

# Scholar-Citizen Executive Summary

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## Definition

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. 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.

## Desired Learning and Program Outcomes

### 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 Program 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).

## Overview of Implementation Actions

1. The Scholar-Citizen initiative is committed to creating a community of practice, and recognizes faculty as its most precious and important asset. Faculty will be invited to participate in any one of the various aspects of the initiative including, but not limited to, acting as a mentor, applying for an Engaged Scholarship Grant, developing special Scholar-Citizen Intensive (SCI) courses, or proposing special Scholar-Citizen initiatives.
2. Scholar-Citizen implementation will involve the development and enhancement of academic and co-curricular activities designed to focus on the Scholar-Citizen student learning and programmatic outcomes.
3. The programmatic and co-curricular components of Scholar-Citizen Quality Enhancement Plan will be led by integrating teams from across colleges and divisions. These teams will work toward meeting the learning and programmatic outcomes by designing and developing initiatives/events that tie into aspects of the Scholar-Citizen initiative.
4. The initiative will begin in spring 2012 with faculty development workshops on engaged pedagogies and on the e-portfolio, and with dissemination of the first RFP for Engaged Scholar grants.
5. In fall 2012, the first SCI designated sections of courses will be piloted by early adopters including faculty offering SCI sections of University Core A 102 and 202. These courses will act as the foundations courses for students who opt to become Scholar-Citizen Fellows. Other tracts will exist to recognize students who pursue different levels and types of Scholar-Citizen engagement but who can not or choose not to pursue Fellow status.
6. Scholar-Citizen designated Core 102 courses will address three of the student learning outcomes using enhanced versions of existing projects and activities.
7. Core 202 SCI sections will address all five of the student learning outcomes using enhanced versions of existing student activities or projects and an additional reflective narrative.
8. At the 100/200/300/400 level, faculty can apply to have their courses SCI designated. Existing courses that are proposed as SCI must meet at least three of the five learning outcomes and participate in the QEP's assessment process using either a universal heuristic rubric or faculty-designed student learning assessments. Institutional assessment will be applied by assessment raters.
9. Courses that receive grant support for their development or revision must meet all five of the Scholar Citizen learning outcomes.
10. All SCI courses must incorporate an e-portfolio as a means of archiving learning artifacts and of participating in an iterative QEP assessment process.

## Specific Implementation Actions

1. **Provide Faculty and Staff Support and Development Opportunities:**
  - a. Engaged Scholarship Grants:  
In an effort to promote and encourage the Scholar-Citizen theme as selected by the university

campus, the QEP-WT has developed an application process which will allow faculty and staff to apply for monetary grants directed toward the development or the support of courses, projects, and/or initiatives that enhance and embrace this theme. The intent is to provide opportunities for our community 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, by which we mean that it draws on a scholar's disciplinary or professional expertise, and it directly addresses real-world problems and issues.<sup>1</sup> The purpose of the Engaged Scholarship Grants is to promote and enhance a “culture of learning” that addresses the learning outcomes of the Scholar-Citizen QEP. Specifics of the Engaged Scholarship Grants include:

- Grants will be awarded in varying amounts to fund development of new SCI courses and/or projects or to support existing SCI courses and/or projects in the departments/majors. The budget accounts for funding up to six new initiatives a year at up to \$7000 and up to eight lower-funded projects at \$750.
- Applications will be evaluated by a Scholar-Citizen Advisory Council/Implementation Team in conjunction with the QEP Director.
- The application process will require faculty to identify how their projects/initiatives/ courses fit the Scholar-Citizen QEP Objectives/Goals and how they anticipate meeting the designated number of Scholar-Citizen Learning Outcomes (fully-funded projects must meet all 5; lower-funded and unfunded courses must meet at least 3).
- In the case of a faculty member applying for funds to develop a new SCI course or revise an existing course, the faculty member would apply for support at least two academic semesters prior to offering the SCI course.
- If funded, the faculty member would agree to attend faculty training that would include a workshop on pedagogies of engagement, use of an e-portfolio as a pedagogic tool, and development of assessment measures and learning activities/ experiences that meet the SC Student Learning Outcomes.
- Funded courses must participate in the QEP assessment process.

b. Faculty Mentoring:

- Establish 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 mentoring experience can be matched appropriately.
- Work in concert with the Faculty Development Center and Office of Community Engagement to advertise and promote opportunities for intra-faculty mentoring.
- Sponsor faculty travel to appropriate professional conferences for on-going training relevant to the goals of the Scholar-Citizen initiative. These faculty “ambassadors” would agree to lead professional development workshops for interested RU colleagues through venues such as Our Turn and a brown bag lunch series.

## 2. Operationalize Integrating Teams to Meet Programmatic Outcomes

- a. Establish “integrating teams” from across colleges and divisions who would work toward meeting the programmatic outcomes by designing and developing initiatives/events that tie into aspects of the Scholar-Citizen initiative.
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- These teams would be empowered to apply for funding from a QEP Fund designated for cross-divisional initiatives, but would also be empowered to seek supplementary funding through other initiatives and groups on campus. The proposed QEP budget allows for approximately \$22,000 a year to be designated for co-curricular initiatives.
  - 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 FARs or yearly reports.
  - Proposed teams:
    1. Civic Health and Identity
    2. First-Year Experience
    3. Cultural Immersion and Internship experiences
  - b. Charge the Integrating Teams to identify, publish, and promote a Scholar-Citizen Event Series comprised of public lectures, performances, films, workshops and other activities that contribute to the learning outcomes of the Scholar-Citizen program. This series will raise awareness of RU's commitment to engaging with these issues.
  - c. Publish a calendar of SC Events prior to the beginning of the semester. (SCFs or students pursuing other tracts of SCI recognition may make a case for activities not inventoried to count toward SCI credit.)
3. **Identify Courses in the Majors for SCI Designation:** As noted earlier, at the 100/200/300/400 level, faculty can apply to have their courses SCI designated. Existing courses that are proposed as SCI must meet at least three of the five learning outcomes and participate in the QEP's assessment process using either a universal heuristic rubric or faculty-designed student learning assessments. The Office of the QEP will work with faculty and with department chairs to identify existing courses that already meet or could easily be modified to meet the requirements for SCI designation.
4. **Offer a limited number of Univ Core A 102 and 202 Scholar-Citizen Intensive (SCI) sections (as volunteered by instructors) as a means of piloting the initiative and providing a foundations course for students interested in SCI courses and experiences.** The Core Curriculum is currently undergoing a formative assessment process, the results of which may affect the courses that are offered. In the event of such revisions, and thanks to both the focused nature of the initiative and its cross disciplinary applications, the Scholar-Citizen program could and would be adapted to accommodate changes such as, for example, adoption of a discipline-based general education program. Benefits and specifics of using Univ Core A courses for piloting and as foundations courses include:
- SCI sections of Core 102 and Core 202 will disseminate SC 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 assessment tool
  - 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 focus on service-learning and the theory of service-learning, an SCI section of Core 202 will be required of students who wish to follow the Scholar Citizen Fellow path. Proposals for an alternate Scholar-Citizen path will be considered on a case-by-case basis by the Director and must be sponsored by a faculty member.

**5. Establish Means of Recognizing Students Who Effectively and Successfully Complete a Series of SCI Academic and Co-curricular Activities, Including Scholar-Citizen Fellows**

Different paths will exist to recognize different levels and kinds of engagement. The Scholar-Citizen Fellows path exists to recognize students who find their passion through this program and who pursue a tract of experiences and events that includes:

- a. successful completion of two SCI academic courses/experiences, including an SCI section of Core 202
- b. successful completion of one additional “beyond the classroom” set of SCI experiences (for example, an appropriately structured study abroad, alternative spring break, community-service project, or internship; an applied research project and presentation of findings; or peer-mentoring)
- c. participation in and attendance at a set number of Scholar-Citizen Events
- d. maintenance of an e-portfolio throughout the program and
- e. successful completion of a final self-reflective Capstone which will be assessed using a universally applied heuristic rubric.

**6. Pilot E-Portfolio Initiative**

- a. Support through faculty development focused on use of e-portfolios as a social pedagogy and an integrative learning experience.
- b. Establish a protocol for integrative portfolios:
  - Career & credential portfolio: goal is for students to showcase work for employer, accrediting agencies, graduate schools
  - Learning E-portfolio: student use for reflecting and inventorying
  - Assessment portfolio: internal use for assessment

**7. Develop an Infrastructure**

- a. Hire Director (75% reassigned time) to advise SCFs; maintain website; organize and implement faculty development workshops; establish an S-C Implementation Team and Advisory Council; develop in cooperation with Implementation Team criteria for designation of existing courses as SCI; establish a process for vetting and processing grant proposals; work closely with integrating teams in developing, promoting, and implementing SC co-curricular programming; work closely with affiliated offices (Study Abroad, Career Services and Experiential Learning, Success Starts Here, QUEST).
- b. Hire administrative support. This position would be 33% QEP and 66% Core and Academic Assessment Offices.
- c. Liaise with FDC and CITL to provide faculty training for those faculty and staff who applied for and were awarded funds for course development and revision (the workshops would be open to the general campus as well, seats permitting). The workshop would include training on pedagogies of engagement and development of learning activities and experiences that meet 4 of the 5 SC Student Learning Outcomes.
- d. Establish a central website for Scholar-Citizen Programming, Curricula, and Cultural Immersion Opportunities. Include a searchable database of Scholar-Citizen opportunities, on-going projects, and Faculty and Peer Mentors.
- e. Establish a Scholar-Citizen Advisory Council/Implementation Team
- f. Support other Scholar-Citizen Affiliated Offices (Academic Assessment, Community Engagement, Core Curriculum): to assist with the additional participation load and logistics, the QEP budget provides part-time administrative and professional support for these offices.

### **Projected Benefits to Student Learning**

The Scholar-Citizen initiative is intended to provide the following concrete benefits for students enrolled in Scholar-Citizen Intensive (SCI) courses and/or who participate in SCI co-curricular activities:

1. Development of strong and ongoing mentor relationships with faculty members and with peers.
2. Provision of structured opportunities to participate in service learning, internships, and/or study abroad experiences.
3. Opportunities to discover their scholarly identity and to discover ways to live that best contribute to the world around them and 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 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**

The Scholar-Citizen initiative is intended to provide the following concrete benefits for faculty/staff involved in designing, developing, or implementing Scholar-Citizen Intensive (SCI) courses and/or experiences:

1. Potentially Increase Enrollment in Low-Enrolled Courses or Co-Curricular Experiences
2. Availability of Engaged Scholar Grants for SCI Course Development and Research Support
3. Intra-Faculty/Staff Mentoring Opportunities
4. Participation in a Community Dialogue
5. Increased Student Engagement and Involvement
6. Recognition and Reward for Instructional Innovation
7. Opportunities for Professional Development and Networking with Colleagues with Similar Goals