **Disconnection:** Most faculty members are unaware of projects or learning activities that are happening outside of their own departments, leading to a sense of isolation and of disconnection. Faculty members noted that there is a need for the University to create an intra-institutional communication system. Such a system would provide the potential for greater alignment in the institution’s goals for public engagement, and thus a higher priority would be given to coordinating engagement as a collective goal shared among colleges, departments, and faculty members. This could lead to shared resources between colleges and divisions, the lack of which is another often cited obstacle.
- **Resources:** Because individual faculty members are often working in isolation and without the coordinated support of their colleges or of the institution, even highly successful collaborations between community partners and faculty researchers are typically “person-dependent.” The course reassignment or retirement of a faculty member can mean the cessation of an important resource for the community, thus discouraging community partners from pursuing long-term relationships. Moreover, the institution does not provide routine professional development programming for staff or faculty focused on developing community projects or incorporating pedagogies of engagement in their courses. Not surprisingly, those who develop and implement projects often feel stretched thin, overwhelmed, and burned out.

- **Value:** There is currently no institutional policy for adjusting course loads for service work, nor is there a mechanism for recognizing service scholarship and activity as of the same value as traditional research. As a result, service is perceived to be of less value in tenure and promotion, and this in turn discourages junior faculty involvement in community-service or service-based scholarship.

In sum, courses and undergraduate research initiatives focused on public engagement and community partnerships remain fragile at RU. The Scholar-Citizen Writing Team was ever mindful of these obstacles as it developed an implementation plan focused on faculty support and on best practices for fostering a culture of engagement.



RADFORD UNIVERSITY

Review of the Literature and Best Practices

IV. REVIEW OF THE LITERATURE AND BEST PRACTICES

[R]esearch findings ... suggest that students who participate in civic learning opportunities are more likely to persist in college and complete their degrees; obtain skills prized by employers; and develop habits of social responsibility and civic participation. (Kanter and Ochoa, 2012, p. v)

Overview

To become engaged and responsible citizens who can address and navigate the complex challenges of the 21st century, Radford University students must develop the new literacies and skills necessary for civic engagement and awareness. Edgerton (2001) lists among these new literacies global awareness, the ability to recognize and engage with diversity, and to give “meaning to the words “us” and “them”” (Edgerton, 2001). Edgerton’s call for a civic revival in higher education is echoed by the authors of *College Learning for the New Global Century*, an AAC&U 2007 report commissioned by the Liberal Education and America’s Promise initiative (LEAP). In the report, the authors argue that “in today’s knowledge-fueled world, ensuring the most empowering forms of learning for all students should be our top educational priority” (p. viii). Proposing a set of “essential learning outcomes” “keyed to work, life, and citizenship,” the LEAP National Leadership Council recommends “an education that intentionally fosters, across multiple fields of study, wide-ranging knowledge of science, cultures, and society; high-level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges” (p. 4).

Exhibit 10: LEAP Essential Learning Outcomes (AAC&U, 2007, p. 3)

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

KNOWLEDGE OF HUMAN CULTURES AND THE PHYSICAL AND NATURAL WORLD

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring.

INTELLECTUAL AND PRACTICAL SKILLS, INCLUDING

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

PERSONAL AND SOCIAL RESPONSIBILITY, INCLUDING

- Civic knowledge and engagement—local and global

- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

INTEGRATIVE LEARNING, INCLUDING

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

Though it is beyond the scope for any one program to address all of the learning outcomes and aspirations identified by the authors, several principles integral to the LEAP initiative are guiding premises of the Scholar-Citizen QEP, the tag phrase of which is “Create. Connect. Contribute.”:

- **Create:** The importance of disciplinary knowledge and the preparation of students to engage in cross-disciplinary conversations about enduring questions and current issues. We define “enduring questions” to mean “questions to which no discipline, field, or profession can lay exclusive claim.... [and which] can be tackled by reflective individuals regardless of their chosen vocation, areas of expertise, or personal backgrounds” (NEH 2011).
- **Connect:** The importance of opportunities for students to connect disciplinary knowledge and intellectual skills to real-world contexts and complex problems.
- **Contribute:** The importance of fostering a sense of personal and social responsibility, which we define as seeking how to live our lives in ways that best contribute to the world around us.

From these principles, RU has defined Scholar-Citizenship as active and scholarly participation in the complex and multicultural world by connecting and applying academic skills and disciplinary knowledge to the challenges facing our local, national, and global communities.

While some students will actively seek out opportunities to gain the knowledge, skills, and perspectives necessary for effective engagement with societal issues, others may have less interest. Colby *et al.* (2003) argue that “Weaving moral and civic issues into the curriculum is schools’ best hope for connecting with hard-to-reach students and making sure that students already on an inspired path will not lose their way” (p. 167). This coursework is essential to moral and civic development, as key dimensions of these areas of growth are “fundamentally cognitive or intellectual—rooted in understanding, interpretation, and judgment.” Select strategies they propose include:

- “Combine coursework and service experiences with rigorous reflection and writing on ethical issues” (p. 172).
- Create learning experiences that are integrative and cumulative: “Like the learning of other complex capacities, moral and civic learning is strengthened by educational experiences that are integrative and cumulative” (p. 195).

The following literature review briefly identifies the key concepts and associated best practices informing the Scholar-Citizen implementation actions, which as a whole embrace integrative, collaborative, and reflective learning models. These concepts describe not only a set of instructional practices, but also a philosophy of teaching and learning consonant with our goal of creating a community of practice and a culture of critical reflection and social action.

Pedagogies of Engagement

The AAC&U (2005) suggests that pedagogies of engagement represent “one of the most important developments in higher education: the shift toward teaching and learning practices that engage students with complex and unsolved problems confronting their society” (<http://www.aacu.org/meetings/pedagogies/poe05/index.cfm>). Colby *et al.* (2003) explore/describe these pedagogies as “models for teaching that if used well can support deep understanding, usable knowledge and skills, and personal connection and meaning” (p. 134). These pedagogies “conceive of learning as a more active process than it was once thought to be” (p. 134).

Pedagogies of engagement are conceptually reflected in other works, such as Chickering and Gamson’s (1987) *Seven Principles for Good Practice in Higher Education*, which suggest several principles closely related to pedagogies of engagement, including:

- Encourage contact between student and faculty,
- Develop reciprocity and cooperation among students,
- Encourage active learning, and
- Communicate high expectations.

Coined by Edgerton (2001), the term “pedagogies of engagement” specifically refers to student-centered instructional practices focused on fostering “real understanding” of disciplinary knowledge and on the “habits of heart” needed to “motivate students to be caring citizens” (p. 32). Edgerton identifies four strands of engaged pedagogical innovation, each of which is discussed in greater detail below:

- Problem-Based Learning,
- Collaborative Learning,
- Service Learning, and
- Undergraduate Research.

Problem-Based Learning

Problem-based learning (PBL) “is the learning that results from the process of working toward the understanding or resolution of a problem. The problem is encountered first in the learning process” (Barrows and Tamblyn, 1980, cited in Smith *et al.*, 2005, p. 2). Barrows and Tamblyn identify six core features of PBL:

1. Learning is student-centered.
2. Learning occurs in small student groups.
3. Teachers are facilitators or guides.
4. Problems are the organizing focus and stimulus for learning.
5. Problems are vehicles for the development of clinical problem-solving skills.
6. New information is acquired through self-directed learning.

PBL is the learning process by which a person identifies, develops, and implements a method to move something and/or someone from an existing condition to a more desired condition. Ill-defined contemporary problems are complex because they often include one or more of the following characteristics:

- Dynamic over time,
- Multiple, possibly conflicting goals,
- Multiple participants in issue, and
- Contain a series of decisions where early ones affect later ones.

Hence, the intent of developing RU students’ competency in problem solving is to better prepare them to address complex problems—issues such as environmental sustainability, human rights, health care access, terrorism/security, economic interdependence, ideological conflict, cultural prejudice, and the privacy rights of citizens—in an increasingly interdependent world. Smith *et al.* find that PBL methods maximize student achievement most “when they are studying conceptually complex and content-dense materials” in which instructors keep students actively engaged by “structure[ing] cooperative interaction into classes, getting [students] to teach course material to one another and to dig below superficial levels of understanding... It is vital for students to have peer support, not only so that more of them learn the material at a deeper level, but also so that they get to know their classmates and build a sense of community with them” (2005, p. 11).

Best practices associated with problem-solving pedagogy include:

- Context Rich Problems: A problem-solving pedagogy within the classroom that utilizes short, realistic scenarios which are typically more complex than traditional problems,
- Faculty-Coached, In-Class Problem Solving: A problem-solving pedagogy where students work collaboratively to solve problems while the professors provide a guided context, and
- Problem Solving Method: A problem-solving pedagogy that teaches the steps of problem solving by utilizing various problem solving models along with the use of facts, concepts, and principles of content.

Collaborative Learning

Collaborative learning is both a strand of pedagogical innovation associated with engagement and a philosophical point of view that shifts the classroom from an autocratic environment to a democratic one. As the epitome of “student-centered” approaches, collaborative models move the instructor from behind the podium to facilitate and coach students as they work together to achieve a common goal. To this end, Gokhale (1995) defines collaborative learning as “an instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful.” Problem-based pedagogy and service learning pedagogy share as an axiom that “learning is maximized when it is active, engaged, and collaborative” (Ash and Clayton, 2009). Collaborative design models embrace a “reflective, experiential process that takes students out of traditional classroom settings” (Ash and Clayton, 2009) and are utilized as a best practice within the context of other engagement models such as PBL and SL pedagogies.

Service Learning

Service learning is increasingly recognized for its powerful potential for student learning and has been identified as “one of the ten high-impact educational practices effective in increasing student engagement and retention, issues of critical importance on most campuses today” (Duffy, 2011). Often called community-based learning, service learning involves students in an organized service experience related to classroom learning and which meets community needs. Students then reflect on that experience “through activities such as journal writing and class discussions, connecting service experience with the substantive content of the course and with various dimensions of personal growth, including civic responsibility” (Bringle & Hatcher, 1995; Colby, *et al.*, 2003). The National Service-Learning Clearinghouse defines service learning as: “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (<http://www.servicelearning.org/what-service-learning>).

Various scholarship speaks to the contributions of service learning to the complex and integrative learning sought in the RU QEP. Colby *et al.* argue that service learning supports deep learning when faculty provide a larger ethical, intellectual, and social context “in which skills and knowledge are learned more similar to the settings in which they will be used” (p. 137). Duffy (2011) similarly posits that service learning develops “metacognitive processes involved in translating ideas into practice” and in “learning how to learn” to be active and engaged participants in their communities: “The affective domain of learning and the lived experiences of students reflect the human dimension, caring, and learning how to learn... helps students in ‘learning to be’ participants in a disciplines as well as engaged citizens” (Duffy, 2011, p. 11).

Best practices associated with successful service learning include (Astin *et al.*, 2000; Furco, 2002; Hatcher, Bringle, and Muthiah, 2004; Seifer, 2007):

- Reciprocity between the campus and the community partner,

- Structured and intentional opportunities for students' written and summative reflections,
- Frequent contact between the student and the community partner,
- Structured discussion of the community experience with the instructor, community site supervisor, and peers,
- Adequate faculty training and support,
- Adequate institutional structures with a center or office, and dedicated staff or faculty positions for service learning, and
- Experiences that are meaningful to the student: "the single most important factor associated with a positive service learning experience appears to be the student's degree of interest in the subject matter" (Astin, A.W., Vogelgesang, L. J., Ikeda, E. K., and Yee, J.A. 2000).

Undergraduate Research

During at least the past 20 years, colleges and universities have institutionalized undergraduate research as an integral component of a student's college education. Undergraduate research is regularly characterized as "mentored research;" the mentoring component is often assumed to be responsible for the contribution of undergraduate research to enhanced recruiting of students in minority and at-risk populations (Kinkead, 2003). First in the sciences and selected social sciences and more recently in the arts and humanities, institutions have embraced the mentored research model as a meaningful way to both enhance students' understanding of how their academic discipline functions and to generate increased student interest in obtaining advanced education in their disciplines. This broadening of the definition of research is now officially recognized through the inclusion of a Division of Arts and Humanities at the 2008 meeting of the Council on Undergraduate Research (CUR).

According to Lopatto (2003), faculty involved in undergraduate research report that such experiences should include student involvement in all aspects of the research process, such that students "feel ownership of the project." Such involvement includes:

- Reading and discussion of the scientific literature,
- Design of some part of the project,
- Working both independently (of the professor) and as part of a student research team, and
- Developing skill in data collection techniques, and having some role in reporting the results.

Lopatto's research indicates that the student researchers themselves report improvements in knowledge of their discipline, improved oral and written communication skills, improved knowledge of laboratory techniques, and enhanced competence in reading the literature of their discipline. Lopatto also notes the positive benefits reported by students as a result of undergraduate research experiences, including:

- Greater orientation toward future career and work plans,

- Enhanced competence in connecting knowledge of facts with real problems in their discipline, and
- An appreciation of the relationship they developed with their faculty mentor.

Similarly, in an empirical study of the impact of undergraduate research (using the College Student Experiences Questionnaire), Ishiyama (2002) found that when compared to students who did not engage in mentored research, those who did report greater gains in the ability to think analytically, learn on their own, and effectively integrate knowledge to address a research question (independent analytic development).

Blackmer (2008) notes that undergraduate research has a clear relationship to intellectual growth in one's discipline, especially the ability to critically read and evaluate new knowledge, accompanied by the advantages of getting to know and work with a faculty mentor. It is the process that leads to discovery that is the important component of research and scholarship, not the final product. The ability to "make do" when plans do not work out as one intended and the confidence and competence derived from successfully navigating the process of discovery are the common (and most important) benefits of undergraduate research in both science and the arts.

Maximizing the Impact of Pedagogies of Engagement: The Value of Critical Reflection

Explicit within the research is the increased effectiveness of engaged pedagogies when critical reflection is a structured and supported part of the learning experience. As defined by AAC&U, critical reflection is "a meta-cognitive act of examining a performance in order to explore its significance and consequences" (Rhodes, 2010). Critical reflection "generates learning (articulating questions, confronting bias, examining causality, contrasting theory with practice, pointing to systemic issues), deepens learning (challenging simplistic conclusions, inviting alternative perspectives, asking "why" iteratively), and documents learning (producing tangible expressions of new understandings for evaluation) (Ash and Clayton, 2009, p. 27). Dewey defines it as the "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (Dewey, 1910, cited in Ash and Clayton, 2009, p. 27). In this reconceptualization, reflection is understood to have three dimensions (Ash and Clayton, 2009, p. 28):

1. It generates learning in ways such as confronting biases, examining causality, and pointing to system issues.
2. It deepens learning by challenging simplistic conclusions and inviting alternative perspectives.
3. It documents learning by producing tangible expressions of new understandings.

Critical reflection is integral to transformative education which "places the student's reflective processes at the core of the learning experience and asks students to evaluate both new information and the frames of reference through which the information acquires meaning" (Mezirow & Associates, 2000, cited in Keeling *et al.*, 2004, p. 9). Student activities associated with experience alone do not ensure learning, and in fact may be problematic to learning as they can "all too easily allow students to reinforce stereotypes about difference, to develop simplistic

solutions to complex problems, and to generalize inaccurately based on limited data” (Ash and Clayton, 2009, p. 26).

Eyler and Giles (1999) propose five characteristics of good reflection:

1. A continuity and regularity of the reflective process before, during, and after the experience,
2. Making connections between the experience and course knowledge,
3. Providing feedback and challenging students’ perspectives, assumptions, and clarification of values,
4. Applying course content/knowledge within the context of real life situations, and
5. Coaching and providing emotional support to students, as challenges to their views, assumptions, and values often elicit uncomfortable feelings and perplexity.

Hatcher, Bringle, and Muthiah (2004) additionally find that small groups and collaborative work involving meaningful dialogues are often more effective at promoting the clarification of values than when done individually (p. 42).

Facilitating Critical Reflection: Utilizing the E-portfolio

The Radford University QEP will make extensive use of students’ critical reflection about their development as Scholar-Citizens as they are exposed to pedagogies of engagement. The institution has adopted the e-portfolio as the ideal means of facilitating this reflection.

An e-portfolio is a digital platform on which students can record and archive their learning experiences, often through some combination of posting completed works and preparing original syntheses of their learning experiences. Several trends among today’s population of learners find their confluence in the development and use of e-portfolio systems as a means of tracking and promoting student achievement and engagement. These trends include the following:

- Students in the so-called net generation are “immersed in digital technology,” and thrill in the process of discovery, rather than being tethered only to lecture-exam pedagogies. Furthermore, for these students, one focal point is “how you navigate in the digital world, and what you do with the information you discover” (Tapscott, 2009, p. 134).
- Research with students has found that the relation between writing and the students’ engagement with the material “is stronger than the relationship between students’ engagement and any other course characteristic” (Light, 2001, p. 55). Simply stated, students derive value from writing, even if that value is not immediately apparent to them.
- In order to maximize success, “millennial generation” students benefit from structure and “frequent feedback on their progress” (Howe and Strauss, 2007, p. 158). Expecting reflection on learning to happen automatically, or for a one-time final synthesizing

assignment to be a sufficient means for students to engage in reflection, are not in line with successful pedagogy for today's students.

The e-portfolio can address each of these trends, drawing them together in a pedagogy that facilitates engagement, meaningful reflection, and student learning. The writing and synthesis that is required for e-portfolios (though certainly other artifacts, such as visual images, video, music, and so on, can also be included) allows students to not only develop, but also showcase, their engagement with material; furthermore, students can use e-portfolios in ways that allow them to display their creativity. Moreover, e-portfolios may be used to provide the structure and opportunities for feedback that students so value in their learning. For these reasons, e-portfolio systems are a meaningful pedagogy.

E-portfolios are also a social pedagogy. Students may post their e-portfolios and share them with others, such as for evaluative purposes, as an adjunct to a traditional résumé, or to stimulate discussion and further reflection between peers and communities. Indeed, e-portfolios are not meant to be hidden artifacts, but rather are tools by which students can, quite actively, share their learning experiences – and the meanings they have derived from those learning experiences – with others.

The use and study of e-portfolios is rather new within the academy. In 2011, a journal devoted to e-portfolio research was launched, the *International Journal of ePortfolio* (<http://www.theijep.com/>). An article in the inaugural issue reinforced the value that e-portfolio systems have for student learning. A study across 14 programs, on two campuses, that used e-portfolios found many benefits to be derived from them. Specifically, students using e-portfolios in the programs demonstrated significant improvements in all six factors studied, including the ability to:

1. Demonstrate knowledge gained within and across specific contexts,
2. Recognize and adapt to differences,
3. Understand and direct oneself as a learner,
4. Become a reflexive, accountable and relational learner,
5. Identify and discern my own and others' ethics and perspectives, and
6. Develop a professional digital identity (Peet *et al.*, 2011).

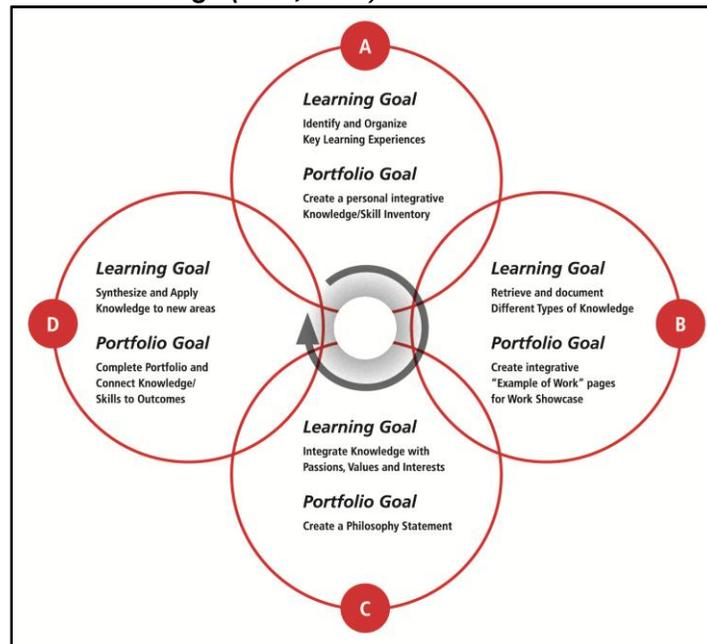
These are powerful benefits, indeed, as correlated not only to the pedagogical concerns noted above, but also to the conceptual foundations that underlie and support scholar-citizenship.

There are many ways that e-portfolios may be structured, but one value lies in their ability to transcend individual classes, serving as a program-level artifact of student achievement and reflection. As Fishman and Ring (2011) discuss, e-portfolios can be conceptualized as digital places at which students can tell stories – stories of learning, stories of transformational experiences, stories of reflection, and so on. There is no single software platform that is required for an e-portfolio, as they can range from free sites for web archiving to sophisticated programs designed specifically for e-portfolio purposes. The preparation of e-portfolios should start early in a student's program, and continue toward their capstone. Intermediate milestones may be developed along the way, to help guide student reflections. One model is diagrammed

in Figure 11, below. Note that it promotes the pedagogical values articulated earlier, emphasizing the value of student discovery, digital narrative creation, writing, structure, and multiple feedback opportunities.

E-portfolios are not the sole means by which students may be evaluated or encouraged to reflect upon their experiences, but they do serve as an important tool. When integrated into a program with a sound structure and logical organization, they can provide benefits to the students who prepare them, the community with which they are shared, and the evaluators seeking to measure student progress or achievement of programmatic goals.

Exhibit 11: Model of E-Portfolio Usage (Peet, 2009)



Cultivating a Community of Practice

Faculty are critical to institutionalizing pedagogies of engagement and building a culture of university engagement with real world issues. Furco (2002) argues that in order for service learning to “be broadly effective in engaging students civically and academically,” service learning must become “part of an institution’s fabric so that it can be legitimized by the faculty and supported by the administration” (p. 40). Duffy (2011) argues that if educational institutions are to be “life-affirming organizations,” with pedagogies such as service learning responding to new imperatives for higher education, then it is essential to include “the lived experience of faculty.” Cultivating communities of practice and creating opportunities for ongoing professional development are clear means of achieving these goals.

Bringle and Hatcher (1995) support the creation of a series of faculty workshops to maintain the academic integrity of service learning, increase faculty efficacy and confidence as they implement this pedagogy, and to support the institutionalization of the pedagogy. Votruba *et al.* (2010) suggest that the creation of formal and informal communication information systems, of institutional incentives and rewards for adopting and practicing engaged pedagogies, and active fostering of a community of practice are all key to creating a successfully engaged university.

Communities of practice is a term first used by Wenger to describe a theory of education that sees learning as “fundamentally social” and that adopts an apprenticeship model in place of traditional models of education (Holmes and Meyerhoff, 1999, p. 174). Though the theory has in more recent history been used to describe business organizations, communities of practice exist in all types of organizations and the implications for higher education learning models has been well-remarked upon, especially in connection with experiential and applied learning.

Communities of practice form around groups of people who share common interests in or passions for engaging in specific kinds of activities or actions, and come together in order to learn from one another how to do them better. Wenger (2006) more simply defines community of practice as “groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.” According to Wenger (1998, p. 2), a community of practice has three dimensions:

- What it is about—its joint enterprise as understood and continually renegotiated by its members.
- How it functions—the relationships of mutual engagement that bind members together into a social entity.
- What capability it has produced—the shared repertoire of communal resources (routines, sensibilities, artifacts, vocabulary, styles, etc.) that members have developed over time.

Communities of practice cannot be mandated and, because membership is defined by participation, not by external “appointment,” they are self-organizing structures that span hierarchies, institutional structures, and affiliations (Wenger, 1998). Communities of practice are defined by doing, by shared learning and the interest of its members, and by a shared sense that they are “about” something. A community of practice exists because it produces a set of shared practices as a result of a collective process (Wenger 1998). Wenger and Snyder (2000) note that communities of practice add value to organizations in the following ways:

- They help drive strategy and planning.
- They start new lines of innovation.
- They solve problems quickly: Members not only know to whom to go for help, they share a common discourse and expertise so that questions can be clearly understood and answers generated that get to the core issue.
- They transfer best practices: Members share and spread best practices across an organization.

- They develop professional skills. Communities of practice are modeled on apprenticeships, such that new adopters are mentored and supported through interaction with more experienced practitioners. This mentoring creates a hospitable environment for both creative production and collaboration, which leads in turn to the last benefit,
- They help recruit and retain talent.

Creating an environment supportive of a community of practice is essential to establishing the best practices and pedagogies associated with the RU QEP. The following actions are identified by Wenger and Snyder (2000) as central to cultivating communities of practice:

- Identify potential communities of practice that will enhance an institution's capabilities, and, in that identification, empower group members to collaboratively define and develop their area of domain. (Holmes and Meyerhoff's 1999 research additionally suggests the need for a mission statement identifying a shared enterprise around which the group members can formulate a group identity). Without a sense of personal connection to the group's area of expertise, members are less likely to commit themselves to the goals and work of the community.
- Provide the infrastructure that will support such communities and enable them to apply their expertise effectively. To reach their full potential, communities of practice need to be acknowledged as an integrated and supported part of the institution. Members need to have access to resources when they run into obstacles; promotion systems need to be revised to reward community members' contributions; and systems that discourage collaboration need to be modified. One central means of achieving this systematic support is to connect community of practice with the specific initiatives of an institution related to the community of practice's area of expertise. Another is to provide a community of practice with administrative sponsors and support teams, the roles of which are not to prescribe or "manage" the community but "to work with the internal community leaders to provide resources and coordination" (Wenger and Snyder 2000).
- Use nontraditional methods to assess the value of the community of practice such as focus groups, personal interviews, competitions, newsletters, and reports.

Best Practices in Engaged Pedagogies at Other Institutions

RU's QEP draws from models provided by similar initiatives at a number of other institutions including those listed in **Exhibit 12**. By supporting and cultivating a community of practice internally, the RU community will also be able to take a role as a member of this larger inter-institutional community of practice.

Exhibit 12: Best Practices Models at Other Institutions

Institution	Program	Best Practices Used as Models for RU's QEP
George Mason	Students as Scholars: Fostering a Culture of Student Scholarship (http://oscar.gmu.edu/)	QEP, website, curriculum development grants
Lander University	The EYE Program: (http://www.lander.edu/en/Academics/Collages-Departments/EYE-Program/Overview.aspx)	Website, student learning outcomes, "ways to participate," assessment, approval process for EYE program activities, recruiting
Mary Baldwin	Learning for Civic Engagement in a Global Context (http://www.mbc.edu/strategic_plan/docs/qep.pdf)	Goals, strategies for creating a culture of engagement, study abroad initiative, grant initiative, e-portfolio
Tarleton State	Keeping it R.E.A.L. (http://www.tarleton.edu/real/)	Website, applied learning experiences, e-portfolio, assessment, student leadership programs, career services, recruiting of faculty, student incentives, grant opportunities
Tufts University	Jonathan M. Tisch College of Citizenship and Public Service (http://activecitizen.tufts.edu/?pid=1246)	Tisch Civic Engagement Fund, Tisch Scholars, common reading program, Presidential Awards, <i>Honos Civicus</i> alumni society, social entrepreneurship model, summer programs
University of South Florida, St. Petersburg	Center for Civic Engagement (http://www.usfsp.edu/community/CitizenScholarProgram.htm)	Website, faculty grants, internships, "Citizen Scholar Course Catalog"
Valdosta State	F.U.S.E. Faculty and Undergraduate Student Engagement (http://www.valdosta.edu/sacs/qep)	QEP development, faculty professional development and research grant competition, learning goals, assessment model

Conclusion

A recently released report from the National Task Force on Civic Learning and Democratic Engagement suggests that “civic learning and learning in traditional academic disciplines are complementary, rather than competitive” (Kanter and Ochoa, 2012, p. v). The report’s authors indicate a number of positive benefits associated with civic learning opportunities and call for further research to explore the connections between engaged learning practices and student retention, persistence, and completion; acquisition of competitive skills for the 21st career place; and the habits of mind and of heart that lead to social responsibility and civic participation. RU’s Scholar-Citizen initiative embraces the opportunity to engage in best practices associated with engaged pedagogy and scholarship, and anticipates the following positive benefits to student learning and to the institution:

Projected Benefits to Student Learning

Research suggests that students who enroll in SCI courses and/or who participate in SCI co-curricular activities will:

1. Develop strong and ongoing mentor relationships with faculty members and with peers.
2. Have structured opportunities to participate in service learning, internships, and/or study abroad experiences.
3. Discover their scholarly identity and ways to live that best contribute to the world around them utilizing their academic training.
4. Participate in interdisciplinary discussions of current issues that matter to students.
5. Develop leadership and communication skills.
6. Develop a Scholar-Citizen e-portfolio that documents the ways that a student turns what matters most to him or her into programs of inquiry/research, public action, and/or career possibilities.

Projected Benefits for Faculty/Staff

Research also suggests potential benefits for faculty/staff who participate in the Scholar-Citizen initiative, including:

1. Increased enrollment in marginally enrolled courses or co-curricular experiences.
2. Access to Engaged Scholar Grants (see Section VI) for SCI course development and research support.
3. Access to intra-faculty/staff mentoring.
4. Opportunities to participate in a community of practice.
5. Increased student engagement and involvement.
6. Recognition and rewards for instructional innovation.
7. Opportunities for professional development.



RADFORD UNIVERSITY

Desired Student Learning and Programmatic Outcomes

V. DESIRED STUDENT LEARNING AND PROGRAMMATIC OUTCOMES

By teaching students to address real-world issues in concert with others, some colleges are helping students move from civic knowledge to civic action, thus better preparing them to serve their communities and the nation as informed, active citizens when they graduate. (National Task Force on Civic Learning and Democratic Engagement, 2012, p. 8)

Overview

While the concept of the Scholar-Citizen initiative was both appealing to the Radford University campus community and easy to understand, the QEP-WT discovered early in its work that narrowing the initiative's focus to make it consonant with the University's mission, identifying clearly stated goals with expected accomplishments, and developing measureable outcomes were difficult tasks. As discussed in Sections II and III of this document, the Writing Team solicited advice and recommendations from as many campus constituencies as possible, including an Advisory Group of faculty practitioners of engaged student pedagogies. It carefully reviewed the literature and investigated similarly-focused QEPs at other institutions.

Following months of discussion and debate, a focus statement emerged: "the focus of the Scholar-Citizen initiative is to promote a teaching and learning culture that fosters our sense of how we can live our lives in ways that best contribute to the world around us." Through the process of finalizing the focus statement a clear definition of "Scholar-Citizen" was accepted: Radford University Scholar-Citizenship is defined as active and scholarly participation in the complex and multicultural world by connecting and applying academic skills and disciplinary knowledge to the challenges facing our local, national, and global communities.

Once the initiative's focus was clarified and the key term defined, the QEP-WT worked to conceptualize statements of goals that were clearly achievable and built upon previous academic and co-curricular initiatives at the University. Eventually, two goal statements were developed. The emphasis of the first goal is upon directly enhancing student learning:

- **QEP Goal 1: Enhance Student Learning through Real-World Problem Solving.**
RU Scholar-Citizens will be able to effectively connect and apply academic skills and knowledge including that of their discipline in addressing real-world issues in our local, national, and global communities.

The emphasis of the second goal is upon enhancing student learning through changing the institutional culture of the University:

- **QEP Goal 2: Foster a Culture of Engaged Learning and Scholarship.**
RU as an institution will support and encourage a community of practice devoted to connecting academic skills and knowledge to promoting political, cultural, social, and economic change.

Finally, in collaboration with the Director of Academic Assessment and with input from the QEP Advisory Group, the QEP-WT developed specific measurable outcomes that align with the two goals.

Scholar-Citizen Student Learning Outcomes

An RU Scholar-Citizen will be able to:

1. Critically analyze different viewpoints of or theories about a contemporary issue using reliable sources.
2. Make connections between one's academic experiences/knowledge and one's own participation in civic life, politics, and government.
3. Apply ethical reasoning to contemporary local, national, or global issues.
4. Propose or evaluate solutions to problems in the context of contemporary local, national, or global issues.
5. Effectively communicate how her/his academic studies have affected her/his sense of ethics, values and social responsibility in the context of local, national, or global issues.

Scholar-Citizen Programmatic Outcomes

The RU Scholar-Citizen initiative will increase the number of students who engage in Scholar-Citizen Intensive:

1. Cultural immersion experiences (including but not limited to alternative spring break, study abroad).
2. Academic experiences incorporating pedagogies of engagement (including but not limited to service learning, community/undergraduate research, problem-based learning, cooperative learning, and internships).
3. Co-curricular events and opportunities (including but not limited to lecture series, roundtables, films, engagement events, non-credit bearing community service, and appropriate leadership activities).



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VI. OUTLINE OF IMPLEMENTATION ACTIONS

To be a citizen one must not only be informed. One must also care, and be willing to act on one's values and ideas. Crucial to all the new civic literacies is the development of an emotional identification with the larger community and the belief that, in the face of overwhelming complexity, one individual can make a difference. (Edgerton, R., 2001, p. 23)

Overview

The Radford University Scholar-Citizen initiative is committed to creating a community of practice. In the implementation of the QEP, those who interact most directly with our students—RU's teaching faculty and Student Affairs staff—are recognized as the initiative's most important assets.

Teaching faculty interested in participating in the initiative will have the opportunity to contribute to and benefit from any of the multiple aspects of the initiative. For example, some may opt to pursue "Engaged Scholarship Grants" for Scholar-Citizen Intensive (SCI) designated courses and for projects that support the Scholar-Citizen theme. Experienced practitioners can mentor colleagues who wish to enhance their teaching by developing their own Scholar-Citizen learning activities. Novices, on the other hand, will collaborate with and learn from experienced mentors. Some faculty will seek the Scholar-Citizen Intensive (SCI) designation for existing sections of University Core 102 and 202 they are offering, and/or for courses in the major in which the Scholar-Citizen theme is evident. All faculty participants in the initiative will have the opportunity to receive instruction in the use of e-portfolios as a way of tracking and assessing student achievement. Hopefully, the use of e-portfolio as a pedagogical tool will have benefits for student learning at RU that will go far beyond the Scholar-Citizen initiative.

Student Affairs staff (as well as teaching faculty) will be able to contribute to the implementation of a second key piece of the initiative, which focuses upon development and enhancement of co-curricular activities related to the Scholar-Citizen student learning and programmatic outcomes. The programmatic and co-curricular components of the Scholar-Citizen QEP will be led by "Integrated Learning Teams" of faculty and staff from across colleges and divisions. These teams will work toward meeting the learning and programmatic outcomes by soliciting proposals and by designing and developing initiatives/events that highlight aspects of the Scholar-Citizen initiative. Student groups and organizations will have an active role in the development and review of proposals.

Finally, it will be critical that the institution develop ways to recognize students who participate in the Scholar-Citizen initiative. Students meeting the most rigorous set of requirements (outlined below) will be designated "Scholar-Citizen Fellows" (SCF).

Implementation Actions

Develop an Infrastructure

Prior to the implementation of any specific aspects of the Scholar-Citizen initiative, the institution must establish an infrastructure to support its development, tend to its growth, maintain oversight for its activities, and assess its progress. Therefore, the following actions will be taken. **(See Exhibit 13.)**

First, on 1 February 2012, the University announced the appointment of a QEP Director, who is a tenured faculty member with 75% reassigned time. **(See Appendix D.)** Among the Director's responsibilities will be advising Scholar-Citizen Fellows; maintaining the QEP website; organizing, publicizing, and implementing faculty development workshops; establishing a Scholar-Citizen Implementation Team; developing (in cooperation with the Implementation Team) criteria for designation of existing courses as SCI; establishing a process for vetting and processing grant proposals; working closely with the Integrated Learning Teams in developing, promoting, and implementing Scholar-Citizen co-curricular programming; assisting in the collection and utilization of assessment data to inform program improvements; and working closely with offices with the capacity to promote and support the initiative; e.g., Study Abroad, Career Services and Experiential Learning, and New Student Programs.

Second, RU will hire clerical support for the initiative. The individual who fills this position will be assigned 33% to the QEP, with the remainder of his/her time being devoted to the Core Curriculum Director and the Office of Academic Assessment. Both of these areas have a role in the implementation of the QEP, but neither currently has clerical support.

Third, the University will establish a Scholar-Citizen Implementation Team (IT). The team, whose members will initially be drawn from the QEP Advisory Board and the QEP Writing Team whose input was invaluable in the development of the QEP, will work closely with the Director to launch the initiative and to recommend modifications in response to ongoing assessment. Among its most important responsibilities will be to review applications for "Engaged Scholarship Grants" and to make recommendations about their funding. The team will be assembled and begin its work as soon as a QEP Director is named.

Fourth, with the assistance of the Implementation Team, the QEP Director will establish a central website listing Scholar-Citizen Programming, Curricular, and Cultural Immersion Opportunities. The site will include a searchable database of Scholar-Citizen opportunities, ongoing projects, and faculty and peer mentors; *i.e.*, those with previous experience in the development and implementation of Scholar-Citizen initiatives.

Fifth, the University will develop a structure whereby faculty and staff who participate in the initiative have that participation acknowledged as part of their evaluation process. While the specifics will need to be determined through the established process for policy/handbook changes, the QEP-WT is hopeful that involvement in the initiative will be recognized as part of faculty teaching (not service) responsibilities.

Finally, the Faculty Development Center (FDC) and the Center for Innovative Teaching and Learning (CITL) will be mobilized to provide faculty training for those faculty and staff who apply for and are awarded funds for course development and revision. (The workshops will be open to the general campus as well, space permitting.) Workshops will include training on pedagogies of engagement, use of e-portfolios, and development of learning activities and experiences that meet Scholar-Citizen student learning outcomes.

Provide Faculty and Staff Support and Development Opportunities

As noted above, the involvement of faculty and staff is critical for the success of the Scholar-Citizen initiative. Although courses and projects related to the initiative have been a part of the RU community for some time, the supporting infrastructure, communication systems, and reward structures have not been in place to encourage participation by the majority of faculty and staff. Therefore, if the initiative is to reach its full potential, both incentives and training must be offered to encourage additional colleagues to become involved in QEP implementation.

One of the most exciting inducements that will be offered to spur faculty and staff participation will be the opportunity to apply for monetary “Engaged Scholarship Grants” directed toward the development or the support of courses, projects, and/or initiatives that enhance and embrace the Scholar-Citizen theme. The intent is to provide support for those in our community who want to learn about, participate in, and reflect upon engaged scholarship and—more importantly—use engaged scholarship to promote and enhance a “culture of learning” that addresses the learning outcomes of the Scholar-Citizen QEP.

Grants will be awarded in varying amounts to fund development of new Scholar-Citizen Intensive (SCI) courses and/or projects, or to support existing SCI courses and/or projects in the departments/majors. The University has budgeted fiscal support for as many as six fully-funded new initiatives per year at up to \$7,000 and for up to eight smaller projects for a maximum of \$750.

In the case of a faculty member applying for funds to develop a new SCI course or revise an existing course, the faculty member will apply for support at least two academic semesters prior to offering the SCI course. The application process will require faculty to identify how their projects/initiatives/courses are consonant with the Scholar-Citizen QEP Objectives/Goals and how they anticipate meeting the appropriate number of Scholar-Citizen learning outcomes: fully-funded projects must meet all five learning outcomes, while lower-funded and unfunded courses must meet at least three.

If funded, the faculty member would agree to incorporate the e-portfolio as a social pedagogy and an integrative learning experience. The e-portfolio will provide a means of archiving learning artifacts and will facilitate an iterative QEP assessment process. Even more valuable than their use for internal assessment purposes, however, will be their usefulness to students enrolled in SCI courses. Their e-portfolios will provide them with a way to inventory and reflect upon ongoing learning experiences while simultaneously enabling them to document their Scholar-

Citizen activities in such a way that they will later be able to be showcased for employers, accrediting agencies, and graduate schools.

Faculty who receive funding would also commit to attending faculty training that would include one or more workshops on pedagogies of engagement, use of the e-portfolio as a pedagogic tool, and the development of assessment measures and learning activities/experiences that meet the Scholar-Citizen student learning outcomes. All SCI courses will be assessed in accordance with the QEP assessment process described in Section VIII of this document.

Engaged Scholarship Grant applications will be evaluated and funding decisions made by the Scholar-Citizen Implementation Team in conjunction with the QEP Director. **(See Appendices F and G.)**

As noted in Section III, one of the current deficiencies in the RU organizational culture is the difficulty faculty have in making connections with colleagues with shared interests in pedagogies of engagement. If the University is to establish a culture of learning in which the Scholar-Citizen initiative is at the forefront, it must facilitate reshaping the campus environment so that faculty who have used such pedagogies can easily share their experience and expertise with their colleagues. For that reason, the development of a faculty mentoring program will be essential for the success of the Scholar-Citizen initiative.

Accordingly, the initiative will feature a central website that includes a searchable database of Scholar-Citizen opportunities, on-going projects, and faculty/staff and student mentors. Faculty/staff and students seeking a Scholar-Citizen mentoring experience can be matched appropriately. In addition, the QEP Director will work in concert with the Faculty Development Center and the Office of Community Engagement to advertise and promote opportunities for intra-faculty mentoring.

The QEP budget also includes funds to support faculty and staff travel to appropriate professional conferences for ongoing training relevant to the goals of the Scholar-Citizen initiative. Travelers will become informal Scholar-Citizen “ambassadors;” as a condition of the funding of their travel, they would agree to lead professional development workshops for interested RU colleagues through venues such as “Our Turn” (thrice-yearly on-campus workshops sponsored by the CITL in which faculty and staff share new pedagogies with colleagues) and a brown-bag lunch series.

Identify Courses for SCI Designation

As noted above, faculty will be encouraged to seek the Scholar-Citizen Intensive designation for their courses. Two types of courses will be eligible:

First, a limited number of sections of University Core A courses will be designated as - SCI. These sections will be volunteered by instructors. They will offer a means to pilot the initiative, to provide a foundations course for students interested in SCI courses and experiences, and to introduce to the initiative those planning to become Scholar-Citizen Fellows. The first SCI-designated sections of Core 102 and 202 will be piloted by early adopters in Fall 2012.

The benefits of using University Core A courses as pilot and foundations courses include:

- SCI sections of Core 102 and Core 202 will disseminate Scholar-Citizen principles and outcomes to the broader campus,
- SCI sections of 202 will incorporate readings on the theory of community service and have a community service or community-based research component,
- SCI sections of Core 102 and 202 will integrate an e-portfolio as both a learning and an assessment tool, and
- Faculty teaching SCI sections of Core 102 and 202 will be provided professional development workshops focusing on the e-portfolio as a social pedagogy and on pedagogies of engagement.

Because of its incorporation of introductory-level concepts and theories critical to the Scholar-Citizen experience, an SCI section of Core 202 will be required of students who wish to pursue the intensive Scholar-Citizen Fellow designation described below.

Second, faculty will be encouraged to have appropriate courses in the disciplines at the 100/200/300/400 level designated as Scholar-Citizen Intensive. Existing courses that are proposed as SCI must be constructed such that students will meet at least three of the five student learning outcomes. These courses must also be assessed in accordance with the QEP assessment process. To expand the number of SCI courses in the disciplines, the QEP Director will work with faculty and with department chairs to identify existing courses that currently meet or could easily be modified to meet the requirements for SCI designation.

Operationalize Integrated Learning Teams to Meet Programmatic Outcomes

During the spring of 2012, the QEP Director and Implementation Team will work with colleges and divisions across campus to establish “Integrated Learning Teams” to propose and design initiatives/events that can be linked with the Scholar-Citizen initiative. The presence of these activities will enable RU to meet the programmatic outcomes established for the QEP. Team members would be appointed by the Provost or Vice Provost, and their service would be documented with Letters of Appointment and counted in their annual performance reports. (Currently proposed themes for the Integrated Learning Teams include those focusing upon Civic Health and Identity, the First-Year Experience, and Cultural Immersion and Internships.)

The Integrated Learning Teams would be empowered to apply for financial support from a QEP fund designated for cross-divisional initiatives; the proposed QEP budget includes approximately \$22,000 per year to support these co-curricular initiatives. Integrated Learning Teams would be encouraged to seek supplementary funding through on- and off-campus funding sources.

Approved and funded events would comprise a Scholar-Citizen Event Series. We anticipate that the Series would include public lectures, performances, films, workshops, and other activities that contribute to the learning and programmatic outcomes of the Scholar-Citizen initiative. The Integrated Learning Teams would be charged with the organization and promotion of the Series,

including working with the QEP Director to publish a calendar of events prior to the beginning of each semester. This Scholar-Citizen Event Series will both supplement the learning of students enrolled in SCI courses and raise awareness of RU's commitment to engaging with these issues. **(See Appendix G.)**

Recognize Students Whose Scholar-Citizen Experience is Intense and Extensive

We anticipate that virtually all RU students will at some point be touched by the Scholar-Citizen initiative. We further anticipate that students will engage in the initiative with differing levels of intensity: all will be exposed to the theme and its possibilities; some will enroll in an SCI course or two; others will occasionally attend events that are part of the Scholar-Citizen Event Series. The Implementation Team will develop methods of recognition for students like these who choose to pursue only parts of the Scholar-Citizen experience.

Some students, however, will opt to become involved in the initiative to the point that it becomes a significant dimension of their RU academic and co-curricular experience. Both the QEP-WT and the student leaders with whom we consulted feel that it is imperative that the University offer special recognition to students who become immersed in and find their passion through the Scholar-Citizen initiative. Such students will be designated Scholar-Citizen Fellows (SCF).

Scholar-Citizen Fellows will pursue a set of experiences and events that includes:

- Successful completion of two SCI academic courses/experiences, one of which must be an SCI-designated section of Core 202;
- Successful completion of one additional “beyond the classroom” SCI experience; *e.g.*, an appropriately structured study abroad, an alternative spring break, a community-service project, an internship, an SCI applied research project (with findings presented at a professional meeting or published), or peer-mentoring;
- Participation in and attendance at a set number of SCI Events, the precise number to be established once the total number of offerings is known (SCFs will be able to make a case for activities not designated as SCI—*e.g.*, attending a presentation by a speaker at another university—to count toward SCI credit.);
- Maintenance of a detailed e-portfolio throughout the program; and
- Completion of a final self-reflective Capstone under the mentorship of the QEP Director or a faculty mentor. The Capstone will be evaluated by the instructor of record.

Scholar-Citizen Fellows will be recognized at commencement and with appropriate notations on their transcripts and diplomas. Proposals for Scholar-Citizen Fellow paths representing deviations from the path described above will be considered on a case-by-case basis by the Director and the Implementation Team. Students requesting exceptions to program requirements must include with their requests letters of support from a faculty mentor.



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VII. INSTITUTIONAL CAPABILITY

Exhibit 13: Implementation Timeline

Establish Infrastructure: Cultivating a Community of Practice		Year 0 2011- 2012	Year 1 2012- 2013	Year 2 2013- 2014	Year 3 2014- 2015	Year 4 2015- 2016	Year 5 2016- 2017	Person Responsible
Activity/Task								
Hire/Reappoint QEP Director (QEP-D) (2-year appointment)								Office of Provost
Hire administrative support								QEP-D, Dir. of Academic Assessment, Dir. of Core Curriculum
Appointment of Implementation Teams (IT) (2-year staggered terms)								QEP-D
Establish & maintain website with SCI programming and engagement opportunities								QEP-D
Establish Integrated Learning Teams (ILTs) for co-curricular programming								QEP-D; IT; Student Affairs; Faculty, Staff, and A & P Senates; SGA
Meet with Directors of affiliated student programs (e.g. New Student Programs) to establish lines of collaboration and communication								QEP-D
Pilot Faculty Training for those who are awarded grants or wish to have courses/programs SCI designated								QEP-D, Faculty Development Center (FDC), Center for Innovative Teaching & Learning (CITL), & Office of Community Engagement (OCE)
Meet with Directors of supporting offices (e.g. Academic Assessment) to establish & maintain lines of collaboration and communication								QEP-D

Ongoing Implementation							Year 0 2011- 2012	Year 1 2012- 2013	Year 2 2013- 2014	Year 3 2014- 2015	Year 4 2015- 2016	Year 5 2016- 2017	Person Responsible
Deliver Faculty Development Workshops													QEP-D, FDC, CITL
Solicit SCI course proposals for new courses and for existing courses													QEP-D
<ul style="list-style-type: none"> Draft RFP 	Spring												QEP-D, IT
<ul style="list-style-type: none"> Distribute RFP 	Summer												Office of Provost
<ul style="list-style-type: none"> Develop criteria for designating existing courses SCI 	Spring												QEP-D, IT
<ul style="list-style-type: none"> Establish criteria for funding and approval process 	Spring												QEP-D, IT
<ul style="list-style-type: none"> Applications reviewed 	Summer												QEP-D, IT
Convene ILTs													QEP-D
Solicit Proposals for Co-Curricular Programming													QEP-D, IT, ILTs
<ul style="list-style-type: none"> Draft RFP 	Spring												QEP-D, IT
<ul style="list-style-type: none"> Distribute RFP 	Summer												QEP-D, IT
<ul style="list-style-type: none"> Establish process for vetting co-curricular programming proposals 	Spring												QEP-D, IT
<ul style="list-style-type: none"> Develop criteria for funding co-curricular activities 	Spring												QEP-D, IT, ILTs
<ul style="list-style-type: none"> Applications reviewed 	Summer												QEP-D, IT
Develop Comprehensive Assessment Rubric													QEP-D, Academic Assessment, Faculty Focus Groups
Pilot Core 102 and 202 Sections (2 sections each)							Fall						QEP-D, Core Director, Dir. of Writing
Pilot 2 sections of SCI designated courses							Spring						QEP-D, IT

Scholar-Citizen

Ongoing Implementation							Year 0 2011- 2012	Year 1 2012- 2013	Year 2 2013- 2014	Year 3 2014- 2015	Year 4 2015- 2016	Year 5 2016- 2017	Person Responsible
Pilot 2 sections of SCI designated courses		Spring					QEP, Core Dir., Dir. of Writing						
Pilot New SCI Courses		Spring					QEP-D, IT						
Full course implementation			Fall				QEP-D, IT, Core Director						
Co-Curricular Programming							QEP-D, ILTs						
Track numbers of students in SC Programming		Fall					QEP-D, Academic Assessment						
Support SCFs in maintaining e-portfolio and meeting program requirements		Spring					QEP-D						
Lay ground work for co-curricular transcript		Fall					QEP-D, Student Affairs, Registrar						
Lay groundwork for and implement transcript designation and Presidential recognition			Spring				QEP-D						
Develop criteria for "beyond the classroom" SCI experiences							QEP-D, ILTs, OCE						
Designate and market "beyond the classroom" SCI experiences							QEP-D, OCE, International Education, Registrar						
Graduate first class of SCFs							QEP-D, Registrar, President						
Draft and submit 5-year report							QEP-D						

Resources

As one of the Commonwealth of Virginia's premier educational institutions, Radford University remains committed to fostering a culture of success which prepares the best and brightest student scholars to address the needs of regional, national, and global communities. Even during difficult economic conditions, RU understands the need to identify the resources necessary to promote educational opportunities in and outside of the classroom, which stimulate personal development and prepare well-rounded, disciplined, socially-conscious student scholars for the rigors of today's work environment.

In an effort to implement a quality Scholar-Citizen initiative, the University plans to utilize identified resources to:

- Encourage faculty/student development
- Inspire student scholar engagement
- Emphasize student and program assessment
- Enhance instructional technology
- Provide QEP operational support

Following are two exhibits that seek to clarify the resource proposal. **Exhibit 12** reflects a six-year proposal for allocating support for the QEP while **Exhibit 13** shows the distribution of resources by category.

Encourage Faculty/Student Development

RU understands the importance of educational relationships between student scholars and expert mentors within each discipline. RU plans to invest over \$540,000 to ensure that faculty and students have maximum opportunities to collaborate on important projects.

Inspire Student Engagement

RU understands that student learning not only occurs inside the classroom but also within the communities in which they live and interact. In order to maximize outreach and personal development opportunities, RU plans to invest over \$160,000 in student engagement initiatives.

Emphasize Student and Program Assessment

A critical component of ensuring student success is gauging the needs of students and monitoring outcomes. In a continued effort to place a focus on students, RU plans to invest over \$150,000 in student and program assessment initiatives.

Enhance Instructional Technology

In order to remain a premier educational institution and meet the demands of today's students, the University understands that there must be a commitment to providing a technology

component to the Scholar-Citizen initiative. In an effort to encompass automation, RU plans to invest over \$120,000 in support of instructional technology.

Provide QEP Operational Support

In an effort to ensure the success of the Scholar-Citizen initiative, RU plans to invest over \$380,000 to equip and staff a central campus location with expertise in monitoring the QEP process. The faculty and staff members will serve as campus liaisons, assist with identifying scholarly and cultural opportunities and tracking outcomes to ensure alignment with the goals of the Quality Enhancement Plan. The QEP personnel will engage University Administration throughout the QEP process.

Exhibit 14: Long-term QEP Budget Resources

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Faculty/Student Development							
Faculty/Student Development	\$0	\$30,000	\$35,000	\$40,000	\$45,000	\$50,000	\$200,000
Cross-Divisional Curricular Grants	\$0	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
Professional Development	\$8,000	\$30,000	\$30,000	\$20,000	\$20,000	\$20,000	\$128,000
Course Support/ Backfill	\$0	\$6,000	\$6,000	\$6,000	\$9,000	\$9,000	\$36,000
Visiting Scholars and Speakers	\$0	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$75,000
Books/Journals	\$0	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000

Total **\$8,000** **\$103,000** **\$108,000** **\$103,000** **\$111,000** **\$116,000** **\$549,000**

Student Engagement

Community Engagement Coordinator \$0 \$18,958 \$20,095 \$21,301 \$22,579 \$23,932 \$106,865

Student Stipends \$0 \$2,000 \$7,000 \$7,000 \$7,000 \$7,000 \$30,000

Service Learning Initiatives \$0 \$5,000 \$5,000 \$5,000 \$5,000 \$5,000 \$25,000

Total **\$0** **\$25,958** **\$32,095** **\$33,301** **\$34,579** **\$35,932** **\$161,865**

Student and Program Assessment

Assessment Coordinator * \$10,241 \$20,481 \$21,710 \$23,012 \$24,393 \$25,857 \$125,694

Assessment Raters \$0 \$5,000 \$5,000 \$5,000 \$5,000 \$5,000 \$25,000

Total **\$10,241** **\$25,481** **\$26,710** **\$28,012** **\$29,393** **\$30,857** **\$150,694**

Instructional Technology

E-portfolio Instructional Technologist * \$0 \$17,434 \$18,480 \$19,588 \$20,764 \$22,009 \$98,275

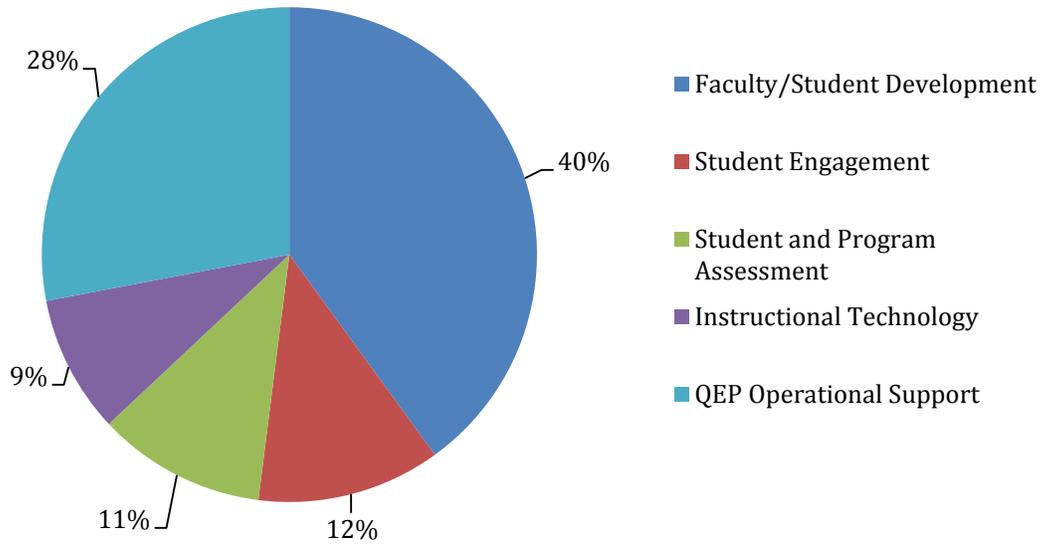
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Technology Support/Replacement	\$3,000	\$6,000	\$0	\$0	\$9,000	\$0	\$18,000
Licenses	\$500	\$500	\$500	\$500	\$500	\$500	\$3,000
Multi-media	\$1,000	\$0	\$0	\$0	\$1,000	\$0	\$2,000
Total	\$4,500	\$23,934	\$18,980	\$20,088	\$31,264	\$22,509	\$121,275
QEP Operational Support							
QEP Director Stipend/Course Backfill	\$9,384	\$35,000	\$37,100	\$39,326	\$41,686	\$44,185	\$206,681
Administrative Assistant *	\$0	\$15,118	\$16,025	\$16,987	\$18,006	\$19,086	\$85,222
Supplies & Materials, Equipment, Telecommunications	\$6,500	\$20,000	\$14,000	\$19,000	\$19,000	\$19,000	\$97,500
Total	\$15,884	\$65,118	\$67,125	\$75,313	\$78,692	\$87,271	\$389,403
Grand Total	\$38,625	\$243,491	\$252,910	\$259,714	\$284,928	\$292,569	\$1,372,237

* Positions will support other University functions within Academic Affairs and the Department of Information Technology. Costs above reflect the QEP cost-sharing requirement.

Exhibit 15: QEP Resource Allocation

Allocation





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VIII. ASSESSMENT

*Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only **what** we choose to assess but also **how** we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about. (Astin et al. 2005)*

Overview

The positive benefits of engagement to student learning and to an institution's overall health is a vibrant and evolving area of research. The purposes of assessing the Scholar-Citizen QEP are manifold:

1. To evaluate the degree to which students have achieved the identified student learning outcomes,
2. To identify opportunities for improvement upon implementation strategies,
3. To measure the overall success of the QEP, and
4. To inform discussions related to maintaining and institutionalizing the Scholar-Citizen concept at Radford University.

To achieve these goals, the assessment plan for the Scholar-Citizen QEP at Radford University uses multiple measures to determine the extent to which the student learning and programmatic outcomes are being instituted and met. The assessment plan utilizes several internally developed assessment measures such as rubrics and institutional surveys as well as some national assessment instruments and surveys.

We will use assessment data to modify the implementation plan as necessary in order to ensure it is meeting the stated goals. This *formative* assessment will focus on the continued improvement of the QEP implementation and its effect on the overall student experience at Radford University. Findings will also be used to revise outcomes, add implementation strategies, and add goals to the QEP.

In addition, reports will be generated to summarize implementation actions during the academic year and document student learning and programmatic findings. This *summative* assessment will be used to determine the overall success of the QEP implementation at annual intervals. We will also look at the longitudinal success of the five-year implementation and determine the appropriate avenues needed to maintain the Scholar-Citizen initiative at RU.

The Scholar-Citizen assessment plan will utilize both direct and indirect assessment measures. All QEP student learning outcomes will be directly assessed via course projects/assignments or through the Scholar-Citizen e-portfolio review. A predesigned rubric will be utilized to examine student works and assessment raters will consist of faculty members trained in the use of the rubrics. Scholar-Citizen student learning outcomes will also be examined with the use of indirect measures including focus groups and surveys. These same indirect methods will be used to examine the programmatic/co-curricular initiatives. Finally, a number of other indirect measures will be used in the assessment of the programmatic/co-curricular initiatives, including tracking RU student participation and the number of events and initiatives taking place.

After each assessment period, the QEP Director, with assistance from the Director of Academic Assessment, will submit a yearly report to the University community through the Office of the Provost

describing implementation actions, presenting assessment findings, and proposing plans to enhance the Scholar-Citizen program.

The QEP team has developed a budget that will allow for additional assessment support to be hired through the Office of Academic Assessment. Support has been offered by the QEP budget to pay for raters to assess student works in the 102 course, 202 course, the SCI designated courses, and e-portfolios. Monetary support for the survey research activities will be provided by the Office of Academic Assessment's budget.

Direct Assessments of Student Learning Outcomes

Scholar-Citizen course implementation will involve the development and enhancement of course activities designed to focus on the Scholar-Citizen student learning outcomes:

- Scholar-Citizen designated sections of University CORE 102 (up to three sections during the Fall semesters and up to five sections during the Spring semesters) will address *three* of the student learning outcomes and have pre-determined embedded student assessment activities.
- Scholar-Citizen designated sections of University CORE 202 (up to three sections in the Fall semesters and up to five sections in the Spring semesters) will meet all *five* of the student learning outcomes with one newly designed student project and several enhanced student activities or projects.
- Pre-existing courses that wish to receive SCI designation will be required to meet *three* learning outcomes. Faculty will be required to design and implement appropriate student learning activities that meet these outcomes.
- Newly developed courses that wish to receive SCI funding through QEP implementation grants will be required to meet all *five* student learning outcomes. Faculty will be required to design and implement appropriate student learning activities that meet these outcomes.

Students in all Scholar-Citizen designated courses (including Scholar-Citizen sections of University CORE 102 and 202) will be required to upload these activities to e-portfolios for assessment purposes. Faculty raters will be hired to assess the e-portfolio student works with a predesigned rubric. Faculty teaching the SCI courses will be able to use this rubric for their own student learning assessment if they so choose.

Students who opt for an intensive Scholar-Citizen experience will be designated Scholar-Citizen Fellows. All Scholar-Citizen Fellows will be required to maintain an e-portfolio to be completed during their senior year as a reflective Capstone Project under the supervision of a faculty member and the Director. To fulfill the requirements of the Capstone, Scholar-Citizen Fellows will design and select items to be used both in the portfolio and as the required assessment pieces. The e-portfolio Capstone Project must address all of the Scholar-Citizen student learning outcomes beyond the initial student projects completed in the CORE 102 and/or CORE 202 SCI courses. To do so, Scholar-Citizen Fellows will summarize in their e-portfolios SCI projects completed and provide information regarding their participation in other SCI events or co-curricular activities. The Scholar-Citizen Fellow e-portfolios will be assessed near the end of the students' final semester and will be accompanied by a self-reflective narrative articulating the student's growth over time and providing evidence that the student has successfully met the Scholar-Citizen requirements, student learning outcomes, and co-curricular requirements. Once again, faculty raters will be hired to assess the e-portfolio student works with a predesigned rubric.

Another part of the student learning outcome assessment will examine Scholar-Citizen Fellows over time, comparing those fellows who took University CORE 102 and completed the Scholar-Citizen

program to those who entered the Scholar-Citizen program at the University CORE 202 level. This will enable us to examine whether students who begin the program at the 102 level demonstrate greater gains in the student learning outcomes.

Indirect Assessments

Students participating in the Scholar-Citizen program by either taking one of the designed courses or as a Scholar-Citizen Fellow will be asked to participate in student focus groups. Ideally, the QEP team will want to conduct at least one focus group of students for a minimum of the following cohorts: CORE 102, CORE 202, Scholar-Citizen Fellow participants, and SCI designated courses.

In addition, survey research will be a large component of the QEP assessment plan. Specifically, RU will continue to implement the CIRP freshmen survey; however, as a new initiative, RU will begin the implementation of the CIRP follow-up senior survey. This matched survey method will allow the QEP Implementation Team to look at student attitudinal change over time. Implementation of the RU undergraduate exit survey will begin in the Fall of 2012 and items on this instrument will focus directly on the outcomes established by the QEP. Students who take the various courses (102, 202, and SCI designated courses) will be asked to complete brief surveys regarding their experiences. Finally, surveys will be conducted (when possible) at the co-curricular events offered as part of the QEP implementation.

Finally, the QEP Implementation Team will be careful to track student participation in the various QEP related events and courses. Programmatic outcomes will be examined by assessing the numbers and types of activities and initiatives that have taken place in the various areas/offices. The overall impact on the various areas will be assessed via parallel faculty and student surveys. The Implementation Team will look at change in student attitudes and activities/participation over time.

Student Learning Outcomes Assessment Overview

The identified QEP student learning outcomes will be assessed through various course/program activities and assignments. The assessments will be conducted for various groups experiencing the Scholar-Citizen QEP. Direct assessments will be conducted in the CORE 102 course, CORE 202 course, the Scholar-Citizen designated courses, and as part of the Scholar-Citizen Fellow program. Indirectly, student learning outcomes will be assessed via surveys and focus groups in the QEP Scholar-Citizen courses, as part of the e-portfolio, and during the co-curricular and programmatic initiatives. Specifics are elaborated upon further in the following paragraphs.

In the CORE 102 course, three of the five student learning outcomes will be covered and assessed. (**See Exhibit 16.**) Three designed course activities directly related to three different learning outcomes will be assessed. Faculty members teaching these Scholar-Citizen designated CORE 102 sections will collect the student works for the assessment. These student works will be assessed via pre-designed rubrics (designed by the QEP Director, Director of Academic Assessment, Implementation Team, and RU faculty members) by trained faculty members. Information obtained from these assessments will be analyzed, reported upon, and utilized in the improvement of the CORE 102 Scholar-Citizen sections.

In the CORE 202 course, all five student learning outcomes will be assessed with four different course projects/activities. Faculty members teaching the Scholar-Citizen designated CORE 202 sections will collect all of the student works in their courses and submit them for QEP assessment. A faculty evaluation team will rate the different student projects with pre-designed assessment rubrics. The information obtained from the assessments will be analyzed, reported upon, and utilized in the improvement of the CORE 202 Scholar-Citizen sections.

Faculty members at RU can also request courses be designated as Scholar-Citizen courses. There are two funding levels proposed. For pre-existing courses that wish to participate in the program, faculty members can apply for \$750 grants to design activities that meet three of the five student learning outcomes. New courses faculty members propose can be funded up to \$7,000. These new courses will be required to meet all five of the student learning outcomes. For all funding requests, faculty members will write a grant proposal requesting a specific amount of funding to develop (or refine) and offer the course at RU. **(See Appendix G.)** As part of this application process faculty members will be required to submit an assessment plan. This plan will ask the faculty member to specify the activities or course projects to be used for assessment and details regarding how and when the assessment will be conducted. Faculty members will be required to participate in the e-portfolio program to collect the student works for assessment purposes.

Scholar-Citizen Fellows’ works will be assessed multiple times during their tenure as Fellows:

- If the student takes the CORE 102 course, the first assessment of them as Fellows would be conducted in that course.
- All Fellows will be assessed as part of their participation in CORE 202.
- Fellows will be assessed as part of their enrollment in the Scholar-Citizen designated courses.
- All of these SCI activities and student works will be assessed in the Fellows’ e-portfolio Capstone. Each Fellow will develop an e-portfolio highlighting her or his experiences as a Scholar-Citizen. This portfolio will be completed under the supervision of a faculty member and will be assessed by independent faculty members using pre-designed rubrics. This Capstone e-portfolio will include a student statement reflecting on his or her experiences in “beyond the classroom” learning opportunities (study abroads, alternative spring breaks, etc.) and in co-curricular activities.

As an additional component of the QEP assessment plan the Implementation Team will examine the differences in e-portfolios between students who begin the path to becoming Fellows in CORE 102 and those who join the Fellows program after enrollment in CORE 202, the only course required of all Scholar-Citizen Fellows.

Indirectly, student learning outcomes will be assessed via parallel student and faculty surveys and focus groups in QEP Scholar-Citizen courses, as part of the e-portfolio, and during the co-curricular and programmatic initiatives. Questions will be developed that map to the student learning outcomes. These items will measure the extent to which the students feel they are achieving the various student learning outcomes. In addition, Scholar-Citizen Fellows will be asked to complete a Fellow Exit Survey and participate in an exit interview with an individual from the Office of Academic Assessment. This information will be used to supplement the findings from the direct assessments.

Exhibit 16: QEP Curriculum Map (I = Introduced, R= Reinforced, E= Emphasized, A= Assessed)

DIRECT ASSESSMENTS	University Core A Courses		Scholar-Citizen Designated Courses	Scholar-Citizen Fellow Program	Co-Curricular/ Program. Initiatives
	102	202			
QEP Student Learning Outcomes				Capstone Independent Study	
Critically analyze different viewpoints of or theories about a contemporary issue	I, A (Research project with annotation or	I (students who did not take 102), R, A (Textual analysis project)	I, R, A Newly developed Scholar-Citizen	E, A As part of the Capstone, a Fellow will	See below under all outcomes.

using reliable sources.	literature review)		designated courses will have to fulfill all 5 student learning outcomes to qualify for credit and courses that are revised to achieve the Scholar-Citizen designation will be required to meet 3 of the 5 learning outcomes. Each instructor will have to develop activities that address these outcomes. All students in these courses would be assessed. Works will be collected as part of the e-portfolio program and a group of external faculty raters will use a pre-designed rubric to assess the student works.	create an e-portfolio. This e-portfolio will be reviewed by a committee using pre-designed rubrics. Included in this e-portfolio will be SCI course assignments and student reflections on their co-curricular or programmatic events.	
Make connections between one's academic experiences/knowledge and one's own participation in civic life, politics, and government.		I, A (Course project utilizing multi-media)			
Apply ethical reasoning to contemporary local, national, or global issues.	I, A (Rhetorical situation and discussions of ethos at an introductory level)	I (students who did not take 102), R, A (Group Project. Level of analysis for this learning outcome in 202 will be the group. Individuals will be assessed in the SCI courses and at the Capstone.)			
Propose or evaluate solutions to problems in the context of contemporary local, national, or global issues.	I, A (Researched Argument persuasive in nature)	I (students who did not take 102), R, A (Group Project. Assessed with a pre-designed rubric. Level of analysis for this learning outcome in 202 will be the group. Individuals will be assessed in the SCI courses and at the Capstone.)			
Effectively communicate how her/his academic studies have affected her/his sense of ethics, values and social responsibility in the context of local, national, or global issues.		I, A (Post service learning reflective essay prior to the multi-media project)			
INDIRECT ASSESSMENTS: All student learning outcomes	Student focus group Parallel student and faculty survey	Student focus group Parallel student and faculty survey	Focus group Parallel student and faculty survey	Fellow focus groups Scholar-Citizen Fellow Exit Survey and interview	CIRP Freshmen and Senior Student Survey UG Exit Survey Questions

Student Learning Outcome DIRECT Assessment Methodology Table

QEP student learning outcomes (SLO) will be directly assessed in three areas. First, the CORE 102 and 202 SCI sections will have embedded course assignments focused on and highlighting each of the different learning outcomes. These assignments will be collected and assessed by trained faculty with the use of a rubric. Second, learning outcomes for the QEP will be assessed in newly developed or designated SCI courses that have received institutional funding. Third, every Scholar-Citizen Fellow will be required to complete an e-portfolio to highlight SCI experiences and learning. Assignments designated by students and placed in their portfolios will be collected and assessed by trained faculty via rubrics. More detailed information on the assessment of QEP student learning outcomes is presented in **Exhibit 17**.

Exhibit 17: Detailed Student Learning Assessment by Outcome and Method

QEP SLO	Implementation Strategies	Assessment Method	Performance Criteria	Timeline
Critically analyze different viewpoints of or theories about a contemporary issue using reliable sources.	CORE 102: Research project with annotation or literature review	Rubric assessment: Assessment staff will work with CORE 102 faculty, QEP Implementation Team, and the CORE Director to develop a rubric to assess the student works in CORE 102. These rubrics will have well defined anchors and specific dimension criteria.	60% of students in CORE 102 SCI sections will be rated as "above average" or "exceptional" on each performance dimension.	Pilot implementation will begin in Fall 2012. Adjustments to rubric will be made if necessary. Full implementation in the Spring of 2013
	CORE 202: Textual analysis project	See assessment method for CORE 102.	70% of students in the CORE 202 SCI sections will be rated as "above average" or "exceptional" on each performance dimension.	Pilot implementation will begin in Fall 2012. Adjustments to rubric will be made if necessary. Full implementation in the Spring of 2013
	Scholar-Citizen Designated Courses	Scholar-Citizen designated courses will have to fulfill either 3 or all 5 of the student learning outcomes (depending on whether the course is new or redesigned). Each instructor will have to develop activities to be assessed. All students in these courses will be assessed.	80% of the students will meet each of the selected learning outcomes at either the "above average" or "exceptional" level.	Student works will be collected via e-portfolios at the conclusion of the course.
	SC Fellow	E-portfolio assessment of student works collected during the	90% of Scholar-Citizen Fellows will be rated as "above average"	At the end of the SC Fellow program

		SC Fellow's participation in the program. A pre-designed rubric will be used to examine each of the student learning outcomes.	or "exceptional" on each of the student learning outcomes.	
Make connections between one's academic experiences/knowledge and one's own participation in civic life, politics, and government.	CORE 202: Course project utilizing multi-media	Rubric assessment: Assessment staff will work with CORE 202 faculty, QEP Implementation Team, and the CORE Director to develop a rubric to assess the student works in CORE 202. These rubrics will have well defined anchors and specific dimension criteria.	70% of students in CORE 202 SCI sections will be rated as "above average" or "exceptional" on each performance dimension.	Pilot implementation will begin in Fall 2012. Adjustments to rubric will be made if necessary. Full implementation in the Spring of 2013
	Scholar-Citizen Designated Courses	Same as above SLO	Same as above SLO	Same as above SLO
	SC Fellow	Same as above SLO	Same as above SLO	Same as above SLO
Apply ethical reasoning to contemporary local, national, or global issues	CORE 102: Rhetorical situation and discussions of ethos at an introductory level	Rubric assessment: Assessment staff will work with CORE 102 faculty, QEP Implementation Team, and the CORE Director to develop a rubric to assess the student works in CORE 102. These rubrics will have well defined anchors and specific dimension criteria.	60% of students in CORE 102 SCI sections will be rated as "above average" or "exceptional" on each performance dimension.	Pilot implementation will begin in Fall 2012. Adjustments to rubric will be made if necessary. Full implementation in the Spring of 2013
	CORE 202: Group Project. Assessed. Level of analysis for this learning outcome in 202 will be the group. Individuals will	See assessment method for CORE 102.	70% of students in the CORE 202 SCI sections will be rated as "above average" or "exceptional" on each performance	Pilot implementation will begin in Fall 2012. Adjustments to rubric will be made if

	be assessed in the Scholar-Citizen Designated courses and at the capstone.		dimension.	necessary. Full implementation in the Spring of 2013
	Scholar-Citizen Designated Courses	Same as above SLO	Same as above SLO	Same as above SLO
	SC Fellow	Same as above SLO	Same as above SLO	Same as above SLO
Propose or evaluate solutions to problems in the context of contemporary local, national, or global issues	CORE 102: Researched Argument	Rubric assessment: Same as CORE 102 assessments specified above.	60% of students in the CORE 102 SCI sections will be rated as "above average" or "exceptional" on each performance dimension.	Pilot implementation will begin in Fall 2012. Adjustments to rubric will be made if necessary. Full implementation in the Spring of 2013
	CORE 202: Group Project. Assessed. Level of analysis for this learning outcome in 202 will be the group. Individuals will be assessed in the Scholar-Citizen Designated courses and at the capstone.	See assessment method for CORE 102.	70% of students in the CORE 202 SCI sections will be rated as "above average" or "exceptional" on each performance dimension.	Pilot implementation will begin in Fall 2012. Adjustments to rubric will be made if necessary. Full implementation in the Spring of 2013
	Scholar-Citizen Designated Courses	Same as above SLO	Same as above SLO	Same as above SLO
	SC Fellow	Same as above SLO	Same as above SLO	Same as above SLO
Effectively communicate how her/his academic	CORE 202: Post service learning	Same as above SLO	70% of students in the CORE 202 SCI sections will	Pilot implementation will begin in Fall

studies have affected her/his sense of ethics, values and social responsibility in the context of local, national, or global issues.	reflective essay prior to multimedia project.		be rated as “above average” or “exceptional” on each performance dimension.	2012. Adjustments to rubric will be made if necessary. Full implementation in the Spring of 2013
	Scholar-Citizen Designated Courses	Same as above SLO	Same as above SLO	Same as above SLO
	SC Fellow	Same as above SLO	Same as above SLO	Same as above SLO

Student Learning Outcome INDIRECT Assessment Methodology Table

The student learning outcomes for the QEP will also be examined with several different indirect assessment methodologies. These include but are not limited to the CIRP Freshmen Survey, the CIRP Senior Survey, an institutionally developed undergraduate exit survey, surveys at co-curricular events, faculty and staff surveys, various student focus groups, and Scholar-Citizen Fellow exit surveys and interviews.

Focus groups for the Scholar-Citizen QEP will be conducted for a variety of student groups. At the completion of the pilot assessment in the Fall of 2012, students who have participated in the initial SCI sections of CORE 102 and 202 will be asked to participate in a focus group. On a continuing basis, these focus groups will be conducted each spring with at least one group of students who has taken part in SCI sections of either CORE 102 or 202. In addition, focus groups with students who have participated in other Scholar-Citizen designated courses will be conducted periodically. As Scholar-Citizen Fellows, students will be required to participate in a focus group during their last semester at RU. Finally, general focus groups will be conducted periodically to look at how student learning outcomes are being met in various co-curricular activities.

A second major component of the indirect student learning outcome assessment is a solid survey research plan. Each of the nationally developed surveys will be examined and specific items will be identified and mapped to each of the student learning outcomes. These items will be tracked over time. In addition, items specifically related to the QEP outcomes will be developed and included on the institutionally developed surveys (including the undergraduate exit survey, Scholar-Citizen Fellow Exit survey, and faculty and staff surveys).

Exhibit 18: Indirect Assessment Methods of Student Learning Outcomes

Indirect Assessment	Description of Method	Timeline	Responsible Party
CIRP Entry	Higher Education Research Institute (HERI): Cooperative Institutional Research	During our new freshman orientation program, Quest, this takes place every June.	Office of Academic Assessment and the Office of New Student

	Program (CIRP) Freshmen Survey; Survey items will be mapped to Scholar-Citizen student learning outcomes.	Summer 2010 Quest administration will be used as baseline data.	Programs
CIRP Exit	HERI College Senior Survey (CSS): Survey items will be mapped to Scholar-Citizen student learning outcomes.	Each Spring semester at the College pre-graduation meetings. Initial implementation to be conducted in Spring of 2012. This will be set as baseline.	QEP Implementation Team and the Office of Academic Assessment with support from the College Deans and Academic Advising Centers.
UG Exit Survey: Institutionally Developed	Institutionally developed and administered undergraduate exit survey	Conducted each Fall and Spring semester. Initial implementation to be conducted in Fall of 2012.	QEP Implementation Team and the Office of Academic Assessment with support from the College Deans and Academic Advising Centers.
Faculty Survey	Institutionally developed faculty survey	Implemented for each faculty member teaching SCI sections of CORE 102, CORE 202, and other Scholar-Citizen courses. Conducted at the completion of each course, each semester beginning in Fall 2012.	Office of Academic Assessment.
Student Surveys as Part of Co-Curricular Events	Short 5 to 10 question surveys administered after QEP funded co-curricular events.	Periodically during the duration of the QEP	QEP Implementation Team and Office of Academic Assessment /Student Affairs or Hosting Group
Focus Groups	Focus groups will be conducted with standardized, pre-developed questions and additional probes.	In CORE 102 and 202 – at the end of the pilot in Fall 2012 and every semester after At the end of each semester students in Scholar-Citizen developed courses will be asked to participate in a focus group. Periodically during the duration of the QEP with student body at	QEP Implementation Team with support from the Office of Academic Assessment

		large At the completion of Scholar-Citizen Fellows program	
Scholar-Citizen Fellow exit survey and interview	Institutionally developed exit survey and interview questions will be designed specifically for Scholar-Citizen Fellows	At the completion of the SC Fellows program	QEP Implementation Team with support from the Office of Academic Assessment

Programmatic and Co-Curricular Assessment Overview and Methodology Table

The programmatic and co-curricular components of Scholar-Citizen QEP involve the use of a variety of initiatives to transform RU culture. The assessment of these initiatives involves collecting information on the numbers and types of Scholar-Citizen events as well as the participation of campus constituents in these initiatives. Several different offices and sectors of RU will be involved in the development of the Scholar-Citizen program and its programmatic/co-curricular components. Overall, the assessment plan includes tracking the number of tagged Scholar-Citizen events; tracking the attendance at these events for students, faculty, and the Radford community; having event attendees complete short survey instruments regarding their experiences at these events; and tracking the number and distribution of academic curricular changes. More detailed information on the assessment of the programmatic and co-curricular QEP components is presented in **Exhibit 19**.

Exhibit 19: Assessment of Programmatic Outcomes and Co-Curricular Implementations

Programmatic Outcomes	Implementation Strategy	Description of Assessment Methods
Cultural immersion experiences (including but not limited to: alternative spring break, study abroad) Co-curricular events and opportunities (including but not limited to: lecture series, roundtables, films, engagement events, non-credit bearing community service, and appropriate leadership activities)	Scholar-Citizen Series: Lectures, roundtables, discussions, engagement events, films, etc.	<ul style="list-style-type: none"> • Numbers of events/ideas generated • Tracking of offices/divisions hosting events • Participation in QEP offerings: attendance by students, faculty, staff, and community • Use of swipe card readers to determine if different people are attending • Survey of participants • Changes in types and offerings of opportunities for students in internships, alternative spring break, and study abroad • Website review • Faculty mentoring surveys
	Student Social entrepreneur and community partnership grants	
	Exposure during first-year experience	
	Scholar-Citizen based programming and initiatives through development grants	
	Central website for Scholar-Citizen Programming, Curricula, and Cultural immersion opportunities	
Academic experiences incorporating pedagogies of engagement (including but not limited to: service-learning,	Curricular changes and course additions	<ul style="list-style-type: none"> • Tracking for academic curricular changes • Tracking of other academic engagement opportunities • Program involvement, colleges affected, number of students, new

community/undergraduate research, problem-based learning, cooperative learning, and internships)		programs developed • Surveys during courses
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**Project Information Dissemination and Data Use:
Closing the Feedback Loop/Anticipated Assessment Uses**

Information regarding the QEP implementation and assessment findings will be shared with the RU community in several different ways. At an overall level, the Director of the QEP and Director of Academic Assessment will submit annual reports on the status of QEP. These reports will be designed to highlight the implementations that have been conducted during the academic year and improvements that have been made to the Scholar-Citizen program. Reports will be provided to the University community in general as well as other internal and external stakeholders including the SACS leadership and implementation teams, the College Deans and the University Administration, Faculty and Staff Senates, Student Government Association, and the RU Board of Visitors. The Director will additionally collaborate with University Relations to publicize Scholar-Citizen success stories through outlets such as regional media, social media, internal web communications, and RU Magazine. Through these means, alumni as well as the campus and local communities will be kept apprised of the progress of the initiative.

Assessment findings from the course activities will be fed back to the professors and, in the cases of the CORE 102 and 202, shared with the CORE Director. Professors will be asked for suggestions on course improvement and assessments will continue to examine the results of these changes. Workshops will also be conducted with the professors as a way to share the results of the assessments and suggestions will be solicited on how to best implement changes to improve student learning. The QEP Director and Director of Academic Assessment will also work with faculty supervisors of the Scholar-Citizen capstones. Supervisors will be asked to review assessment results and work to improve the Scholar-Citizen Fellows program. Co-curricular activity assessments will also be shared with the academic community and student affairs professionals at the institution. As with the course and student learning assessments, discussions will focus on the improvement of these initiatives and ways to expand the impact of the Scholar-Citizen program at Radford University.



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RADFORD UNIVERSITY

X. APPENDICES

Appendix A: Abstracts of Potential QEP Topics

CITIZEN SCHOLAR (Author: Mr. Tim Filbert, Assistant Director, Office of Community Engagement): While the Radford University Core Curriculum includes instruction in national and international perspectives, the focus is largely upon the conveyance of information. The adoption of the “Citizen Scholars” theme would add a focus on the synthesis and application of that knowledge toward complex and multifaceted public issues, in terms of a public scholarship, so that RU graduates would be prepared for responsible citizenship and civic leadership in their local, national, and global communities. A Citizen Scholars theme would also provide cohesion and synergy to numerous existing RU efforts that already involve public scholarship.

COLLABORATION BETWEEN FACULTY/STAFF AND STUDENTS (Dr. Bernd Kuennecke, Professor of Geospatial Science): There is a considerable body of research indicating that student-faculty interaction is an important predictor of student satisfaction and retention. Radford University has emphasized such collaboration informally for at least the past decade, with dozens of students currently engaged in professional activities alongside faculty and/or working with Student Affairs professionals in co-curricular organizations. Formalizing and publicizing this theme, the implementation of which would involve multiple divisions at the University, has the potential to give RU a special “niche” in student and faculty recruitment and enhance the University’s academic reputation. More important, it has the potential to make our students into well-rounded graduates who are more marketable to employers and graduate schools.

CRITICAL READING (Dr. Erin Webster Garrett, Associate Professor of English): The proposed theme would rejuvenate and re-focus our attention on critical reading skills, which are integral to critically thinking not only about the texts specific to our fields, but also about the world outside our classes. This focus is consistent with Radford University’s *7-17 Strategic Plan*. The infrastructure is currently in place on both University and department levels to support this initiative. Adoption of this theme could easily showcase community partnerships already in existence (Beans and Rice, Wesley Foundation), and lead the way for even more literacy initiatives. Student-engaged learning, faculty-student collaboration, and public service seem natural extensions of the theme.

CULTURAL AWARENESS (Mr. Kenneth Smith, Assistant Professor of Art): Humans fear what they do not understand, and this lack of understanding, awareness, and respect of other cultures has been, throughout human history, the flashpoint that has inevitably led to conflict. It would be beneficial for the personal and intellectual growth of our students (and, in fact, to the future of our society) to provide them with a fundamental understanding of the genuine diversity of the human experience. Our genetics show that people are all pretty much the same. Their distinguishing characteristics reside in how they spend the days of their lives, which is to say, their culture. It is hard to imagine a QEP topic that would have a more important and lasting effect than diminishing this lack of awareness, lack of understanding, and, often, lack of respect that is still prevalent in the 21st century.

CYBER CITIZENRY (Dr. Joe Chase, Professor of Computer Science): One of the more effective ways to define Cyber Citizenry is by analogy. Like computing, driving can be extraordinarily beneficial and extremely dangerous. We spend years modeling both driving and vehicular maintenance behavior for children before sending them off to driver education, followed by an apprenticeship with a learner's permit before allowing them to join us on the highways as licensed drivers who respect the rules, responsibilities, and etiquette of sharing the road. Unfortunately, the same is not true for our introduction to cyber infrastructure and cyber behavior. Despite the best efforts of computer security professionals, all it takes is one user clicking on the wrong link or downloading the wrong file and the

entire cyber infrastructure of an organization can be at risk. Even simple little things like forwarding an e-mail Christmas card can bring the computing power of an organization to a halt if the file is too large or contains a virus. Further, hard to detect activities such as indulging in piracy (e.g., downloading illegally obtained movies) make an organization vulnerable to legal risks and may foster an environment where unethical behavior runs rampant. It is ironic that every faculty and staff member at RU is required to take online cyber security training every year, but our students are not exposed to the same topics. RU graduates should enter the world beyond equipped to be good Cyber Citizens by being able to recognize and avoid risky cyber behaviors, by understanding and practicing safe, ethical and productive cyber behaviors, and by being aware enough of how cyber infrastructure works to understand their role in it and to adapt to and adopt technologies that emerge in their lifetimes.

PROFESSIONALISM (Dr. Joseph King, Professor of Psychology): College graduates across the nation are often criticized for engaging in behaviors that are not appropriate in the work of work. At Radford University, there are a variety of ongoing curricular and co-curricular activities designed to turn our students into competent and mature professionals. Selecting “Professionalism” as our QEP would give RU the opportunity to formalize and enhance those efforts across campus. This emphasis has the potential to enhance the reputation of RU, to attract more qualified and “serious” students, and to yield graduates who are well-prepared to take their place in society.

SUSTAINABILITY LITERACY (Dr. Richard Roth, Professor of Geography): Sustainability programs represent one of the fastest growing curricular areas across the country. During the past few years, Radford University has done much to bring sustainability issues to the forefront of thinking and action across the University, so there is a growing curricular and co-curricular foundation upon which a QEP in sustainability literacy might build. Implementation of sustainability literacy as our QEP theme has the potential to increase our visibility as a “green” institution and attract students with an interest in the welfare of our environment and our common future. Promoting the sustainability literacy of RU students will result in graduates who are better informed about environmental challenges our world will face in the years ahead.

WELLNESS (Dr. Judy Niehaus, Professor of Biology): Students at Radford University are not immune from the temptations that lead them to neglect their well-being; indeed, there is unfortunate evidence that RU students are more prone than their peers to make unwise and potentially fatal decisions about the use of alcohol. Thus, RU continues to struggle with an undeserved “party school” reputation, even in the face of formal and informal efforts on campus to promote mature behaviors that will lead to wellness. The adoption of wellness as a formal QEP theme among all at the University has the potential to change that reputation, enhance student learning, and encourage everyone at RU to make healthy decisions.

Appendix B: Student Leader Focus Group and Academic Leadership Team Questions

Student Leaders (June 8 session)

1. What do you like about the theme? Are there any directions in which you would like for us to take it? Are there better words than "Citizen Scholars" that might resonate with students?
2. What comes to mind when we talk about becoming good (as per the mission statement and 7-17: mature, responsible, well-educated, engaged) citizens? How will we know if our graduates ARE good citizens?
3. What RU learning experiences have you had so far that promote the development of "citizen scholars"?
4. What concerns you about the theme? How might we address these concerns? What needs to be better explained or clarified about it?
5. As student leaders, what do you expect of us as we develop the QEP? In other words, you will consider the process through which the QEP was developed a success if . . . ?

Student Leaders (June 28 session)

1. Some institutional-level questions: last time, we concluded by talking a bit about the RU culture and ways we can make "citizen scholars" part of that culture.
 - If you were asked to describe the current RU culture (i.e., the institution's current identity), what would you say?
 - As students and potential RU graduates, what would you like for that culture/identity to be?
2. On a more individual-student level . . . You are currently working with new students, and you were all new students once yourselves.
 - What changes should we expect in our students' personal, civic, and professional identities between their matriculation as new students and their graduation from RU?
 - What role should RU play in facilitating that transformation?

Academic Leadership Teams

1. What do you like or appreciate about the Citizen Scholar theme?
2. What concerns you about the theme? How might we address these concerns?
3. What do you see as a definition of Citizen Scholar?
4. Is your college/department doing anything currently that addresses this definition? If so, what is that?
5. Which of your program's outcomes address or relate to the Citizen Scholar theme?
6. What activities are you (as in program, college, department) currently doing that provide value outside in the local, national, or global community?
7. What should a civically responsible graduate of your college look like? Please give us an example of a recent college graduate.
8. Are there leaders among faculty or students whose support or expertise will be key in efforts to enhance civic engagement on campus? What steps might be taken to enlist their involvement?
9. Is there anything you want us to know?

Appendix C: QEP Writing Team Sub-Committees

Communication Plan Subcommittee

Dr. Laura Jacobsen, At-Large, STEL
Dr. Tony Ramsay, CHHS,
Ms. Randi-Lyn Randall, Past President, SGA
Dr. Ann Roberts, STEL
Dr. Erin Webster Garrett, CHBS

Student Learning Outcomes Subcommittee

Ms. Bethany Bodo, Academic Assessment
Dr. Iain Clelland, COBE
Mr. Tim Filbert, Office of Community Engagement
Dr. Pat Shoemaker, CEHD
Dr. Christine Small, CSAT
Dr. Erin Webster Garrett, CHBS
Dr. Monica Weinzapfel, CVPA,

Literature Review

Dr. Laura Jacobsen, At-Large
Dr. Joe King, Honors Academy
Dr. Pat Shoemaker, CEHD
Dr. Erin Webster Garrett, CHBS

Assessment

Ms. Bethany Bodo, Office of Academic Assessment
Dr. Iain Clelland, COBE
Dr. Monica Weinzapfel, CVPA

Appendix D: QEP Director Position Description

The Faculty Director of the Radford University Quality Enhancement Plan will be responsible for coordinating the continued development, implementation and evaluation of the Radford University QEP, "Scholar-Citizen." The Scholar-Citizen initiative promotes a teaching and learning culture that fosters our sense of how we can live our lives to best contribute to the world around us. The focus of the QEP is to enhance students' ability to solve problems within the context of contemporary issues.

This is a 12-month position. The Director's current salary will be supplemented with an annual stipend of \$15,000, to be pro-rated for 2011-2012 based upon the date the appointment becomes effective. The Director will be appointed for an initial term through June 30, 2013, with the potential for reappointment for additional two-year terms. The Director will receive .75 FTE reassignment during the initial term; the amount of reassignment for subsequent terms (never less than .50 FTE) will be established at the beginning of each term and will be commensurate with the Director's anticipated responsibilities during that term.

The Director will report to the Provost. He/she will work closely with the QEP Writing Team; the Office of Academic Assessment; the Faculty Senate; the Student Government Association; the Division of Student Affairs; the Office of Academic Engagement and Career Services; the SACS Liaison; and other offices, departments, and groups involved in writing and implementing the Quality Enhancement Plan.

Qualifications:

1. Tenured at the rank of Associate or Full Professor.
2. Interest in taking the lead in the continued development, implementation, and evaluation of the Radford University QEP, "Scholar-Citizen."
3. Experience and ability in collaborating with various internal constituencies (e.g., students, faculty, administrators, and the Faculty Senate), as well as with external agencies and members of the larger community.
4. Knowledge of and commitment to assessment for continuous improvement of student learning.
5. Exceptional written and oral communication skills; skills in using technology as a management and reporting tool.

Experience and success in leading quality programs or projects is preferred.

General responsibilities:

1. Managing the process through which the QEP will be finalized, including:
 - a. Assuming leadership of the QEP Writing Team and coordinating the writing of the QEP document, which will be submitted to SACS in February 2012;
 - b. Soliciting and (as appropriate) incorporating into the QEP feedback from campus constituencies;
 - c. Keeping the campus informed about the QEP (i.e., working with University Relations to implement the communication plan for disseminating information about the QEP, maintaining oversight of the QEP website, etc.); and
 - d. Promoting student, faculty, staff, administrative and community involvement in the QEP.
2. Coordinating implementation and evaluation of the QEP, including:
 - a. Assuming leadership of the QEP Implementation Team;
 - b. Managing the QEP implementation plan, the assessment plan, and the budget;

- c. Implementing student, faculty, and staff development activities;
- d. Recommending changes to the QEP (as warranted by assessment data) to the Provost; and
- e. Leading the writing of the QEP component of the Fifth-Year Interim Report required by SACS.

Application Process:

Applicants should submit a letter of interest and a current curriculum vita to _____. Review of credentials will begin on [two weeks after the announcement is mailed] and continue until the position is filled.

Appendix E: 13 October Focus Group Questions

What does it take to Create—Connect—Contribute?

Faculty and Student Focus Group

Thursday, 13 October 2011

5:30 - 7:00, Heth 014

FACULTY

- What are you doing with your students that connects academic experiences with real-world issues?
- What do we need to start, stop and continue doing to make it easier for you to achieve your goals?

STUDENT

- What do we need to do more of or less of to encourage more student interest/involvement in experiences like that which you had with your professor?
- What were the benefits of this experience for you?

Appendix F: Application for Engaged Scholarship Grants

Scholar-Citizen
Create. Connect. Contribute.
Application for Engaged Scholarship Grant

Description of Support

The Scholar-Citizen initiative promotes a teaching and learning culture that fosters our sense of how we can live our lives in ways that best contribute to the world around us. The focus of the QEP is to enhance students' ability to solve problems within the context of contemporary issues.

In an effort to promote and encourage the Scholar-Citizen initiative as selected by the Radford University campus, the QEP-WT has developed a funding process which encourages faculty to apply for monetary grants directed toward the development of new courses, projects, and/or initiatives; or the support of existing courses, projects, and/or initiatives that enhance and embrace the Scholar-Citizen theme. The intent is to provide opportunities for faculty to learn about, participate in, and reflect upon engaged scholarship. Grants supporting the development of new courses, projects, and/or initiatives can be funded at up to \$7,000.00; those supporting existing courses, projects, and/or initiatives can be funded at up to \$750.00.

All engaged scholarship (teaching, research, and service) has three things in common: it contributes to the public good; it draws on a scholar's disciplinary or professional expertise; and it directly addresses real-world problems and issues. Engaged Scholarship Grants promote and enhance a "culture of learning" by supporting academic activities and experiences that address the QEP Goals and Learning Outcomes as listed below:

QEP Goal 1: Enhance Student Learning through Real-World Problem Solving

RU Scholar-Citizens will be able to effectively connect and apply academic skills and knowledge including that of their discipline in addressing real-world issues in our local, national, and global communities.

QEP Goal 2: Foster a Culture of Engaged Learning and Scholarship

RU as an institution will support and encourage a community of practice devoted to connecting academic skills and knowledge to promoting political, cultural, social, and economic change.

Scholar-Citizen Student Learning Outcomes

A Radford University Scholar-Citizen will be able to:

1. Critically analyze different viewpoints of or theories about a contemporary issue using reliable sources.
2. Make connections between one's academic experiences/ knowledge and one's own participation in civic life, politics, and government.
3. Apply ethical reasoning to contemporary local, national, or global issues
4. Propose or evaluate solutions to problems in the context of contemporary local, national, or global issues
5. Effectively communicate how her/his academic studies have affected her/his sense of ethics, values and social responsibility in the context of local, national or global issues.

Funding proposals must be written in a clear and concise manner; consideration will be given only to those proposals that conform to the required format. All proposals should be strong in communicating the importance of the project to student learning and to the community. If projects involve research or data collection using human subjects or vertebrate animals, the proposal must acknowledge that institutional approval will be obtained.

It is the applicant's responsibility to ensure that the proposal is complete so that it can be reviewed by the Scholar-Citizen Implementation Team, which will make judgments regarding the relative merit and impact of each proposal. Application materials must adhere to the following outlines, which represent the evaluation criteria:

Funds Supporting New Courses, Projects, or Initiatives

Applications for grants supporting the development of new courses, projects, or initiatives should be accompanied by the appropriate form as well as:

- **Narrative** that includes:
 - A description of the scholarly activity being proposed
 - A description of how the proposal expands, makes possible, or carries forward the Scholar-Citizen QEP Objectives/Goals
 - A description of any research and/or other efforts which the faculty member has already established
 - A description of how the proposed project meets all of the established Scholar-Citizen Learning Outcomes.
 - If the proposal includes a credit-bearing internship, community-based research, or community-engaged learning, a description of appropriate community partners and anticipated activities.
- **Curriculum Vita**
- **Department Chair's Endorsement Letter** that indicates whether the chair supports the proposal and that includes:
 - an evaluation of the quality of the proposal
 - an evaluation of the proposal's contribution and benefit to the University and how it complements teaching
 - a description of how the applicant's classes and other departmental responsibilities will be covered in his/her absence
- **Dean's Endorsement Letter** that indicates whether the dean supports or does not support the proposal and that includes:
 - an evaluation of the proposal's contribution and benefit to the College
 - an evaluation of the instructional resources requested and
 - the degree to which these resources can be supported by the College.

To allow sufficient time for review, proposals should be **submitted to your Dean's office no later than one week before the deadline.**

Funds Supporting Existing Courses, Projects, or Initiatives

Applications for grants supporting the development of new courses, projects, or initiatives should be accompanied by the appropriate form as well as:

- **Narrative** including:
 - A description of the existing scholarly activity
 - A description of how the redesigned course/project/initiative will meet at least three of the five established Scholar-Citizen Learning Outcomes.
 - If the proposal includes a credit-bearing internship, community-based research, or community-engaged learning, a description of appropriate community partners and anticipated activities.
- **Curriculum Vita**

Post Award Expectations

Faculty whose courses/initiatives/projects are funded agree to incorporate the e-portfolio as a social pedagogy. Faculty who receive funding also commit to attending faculty training that would include one or more workshops on pedagogies of engagement, use of the e-portfolio as a pedagogic tool, and the development of assessment measures and learning activities/experiences that meet the Scholar-Citizen student learning outcomes.

Faculty who accept Engaged Scholarship Grants agree to provide at least one campus presentation related to the funded project during the year following the project's completion. Grants must be spent according to stated policies and deadlines.

A brief written report of the activities undertaken by the faculty member must be sent to the Director no later than six weeks following completion of the project. The faculty member is encouraged to also include a copy of the report with his/her annual faculty report.

Instructions

In cases in which *courses* are involved—*i.e.*, in which faculty are applying for funds to develop a new SCI course or revise an existing course—so that the department has enough time to adjust the schedule of course offerings, the faculty member should apply for support at least two academic semesters prior to offering the SCI course. Support for a course to be offered in fall of 2015, for example, should be applied for in fall 2014 to support development work to be conducted in spring 2015. Applications are due either September 15 or January 15.

Proposals for funding must be submitted in both *electronic* and *hard copy* forms no later than 5:00 p.m. the day of the deadline to:

Director of the QEP
 PO Box
 Campus Mail
 _____@radford.edu

Notification:

Applicants will be notified of the recommendations in writing by the end of the **Fall Semester for applications submitted in October and the end of Spring Semester for applications submitted in February.**

New SCI Course/Project/Initiative Proposal Form

Name:

Department:

College:

Campus Address:

Email address:

Check One: ___ Faculty ___ AP Faculty ___ Staff

Check the appropriate project type for which you are seeking funds.

- | | |
|---|--------------------------------------|
| ___ Core Class Development | ___ Pilot Project |
| ___ Class Development | ___ Curriculum Development |
| ___ Artistic Endeavors | ___ Faculty-Student Research Project |
| ___ Service Learning | ___ Community Base |
| ___ Public Scholarship | ___ Study Abroad |
| ___ Credit-Bearing Alternative Spring Break | |
| ___ Other: Please provide a detailed explanation in your narrative. | |

Please answer the following questions:

1. Projected begin date/semester:

2. *Total* amount of funding requested.

3. When must funds be available?

4. Additional/Other funding being used if applicable:

5. Projected number of students involved.

6. Number of community members involved, if applicable.

BUDGET:

Faculty should account in their budget proposals for any funds needed to cover adjustment to teaching assignments within departments.

Item	Purpose	Projected cost

Total: _____

Redesign of Existing Course/Project/Initiative Proposal Form

Name:

Department:

College:

Campus Address:

Email address:

Check One: Faculty AP Faculty Staff

Check the appropriate project type for which you are seeking funds.	
<input type="checkbox"/> Core Class Development	<input type="checkbox"/> Pilot Project
<input type="checkbox"/> Class Development	<input type="checkbox"/> Curriculum Development
<input type="checkbox"/> Artistic Endeavors	<input type="checkbox"/> Faculty-Student Research Project
<input type="checkbox"/> Service Learning	<input type="checkbox"/> Community Base
<input type="checkbox"/> Public Scholarship	<input type="checkbox"/> Study Abroad
<input type="checkbox"/> Credit-Bearing Alternative Spring Break	
<input type="checkbox"/> Other: Please provide a detailed explanation in your narrative.	

Please answer the following questions:

1. Projected begin date/semester:

2. *Total* amount of funding requested.

3. When must funds be available?

4. Additional/Other funding being used if applicable:

5. Projected number of students involved.

6. Number of community members involved, if applicable.

Learning Outcome Selection: Select the outcomes (at least three of the five) you anticipate will be addressed through activities in this course (if known) and state by what activities/means (if known). These might include a group project, research paper, reading logs, reflective essay, oral presentation.

- _____ Critically analyze different viewpoints of or theories about a contemporary issue using reliable sources.
- _____ Make connections between one's academic experiences/ knowledge and one's own participation in civic life, politics, and government.
- _____ Apply ethical reasoning to contemporary local, national, or global issues.
- _____ Propose or evaluate solutions to problems in the context of contemporary local, national, or global issues.
- _____ Effectively communicate how her/his academic studies have affected her/his sense of ethics, values and social responsibility in the context of local, national or global issues.

Applicant

Date

Signature of Department Chair or Director

Date

Appendix G

Approval form for SCI Co-Curricular Designation

Date: _____

Name: _____

Check One: Faculty AP Faculty Staff Graduate Student

Department/College/Division: _____

Semester/Yr Experience is to be Offered _____

Check the appropriate project type you are seeking funds for.	
<input type="checkbox"/> Study Abroad	<input type="checkbox"/> Speaker
<input type="checkbox"/> Artistic endeavors	<input type="checkbox"/> Workshop
<input type="checkbox"/> Community Based Project	<input type="checkbox"/> Non-credit Bearing Internship
<input type="checkbox"/> Alternative breaks	<input type="checkbox"/> Other: please be detailed in your explanation

Title of SCI Experience and Brief Description:

Please answer the following questions:

1. Projected begin date/semester:
2. *Total* amount of funding requested.
3. When must funds be available?
4. Additional/Other funding being used if applicable:

5. Projected number of students involved.
6. Number of community members involved, if applicable.
7. How does this event support the Scholar-Citizen Goals or Outcomes? (Scholar-Citizen Goals and Outcomes are listed below for your reference.)

The focus of the Scholar-Citizen initiative is to promote a teaching and learning culture that fosters our sense of how we can live our lives in ways that best contribute to the world around us. Radford University Scholar-Citizenship is defined as active and scholarly participation in the complex and multicultural world by connecting and applying academic skills and disciplinary knowledge to the challenges facing our local, national, and global communities.

- **QEP Goal 1: Enhance Student Learning through Real-World Problem Solving.**
RU Scholar-Citizens will be able to effectively connect and apply academic skills and knowledge including that of their discipline in addressing real-world issues in our local, national, and global communities.
- **QEP Goal 2: Foster a Culture of Engaged Learning and Scholarship.**
RU as an institution will support and encourage a community of practice devoted to connecting academic skills and knowledge to promoting political, cultural, social, and economic change.

Scholar-Citizen Student Learning Outcomes

A Radford University Scholar-Citizen will be able to:

1. Critically analyze different viewpoints of or theories about a contemporary issue using reliable sources.
2. Make connections between one's academic experiences/ knowledge and one's own participation in civic life, politics, and government.
3. Apply ethical reasoning to contemporary local, national, or global issues
4. Propose or evaluate solutions to problems in the context of contemporary local, national, or global issues
5. Effectively communicate how her/his academic studies have affected her/his sense of ethics, values and social responsibility in the context of local, national or global issues.

Scholar-Citizen Programmatic Outcomes

The Radford University Scholar-Citizen initiative will increase the number of students who engage in Scholar-Citizen intensive:

1. Cultural immersion experiences (including but not limited to: alternative spring break, study abroad).
2. Academic experiences incorporating pedagogies of engagement (including but not limited to: service-learning, community/undergraduate research, problem-based learning,

- cooperative learning, and internships).
3. Co-curricular events and opportunities (including but not limited to: lecture series, roundtables, films, engagement events, non-credit bearing community service, and appropriate leadership activities).

BUDGET:

Item	Purpose	Projected cost

Total: _____

SCI Internship Application (Non-Credit Bearing)

Organization: _____ **Duration:** _____

Employer/Agency: _____

Contact Info: _____

Will project/course repeat in future semesters? _____

Brief project or course description:

How will this experience engage the student in problem solving and/or inquiry in the context of contemporary local, national, or global issues?

How will this experience improve the student's ability to communicate within the context of the work environment?

How will this experience improve the student's ability to critically analyze different viewpoints of or theories about a contemporary issue?

How will this experience lead to an increase in the student's career understanding?

How will this experience help the student make connections between academic experiences/ knowledge and participation in civic life, politics, and government?

How will this experience allow for collaboration within the work environment?

What professional behaviors do you expect of the student as part of the work placement?

How will the student demonstrate his or her ability to analyze personal strengths and weaknesses and engage in professional development?

What student product(s) will be submitted to the faculty mentor and client? (Check all that apply and note that SCI experiences must meet and measure for at least three Scholar-Citizen learning outcomes.)

- portfolio
- research paper
- journal
- oral presentation
- report
- other (please explain)