GEORGE MASON UNIVERSITY

TRANSFORMATIVE EDUCATION THROUGH ANTI-RACIST COMMUNITY ENGAGEMENT

QUALITY ENHANCEMENT PLAN



GEORGE MASON UNIVERSITY

CECIL

Community Engagement & Civic Learning

2022 Reaffirmation of Accreditation with the Southern Association of Colleges and Schools Commission on Colleges

ON-SITE REVIEW
APRIL 12-14, 2022

GEORGE MASON UNIVERSITY

GEORGE MASON UNIVERSITY

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February 10, 2022

Dr. Denise Young
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane,
Decatur, GA 30033

Dear Dr. Young:

George Mason University is pleased to submit our Quality Enhancement Plan (QEP), "Transformative Education through Anti-Racist Community Engagement." The *Transformative Education* QEP is a result of two years of leadership and support from the Reaffirmation Leadership Team and the QEP Development Committee. This QEP represents the broad-based involvement of Mason students, faculty, staff, alumni, administrators, and community partners in the selection and development of our topic.

The *Transformative Education* QEP is an opportunity for us to embed community engagement and civic learning into academic and co-curricular experiences at Mason and equip students with the knowledge, skills, and attitudes to work collaboratively towards positive social change. In addition, this QEP addresses areas of growth identified during our institutional assessment process, supports the ongoing work of our Anti-Racism and Inclusive Excellence Task Force, and contributes to the goals outlined in Mason's Strategic Plan.

We look forward to the visit of the SACSCOC On-Site Reaffirmation Committee in April.

Sincerely,

Gregory Washington

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EXECUTIVE SUMMARY

Transformative Education through Anti-Racist Community Engagement

GEORGE MASON UNIVERSITY

I. Executive Summary

George Mason University identified "Transformative Education through Anti-Racist Community Engagement" as the topic of our Quality Enhancement Plan (QEP). After a thorough review of student data and a collaborative process with the university community, the Topic Selection Committee agreed that embedding community engagement and anti-racism in student learning and engaged experiences is most aligned with Mason's mission, strategic plan, and vision for our graduates.

As our Mason community imagined the role of the QEP in transforming student learning and campus culture, it was clear that our vision for community and civic engagement had to be deeply rooted in anti-racist principles. Through the Transformative Education through Anti-Racist Community Engagement QEP, we can connect students and faculty to learning experiences that are grounded in community-identified needs and ethical engagement. The vision of our QEP is that **by embedding community and civic engagement into academic and co-curricular experiences, we will equip students with the knowledge, skills, and attitudes to understand themselves as agents of change, identify and disrupt racist practices, and work collaboratively towards positive social change.** The three overarching goals of the Transformative Education QEP are to 1) build Mason's infrastructure to support community engagement and civic learning, 2) expand students' understanding of racism and anti-racism through community and civic engagement, and 3) increase the opportunities for students to participate in community engaged courses and research experiences by investing in faculty training and curriculum development. Our data indicates that although students who do participate in community engagement and civic learning experience enhanced learning outcomes, Mason students are participating at lower rates than expected and through this QEP we will improve those participation rates.

The Transformative Education through Anti-Racist Community Engagement QEP student learning outcomes are organized to introduce students to civic knowledge, civic identity, and civic actions and are scaffolded with increasing levels of engagement beginning with exploring (one-time experiences), developing commitment (a semester of engagement), and finally transforming (multi-semester or multi-year engagement). Students will be introduced to community engagement and anti-racism as separate concepts at the exploring level. At the developing commitment level, students will begin to see the connection between community engagement and anti-racism and the benefits of engagement grounded in ethics and reciprocity. Finally, at the transforming level, students will understand anti-racist community engagement as a synthesized concept, and their identity as change agents will be grounded in community voice and collaboration. In addition to impacting student learning, Mason anticipates a number of other QEP outcomes as a result of our implementation of the plan. These outcomes are connected to the prevalence of community engaged experiences for students, the degree with which anti-racist community engagement is embedded into curriculum and programs, and available funding for community engaged research and teaching initiatives. Both the student learning outcomes and the QEP outcomes will be evaluated using

formative and summative assessment. Our QEP Leadership Implementation Team will review results throughout the implementation of our plan so that we can make adjustments to our QEP initiatives as necessary.

The Transformative Education QEP has substantial support from the Mason community. The University has established funding and budgeted resources to support each activity associated with this QEP, and the Board of Visitors affirmed their support for the plan in December 2021. The new Office of Community Engagement and Civic Learning will coordinate the QEP and collaborate with campus stakeholders on the assessment and implementation of the plan. As a result of robust engagement with the university community in our topic selection and plan development, the Transformative Education QEP has been designed to ensure that upon graduation, Mason students will be equipped with the knowledge, skills, and attitudes to work collaboratively towards positive social change.

Glossary of QEP Terms

Anti-Racism

Anti-Racism - Anti-racism is the active process of recognizing, changing, disrupting and/or dismantling systems, organizational structures, policies, practices, and attitudes that perpetuate racism, so that power is redistributed and shared equitably.
-Anti-Racism and Inclusive Excellence Task Force, George Mason University

Anti-Racist Community Engagement

Active and intentional collaboration between institutions of higher education and their larger communities to identify and dismantle systems, structures, policies and attitudes that perpetuate racism. Collaboration acknowledges history, centers power redistribution, and prioritizes the mutually beneficial exchange of knowledge and resources in the context of authentic partnership and reciprocity.
-QEP Development Committee, George Mason University

Civic Engagement

Working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.
-Civic Responsibility in Higher Education (2000)

Community Engagement

Collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.
-Carnegie Foundation

Critical Service-Learning

Critical service-learning pedagogy fosters a critical consciousness, allowing students to combine action and reflection in classroom and community to examine both the historical precedents of the social problems addressed in their service placements and the impact of their personal action/inaction in maintaining and transforming those problems.
-Tania Mitchell (2008)

Inclusive Excellence

The active commitment to intentionally and perpetually engage with diversity in ways that systematically leverages learning and resources while effectively re-imagining organizational structure and innovatively increasing awareness, content and cognitive knowledge, and compassionate understanding for one another.
-Anti-Racism and Inclusive Excellence Task Force, George Mason University

Racism

The systemic subordination of members of targeted racial groups who have little social power in society (e.g., Blacks, Latino/as, Native Americans, and Asians in the United States), by the

members of the agent racial group who have more social power (e.g., Whites in the United States). This subordination is supported by the actions of individuals, cultural norms and values, and the institutional structures and practices of society.
-Center for Culture, Equity, and Empowerment, George Mason University

Service-Learning
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.
-Carnegie Foundation








TOPIC SELECTION, DEVELOPMENT, AND ALIGNMENT WITH INSTITUTIONAL PLANNING

Transformative Education through Anti-Racist Community Engagement

GEORGE MASON UNIVERSITY

II. Topic Selection, Development, and Alignment with Institutional Planning

A. QEP Topic Selection Process

In August 2019, the Reaffirmation Leadership Team (RLT) initiated a university-wide process to solicit QEP proposals from a wide range of university constituents. The membership of the RLT is provided in Appendix I. The call for QEP topic proposals from the campus community included a series of emails, news articles, presentations and information published on the QEP website. Presentations included information about the role of the QEP in the reaffirmation process; the structure, scope and purpose of the QEP, and the procedure for submitting short topic proposals. The campus community was provided with the SACSCOC QEP Evaluative Framework rubric and anyone interested in submitting a proposal was asked to form a team of champions from across campus to show the proposals broad range of institutional support (Appendix II).

Fourteen proposals were received in December 2019 and included several worthy and aspirational topics for consideration. Proposals were evaluated by the RLT and scored using a rubric that included applicability to the university's mission, basis in and response to campus assessment data, current support and potential investment needed, and breadth of impact on the student body (Appendix II). The top four proposals were selected for further exploration, and finalists were notified in January 2020.

In mid-March 2020, the COVID-19 pandemic forced Mason to make a sudden shift to virtual teaching and work. All work on the selection and development of the QEP continued virtually. Amidst the challenges, we were able to maintain campus engagement throughout the topic selection process. Representatives from each of the four proposals gave virtual presentations to the university community in late March 2020 and were asked to discuss the following in their presentations:

- Overview of the topic
- Clear connection to the University's institutional planning processes and strategic plan
- How the topic will be beneficial to Mason students
- Existing data in support of the topic and data needed for assessment
- Assessment process for attainment of the QEP outcomes
- Resources and feasibility of implementing the proposed topic and sustainability of the initiative.

During March and April, the university community had the opportunity to review the recorded presentations and slide decks and to provide input on the final topic selection through an open feedback survey.

In May 2020, after a thorough evaluation of final four proposals and weighing university community input, the RLT identified community engagement as the topic for the next QEP. The community engagement proposal was created by a team of 18 faculty and staff representing a variety of campus units and stakeholders and was primarily focused on enhancing community engaged and civic learning at Mason. This team reviewed institutional data related to student participation in civic engagement and considered the results in the context of Mason's vision, strategic plan, education requirements, and student population. Due to the upcoming start of Mason's new University President, a formal announcement on the selected topic was delayed until the new president's tenure began.

In July 2020, Dr. Gregory Washington joined the university as its new President and quickly announced the formation of the Anti-Racism and Inclusive Excellence (ARIE) task force. ARIE was established to ensure that the University creates an inclusive and equitable campus environment in which every member of our community, without exception, is valued, supported and experiences a sense of belonging.

The uneven impact of the pandemic on different populations, conversations about racism following George Floyd's murder in 2020, and the initial work of the ARIE task force signaled a clear need for the university to invest in equipping students with the knowledge, skills, and attitudes to participate in meaningful community engagement that centers anti-racism. Focusing the Community Engagement QEP on anti-racism was the natural, and necessary, evolution of the proposal. As a result, George Mason University adopted "Transformative Education through Anti-Racist Community Engagement" as its QEP topic. Combining the university community's notable interests in community engagement and in anti-racist initiatives helped to galvanize the Mason community around the chosen topic.

B. Brief Summary of the Identified Topic

Ultimately, through this QEP, Mason seeks to promote and enhance the self-recognition of its students as change agents capable of identifying and disrupting racist practices. Key to Mason's identity is the idea of community, and the QEP strives to encourage students to work collaboratively in pursuit of racial justice. Our university has developed a plan to engage faculty, staff, students and community to prepare our students to be civically minded citizens.

Through strategic investments in curriculum and pedagogy, staff and faculty development, high impact student experiences and partnership with communities, this QEP will cultivate students, faculty, and staff with the skill and commitment needed to contribute to justice and equity across contexts. This topic was chosen because its strong focus on social impact and community engagement aligned best with university initiatives around diversity, equity, inclusion and anti-racism. Its overarching goals include:

1. Build Mason's infrastructure to support anti-racist community engagement and civic learning

2. Expand students' understanding of racism and anti-racism through community and civic engagement
3. Increase the opportunities for students to participate in anti-racist community engaged courses and research experiences by investing in faculty training and curriculum development

This QEP will fuel and direct George Mason's University's efforts to serve as a model anti-racist institution committed to meaningful community engagement, equity, and inclusion. It focuses on four areas, many of which are directly connected to ARIE, the university's anti-racism initiative.

- **Curriculum and Pedagogy**, which includes incorporating community-based learning, civic learning, and anti-racism into curriculum
- **Staff and Faculty Development,** which includes the creation of faculty and staff training as well as funding for faculty development related to anti-racist community engaged teaching and research
- **Critically Responsive Student Experiences,** which includes investment in graduate and undergraduate community engaged experiences that are paid or credit-bearing
- **Community Engagement**, which includes expanding K-12 engagement and hosting symposia on anti-racist community engagement

C. Alignment of QEP with Campus Initiatives

The Transformative Education QEP aligns with several strategic efforts at Mason. Our implementation of the QEP will promote the University's achievement of the strategic plan and fulfill the vision of Mason Impact, align with the work of the Anti-Racist and Inclusive Excellence Task Force, enhance the Mason Core general education requirement, build collaboratively on existing strengths of community engagement at Mason, and align with university initiatives in one of the six core competencies identified by the State Council for Higher Education in Virginia (SCHEV).

1. Mission and Strategic Plan

Mason's Transformative Education QEP will enhance elements of our university strategic plan. The first goal outlined in the strategic plan is to "deliver a transformative Mason learning experience that is experiential, global, and technology rich." Among the goals of the QEP is increasing the number of Mason students who participate in anti-racist community engaged experiences and have the opportunity to apply their academic learning in real world settings.

Similarly, Mason seeks to be a "Community Builder" in goal six of the strategic plan, wherein Mason will contribute to the cultural vitality of the community through a variety of methods, including community engagement. The QEP will engage students and faculty in community led efforts to contribute to positive social change in our region. As a large research institution with multiple campuses in the DC metro region and internationally, a plan to collaboratively and

thoughtfully enhance our partnering with community organizations through anti-racist community engagement has far reaching potential to contribute to cultural vitality.

Finally, in goals nine and eleven of the strategic plan, Mason aims to support teaching and faculty excellence and to conduct research of consequence. The intentional involvement of faculty in not only the design of the Transformative Education QEP, but also through faculty development in both anti-racist community engaged teaching and research, has direct connection to these goals. By investing in faculty development and training through the QEP we will build a community of faculty invested in transformative teaching as well as research that contributes to addressing our region's most pressing challenges.

2. Anti-Racism and Inclusive Excellence (ARIE) Task Force

In the summer of 2020, President Washington announced the establishment of the ARIE Task Force to make Mason a model of anti-racism and inclusivity. This Task Force began a campus wide process focused on the following efforts:

- Developing and implementing effective systems, practices, and traditions that eradicate racism and bigotry at Mason
- Preventing racist practices from regenerating through the establishment
- Establishing Mason as a community, commonwealth, regional, and national resource for the advancement of anti-racism, reconciliation, and healing

In this moment in Mason's history, the QEP seeks to contribute to, and build upon, the institutional change outlined by the ARIE Task Force by leveraging the strengths of community engaged pedagogies to equip students with the knowledge, skills, and attitudes to identify and disrupt racist practices and work collaboratively towards positive social change.

3. Mason Core and the Mason Graduate

The Mason Graduate is defined as an "Engaged citizen and a well-rounded scholar who is prepared to act." The Mason Core is our general education requirement that builds the foundation for the Mason Graduate and provides students with a liberal arts education that complements the knowledge acquired in their major and minor. The Transformative Education QEP Committee has worked closely with the Associate Provost for Undergraduate Education and other members of the Mason Core Committee to connect the learning outcomes of the QEP with those of the Mason Core and to identify opportunities within the Mason Core to embed anti-racist community engaged learning and civic learning opportunities.

4. Existing Strengths in Community Engagement

Prior to the selection of Transformative Education as Mason's QEP, Mason had intentionally begun developing a network of engaged faculty and campus offices dedicated to community engagement. This QEP will build on existing connections with campus stakeholders that are already invested in community engagement. The QEP will formalize and centralize these

initiatives and leverage the partnerships to expand programming and opportunities for students and faculty. During the process of identifying the topic, it became clear that the selected topic aligned with initiatives already being implemented in the following areas:

1. Social Action and Integrative Learning
2. Leadership Education and Development
3. Center for Culture, Equity, and Empowerment
4. Early Identification Program
5. Institute for a Sustainable Earth
6. Center for Adaptive Systems of Brain-Body Interactions (CASBBI)
7. Honors College
8. Engaged Faculty across Departments
9. The Carter School for Peace and Conflict Resolution

5. SCHEV Core Competency Alignment

The Anti-Racist Community Engagement QEP also meets an explicit need based on required State Council of Higher Education for Virginia (SCHEV) reporting related to civic engagement. During the 2018-19 academic year, SCHEV issued a call to action that named civic engagement as a core competency in order to "encourage institutions to think in a more focused and deliberate manner about how they are preparing students to become better citizens." Mason defines civic engagement as the collaboration between Mason faculty, staff, students, alumni, and the community for the mutually beneficial exchange of knowledge, resources and service in the context of partnership and reciprocity.

D. Assessment Data

In addition to being selected for its connection to major university initiatives, the Transformative Education QEP was also selected based on the careful consideration of institutional data. Data from the National Survey of Student Engagement (NSSE) and the Graduating Senior Survey (GSS) demonstrated both a need for increased investment in civic and community engagement as well as an opportunity given Mason's institutional strengths and positive trends demonstrated through the data.

1. National Survey of Student Engagement (NSSE)

The selection of Transformative Education as the QEP was informed by data from the 2015 and 2018 NSSE results. In reviewing data from the NSSE's Civic Engagement module, several substantial trends were noted.

Students engaged in community and civic engagement reported incredibly positive experiences such as enhanced learning connected to reflective learning, collaborative learning, discussions across difference, and the quality of student-faculty interactions. In fact, over one-half of the students in both 2015 and 2018 that participated in community engaged learning reported that a learning experience at Mason contributed to their growth as informed and active citizens.

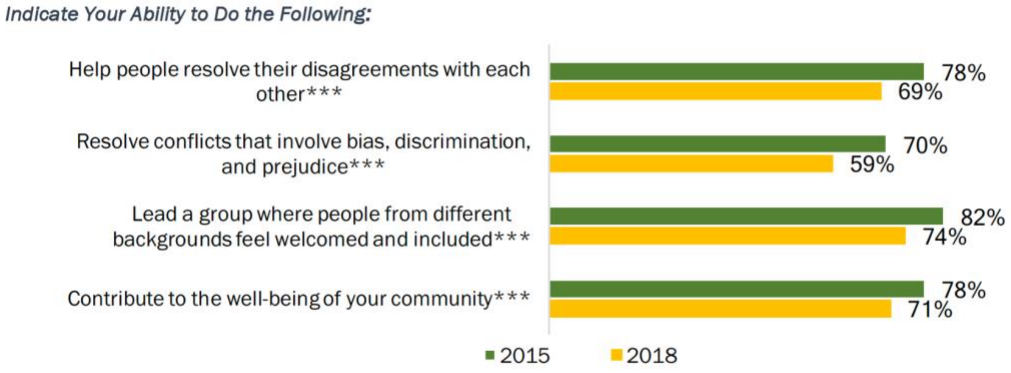
Similarly, the findings from the survey revealed that students engaged in civic or community engagement were also more likely to report satisfaction with their experience at Mason, preparedness for career and post-baccalaureate study and increased satisfaction with quality of instruction in courses. Yet even with the overwhelmingly positive outcomes for students engaged in community and civic learning, two distinct and less positive trends emerged: declining student community engagement and low self-reported ability to make a difference.

Student engagement declined between 2015 and 2018, with Mason students participating in community engagement at rates significantly lower than that of students at our peer institutions. In 2018, Mason students participated in local or campus-related activities at a significantly lower rate than those at peer institutions (33-36% for Mason vs. 42-43% for peers at the FY level). Similarly, Mason Senior (SR) students also trailed significantly behind their counterparts at peer institutions in 2018 in self-reported ability to help people resolve disagreements with each other, lead a group where people are from different backgrounds, feel welcome and included and contribute to the well-being of their community.

The following exhibit conveys the noticeable decrease since 2015 in areas that further support the intersection of anti-racism and community engagement as the topic of our QEP.

Exhibit 1. National Survey of Student Engagement 2015 and 2018 Mason Comparison

Figure 7. Ability to Make a Difference for SR: 2015 vs. 2018



Based on n=967-974 in 2015 and n=893–897 in 2018. Percentages are for '5' or above combined on a 7-point scale from 1='poor' to 7='excellent'.

The Transformative Education QEP seeks to address these gaps in participation as well as reported ability to make a difference, and to do so in a way that makes community engaged learning accessible to all student populations. George Mason University has a large percentage of students who work, have families, or have other financial barriers that make engaging in co-curricular or unpaid experiences very challenging. The Transformative Education QEP seeks to address those barriers through curricular engagement and paid opportunities for students to gain experience with community organizations.

The Transformative Education through Anti-Racism and Community Engagement topic was informed by the aforementioned data as well as the demographic trends in our student population in terms of both diversity and overall enrollment numbers. Therefore, it is crucial that this QEP built upon the success of the prior QEP ten years ago while specifically responding to our drastic enrollment growth and demographic shift in the student population. Our collective narrative continues to be written.

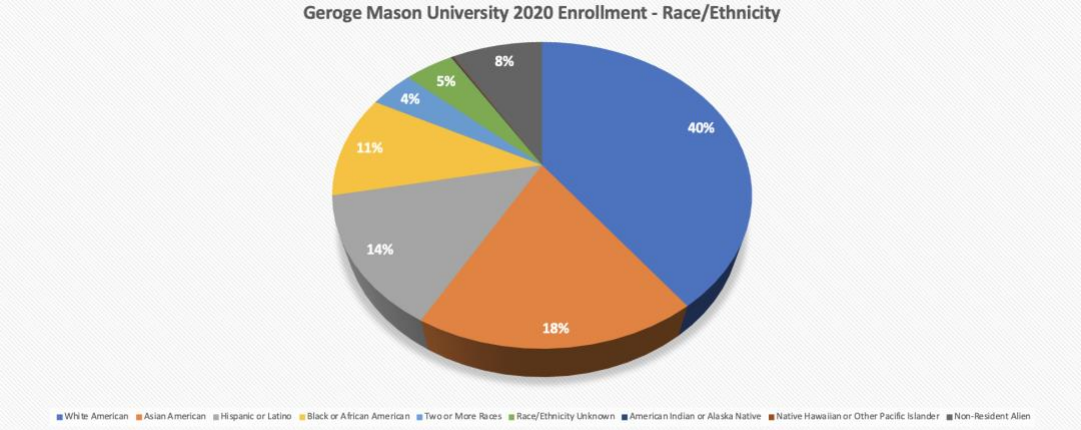
E. About George Mason University

Established in 1972, George Mason University is now Virginia's largest public research university. In 2016, George Mason was designated as an R1 institution and has grown while maintaining its innovative and entrepreneurial roots. The pursuit of creating civic minded community leaders is demonstrated in our motto "Freedom and Learning", as well as in our mission to be a "...innovative and inclusive academic community committed to creating a more just, free and prosperous world". Building upon Mason's long-held commitment to graduating engaged citizens, in 2014, Mason introduced its current strategic plan which emphasizes innovative learning, community building, and a diverse academic community, all of which are core to the Transformative Education QEP vision and goals.

1. Diversity

Diversity is one of Mason's core values and recently Mason was named as the most diverse university in the state of Virginia (U.S. News and World Report, 2021). U.S. News considered the proportion of minority students and the mix of groups in the overall student body. As an institution we encourage our faculty, staff, students and community to offer and engage different perspectives, and advance an inclusive learning environment. Mason's commitment to diversity and the goals of the strategic plan continues to strengthen our community and as of 2020, Mason identifies as a majority minority institution. International student enrollment saw a 25% increase between 2015 and 2019. In the state of Virginia, Mason ranked 3rd among seven universities in diversity of full-time instructional faculty. Moreover, a little more than half of Mason students are female (52.4%) and almost half classify themselves as minority (47.1%). Mason strives to create an environment that supports faculty while encouraging innovation among its faculty.

Exhibit 2. George Mason Ethnic Diversity of Students



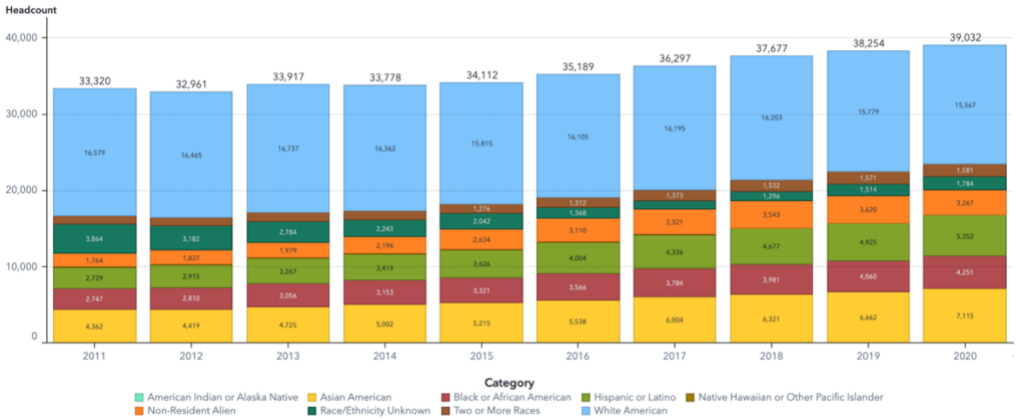
2. Student Access and Mason ADVANCE

In addition to our commitment to diversity, Mason has a long-established commitment to college access and inclusion. The Transformative Education QEP seeks to support the mission, vision, and values of George Mason University by prioritizing inclusive excellence and accessibility in the implementation of the QEP. In 2017 Mason announced a new partnership with Northern Virginia Community College called ADVANCE. The goal of ADVANCE is to assist the roughly 3,000 students that transfer from NOVA to Mason each year in completing their undergraduate degree in four years.

3. Enrollment

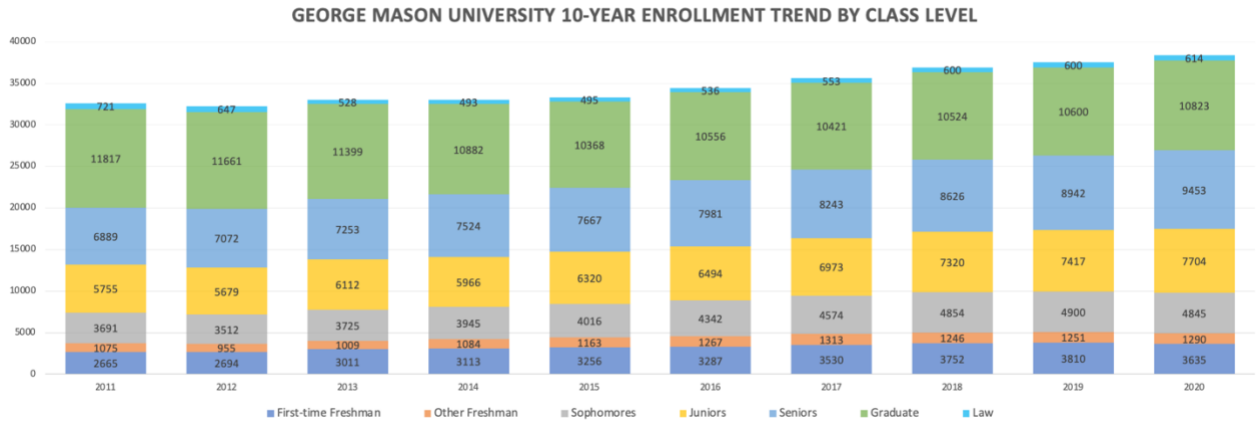
George Mason University capitalizes on its location in the National Capital region. It distinguishes itself not only as an inclusive academic community, but one committed to producing engaged citizens. George Masons seeks to provide a transformative learning experience and view diversity as a strength that the institution cultivates. Therefore, the topic of the QEP leverages the access afforded by being positioned in the D.C. Metropolitan area as well as a demographic composition that is consistent with and representative of the student population at George Mason University.

Exhibit 3. George Mason University Enrollment Trends by Ethnicity



Between 2016 and 2020, enrollment has risen consistently, from 35,189 to 39,032, including an increase of 778 students in Fall 2020 during a global pandemic. Exhibit 2 shows the undergraduate enrollment trends, reflecting growth in freshman and sophomore enrollments in particular. Of the total student enrollment in Fall 2020, undergraduate students comprise 69.1% (25,489), graduate students comprise 29.2% (10,797), and law students comprise 1.6% (601). In-state students make up 81.3% of the population.

Exhibit 4. George Mason University Enrollment Trends by Class Level



Of the overall undergraduate population, 67.8 (26,486) were enrolled full-time in the fall of 2020. A little more than 10% (4,183) students are first-generation. In March 2021, Mason received National Honor for commitment to First-Generation Student Success, as an initiative of NASPA's Student Affairs Administrators in Higher Education and the Suder Foundation.

The Transformative Education QEP aligns with and responds to our unique standing as an emerging research university in a thriving metropolitan area that continues to become increasingly diverse. As our student population continues to grow, it is imperative that opportunities for community and civic engagement are provided and supported so Mason can fulfill its mission to be a leader in the region. Furthermore, it is imperative that students of all backgrounds are grounded through anti-racist courses to empower their work in the community as change agents.

F. QEP Development Committee Process

As previously stated, the entirety of our QEP topic selection and development process occurred during a time of political discord and racial tension amid a world-wide pandemic. Our community continues to reckon with the consequences of the violent 2017 clashes in Charlottesville, VA, and we continue to engage in ongoing discourse about Confederate statues. Further, in Fall 2020, our country was embroiled in a contentious presidential election that further illuminated racial inequalities in voting practices. And, on January 6th, 2021, in our own backyard, the United States Capitol building was violently breached by protestors. These

incidents serve to reaffirm our institutional resolve and commitment to the Transformative Education QEP and to the important work it will support.

Amidst all the socio-political challenges, we also continued to work almost entirely online during the 2020-2021 academic year due to health concerns about COVID-19. While the development of the QEP in this context was not without challenges, the advancement of virtual platforms enhanced our capacity for large-scale meetings and coordination. In a fortuitous way, this yielded a significant degree of participation and engagement throughout the process wherein a wider swath of stakeholders could be effectively represented and participate in the development of the QEP. The meetings were very well attended, and the members were highly engaged, which further exemplifies their alignment with the topic.

1. Development Timeline

The following section provides a timeline for the QEP Development, from the summer of 2019 up to submission.

The QEP Development Committee was co-chaired by Kristen Wright, the Director of Civic Engagement, and Dr. Justin Sutters, SACSCOC Faculty Fellow. Deans from each of Mason's schools and colleges recommended individuals to represent their school/college on the QEP Development Committee. We also identified representatives from across other campus units to join the Development Committee. These units included offices such as University Life, Social Action and Integrative Learning (SAIL), Institutional Effectiveness and Planning, and our graduate and undergraduate student populations. The committee selection process resulted in a 32-member QEP Development Committee that was both diverse as well as representative of stakeholders across the university (Appendix IV). The Co-Chairs and the Reaffirmation Leadership Team were intentional in ensuring the diversity of the committee, varying position levels/roles, and the inclusion of both undergraduate and graduate students.

In early October 2020, the QEP Development Committee began its work by soliciting input from the university community, exploring the range of activities that could be included within the QEP, researching best practices for implementation of the topic and considering unique institutional contexts in order to adapt best practices to align with the strengths and needs of the university and community. During this time, the committee members met to become familiar with each other, to understand more clearly how the QEP relates to SACSCOC accreditation, and to begin general discussions on the topic. Committee members assisted in identifying critical stakeholders and campus feedback opportunities, which informed an outreach plan for the remainder of the academic year. Monthly QEP Committee meetings occurred in the fall to augment this agenda while simultaneously informing committee members of updates related to overlaps and collaborations with other university committees and initiatives as they become more developed and formalized, including the ARIE Task Force.

In January 2021, a contingency of the larger committee that were experienced with writing learning outcomes met for an intensive deep dive to frame expectations and prepare for

forthcoming subcommittee work. During the spring 2021 semester, four subcommittees were identified and populated from the larger committee to address the following topics: Faculty Development, Student Experiences, Community Engagement, and Assessment. Each subcommittee was comprised of four to six members depending on need and related expertise and was coordinated by the QEP Co-Chairs (Appendix I).

Between October 2020 and April 2021, QEP Committee members conducted more than 30 information sessions with campus departments and stakeholders (Appendix III). This included focus groups with undergraduate and graduate students and presentations at key campus forums such as Academic Council and Graduate Council. The Co-Chairs presented a campus-wide Town Hall to update the community on QEP developments. This was a recorded event that, along with other presentations, was posted on the QEP website for public viewing. Continued efforts were made to disseminate updates through university channels including the Provost's newsletter and other venues. The four subcommittees met regularly during the Spring 2021 semester to implement initiatives, garner information pertaining to each topic, and coordinate external visits with peer institutions and meetings with the Office of Institutional Effectiveness and Planning (OIEP). This was all centrally coordinated by the QEP Co-Chairs, with a focus on generating content for the QEP writing phase in Summer 2021.

In May 2021, a summer writing group was formed, consisting of four faculty members and three administrative faculty, including the two QEP Co-Chairs (Appendix I). They were tasked with incorporating the accrued feedback into a workable plan in conjunction with the content provided by the four subcommittees. This was informed by best practices observed during the 2020 SACSCOC Annual Conference, virtual visits with peer institutions, and related online research. The summer intensive writing concluded in August 2021 with a deliverable draft for feedback from the members of the QEP Development Committee. The QEP Development Committee, along with all collaborators named in the plan, provided feedback in early August. Their comments and suggestions were incorporated, and a revised draft was then presented to the RLT for additional feedback.

The revised draft of the QEP was completed by the end of September 2021. To ensure access to and receive feedback from the university at-large, the revised draft was posted on the QEP website and formally announced through the Provost Newsletter on October 1st. The draft was accessible for viewing until November 1st and feedback was elicited through an online survey tool. The survey yielded a range of responses, from offering support for the initiative to asking questions about implementation and even suggestions like including additional information about history of racism. The feedback was aggregated and incorporated into the draft by a subgroup of the QEP Development Committee and the Co-Chairs during the first week of November. The entire QEP Development Committee had access to the updated draft and were encouraged to provide feedback during this period as well. This was occurring simultaneously with feedback culled from continued meetings with individual departments and units and other initiatives, as evidenced in the Campus Planning Activities and Meetings table in Appendix III.

During the Fall 2021 semester, the QEP Development Committee continued to meet on a monthly basis and conducted numerous outreach initiatives such as online presentations to multiples units and programs, listening sessions with students, and utilized kiosks in the Johnson Center to distribute materials and answer any questions about the QEP. Regular updates continued to be posted on the QEP website through coordination with the Provost's office to expand communication to a broader base of constituents. A detailed accounting of these events is listed in the QEP Marketing and Publicity Efforts table in Appendix III.

The Co-Chairs also continued to consult with the Office of Institutional Effectiveness and Planning (OIEP) for current data from recent surveys, such as the Graduating Senior Survey and Academic Advising, as well as other current data such as enrollment numbers and diversity indicators. Due to the continued growth and shifting demographics both within our institution as well as the surrounding region, we will continue to be data-driven in our planning and implementation of the QEP program outcomes.









DESIRED OUTCOMES

Transformative Education through Anti-Racist Community Engagement

GEORGE MASON UNIVERSITY

III. Desired Outcomes

At the same time as the Mason community was providing feedback on the QEP, our institution launched the President's Task Force for Anti-Racism and Inclusive Excellence. As discussions of how this QEP, focused on community and civic engagement, should be implemented during both the COVID-19 pandemic and our institutional commitment to equity and racial justice, it became evident that connecting community engagement to anti-racism and inclusive excellence needed to be a core component of our vision and strategy.

As we grow Mason's infrastructure and engage increasing numbers of students and faculty in this high impact experience, the QEP Development Committee committed to aligning our philosophy of community engagement with Mason's anti-racism and inclusive excellence plans. This intentional alignment led to the vision of "anti-racist community engagement" which is a developmental and active process grounded in civic knowledge, civic identity, and civic actions.

A. Vision and Goals of the QEP

The QEP Development Committee spent significant time working through a vision of what "anti-racist community engagement" can and should look like at Mason by conducting listening sessions with students and faculty, as well as engaging in lively and important discussions as a committee. In the end, the committee developed the following definition of anti-racist community engagement:

> Active and intentional collaboration between institutions of higher education and their larger communities to identify and dismantle systems, structures, policies and attitudes that perpetuate racism. Collaboration acknowledges history, centers power redistribution, and prioritizes the mutually beneficial exchange of knowledge and resources in the context of authentic partnership and reciprocity.

In the midst of both a global movement for social justice and during our own institutional process, the QEP aims at establishing community engagement as a core value and developing experiences and curriculum that, in alignment with the Mason Impact initiative, will develop engaged citizens, and well-rounded scholars, who are prepared to act.

The vision for Mason's "Transformative Education through Anti-Racist Community Engagement" QEP is:

> By embedding community and civic engagement into academic and co-curricular experiences, we will equip students with the knowledge, skills, and attitudes to understand themselves as agents of change, identify and disrupt racist practices, and work collaboratively towards positive social change.

In order to achieve the vision and mission for this Transformative Education QEP, the QEP Development Committee set the following three goals.

QEP Goals

1. Build Mason's infrastructure to support anti-racist community engagement and civic learning
2. Expand students' understanding of racism and anti-racism through community and civic engagement
3. Increase the opportunities for students to participate in anti-racist community engaged courses and research experiences by investing in faculty training and curriculum development

B. Desired QEP Outcomes

The QEP Outcomes were identified by the Development Committee as core metrics that will demonstrate the institutional change at Mason resulting from the successful implementation of the Transformative Education through Anti-Racist Community Engagement QEP. Each of the following outcomes are mapped into the NSSE Civic Engagement Module, metrics in Mason's Graduating Senior Survey, or will be tracked by counts of engaged programs and courses. In the assessment section of this QEP we will provide a detailed overview of outcomes and our assessment strategy.

QEP Outcomes

1. Opportunities for civic and community engaged learning are prevalent on campus
2. Anti-racist community engagement and civic learning is embedded into undergraduate curriculum
3. Faculty support undergraduate and graduate students in community engaged research and teaching
4. Students who engage in community and civic learning are prepared for career and post baccalaureate study

C. Desired Student Learning Outcomes

The Transformative Education QEP Student Learning Outcomes were developed by the Assessment subcommittee of the QEP Development Committee with feedback and editing from the entire QEP Development Committee. As the focus of this QEP is the creation of a new concept of "anti-racist community engagement", we pulled from several theoretical frameworks and established rubrics to create a working pathway for learning anti-racist community engagement.

1. Theoretical Grounding

The three theoretical frameworks that ground the Transformative Education student learning outcomes are the Civic Identity Model, Harro's Cycle of Liberation, and the Social Change Model of Leadership Development. The Civic Identity Model is a well-known model in civic

engagement scholarship that depicts the developmental process of civic identity formation (Johnson, 2017). While this model does not explicitly engage race, or anti-racism, its overall progression from awareness to integration was foundational for the QEP learning outcome framework.

Harro's Cycle of Liberation is a model that combines theory, analysis, and practical experience (Harro, 2000). The Cycle of Liberation describes a "cyclical process that seems to occur in most social change efforts, leading to some degree of liberation from oppression for those involved, regardless of their roles." This model begins with a "waking up" phase that may be a critical incident that creates cognitive dissonance. We modeled the QEP learning outcomes with a similar process of moving forward from a critical incident of learning to initiating change.

Finally, the Social Change Model (SCM) establishes leadership as a purposeful, collaborative, and values-based process that results in social change (Komives & Wagner, 2009). The Social Change Model emphasizes "8 C's" as the values for this model of leadership development, and those values exist at the individual, group, and societal domains with the final value being change. The framework for our QEP student learning outcomes also emphasizes individual, group, and community values and learning, in alignment with the SCM.

2. Existing Rubrics

The Assessment Committee spent the majority of the Spring 2021 semester reviewing existing community engagement measures and modifying these tools to fit our vision for anti-racist community engagement. The AAC&U VALUE Rubric for Civic Engagement and the IUPUI Civic Minded Graduate Rubric were foundational in establishing the civic knowledge, civic identity, and civic action domains for our learning outcomes.

3. Student Learning Outcome Framework

The model below scaffolds civic knowledge, civic identity, and civic action at three different levels based on the duration of an engaged experience. Outcomes connected to the Exploring level are those related to short-term or one time engagement. The Developing Commitment domain is connected to semester-long engaged experiences, and the Transforming level is connected to multi-semester or multi-year opportunities for engaged learning.

At the Exploring level students will be introduced to community engagement and anti-racism as separate ideas and will have the opportunity to explore knowledge, identity, and actions connected to each concept and to their own lived experience. At the Developing Commitment level students will begin to see connections between community engagement and anti-racism and also make connections to their academic study. At the Transforming level students will see anti-racist community engagement as a synthesized idea and apply that learning through an anti-racist community engaged experience.

Exhibit 5. Student Learning Outcomes for Transformative Education

Student Learning Outcomes

SLO 1: Civic Knowledge
Students will connect discipline and course learning to community engagement and anti-racism.

SLO 2: Civic Identity
Students will commit to community engagement and anti-racism; commitment is derived from a sense of social responsibility and connection to community.

SLO 3: Civic Action
Students will work collectively to address a community issue and promote the public good.



Scaffolded Student Learning Outcomes

Exploring Anti-Racist Community Engagement
At the exploring level, students will:

- Recognize theories and approaches to community engagement and anti-racism (Civic Knowledge)
- Develop awareness of personal values and intersecting identities and how they shape perspectives (Civic Identity)
- Explore a wide variety of ways of working towards social change (Civic Action)

Developing Commitment to Anti-Racist Community Engagement
At the developing commitment level, students will:

- Connect theories and approaches to community engagement and anti-racism to personal and academic experiences (Civic Knowledge)
- Critically reflect on values and intersecting identities and how they connect to community engagement and anti-racism (Civic Identity)
- Enact personal and collective actions that positively impact a community issue or the public good (Civic Action)

Transforming through Anti-Racist Community Engagement
At the transforming level, students will:

- Apply knowledge of a particular community and/or issue through an engaged project or experience (Civic Knowledge)
- Establish commitment to community engagement and anti-racism that reflects an integrated sense of social responsibility and connection to community (Civic Identity)
- Collaborate with the community to analyze and take sustainable action to address injustices (Civic Action)








LITERATURE REVIEW AND BEST PRACTICES

Transformative Education through Anti-Racist Community Engagement

GEORGE MASON UNIVERSITY

IV. Literature Review and Best Practices

Cultivating civically engaged and anti-racist leaders who are prepared to tackle our world's most pressing challenges has never been a more important mission for higher education than it is today. In addition to equipping students with knowledge pertaining to their field of interest and career goals, George Mason University aims to graduate "engaged citizens and well-rounded scholars who are prepared to act."

In alignment with Mason's commitment to both the public purposes of higher education and graduating career-ready students, the Transformative Education through Anti-Racist Community Engagement QEP will allow Mason to leverage the strengths of critical community-based learning and integrate focus on anti-racism in order to prepare students to be agents of positive social change in an increasingly complex society.

A. Why Community Engagement and Civic Learning?

In "A Crucible Moment" published in 2012, authors issued a call to action for institutions of higher education to reprioritize the public purposes of higher education citing the pivotal role that education plays in building civic vitality (National Task Force, 2012, p. 2). In this report, a clear case is made that a robust civic learning agenda in higher education does not just benefit students. Authors suggest "the more civic-oriented that colleges and universities become, the greater their overall capacity to spur local and global economic vitality, social and political well-being, and collective action to address public problems (National Task Force, 2012, p. 2). The report further situates the importance of embedding civic learning into curricular experiences in order to engage all students in intentional civic learning that is connected to their academic study (National Task Force, 2012, p. 10).

Curricular community engagement, also known as community-based learning or service-learning, provides higher education institutions with a way to live out this public purpose and also graduate students that are prepared to interact with their community and environment (Johnson, 2015). Beyond its connection to the development of democratic values and practices, participation in service-learning and community engagement is connected to improvements in students' current and future civic commitment, grade point average, retention, leadership skills, self-confidence, critical thinking, and interpersonal skills (Astin & Sax, 1998).

Student involvement in community engagement during higher education also contributes to their sense of civic identity, capacity for socially responsible leadership, and their development of a lifelong commitment to civic engagement (Dugan & Komives, 2010; Johnson, 2017). Student participation in service-learning and community engagement opportunities across and beyond the curriculum increases the likelihood that students will be adequately prepared not only for their chosen careers but also for contributing meaningfully as responsible citizens.

B. Limits of Traditional Models of Community-Based Learning

While the research on the benefits of community-based learning demonstrates the many ways students grow through service participation, a significant body of literature critiques traditional models of community engagement and articulates concerns that it amounts to "forced volunteerism," or, in worst cases, a perverse experiment in "weekend volunteer warriors" being exposed to "the unknowing underprivileged" (Forbes, Garber, Kensinger, & Slagter, 1999, pp. 162, 165).

Traditional models of community-based learning are often seen as "distressing" (Forbes, Garber, Kensinger, & Slagter, 1999, p. 162) because they are typically problem-driven, "equating difference with deficiency" (Forbes, Garber, Kensinger, & Slagter, 1999, p. 163) rather than examining problematic systems and structures for root causes of social inequities (Ginwright & Cammarota, 2002). These traditional models "obscure our understanding" of social injustice, leading those who participate in service-learning to blame individuals and communities "rather than the oppressive environments…social and economic patterns" that support and sustain structurally oppressive forces (Ginwright & Cammarota, 2002, p. 85).

Overall, traditional models are often seen as paternalistic and as reinforcing and reproducing status quo systems of inequity (Levinson, 1990; McBride, Brav, Menon, & Sherraden, 2006; Pompa, 2002; Sleeter, 2000). Mitchell (2008) concludes poignantly, "Without the exercise of care and consciousness, drawing attention to root causes of social problems, and involving students in actions and initiatives addressing root causes, service-learning may have no impact beyond students' good feelings" (p. 51).

C. Critical Service-Learning

The Transformative Education through Anti-Racist Community Engagement will leverage the strengths of critical service-learning pedagogy in the implementation of our plan to move beyond the limits of traditional service experiences and avoid perpetuating stereotypes or harms in the community. Critical service-learning (CSL) asks higher education institutions to abandon traditional models of community engagement that prioritize the student experience over community need and that run the risk of entrenching privileged students in systems of privilege (Brown, 2001), preserving systems and structures of inequity.

CSL prioritizes redistribution of power, developing authentic relationships with community, and working from a social change perspective (Mitchell, 2008). The CSL framework equips individuals with the ability to become aware of and question social systems, reflect and analyze their experiences, to inspire action and change (Ginwright & Cammarota, 2002). A main goal of CSL is deep analysis of power, privilege, and oppression, supporting sustained questioning of the status quo (Mitchell, 2008). CSL reorients participants to move beyond individual change and work toward a transformation of inequitable structures and systems (Rosenberger, 2000).

In critical models of service-learning, institutions of higher education and their surrounding communities are not separate entities. They are a whole system working together in a mutually beneficial interaction that allows for improvement and advancement for both (Mitchell, 2008). CSL seeks to create authentic relationships between and among students, the institution, and the communities with and in which it operates. CSL asks educators and community organizations to engage in a substantial and sustained dialogue about ways to work together to identify and address issues that their communities face and to employ educational activities in that process for more effective service-learning (Brown, 2001). It works to cultivate civically engaged leaders who are prepared to tackle their communities', and the world's, most pressing challenges (Mitchell, 2008). Indeed, Wang and Rodgers' (2006) study shows that a critical approach to service learning facilitates the growth of more complex thinking and reasoning skills than traditional approaches. Without a critical framework, community engagement can lead to the reinforcement of stereotypes, and entrenchment into known privileges, and unintended harm.

D. Anti-Racism and Community Engagement

In the summer of 2020, the President of George Mason University announced the establishment of the Anti-Racism and Inclusive Excellence (ARIE) Task Force. The vision of ARIE is to make Mason a model of anti-racism and inclusivity and to "implement effective systems, practices, and traditions that eradicate racism and bigotry at Mason." As the QEP Development Committee reviewed the best practices of our peer institutions and the benefits of critical service-learning approaches, we determined that a focus on critical service-learning alone was not enough, and that community engagement at Mason must also prioritize anti-racism.

Critical approaches to service-learning and community engagement encourage student participants to identify as active agents of change, and incorporate assignments that allow participants to challenge stereotypes and cultural deficiency notions. Through critical approaches, students are in a position to better understand their civic identity and sense of self as well as where they stand in relation to others and their environment. Incorporating explicit goals and values of anti-racism into service-learning, then, has the potential to move community engagement into a critical space of questioning and disrupting status quo systems and structures of injustice. George Mason University is particularly well-poised to move in this direction.

Civic engagement and service-learning can be powerful tools to engage students in experiential education, critical reflection, and meaningful dialogue around issues of racism and how to be anti-racist. Experiences can be designed intentionally to move students through a modified civic identity model framework through exploration, developing commitment, and transformation. Marullo (1999) references the "revolutionary potential" of service-learning and community engagement if "implemented properly," suggesting that these pedagogies can lead campuses to institutionalize justice-oriented, anti-racist change (p. 22).

As discussed above, traditional models of service-learning are deficient, can cause harm in many ways, and will not lead to the revolution Marullo (1999) references, and yet, critical approaches have not, to date, taken on an explicitly anti-racist stance in their social justice orientation. Now is the time to harness the nation's energy around, and dedication to, anti-racism.

E. Benefits of Anti-Racist Community Engagement

At George Mason University we are defining anti-racist community engagement as, "Active and intentional collaboration between institutions of higher education and their larger communities characterized by (1) a focus on recognizing and dismantling systems, structures, policies and attitudes that perpetuate racism; and (2) authentic partnership that acknowledges history, centers power redistribution, and prioritizes the mutually beneficial exchange of knowledge and resources." This definition provides a framework for partnership, engagement, and education for our students and faculty that attends to anti-racism even when racial justice is not an explicit focus.

1. Benefits for Students

Students engaged in critical community engagement experience outcomes including increased academic achievement, civic responsibility, greater self-esteem, enhanced empathy, better problem-solving skills, and deepened political efficacy (Wade, 2001). Mason students may learn to better appreciate diversity or find more opportunities for future careers. Mason students will also benefit by developing their critical consciousness (Mitchell, 2008).

Yet, above all these, an anti-racist service-learning and community engagement agenda will allow Mason students to be agents of change, capable of taking meaningful, political action alongside communities. Mason students will find themselves immersed in understanding structural problems and creatively and collaboratively finding systemic solutions (Wade, 2001). Engaging in this work may move Mason students to develop the "skills, knowledge, and attitudes they need to participate in improving the larger society" (Wade, 2001, p. 2).

In alignment with best practices for engaged learning, the Transformative Education through Anti-Racist Community Engagement QEP will focus on expanding opportunities for anti-racist community engaged learning that is either embedded in course curriculum or offered as a paid experience. Implementing experiences that allow students to either earn credit or earn an income as part of their engagement removes financial barriers to participation for students and aligns with our values as an institution. High impact student learning experiences should not just be available for students without financial need; they should be accessible to all student populations.

2. Benefits for Faculty

There is significant research that demonstrates benefit for faculty who participate in community engaged teaching and research. In a 2005 study, Pribbenow found six primary impacts of service-learning pedagogy for faculty. Those six positive impacts include: more meaningful engagement and commitment to teaching, deeper connection and relationships with students, enhanced knowledge of student learning processes, increased use of constructivist teaching and learning, improved communication of theories, and greater involvement in a community of teachers and learners (Pribbenow, 2005). This literature suggests that Mason faculty will learn new ways to support students in their growing understanding of equity and justice as well as in their desire to realize possibilities for change. Mason faculty may find new opportunities to extend their research in and with communities and may have new access points for developing their research agendas in explicitly anti-racist, decolonizing ways, toward goals of "eradication of the cycles of dependence and oppression" (Mitchell, 2008, p. 54) that traditional research often reproduces.

Research on participation of faculty in community engagement demonstrates the importance of centralized institutional support through training, funding, and administrative assistance (Russell-Stamp, 2015). This institutional support is critical for removing barriers to participation and for demonstrating to faculty that community engagement is valued by the institution.

3. Benefits for the Community

To date, most research on community engagement has focused on the impacts on undergraduate students (Astin, Vogelgesang, Ikeda &Yee, 2000). The limited body of literature that has focused on the community partner experience emphasizes the tenets of critical service-learning (Mitchell, 2008) such as co-creation of knowledge, reciprocity and the centering of community voice (George-Paschal, Hawkins & Graybeal, 2019). As one of the main aims of the Transformative Education QEP is to prioritize community voice and mutual benefit at the center of engaged experiences, we believe that Mason community partners will benefit from this framework and the rejection of deficit models of engagement. Through an anti-racist approach to community engagement, structures and systems are examined to better understand and address injustice. Mason community partners and their stakeholders will be full partners in social justice action, capable of contributing valuable expertise and knowledge, rather than impediments who are only needed to sign waivers or timecards. Community organizations will have a voice in the vision of community engagement at Mason and a role as co-educators for students. University-based research and resources will be harnessed and leveraged to prioritize the needs identified by communities and constituents.

F. Best Practices

Since the late 1990's many colleges and universities have begun centralizing community engaged experiences. There are many models of successful initiatives that inform the development and design of our QEP. Wade (2001) identifies eight characteristics of successful

service-learning programs that are explicit in their social justice orientation: student-centered, collaborative, experiential, intellectual, analytical, multicultural, value-based, and activist. An explicitly anti-racist service-learning and civic engagement system must engage all of these characteristics in every aspect, including curriculum, practices, and policies. Anti-racist community and civic engagement must be anchored in an eagerness to question the status quo, and, in equitable partnership with communities, take concrete steps – even politically unpopular ones – against it (Wade 2001).

Wade (2001) delineates between high-quality service-learning and service-learning that is oriented toward social (and, by extension, racial) justice by clarifying that the latter "emphasizes student initiative and choice, community voice and multiple perspectives" as well as "examining larger structural issues and the role they play in creating local needs and problems" (Wade, 2001 p. 6). These practices may require a greater investment of time and resources on the part of an institution, as well as more patience in assessing whether efforts are making a difference. They may require that institutions redefine success to include perspectives of community members and organizations, rather than only considering from the perspective of bottom lines and academic outcomes.

Anti-racist service-learning and civic engagement programs must create the conditions through which authentic relationships that "neither ignore the realities of social inequality…nor attempt to artificially homogenize" (Mitchell, 2008, p. 58) are developed and maintained. Such relationships will demand that program policies and practices encourage educators and students to analyze and reconfigure power in the context of service-learning.

G. Peer Research

In addition to reviewing the literature for best practices, the QEP Development Committee conducted an extensive review of the programs, policies, and practices of our peer institutions to better understand successful models of campus community engagement. Research conducted by the members of the QEP Development Committee during Spring 2021 ranged from website reviews to virtual site visits with specific institutions. Appendix VI includes a list of the institutions we reviewed, highlighted best practices that informed our QEP, and the method of contact with each school. The insights and expertise regarding both successes and opportunities were valuable in the development of our QEP.

As a result, the QEP Development Committee identified a handful of best practices that are in alignment with many of the elements in Welch and Saltmarsh's 2013 review of university community engagement centers. Those elements include:

- Budgeted institutional funds
- Administrative support
- Programming staff
- Faculty development

- Faculty/leadership buy in
- Student leadership/decision making
- Assessment mechanism/procedures
- Full-time administrator
- Academic affairs reporting line
- Database/tracking system
- Adequate office space
- Define/designate courses
- Fund-raising mechanisms
- Communication/outreach
- Transportation coordination
- Cross-campus collaboration
- Course development grants

In addition to the best practices noted above, we took note of the way in which our peer institutions implemented specific student programs and faculty development and highlighted the importance of paid student experience, curricular integration, faculty involvement in training, intentional community engagement through an advisory board or regular community conversations, and holding an annual engagement event.

The QEP Development Committee moved forward with a plan for the Transformative Education QEP that is informed by the literature and best practices and that is also in alignment with Mason's unique institutional context and needs.








ACTIONS TO BE IMPLEMENTED

Transformative Education through Anti-Racist Community Engagement

GEORGE MASON UNIVERSITY

V. Actions to be Implemented

Providing students with transformative education through anti-racist community engagement and civic learning experiences is the mission of George Mason University's QEP. We will collaborate with campus and community partners to enhance existing programs and launch new opportunities. The three overarching goals for this plan are to:

1. Build Mason's infrastructure to support anti-racist community engagement and civic learning
2. Expand students' understanding of racism and anti-racism through community and civic engagement
3. Increase the opportunities for students to participate in anti-racist community engaged experiences by investing in faculty training, research, and curriculum development.

The actions outlined in the following section are connected to our overall QEP goals and grounded in best practices from the literature and examples from peer institutions. Themes identified from the research and conversations with peer institutions include the importance of:

1. Connecting student experiences to academic study in order to promote reflection and learning
2. The significance of implementing paid opportunities to ensure access across student populations
3. The need for staff and infrastructure capacity to facilitate meaningful engagement

A. QEP Goal 1: Build Mason's infrastructure to support anti-racist community engagement and civic learning

George Mason University, the largest public research university in Virginia with multiple campuses across our region, will create a centralized home for community engagement that can facilitate internal and external collaboration. The newly launched Office of Community Engagement and Civic Learning (CECiL) will centralize academic support and resources, build staff capacity, elevate the visibility of community engagement at Mason and in our surrounding communities, and maintain a focus on anti-racism in those efforts.

To provide students with transformative learning experiences connected to anti-racist community engagement, it is critical for Mason to build the infrastructure to support engaged learning and connections amongst faculty, community partners, and students (Welch & Saltmarsh, 2013). Through research and conversations with peer institutions, the importance of having an office with a Director and a sufficient number of staff to coordinate and manage university-community partnerships was evident. Eighty percent of four-year public institutions

in Virginia already have a dedicated center for community or civic engagement. Students, faculty, and community partners need clear pathways for engagement, communication, and support throughout the process to maximize learning and avoid causing harm in the community. By positioning the Office of Community Engagement and Civic Learning in academic affairs, we can maximize connection to all stakeholders to streamline communication and coordinate efforts across campus.

1. Establish the Office of Community Engagement and Civic Learning

As early as 1998, literature on institutional support for community engagement points to a community engagement unit, center, or office as the key organizational feature of a highly engaged campus (Etienne, 2012; Hollander, Saltmarsh, & Zlotkowski, 2002; Walshok, 1999; Zlotkowski, 1998).

In a 2013 review of university community engagement centers, Welch & Saltmarsh identified a "top list" of essential components of these centers based on national survey responses.

1. Budgeted institutional funds
2. Administrative support
3. Programming staff
4. Faculty development
5. Faculty leadership/buy in
6. Student leadership/decision making
7. Assessment mechanism/procedures
8. Full-time administrator
9. Academic affairs reporting line
10. Database/tracking system
11. Adequate office space
12. Define/designate courses
13. Fund-raising mechanism
14. Communication/outreach
15. Transportation coordination
16. Cross-campus collaboration
17. Course development grants

As we establish CECiL and its functions on campus, this list helps to inform priorities for successful institutionalization of community engagement at Mason.

i. Hire Full Time Administrative and Programming Staff

Funding, administrative support, and programming staff are the first priority for establishing the Office of Community Engagement and Civic Learning. As we conducted conversations with our peer institutions, we found that most of our peers have more than one staff member, and staff sizes range from one to sixteen. CECiL currently has a single Director, hired in 2019, who oversees all faculty development, course management, student programs, and has led the QEP

development process. To provide the necessary support for students, faculty, and community and to meet the goals established in this QEP, we will add two full time staff and a faculty fellow to the CECiL Office. These positions will grow the capacity for the office and expand our student programs and engaged course support. The Associate Director for CECiL will focus on student programs and campus wide events, and the Manager for Engaged Learning will assist with faculty course support, tracking and reporting, and community partner relationship development. The CECiL Faculty Fellow will have a particular focus on engaged scholarship and faculty development.

ii. Launch CECiL Website as a Centralized Web Presence

The Office of Community Engagement and Civic Learning will launch a website to serve as a central hub of information for students, faculty and staff, and community partners about community and civic engagement opportunities on campus. The plans for the CECiL website include specific tabs for each of our audiences, information about courses and programs, links to sites and resources for our campus partners, and access to an engagement tracking database. The CECiL website will be a space to continually update the Mason community about the Transformative Education QEP and opportunities for involvement. Developed during the summer of 2021, the pilot CECiL website launched during the Fall 2021 semester and is expected to be fully operational by March 2022. The newly hired Program Manager for Engaged Learning will work closely with operational staff in Undergraduate Education to maintain the website.

iii. Implement an Engagement Database

An engagement tracking database will be accessible through the CECiL website. In 2013, Welch & Saltmarsh found that close to 80% of campus community engagement centers maintain a database on faculty involvement in community engagement and more than 50% utilized a purchased software to manage the tracking and data connected to community engagement. Since that time, the field of community engagement in higher education has placed increased value on assessment and evaluation making a database crucial for reporting and tracking engagement.

In our “Year 0” planning year, we are researching and soliciting recommendations for an appropriate software or database strategy that meets Mason’s needs with plans to begin implementing the tool at the end of the 2021-2022 academic year for launch in the Fall of 2022. The goal of this software is not to duplicate any existing tracking or reporting efforts at Mason, but to add capacity to our assessment plan and to be used by multiple campus offices such as Social Action and Integrative Learning (SAIL), Leadership Education and Development (LEAD), academic departments, and other campus entities managing community partnerships or involved in QEP activities.

iv. Convene Mason Community Engagement Consortium

Mason will convene a Community Engagement Consortium consisting of Mason's key community engaged stakeholders, to coordinate engagement activities and better serve our partner organizations. As a large public research institution, Mason has a significant level of

decentralization in community engagement efforts. This decentralization is in some ways necessary as there are research centers, clinics, and faculty that partner with community organizations. However, this decentralization often leads to confusion for community organizations who may have to navigate multiple campus points of contact.

Primary goals of the Mason Community Engagement Consortium include:

- Coordinate institution-wide community engagement efforts
- Enhance collaboration among Mason departments and units
- Elevate visibility of community engaged programs and experiences

This group will have representation from across Mason's community engaged stakeholders and will be chaired by the CECiL office. The Consortium will begin by meeting quarterly to strengthen communication and coordination across engagement efforts. The Consortium will be formed in the Fall of 2021 with a general call for participation and membership, and begin meeting in January of 2022. Exhibit 6 below includes a list of Mason stakeholders that will join the Consortium.

Exhibit 6. Mason Community Engagement Consortium proposed membership

Director, Office of Community Engagement and Civic Learning
Associate Director, Office of Community Engagement and Civic Learning
Director, Social Action and Integrative Learning
Assistant Director, LEAD Office
Representative, Government and Community Affairs
Representative, Graduate Education Office
Representative, Center for Adaptive Systems of Brain-Body Interaction
Representative, Center for Social Science Research
Representative, Center for Mason Legacies
Representative, Institute for a Sustainable Earth
Representative, University Life Central
Representative, Truth, Racial Healing, and Transformation Center
Representative, Antonin Scalia Law School
Representative, College of Education and Human Development
Representative, College of Engineering and Computing
Representative, College of Health and Human Services
Representative, College of Humanities and Social Science
Representative, College of Science
Representative, College of Visual and Performing Arts
Representative, Carter School for Peace and Conflict Resolution
Representative, Honors College
Representative, Schar School of Policy and Government
Representative, School of Business

2. Elevate the Visibility of Anti-Racist Community Engagement and Civic Learning at Mason and in the Community

We will establish an advisory board for CECiL and expand the current annual community engagement event into a larger symposium in order to bring community partner voice into programs, and showcase the work taking place at Mason. As Mason looks to increase the participation of students in civically engaged learning, it is crucial that we also build connections on and off campus to elevate the visibility of community engagement and highlight the important work of our community partners, students, and faculty.

i. Establish an External Advisory Board for CECiL with Representation from Community Partners, Students, Faculty, Staff, and Alumni

We will create a diverse and representative advisory board for CECiL to invite community partners, students, alumni, and faculty and staff, to participate in the design and process of anti-racist community engaged work at Mason. The framework of critical service-learning establishes community partner voice, collaboration, and reciprocity at the center of the partnership and engagement (Mitchell, 2008). Establishing an advisory board that has a direct role in governing and decision-making allows us to strengthen relationships with partners and provide space for community voice in decision-making processes.

The role of the advisory board will be distinct from that of the Mason Community Engagement Consortium and will have a particular focus on the operations of CECiL, including goal setting, program design, and content curation for faculty development and student learning modules. The advisory board will be pivotal in bringing the vision for anti-racist community engagement to the forefront of the policies, programs, and procedures of CECiL.

The CECiL advisory board will be formed over the course of the 2021-2022 academic year. The exhibit below contains a draft composition of the advisory board.

Exhibit 7. Office of Community Engagement and Civic Learning Advisory Board

Community Partner Representatives (5)
Undergraduate Student Representative (3)
Graduate Student Representative (3)
Mason Faculty and Staff Representatives (7)
Mason Alumni Representatives (2)

ii. Create Community Engagement Symposium

We will establish an annual Community Engagement Symposium to showcase best practices in anti-racist community engagement and civic learning. Building off the previous success of SAIL's Engage Mason event, we will look to structure the program with a keynote speaker, a chance to showcase student projects, breakout sessions, and training opportunities, for faculty, students, and community partners. As this event will fall in the portfolio for the Associate Director for

CECiL, we will launch the symposium during the 2022-2023 academic year after hiring for the position.

In alignment with our peer institution research, this annual event will serve as a resource and training opportunity for faculty and community partners to initiate community engaged work, as well as an opportunity to showcase models of meaningful and reciprocal engagement. Students engaged in community-based learning will have the opportunity to demonstrate their learning during this annual event.

B. QEP Goal 2: Expand students' understanding of racism and anti-racism through community and civic engagement

We will leverage community and civic learning pedagogies to expand students' understanding of racism and anti-racism. By introducing community and civic engagement early in the Mason experience, building high impact paid and for credit experiences, and investing in student training and preparation, we will graduate students with knowledge of community engagement and anti-racism and a synthesized understanding of the power of the connection between the two.

1. Introduce students to community and civic engagement, as well as anti-racism, early in their Mason experience

We will leverage campus-wide partnerships to establish community engagement, civic learning, and anti-racism as core values of a student's experience at Mason by introducing students to these concepts during their first year at Mason (whether as a first year or transfer student). We will draw on the best practices of critical engagement and asset-based approaches to promote community engagement from the beginning of a student's time at Mason (Bauer, Kniffin, Priest, 2015; Ferguson, 2015).

i. Incorporate programming into orientation and first year transition by partnering with key stakeholders (NSFP, LEAD, SAIL)

We plan to embed engaged experiences and conversations in first-year and transfer orientation. For example, a visit to the Enslaved People of George Mason Memorial with a conversation around what that means for our institution will serve as an introduction to racism, anti-racism, and community engagement as part of the traditional experience for students.

At Mason, orientation serves as one of the primary shared experiences for both first year and transfer students. While slightly different in their structure, these two orientation experiences are an introduction to Mason, and what it means to be a part of the Mason community. For years, the Office of New Student and Family Programs (NSFP) has incorporated small group dialogue and critical conversations about difference and community into the student experience. As the QEP Development Committee mapped out opportunities for foundational knowledge connected to community engagement and anti-racism, it was clear that partnering with New Student and Family Programs would be an enormous asset.

CECiL and members of the QEP Implementation team will partner with NSFP during the 2021-2022 academic year on the additions and assessment of anti-racist and community engaged programming during orientation and the first-year transition.

ii. Incorporate community engagement and anti-racism into University Transition Course
As part of the Transformative Education QEP we will partner with UNIV 100 instructors to design and deliver a standard lesson plan connected to anti-racist community engagement and civic identity.

Roughly 900 students enroll in the UNIV 100 first year transition course each fall. The purpose of this course is to provide a holistic student development experience for students that focuses on their personal, interpersonal, and academic success as they transition into Mason.

The Director and Associate Director of CECiL will partner with staff from the UNIV program to include curriculum with space for students to learn about asset-based approaches to community engagement, consider how racism and anti-racism show up in community and civically engaged experiences, and begin to see themselves as agents of change.

As both CECiL and the UNIV 100 program are in the midst of staffing and infrastructure changes, planning for the standard lesson plan will begin in the spring of 2022 for implementation during the fall of 2022.

iii. Build community engagement exploration into Residential Curriculum
As part of our plans to introduce students to community engagement and anti-racism early in their Mason experience, we are partnering with Residence Life on the incorporation and assessment of lesson plans connected to community and civic engagement, as well as anti-racism and identity exploration. These lesson plans will be a shared experience for all residential students and will connect directly to the Exploring level in our learning outcomes by providing students an opportunity to learn about themselves, others, and the various ways they can contribute to positive social change at Mason.

The Office of Housing and Residence Life will pilot a module on exploring community engagement and exploring identity during the 2021-2022 academic year. We will review the data connected to the pilot implementation and make necessary modifications for the 2022-2023 academic year.

iv. Partner with Mason Core to explicitly integrate community engaged and anti-racist learning outcomes into curriculum
This QEP will work closely with the Mason Core Committee to integrate anti-racist community engaged and civic learning into the undergraduate curriculum. Both community engagement and anti-racism are reflected in the Mason Core themes of Civic Engagement and Diversity, Inclusion, and Globalization.

We will also partner with faculty that teach core courses outside of the Civic Engagement and Diversity, Inclusion, and Globalization areas to embed and assess community engaged and anti-racist outcomes across the core curriculum. Two examples of this partnership are COMM 101 (Fundamentals of Communication) and ENGH 302 (Advanced Composition). Both COMM 101 and ENGH 302 are required courses as part of the Mason Core curriculum and contain learning outcomes that are in direct alignment with the student learning outcomes in the QEP.

COMM 101 introduces students to basic communication principles with a particular focus on understanding self, identity, and values. These elements of the course map onto the Exploring level Civic Identity domain and provide a space for the majority of Mason undergraduate students to explore and develop awareness around identity and values.

ENGH 302 engages students in the intensive practice of inquiry-based research and writing with a particular focus and connection to a student's particular major or field. The faculty leadership of ENGH 302 have already developed a public writing, community-engaged focus for some specific assignments connected to the course. These assignments map neatly onto the Developing Commitment level of the QEP student learning outcomes, specifically the Civic Knowledge and Civic Action domains.

The Director of CECiL will work closely with the Associate Provost for Undergraduate Education and the Mason Core Committee to integrate this learning into the Mason Core.

v. Partner with Honors College on curriculum design, assessment, and curricular integration of civic learning, community engagement, and anti-racist learning

The Honors College has served as an example of incorporating civic learning and anti-racist learning into the undergraduate curriculum. Beginning with its curriculum redesign in 2019, civic engagement become a more explicit element of the Honors curriculum. The Honors College intentionally articulated the scaffolding of civic engagement throughout the curriculum, beginning in HNRS 110: Principles of Research and Inquiry, with special emphasis in HNRS 130: Identity, Community, and Difference and HNRS 260/61: Society and Community Engagement. All of these required courses now have civic engagement related learning objectives. HNRS 260 is inquiry-based and situated in a traditional classroom environment, while HNRS 261 is conducted in an experiential, problem- based learning setting where students work collaboratively to answer a question about civic engagement, pursue service-based learning, and/or conduct community-based research.

> HNRS 260: Society and Community Engagement Topics (Topics Vary): Students pursue focused questions about a problem facing our community, society, or government or explore a contemporary societal, community, or political issue in context. Students assess what is at stake in specific debates, consider how narratives are constructed and contested and/or apply multiple perspectives to analyze pressing social issues.
>
> HNRS 261: Community Connection Practicum (Topics Vary): Students will identify and address a challenge or question in response to the needs of the community. These

conversations frequently include stakeholders from the community. Students learn to account for their own and for other points of view, and to adapt communication practices to reach those who do not share their backgrounds or expectations. As a result, they integrate new directions & approaches as well as alternate, divergent or contradictory perspectives or ideas.

The QEP Implementation Team will collaborate with faculty, staff, and students from Mason's Honors College to showcase successful models of civic learning and anti-racist learning curricular integration and pilot assessment strategies (more details in Appendix VII).

2. Create Civic Fellows and Engaged Summer Programs for Students

A signature component of the Transformative Education QEP, will be the launch of two paid community engaged experiences for Mason students. As we considered the structure and format for new anti-racist community engaged programs, we decided that building paid opportunities that were multi-semester or over the summer was the best fit for the QEP for several reasons. Allowing students to earn an income through these programs removes financial barriers to engagement for students and ensures that participation in community engaged experiences is not just an option for students without financial need. In addition to the benefits for access and inclusion, by providing opportunities for sustained engagement over an entire semester or multiple semesters, we are creating pathways to high impact and transformative learning that are central to this QEP.

i. Civic Fellows Program

The Civic Fellows will be a signature program of the Transformative Education QEP. Civic Fellows is a year-long engaged experience and will be open to both graduate and undergraduate students. In this program, community partners will submit proposals for student projects to be completed over the course of an academic year, with the possibility of extending the project into the summer. Students will be paid for their 8-10 hours per week with the partner.

Student participants will go through the Civic Fellows Program in a cohort model and participate in pre-service training as well as reflection throughout the experience. Curriculum for this cohort experience will introduce anti-racism and civic learning and move students through an understanding of anti-racist community engagement as an integrated concept.

Specific outcomes connected to the Civic Fellows Program include those at the Transforming level of the QEP student learning outcomes.

- Civic Knowledge: Apply knowledge of a particular community and/or issue through an engaged project or experience
- Civic Identity: Establish commitment to community engagement and anti-racism that reflects an integrated sense of social responsibility and connection to community

- Civic Actions: Collaborate with the community to analyze and take sustainable action to address injustices

At this time, we have a framework for the Civic Fellows Program in place, and we plan to have a newly hired Associate Director for CECiL to develop the program during the 2021 - 2022 academic year for a launch in Fall of 2022. The Associate Director will oversee student recruitment, selection, placement, and mentoring throughout the program and will also lead outreach to community partners for project submissions. In order to ensure quality in program creation and delivery for both students and community partners we will gradually scale the program in years one and two with the goal of full capacity by year three.

ii. Engaged Summer Program

In addition to the Civic Fellows Program, we will create the Engaged Summer Program. The QEP Development Committee solicited feedback from our community partners to inform the design and delivery of programs connected to the QEP. Over the course of these conversations, partners surfaced their frustration with the university calendar and difficulty in finding students to continue work over the summer. This frustration is not unique to Mason or Mason partners, but is a national trend in university community engagement; a frequent barrier for partners is the abrupt nature with which the semester ends and both students and faculty are sometimes unavailable (Stoecker, 2008).

The Engaged Summer will provide an avenue for sustained engagement over the entire year, not just the fall and spring semesters, and will follow a similar model to the Civic Fellows Program but with an increase in weekly student hours in alignment with a reduced academic course load. During the Engaged Summer students will be able to work up to 30 hours per week.

The Associate Director of CECiL will solicit proposals from community partners for either a new project, or the continuation of an existing project, and manage the process of identifying and matching students with partner organizations. This program will include training, reflection and curriculum in anti-racist community engagement delivered for students as a cohort. All students and community partners will receive a stipend for the summer.

This summer experience will fall into the new Associate Director for CECiL's portfolio and will launch at the end of Year one of the QEP during Summer 2023, so that the newly hired Associate Director has an opportunity to plan and conduct appropriate outreach to ensure the success of the program. Similar to the Civic Fellows Program, we will begin with a smaller cohort of students and grow to full capacity by the Year three of the QEP.

3. Enhance Funding for Existing Programs: Bonner Leader Program and K-12 Outreach

Through this QEP we will enhance funding for three existing efforts at Mason; the Bonner Leader Program, the LEAD partnership with a regional middle school, and the Early Identification Program Leadership Conference. Each of these programs are aligned with the

Transformative Education QEP vision and outcomes, and are opportunities to build a sustainable capacity for community and civic engagement at Mason through intentional partnerships and scaling up successful models of engagement. Members of the SAIL and LEAD teams have served on the QEP Development Committee, provided vision into the creation of this plan and will be core members of the implementation team. Leadership for the Early Identification Program have served as a contributing partner throughout the development of the plan.

i. Bonner Leader Program

In 2020, Mason welcomed its first cohort of Bonner Leader students through the SAIL Office in partnership with Undergraduate Education. Created by The Bonner Foundation with the motto "access to education and opportunity to serve", the Bonner Leader Program is a four-year service program in which students are paid to serve 8-10 hours per week with a community partner organization and participate in leadership and professional development. The Bonner Foundation is known as a national best practice in community engaged experiences, learning outcome design, and developmental experiences for students.

In order to bring the Bonner program to its full capacity and to meet the program values of access and opportunity, we will strategically invest in the program through the partnership between SAIL and CECiL as a component of the QEP. Specific enhancements in funding include:

- Summer grant funding to continue working on capacity building projects with community partners
- Mini grants for seniors to complete their capstone research projects
- Travel grants to assist students with access to public transportation, ride sharing, or parking to complete their service hours

The Director of CECiL will work closely with the Director of SAIL to implement new program initiatives, assess student learning, and bring the program to scale at Mason.

ii- K-12 Outreach and Engagement with LEAD and EIP

CECiL will partner with the Early Identification Program (EIP) to develop curriculum for their Leadership Conference, coordinate an experiential opportunity, engage Mason students in the design and delivery of the conference, and assess learning. EIP at Mason has the mission of "improving students' access to higher education and quality of life by providing academic enrichment, personal development, and community engagement programs that produce global citizens." EIP is a college preparatory program at George Mason that collaborates with regional middle and high school students who will be the first in their family to attend a college or university. The Leadership Development Conference will begin in 2022 with the goal of engaging EIP students, as well as current Mason students, in learning connected to civic engagement, community engagement, and anti-racism.

The LEAD office has a longstanding partnership with a regional middle school focused on mentoring, leadership development, and college access. CECiL will partner with the LEAD office

on the recruitment and supervision of Mason students to serve as mentors, as well as the facilitation and funding of a leadership experience at Mason run by Mason undergraduate students.

4. Develop Anti-Racist Community Engagement Training and Modules for Students

i- Develop Pre-Service Modules

An important part of our QEP will be the development of training materials and modules for students to complete before they participate in a community engaged experience either through a course, a student group, or another program on campus. Preparation (or education), action (or service), and reflection are the core components of a quality service-learning experience (Honnet & Paulsen, 1989) and the framework of critical service-learning further situates the importance of education and reflection to examine power and privilege in the engaged experience (Mitchell, 2008).

Curriculum for the modules will focus on understanding community engagement and the history of racism, exploring privilege and identity, centering community voice and reciprocity, ethical engagement, and moving towards anti-racism. These modules will be developed in collaboration with Mason's Center for Culture, Equity, and Empowerment, and the Center for Mason Legacies. Students, faculty, and community partners will also be engaged in the development of training materials during the 2021-2022 academic year so that they can be implemented beginning in year one of the QEP (Fall 2022). The Program Manager for CECiL will work with the Director of CECiL to develop the modules and track module completion.

ii- Support Development of GTA Training and Graduate Student Engagement

The Director of CECiL will work with the Office of Graduate Education and Graduate Student Life to develop a series of trainings and a professional community for graduate students interested in community engagement.

Research in the last decade suggests that an increasing number of graduate students are arriving to campuses with an interest in connecting their scholarly work to efforts that advocate for social change and a more just society (Doberneck, Bargerstock, McMall, Van Egeren, Zientek, 2017). In alignment with trends in graduate education, and feedback from our graduate student population at Mason, this QEP aims to engage graduate students in anti-racist community engagement through the establishment of training and a community of practice for Graduate Teaching Assistants.

Michigan State University has established a set of community engagement competencies for graduate and professional students that includes the following dimensions:

- Foundations
- Community partnerships
- Criticality in community engagement

- Community-engaged scholarship and practice
- Approaches and perspectives
- Evaluation and assessment
- Communication and scholarly skills
- Successful community engagement careers

From Community Engagement Competencies for Graduate and Professional Students: Michigan State University's Approach to Professional Development

The set of competencies developed by Michigan State will inform the content of Mason designed training connected to the QEP with the addition of learning connected to "Identity and Power in Community Engagement" in order to ground anti-racism in the learning and community experience.

C. QEP Goal 3: Increase the opportunities for students to participate in anti-racist community engaged experiences by investing in faculty training, research, curriculum development, and course support

This QEP goal is focused on building faculty capacity to incorporate anti-racist community engagement and civic learning into their courses and research agendas. In order to increase the availability of courses with community learning, civic learning, and anti-racist learning we will need to support the faculty who teach courses with both pedagogical training and administrative resources. Research on faculty development and community-based learning suggests that many faculty are motivated to incorporate community engaged pedagogies into their course, but lack of institutional support and funding are significant barriers (Abes, Jackson & Jones, 2002).

The following actions connected with QEP Goal 3 will focus on institutional support and funding to build capacity among our faculty and lead to increased opportunities for student participation and learning.

1. Faculty and Community Partner Training and Development

Central to QEP Goal 3 is the intentional development of both faculty and community partners to build capacity for community engaged experiences at Mason, to center community expertise and knowledge, and to develop community engaged experiences grounded in anti-racist principles.

Research on factors that motivate faculty to adopt community engaged pedagogies points to institutional support as the largest contributor to whether or not faculty incorporate these pedagogies into their courses (Abes, Jackson & Jones, 2002) (Pribbenow, 2005). More recent research and best practices on community-engaged pedagogies highlight the importance of involving community partner organizations to be co-creators of knowledge in the educational

experience so that the assets and voices of community can be central to the experience (Mitchell, 2008).

i. Launch Faculty and Community Fellows Program

We will launch a Faculty and Community Fellows Program to both support curricular integration of civic learning and anti-racist community engagement and also to provide development and training for faculty and community partners. This program will fall under the Director of CECiL's portfolio and will leverage the forms of faculty development and support that are identified as most helpful, including mentoring, advice sharing, and specific pedagogical development (Abes, Jackson, Jones, 2002).

The Faculty and Community Fellows Program will be a cohort model ranging between 10-15 members in each annual cohort. During years one to three of the QEP implementation timeline, faculty will be selected from each school or college to assist in strategic planning for the curricular integration of anti-racist community engagement and civic learning into degree programs. Following year three of the QEP we will open applications for the Fellows more broadly based on individual faculty interest.

Each member of the program will receive an annual stipend. For faculty, the stipend is to support the development of a civic learning and or community engaged component of their course or curriculum. For community partners, the stipend is a mini-grant for a project connected to their organization. Faculty and community fellows will learn alongside one another and be able to practice the co-creation of engaged experiences, engage in challenging conversation about the role of George Mason University in the community, and model a critical approach to engaged teaching.

Specific goals connected to this program include:

- Training and development for both faculty and community partners engaged in community-based learning and anti-racist approaches to teaching and learning
- Creation and development of new civic learning and anti-racist community engaged courses and programs
- Strengthen relationships with community organizations in and around Mason's campuses
- Establishment of a network of Mason faculty who use community engaged pedagogy in their courses
- Establish a network of community leaders involved with Mason
- Train future faculty mentors and community leaders to assist with future projects

We plan to solicit interest in the first cohort of Faculty and Community Fellows during the 2021-2022 academic year and launch the program during Summer 2022 beginning with a seminar and opportunities to get to know one another before the start of the academic year. We will look to have representation from a diversity of Mason departments and community organizations with different issue focuses and populations served.

ii. Partner with Stearns Center for Trainings and Faculty Development
In addition to the Faculty and Community Fellows Program, we intend to partner with the Stearns Center for Teaching and Learning on other pedagogical and interpersonal trainings for faculty. The Stearns Center for Teaching and Learning has long been Mason's home for faculty development and is an ideal partner for the Transformative Education QEP. The Director of CECiL will work closely with members of the Stearns Center team to further develop resources that equip faculty with the tools to build community engaged pedagogy into their teaching and curriculum.
The workshop list will be adapted based on feedback during the pilot process as well as demand during our rollout of the series. Below is a draft list of topics that will be covered in both live trainings as well as web-based resources:

- Anti-Racist Community Engagement Introductory Series
    - History of George Mason and George Mason University (in partnership with the Center for Mason Legacies)
    - Overview of Anti-Racist Community Engagement
    - Examining Bias and Facilitating Dialogue in Community Contexts
    - Reciprocity and Partnerships: Connecting Student Learning to Community Identified Needs
- Designing Reflection for Academic Purposes
- Assessment Strategies for Community Engaged Courses
- Towards Critical Consciousness: Strategies for Maximizing Student Learning through Community Engagement
- College of Education and Human Development Workshop Series: How to be an anti-racist researcher

We will develop web-based resources and modules during the 2021-2022 academic year. We also plan to pilot a handful of workshops during this "Year 0" to be able to make adjustments to workshop offerings before the full series of offerings. During the years one and two of implementation we will offer faculty an incentive to modify an existing course or create a new course with some community, civic, or anti-racist learning outcomes.

iii. Partner with Carter School and Center for Mason Legacies on Curriculum Development
The Jimmy and Rosalynn Carter School for Peace and Conflict Resolution has long been a leader in community engagement and anti-racist work at Mason. Courses throughout the Carter school curriculum center community voice and dialogue across difference with faculty leading these efforts at the institution, state, and both national and international levels. As the QEP Development Committee identified existing courses and programs to highlight as best practices, a few specific courses stand out:

CONF 101: Conflict and Our World
CONF 325: Dialogue and Difference
CONF 329: Community Engagement and Collaborative Problem Solving
CONF 330: Community, Group, and Organizational Conflict Analysis and Resolution

In addition to the Carter School, the Center for Mason Legacies will be a key collaborator in the curriculum development process related to the Transformative Education QEP. The Center for Mason Legacies is in interdisciplinary center dedicated to preserving and examining the legacy of George Mason IV, his ancestors and heirs, and the people he enslaved. The Center for Mason Legacies has been an institutional leader in community engaged research and public history and will be a key stakeholder in the implementation of the QEP. There is more information on the Carter School and the Center for Mason Legacies listed in appendix VII.

2. Embed Anti-Racist Community Engagement and Civic Learning Outcomes into Course Offerings

Embedding community engaged learning and anti-racist learning into academic experiences at Mason allows us to connect the learning to specific disciplines and academic majors providing important contextualization and connection to both students as humans, as well as to students as scholars. Research on community engaged learning shows that student growth from service is greatest when learning is connected to a student's academic interests or career aspirations. We will embed these experiences into academic programs and study, allowing students to see applications to their career and personal lives.

The Director of CECiL will work closely with academic units to identify opportunities in current academic course offerings where community engagement, civic engagement, and anti-racism fit intentionally and align with existing learning outcomes.

i. Encourage community engaged and anti-racist curriculum and research through course and research development grants

In order to encourage faculty to incorporate community engagement and anti-racism into their course content, we will establish course development and research development grants. The research on faculty motivations for community engagement shows the importance of providing both infrastructure and resources for faculty (Pribbenow, 2005). Through the establishment of the Office of Community Engagement and Civic Learning and the creation of the Faculty and Community Fellows program, we establish infrastructure and support for engaged faculty. The course and research development grants provide resources to incentivize faculty. Funding will be most significant during years one to three of the QEP so that we can see a greater increase in course-based learning early in the plan.

ii. Incorporate anti-racist community engagement or civic learning (CL, CBL, MI+CE) course into each department through course designation process

As part of the establishment of OSCAR, Mason's most recent QEP, an RS course designation was developed to promote research intensive courses as part of the curriculum. Civic Engagement, like Undergraduate Research, is a focus area for the Mason Graduate which led to the creation of a "CE" course designation. This designation allows faculty to classify a course as a community and civic learning course, while also making it easy for students to identify these courses during registration.

In conversations with faculty, it was clear that the "CE" course designation on its own was not inclusive of all of the ways faculty incorporate both civic learning and community engagement into their teaching. This limitation may contribute to the fact that as of Summer 2021 there were only two "CE" course designations which is not reflective of the level of curricular connection currently taking place at Mason.
To address this issue, CECiL is creating three distinct levels for course designation that are more reflective of the types of courses taking place at Mason and that also align with the Transformative Education student learning outcomes.

- **CL (Civic Learning):** Courses that do not have a service component with a community partner, but that incorporate civic learning into readings or assignments throughout the course
- **CBL (Community-Based Learning):** Courses that have a community-based learning or service-learning component where students engage in meaningful service connected to their course learning objectives and that respond to community identified needs
- **MI+CE (Mason Impact Civic Engagement):** Courses that engage students in the process of asking and answering an original question in partnership with a community organization

Through the scaling up of our faculty outreach and development we will incorporate at least one CL, CBL, or MI+CE course into every academic department. The intention behind this goal is to make sure that every Mason student has the opportunity to participate in an engaged learning experience that is connected to their academic discipline and interests. The newly hired Program Manager for Engaged Learning will work with the Director of CECiL on the course designation process.

iii- Support the implementation of the Foundations for Building a Just Society Mason Core Category

An important component of the context surrounding Mason's Transformative Education QEP is that our institution also launched the Anti-Racism and Inclusive Excellence (ARIE) Task Force. One of the primary goals of the ARIE Task Force is that anti-racism and inclusive excellence are foundational in every program, process, and procedure at Mason. As the ARIE Task Force and QEP Development Committee began their work with anti-racism as a core value, it was clear that there were a handful of initiatives that were mutually beneficial and therefore should be collaborative in nature. One of those initiatives updating the Mason Core to include a category titled Foundations for Building a Just Society.

The vision for the Foundations for Building a Just Society category is that it will provide foundational knowledge in diversity, identity, and anti-racism for all Mason undergraduate students. This course supports the Transformative Education QEP by exposing all undergraduates to the foundations of diversity, equity, and inclusion. That foundational learning provides the framework for connecting community engagement to anti-racism and ultimately an integrated understanding of anti-racist community engagement.

In order to bring this vision to fruition and thoughtfully synergize the outcomes of the Transformative Education QEP with the Foundations for Building a Just Society category, we hired a PhD student who served on both the QEP Development Committee and the ARIE Task Force and will assist in piloting the course in the Fall of 2021 and Spring of 2022. This doctoral student will work closely with the QEP Co-Chair and faculty implementation team on the curriculum, implementation, and assessment of the courses in the category. The CECiL office will provide support for both courses in the Foundations for Building a Just Society category and courses designated as capstone of culminating experiences.








TIMELINE

Transformative Education through Anti-Racist Community Engagement

GEORGE MASON UNIVERSITY

VI. Timeline

George Mason University is excited to launch our Transformative Education through Anti-Racist Community Engagement QEP activities and officially open the Office of Community Engagement and Civic Learning. During Year 0 we planned a number of visibility and feedback events to continue involving the Mason community in the process of developing the QEP. We also began the research and hiring processes to establish our CECiL infrastructure and lay the foundation to achieve our QEP goals and outcomes. During Year 1 we will fully launch most QEP programs and initiatives.

Exhibit 8 illustrates our five-year plan for QEP activities organized by goal. The dark green indicates the initial launch and development phase and the light green indicates maintenance of newly created and established programs.

Exhibit 8. Five Year QEP Timeline by Goal

QEP Goal 1	Action to be Implemented	Year 0 2021 - 2022	Year 1 2022 - 2023	Year 2 2023 - 2024	Year 3 2024 - 2025	Year 4 2025 - 2026	Year 5 2026 - 2027	Responsibility and Partners
Build Mason's infrastructure to support community engagement and civic learning	**Establish the Office of Community Engagement and Civic Learning (CECiL)**							
	Hire full time Associate Director and Program Manager, Faculty Fellow							CECiL and UGE (Director)
	Launch and maintain CECiL website as a centralized web presence							CECiL and UGE (Program Manager)
	Research and implement an engagement tracking database							CECiL and UGE (Program Manager)
	Identify and convene Mason Community Engagement Consortium							CECiL and Campus Partners (Director)
	Elevate the Visibility of Community Engagement, Civic Learning, and Anti-Racism at Mason and in the Community							
	Launch and manage advisory board for CECiL							CECiL (Director, QEP I-Team)
	Establish annual community engagement event							CECiL (Associate Director, QEP I-Team)

Exhibit 8. Five Year QEP Timeline by Goal

QEP Goal 2	Action to be Implemented	Year 0 2021 - 2022	Year 1 2022 - 2023	Year 2 2023 - 2024	Year 3 2024 - 2025	Year 4 2025 - 2026	Year 5 2026 - 2027	Responsibility and Partners
Expand students' understanding of anti-racism through community and civic engagement	**Introduce Students to Community Engagement and Anti-Racism Early in the Student Experience**							
	Build an incorporate programming into orientation and first year transition							CECiL and NSFP (Associate Director)
	Develop and integrate CE and AR curriculum into University transition course							CECiL and UNIV (Associate Director)
	Build CE and AR exploration into Residential Curriculum							CECiL and Residence Life (Associate Director)
	Partner with COMM 101 and ENGH 302 to add CE and AR content							CECiL and ENGH 302/COMM 101 (Director)
	Create Civic Fellows and Engaged Summer Programs							
	Research and establish Civic Fellows Program							CECiL and QEP I-Team (Associate Director)
	Research and estabish Engaged Summer Program							CECiL and QEP I-Team (Associate Director)
	Enhance Funding for Bonner Leader Program and K-12 Outreach							
	Enhance Funding for Bonner Leader Program							CECiL and SAIL (Director)
	K-12 Engagement with LEAD and EIP							CECiL, LEAD, and EIP (Program Manager)
	Develop Anti-Racist Community Engagement Training and Modules for Students							
	Develop, launch, and assess pre-service modules							CECiL, SAIL, QEP I-Team (Program Manager, Director)
	Support the development of GTA Training and Graduate Student Engagement							CECiL, Graduate Education, Graduate Student Life (Director)

Exhibit 8. Five Year QEP Timeline by Goal

QEP Goal 3	Action to be Implemented	Year 0 2021 - 2022	Year 1 2022 - 2023	Year 2 2023 - 2024	Year 3 2024 - 2025	Year 4 2025 - 2026	Year 5 2026 - 2027	Responsibility and Partners
Increase the opportunities for students to participate in community engaged courses and research by investing in faculty training and curriculum devleopment	**Faculty and Community Partner Training and Development**							
	Develop and launch Faculty and Community Fellows Program							CECiL, Stearns Center, UGE (Director, Faculty Fellow)
	Partner with Stearns Center to build and facilitate trainings and faculty development							CECiL, Stearns Center, QEP I-Team (Director, Faculty Fellow)
	Embed Community Engagement and Anti-Racism into Course Offerings							
	Encourage curriculum and research opportunities through course and research development grants							CECiL, UGE (Director)
	Incorporate MI and MI+CE course into each department							CECiL, UGE (Director, Program Manager)
	Support the implementation of Foundations fo Building a Just Society Course							CECiL, ARIE Task Force, UGE (Director)








ORGANIZATIONAL STRUCTURE

Transformative Education through Anti-Racist Community Engagement

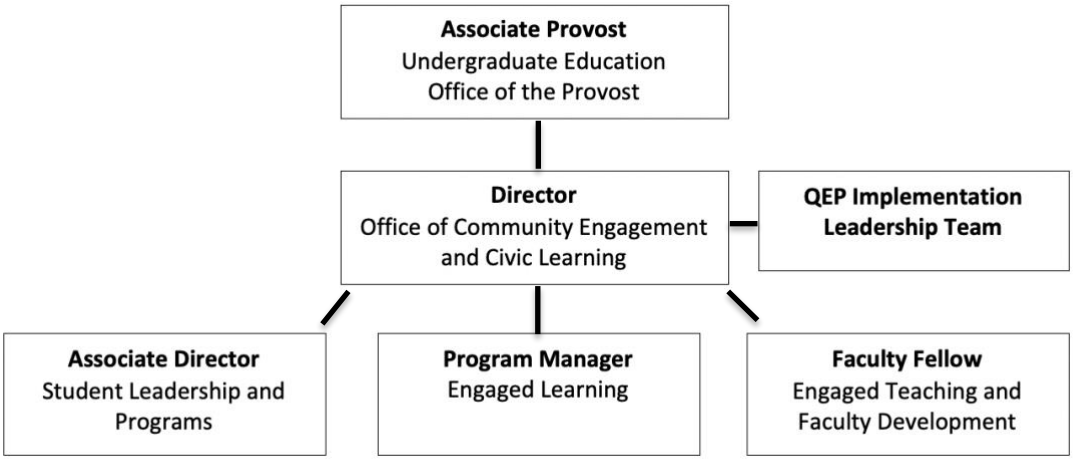
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VII. Organizational Structure

Mason established the Office of Community Engagement and Civic Learning (CECiL) to support the Transformative Education through Anti-Racist Community Engagement QEP. CECiL will fall under the Office of the Provost in Undergraduate Education.

Kristen Wright, Director of Civic Engagement and current co-chair for the QEP Development Committee, will serve as the Director of CECiL and will report to Dr. Bethany Usher, Associate Provost for Undergraduate Education. CECiL will hire an Associate Director to oversee student programs and events, a Program Manager to focus on community engaged courses and partnership development, and a Faculty Fellow to assist with engaged teaching and faculty development initiatives. CECiL will also have administrative support from the Office of Undergraduate Education.

Exhibit 9. CECiL's Placement within Mason's Organizational Structure



CECiL is currently within the Undergraduate Education structure and physical space in order to co-locate many of Mason's high impact student experiences. The organizational structure will remain the same throughout the QEP life cycle, but CECiL will outgrow its current space as staff are hired. The Office of the Provost has committed to finding space for CECiL staff and programs either in its current location in the Johnson Center, or another location that is accessible to students, faculty/staff, and community partners.

The QEP Development Committee has been critical to the successful design of the Transformative Education QEP. The Development Committee will transition to an Implementation Leadership Team over the course of the 2021-2022 academic year with a full transition in place by the start of the fall 2022 semester. The Implementation Leadership Team will be composed of 26 members and be chaired by the Director of CECiL (Exhibit 10)

Exhibit 10. QEP Implementation Leadership Team Membership

Director, Office of Community Engagement and Civic Learning (CECiL)
Associate Director, Office of Community Engagement and Civic Learning (CECiL)
Faculty Fellow, Engaged Teaching and Faculty Development
Undergraduate and Graduate Student Representatives (5)
Representative, Stearns Center for Teaching and Learning
Representative, Office of Institutional Effectiveness and Planning
Representative, Mason Core Committee
Representative, New Student and Family Programs
Representative, Social Action & Integrative Learning
Representative, Leadership Education and Development
Representative, Housing and Residence Life
Representative, Honors College
Representative, Graduate Education
Representative, School of Integrative Studies
Representative, University Life
Faculty Representative, Antonin Scalia Law School
Faculty Representative, College of Education and Human Development
Faculty Representative, College of Health and Human Services
Faculty Representative, College of Humanities and Social Science
Faculty Representative, College of Science
Faculty Representative, College of Visual and Performing Arts
Faculty Representative, Carter School for Peace and Conflict Resolution
Faculty Representative, Schar School of Policy and Government
Faculty Representative, School of Business
Faculty Representative, College of Engineering and Computing

The Implementation Leadership Team will be divided into subcommittees. These subcommittees will likely include Student Engagement, Faculty and Community Partner Development, and Assessment. We anticipate the possibility of reorganizing subcommittees based on feedback from the Leadership Team and needs during the implementation of the QEP.

In addition to the Implementation Leadership Team, there has been significant interest from the Mason community in formally collaborating on the Transformative Education QEP. Many of these collaborators have already been active in the plan development.

Exhibit 11. CECiL Collaborators from the Mason Community

CECiL Collaborators	Role
Stearns Center for Teaching and Learning	Collaborate on faculty development and support for CECiL
Mason Core Committee	Develop Mason Core courses supporting anti-racist community engaged learning
Honors College	Pilot rubrics and assist in the development of anti-racist community engaged learning in the Honors curriculum
Center for Mason Legacies	Partner in the development of student learning materials connected to the history of racism, of George Mason (the man) and the history of George Mason University
The Carter School	Pilot rubrics and assist in the development of anti-racist community engaged learning in the Carter School curriculum
Information Technology Services	Provide support for the development of an engagement tracking database including implementation
Office of Institutional Effectiveness and Planning	Collaborate on assessment, data collection, rubric design, and learning outcome creation
Academic Advising	Provide support in informing advisors about engaged courses and experiences
UNIV Courses and Programs	Collaborate on the development of a standard anti-racist community engagement lesson plan for students
OSCAR	Support community engaged research experiences in OSCAR programs

University Career Services	Collaborate on professional development for students engaging with nonprofit organizations
University Life	Collaborate on assessment and student module design and implementation
Social Action and Integrative Learning	Serve as members of the Community Engagement Consortium, collaborate on development of student modules, collaborate on Bonner Leader Program assessment
New Student and Family Programs	Partnership on facilitation of anti-racist community engaged experiences during orientation and transition programs, collaborate on assessment of those efforts
Leadership Education and Development	Lead partner for K-12 outreach and engagement, collaborator for assessment efforts and program design
Early Identification Program	Lead partner for K-12 outreach and Leadership Conference
Graduate Education	Collaborate on the creation of Graduate Teaching Assistant trainings
Center for Culture, Equity, and Empowerment	Collaborate on the development and facilitation of undergraduate student trainings
Graduate Student Life	Partner for addition of graduate student community engagement programs and networking events








RESOURCES

Transformative Education through Anti-Racist Community Engagement

GEORGE MASON UNIVERSITY

VIII. Resources

George Mason University is dedicated to the success of the Transformative Education QEP and has committed resources to support the associated student learning and QEP outcomes. At the beginning of Year 0, Mason invested $728,000 of new permanent funding dedicated towards the success of CECiL. In December 2021 the George Mason University Board of Visitors voted unanimously to affirm their support for establishing CECiL, including the proposed budget and expenditures.

Spending for the Transformative Education QEP is broken into three primary categories; infrastructure for the launch of the Office of Community Engagement and Civic Learning, support for signature student experiences including the new Civic Fellows and Engaged Summer programs, and resources for faculty and curriculum development. The charts included in Exhibit 12 demonstrate how funds will be used to achieve the goals of the QEP.

A. Infrastructure for CECiL

The first goal of the Transformative Education QEP is to build the infrastructure to support community engagement and civic learning at Mason. An important step in building this infrastructure is to support the Office of Community Engagement and Civic Learning and hire staff to support student experiences, curriculum and faculty development, and community partner outreach and relationship development. A full-time Associate Director will be hired to oversee the development of co-curricular student engagement and a full-time Program Manager will be hired to assist with curricular engagement, website management, and community partner development. The final addition to the CECiL team will be a part-time Faculty Fellow to work closely with the Director of CECiL on faculty development and curriculum.

The budget associated with building infrastructure for community engagement also includes the on-going expenses related to managing the CECiL website and purchasing and maintaining an engagement software. The final expense in this area is funding for an annual Community Engagement Symposium where students, faculty, and community will come together to learn, share best practices, and highlight student work.

B. Student Experience Support

The second goal of the Transformative Education QEP is to expand student's understanding of anti-racism through community and civic engagement. The funds connected to this goal are in direct support of student learning and the implementation of high-quality student experiences. Mason is committing significant resources to create paid student experiences like Civic Fellows and the Engaged Summer Program and will dedicate additional resources to bring the Bonner

Leader Program to capacity. Other funding connected to this goal will be used to create modules and training opportunities for both graduate and undergraduate students to learn more about community engagement, civic learning, and anti-racism.

C. Faculty and Curriculum Development

The third goal of the QEP is to increase the opportunities for students to participate in community engaged courses and research experiences by investing in faculty training and curriculum development. This goal and the budget items associated with it recognizes that in order to make curricular shifts we need to invest in both faculty training development and training, and course development. The majority of funds in this area will therefore go towards instructional and curriculum support. The funding dedicated towards this goal will allow the QEP to reach a significant number of students through academic courses. Funding will be allocated towards faculty training in the form of both a year-long Fellows program and also the creation of one-time training and development opportunities. Additional funding will go towards one time curriculum grants to incorporate community engagement into each academic department.

Exhibit 12a. Budgeted Support for the Transformative Education QEP

Goal	Category	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total Planned
		FY - 22	FY - 23	FY - 24	FY - 25	FY - 26	FY - 27	
Goal 1	CECiL Infrastructure - Salary	329,105	338,978	349,147	359,621	370,410	381,522	**2,128,783**
Goal 2	Student Experience Support - Student payments	116,394	189,997	260,059	301,609	342,672	384,217	**1,594,946**
Goal 3	Faculty & Curriculum Development - Faculty payments	105,880	118,577	121,685	131,823	135,591	137,816	**751,372**
Goal 1	CECiL Infrastructure - DE	106,388	103,691	105,777	107,924	110,133	112,406	**646,319**
Goal 2	Student Experience Support - DE	68,350	104,705	163,880	182,200	205,520	223,840	**948,495**
Goal 3	Faculty & Curriculum Development - DE	1,570	2,169	2,226	2,697	2,783	2,783	**14,227**
	Total Investment	**727,686**	**858,116**	**1,002,774**	**1,085,874**	**1,167,108**	**1,242,584**	**6,084,143**
	Total new investment need	29,461	150,019	294,380	377,175	458,095	533,247	1,842,377

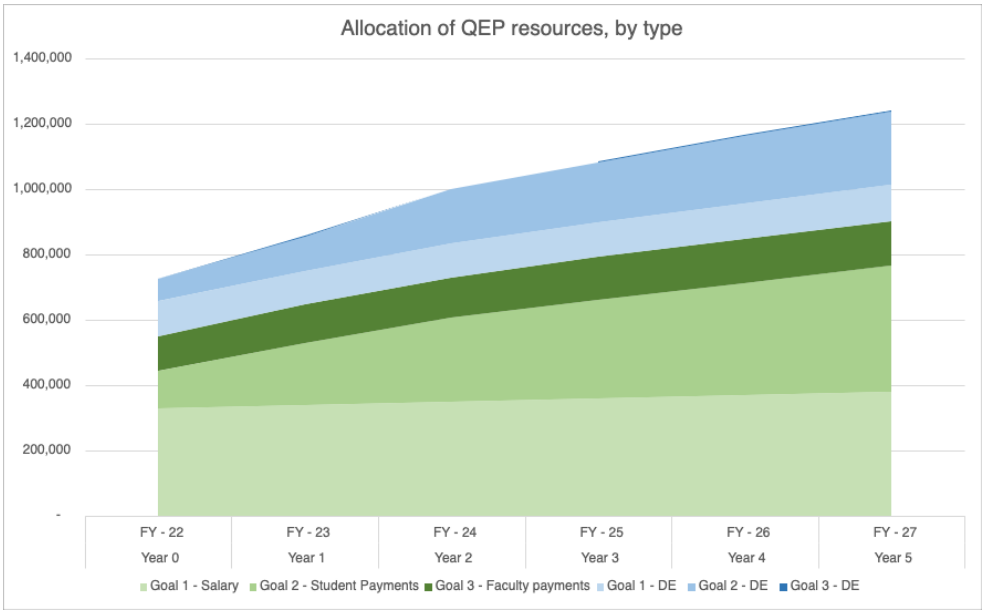


Exhibit 12b. Budgeted Support for the Transformative Education QEP

Expenditure	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
CECiL Infrastructure						
Director of CECiL	$ 89,700	$ 92,391	$ 95,163	$ 98,018	$ 100,958	$ 103,987
Associate Director	$ 82,000	$ 84,460	$ 86,994	$ 89,604	$ 92,292	$ 95,060
Program Manager	$ 78,000	$ 80,340	$ 82,750	$ 85,233	$ 87,790	$ 90,423
Tracking Database	$ 50,000	$ 51,500	$ 53,045	$ 54,636	$ 56,275	$ 57,964
Marketing and Outreach	$ 15,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
CECiL Operating Support	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000
Advisory Board	$ 1,388	$ 1,391	$ 1,394	$ 1,397	$ 1,400	$ 1,403
Student Experiences and Support						
Civic Fellows Program Student Wage	$ 36,000	$ 36,000	$ 54,000	$ 54,000	$ 54,000	$ 54,000
Civic Fellows and Engaged Summer Program Budget	$ 8,350	$ 14,705	$ 18,880	$ 22,200	$ 25,520	$ 28,840
Engaged Summer Student Stipends	$ 8,333	$ 50,000	$ 54,167	$ 79,167	$ 104,167	$ 129,167
Bonner Leader Program Student Wage	$ 60,000	$ 91,800	$ 139,554	$ 155,959	$ 171,872	$ 188,263
Bonner Leader Program Costs	$ 60,000	$ 90,000	$ 145,000	$ 160,000	$ 180,000	$ 195,000
Faculty Training and Development						
Training and Development Direct Expenses	$ 1,570	$ 2,169	$ 2,226	$ 2,697	$ 2,783	$ 2,783
Faculty and Community Fellows Program	$ 30,000	$ 35,000	$ 36,000	$ 43,500	$ 45,000	$ 45,000
Faculty Fellow for Engaged Scholarship	$ 50,000	$ 51,500	$ 53,045	$ 54,636	$ 56,275	$ 57,964








ASSESSMENT

Transformative Education through Anti-Racist Community Engagement

GEORGE MASON UNIVERSITY

IX. Assessment

The selection of Anti-Racist Community Engagement as the QEP topic was informed by data from the 2015 and 2018 iterations of the National Survey of Student Engagement (NSSE) which suggested that, while George Mason students outperformed their peers on most NSSE indicators, Mason students are engaged in civic learning and community engagement at rates significantly lower than we desire and less than students at peer institutions. We are eager to move this needle on this indicator and to measure the success and implementation progress of our plan.

At the institutional level, we desire to see specific increases in community participation from students and faculty, and staff, as well as a growth in the availability of programs and opportunities incorporating anti-racist community engagement as measures of success. We aspire to answer questions such as:

- To what degree is anti-racist community engagement institutionalized at our university?
- Which students are participating?
- Is anti-racist community engagement connected to retention, sense of belonging, and graduation?

At the institutional level, we will make use of course and program evaluations, along with campus wide indirect measures like NSSE and the graduating senior survey as tools for answering questions such as how are students' knowledge, identities, and actions related to anti-racist community engagement affected by their participation? How do participating students describe the quality of their learning?

At the student level, our student learning outcomes are focused on measuring the change in knowledge, skills, and attitudes connected to community engagement and anti-racism. This will require a broader and more diverse approach in our assessment plan including the use of rubrics, course evaluations, and evaluations of specific artifacts of student learning. The Director of the Office of Community Engagement and Civic Learning, in collaboration with members of the Office of Institutional Effectiveness and Planning (OIEP) will guide the assessment process.

A. QEP Outcomes and Student Learning Outcomes

The student learning and overall QEP outcomes to assess change in Anti-Racist Community Engagement were drafted by the QEP assessment subcommittee and reviewed by the entire QEP Development Committee, along with additional key stakeholders. The outcomes were refined to ensure they were as inclusive as possible without sacrificing clarity and measurability. The table below showcases the intended QEP outcomes at the institutional level.

Exhibit 13. Table of QEP Outcomes

QEP Outcome	Indicators	2021 Baseline	2027 Goal	QEP Goal
Opportunities for community and civically engaged learning are prevalent on campus	Annual number of undergraduate students who have completed pre and post service student training modules	0 annually	2,500 annually	Goal 2
	NSSE Question 14(i): How much does your institution emphasize attending events that address important social, economic, or political issues?	2018 Data 47% "quite a bit or very much"	2018 Data 51% "quite a bit or very much"	Goal 2
	NSSE Question 14 (d): How much does your institution emphasize encouraging contact among students from different backgrounds?	2018 Data 69% "quite a bit or very much"	2018 Data 74% "quite a bit or very much"	Goal 2
	NSSE High Impact Practice Question: About how many of your courses at this institution have included a community-based project?	2018 Data 39% "some, most or all"	51% "some, most, or all"	Goal 2
Anti-racist community engagement experiences and civic learning are embedded into undergraduate degree programs and curriculum	Registrar Data: Every Mason department will have at least one Mason Impact or Mason Impact + CE undergraduate course	2	All academic departments (LAU's)	Goal 2
	Registrar Data: Number of Mason Impact course designations will increase	2	100	Goal 2
	Registrar Data: Number of Mason Impact + CE course designations will increase	2	50	Goal 2
	Office of Institutional Effectiveness and Planning Data: Academic departments will have a measurable civic engagement learning outcome	Less than 10%	75% of acdemic departments (LAU's)	Goal 2
	Registrar Data: Number of bachelor's graduates who have participated in a QEP experience (Registered a CE Mason Impact project on their transcript)	2020 - 2021 (preliminary): 27	500	Goal 2
	Annual undergraduate enrollment in academic courses designed to address diversity, equity, and anti-racism (ex. Foundations for Building a Just Society Course)	2020 - 2021: 40	3,000	Goal 2
	Number of community engagement activities (i.e. occurrences) in Mason community engagement database	0 (new data point)	1,000	Goals 1 and 3
Anti-Racist community engagement is supported and funded at the graduate and undergraduate levels	Number of course and research development grants distributed by CECiL during years 1-5 of the QEP	0	50	Goals 1 and 3
	Number of students who participate in courses that are institution funded and community engaged	100	1000	Goals 1 and 3
	Number of students who participate in programs that are institution funded and community engaged	*not currently measuring	3,000	Goals 1 and 3
	NSSE Civic Engagement Module Question 3: How much do you feel encouraged addressing important social, economic, or political issues in: course assignments, course discussions, outside of class?	*New NSSE measure	*New NSSE measure	Goal 3
Undergraduate students who engage in community and civic learning are prepared for career and post baccalaureate study	GMU Career Plans Survey: Which of the following describes your post graduation status?	*Not currently mapping with CE	CE correlates with employment, education, volunteer service	Goal 2
	GMU Career Plans Survey: Experiences at Mason (Experiential Learning)	*New survey measure	*New survey measure	Goal 2
	NSSE Question 18(j): How much has your experience at this institution contributed to your knowledge, skills, and personal development as being an informed and active citizen?	2018 Data 53% "quite a bit or very much"	65% "quite a bit or very much"	Goal 2
	NSSE Civic Engagement Module 1a: Select the response that indicates your ability to do the following: Contribute to the well-being of your community.	2018 Data 68% answered "5 to excellent"	75% "5 to excellent"	Goal 2
	NSSE Civic Engagement Module 1c: Select the response that indicates your ability to do the following: Lead a group in which people from different backgrounds feel welcomed and included.	2018 Data 71% "5 to excellent"	75% "5 to excellent"	Goal 2
	NSSE Civic Engagement Module 1d: Select the response that indicates your ability to do the following: Resolve conflicts that involve bias, discrimination, and prejudice.	2018 Data 57% "5 to excellent"	65% "5 to excellent"	Goal 2

Each of the institutional level QEP outcomes are mapped to more than one metric in either NSSE, the Graduating Student Survey, or counts we will obtain through the University Registrar and CECiL as a result of the creation of new programs and initiatives. NSSE results are based on percent of senior undergraduate respondents and will be administered at Mason in 2021, 2024, and 2027. 2027 goal metrics were selected after a review of where some of our peer institutions measured in the 2018 NSSE Civic Engagement Module.

In addition to measuring growth in the total number of students engaged in community-based learning experiences, we will work with the Office of Institutional Effectiveness and Planning to evaluate the accessibility of programs across student demographics. The goal is that these engaged experiences are available to all students and our annual Graduating Senior Survey will serve as a midpoint check-in between NSSE survey years to help us identify any course corrections or improvements needed for access and inclusive excellence.

1. Student Learning Outcomes

Definitions for learning outcomes related to civic knowledge, civic identity, and civic action were crafted after consulting national resources such as the Association of American Colleges and University's VALUE: Valid Assessment of Learning in Undergraduate Education Civic Engagement Rubric (Association of American Colleges & Universities, 2010), the Carnegie Elective Classification for Engaged Campuses, and published outcomes scholarship (Keen & Hall, 2009; Welch & Saltmarsh, 2013).

Student learning outcomes were scaffolded to indicate levels of initial exploration and engagement, developing commitment, and student and community transformation, as indicated in Exhibit 5 of the earlier Desired Learning Outcomes chapter. These outcomes are designed to quantify the campus change and transformation that is at the heart of Mason's QEP. Community engagement and anti-racism are treated as distinct concepts at the exploration stage, as related ideas at the developing commitment stage, and as integrated concepts at the transformation stage.

A subcommittee of the QEP Development Committee created the draft rubric shown in Exhibit 14 during Summer 2021 to be piloted in Spring 2022 with more extensive implementation in Fall 2022. As the assessment plan has both formative and summative as well as direct and indirect measures, the rubric can function in several ways. The Transformative Education QEP Student Learning Outcomes Rubric may be used to: guide program development at the institutional as well as degree program levels; measure student achievement of learning outcomes across learning experiences; and contribute to the improvement of teaching and learning through faculty development activities. The Transformative Education QEP encourages faculty to adapt the rubric to use in ways that are relevant to courses and educational programs in their unique academic and professional fields. The rubric can be used to guide course and curriculum development by determining the level of student development as they enter a course, and the goals for students as they complete a course or set of courses. Faculty can design learning activities that align with the student learning outcomes. The rubric also can be adapted for evaluation of individual student research activities and products.

Exhibit 14. Transformative Education through Anti-Racist Community Engagement Student Learning Outcomes Rubric

Level of Development ←

ARCE Student Learning Outcomes & Definitions ↓	Transforming (Proficient)	Developing Commitment (Emerging)	Exploring (Novice)
Civic Knowledge: Ability to connect discipline and course learning to community engagement and anti-racism.	Apply knowledge of a particular community and/or issue through an engaged project or experience.	Connect theories and approaches to community engagement and anti-racism to personal and academic experiences.	Recognize theories and approaches to community engagement and anti-racism.
Civic Identity: Commitment to community engagement and anti-racism is derived from a sense of social responsibility and connection to community.	Develop commitment to community engagement and anti-racism that reflects an integrated sense of social responsibility and connection to community	Critically reflect on values and intersecting identities and how they connect to a sense of social responsibility (to community)	Develop awareness of personal values and intersecting identities and how they shape perspectives.
Civic Action: Ability to work collectively to address a community issue and promote the public good.	Collaborate with the community to analyze and take sustainable action to address injustices.	Enact personal and collective actions that positively impact a community issue or the public good.	Explore a wide variety of ways of working towards social change.

B. Assessment Strategies for Student Learning Outcomes

The Transformative Education QEP student learning outcomes (SLOs) outline the most important knowledge, attitudes, and abilities expected of our students at different levels of engagement with QEP activities. At the same time, the SLOs were written to be inclusive of the many disciplines that have students involved in civic and community engagement, as well as diversity, equity, and inclusion programs. These outcomes were written to help us envision our larger goals through quantifiable metrics. For each SLO and QEP outcome, we focus on assessing the outcome to discover the value of our programs. The SLOs assessment plan is focused on both formative and summative assessment, with the expectation that a master rubric will be used to measure progress toward meeting the outcomes and to guide faculty's design of learning activities to meet the course goals. The assessment of the overall QEP outcomes concentrates more on summative assessment, with the goal of determining the overall value of the Transformative Education QEP.

1. Review of Student Work Using Rubrics

As a core part of the Transformative Education assessment plan, we intend to partner with faculty across Mason to assess specific student artifacts. Many courses with where students produce artifacts connected to the student learning outcomes have already been identified and will begin piloting use of the rubrics during the Spring 2022 semester. As we move forward with our faculty development and curricular integration plans, we will continue to add select courses for student artifact review using the Transformative Education rubric.

2. Course Evaluations

An important action of the Transformative Education QEP is the creation and implementation of standard questions for all courses with community engagement, civic learning, or anti-racist community engagement embedded into the course. These course evaluations will serve as both an indirect measure of student learning as well as a program evaluation for the quality of each engaged course. The course evaluations will be used to make improvements to our student and faculty support for engaged teaching and identify trends in satisfaction during our implementation phase.

3. Community Partner Engagement in Evaluation

Involving community partners in the assessment of student learning as well as in evaluating the quality of partnership and interaction with Mason is crucial to our plan. We will invite community partners to play a role in evaluating students in courses as well as high impact experiences like Bonner, Civic Fellows, and the Engaged Summer Program. Community partner involvement situates the partner as a co-educator and provides valuable feedback to faculty and the CECiL office about how we can best support and facilitate engagement with partners. We also look forward to working with partners to assess student career preparedness and specifically the learning outcomes connected to Civic Action as much of that work centers on ability to collaborate with stakeholders.

Exhibit 15a. Assessment Strategies for Transformative Education QEP Student Learning Outcomes

Assessment Strategies		Student Learning Outcomes								
		Recognize theories and approaches to community engagement and anti-racism	Develop awareness of personal values and intersecting identities and how they shape perspectives	Explore a wide variety of ways of working towards social change	Connect theories and approaches to community engagement and anti-racism to personal and academic	Critically reflect on values and intersecting identities and how they connect to community engagement and	Enact personal and collective actions that positively impact a community issue or the public good	Apply knowledge of a particular community and/or issue through an engaged project or experience	Establish commitment to community engagement and anti-racism that reflects an integrated sense of social	Collaborate with the community to analyze and take sustainable action to address injustices
Review of student work using rubrics	COMM 101	■	■	■						
	ENGH 101	■	■	■						
	ENGH 302				■	■	■			
	HNRS 260				■	■	■			
	HNRS 261							■	■	■
	UNIV 100	■	■	■						
	Foundations for Building Just Society Courses	■	■	■						
	Bonner Leader Course	■	■	■	■	■	■	■	■	■
	Select MI CBL courses	■	■	■	■	■	■			
	Select MI + CE courses				■	■	■	■	■	■
	INTS 435 (Leading Change)				■	■	■			
Course Evaluations	Bonner Leader Program	■	■	■	■	■	■	■	■	■
	All Mason Impact (CBL)	■	■	■	■	■	■			
	All Mason Impact (+CE)				■	■	■	■	■	■
	UNIV 381 (Foundations for Building a Just Society)	■	■	■						
Community Partner Evaluations	Course Evaluation for Community Partners									
	Student Evaluation for Bonner	■	■	■	■	■	■	■	■	■
	Student Evaluation for Civic Fellows	■	■	■	■	■	■	■	■	■
	Student Evaluation for Engaged Summer	■	■	■	■	■	■	■	■	■

Assessment Strategies		Student Learning Outcomes								
		Recognize theories and approaches to community engagement and anti-racism	Develop awareness of personal values and intersecting identities and how they shape perspectives	Explore a wide variety of ways of working towards social change	Connect theories and approaches to community engagement and anti-racism to personal and academic	Critically reflect on values and intersecting identities and how they connect to community engagement and	Enact personal and collective actions that positively impact a community issue or the public good	Apply knowledge of a particular community and/or issue through an engaged project or experience	Establish commitment to community engagement and anti-racism that reflects an integrated sense of social	Collaborate with the community to analyze and take sustainable action to address injustices
Pre and Post Program Evaluations: Long-Term Engagement	Bonner Leader Program									
	Civic Fellows Program									
	Engaged Summer									
	Leadership and Community Engagement Living Learning Community									
	Foundations for Building a Just Society Category Courses									
Program Evaluations: Short Term Engagement	Orientation									
	Quill Camp Pre-Orientation									
	Leadership Mason Conference									
	Housing and Residence Life Standard CE Experience									
Surveys	National Survey of Student Engagement									
	Graduating Student Survey									
	Career Survey									

Indirect Assessment **Direct and Indirect Assessment** **Direct Assessment**

Exhibit 15b. Assessment Strategies for Transformative Education QEP Campus Outcomes

Indirect Assessment	Direct and Indirect Assessment	Direct Assessment

Assessment Strategies		QEP Outcomes			
		Opportunities for community and civically engaged learning are prevalent on campus	Anti-racist community engagement expereinces and civic learning are embedded into	Anti-racist community engagement is supported and funded at the graduate and undergraduate levels	Undergraduate students who engage in community and civic learning are prepared for career and
Review of Student Work Using Rubrics	Foundations for Building Just Society Courses				
	Bonner Leader Course				
	Select MI CBL courses				
	Select MI + CE courses				
Course Evaluations	Bonner Leader Program				
	All Mason Impact (CBL)				
	All Mason Impact (+CE)				
	UNIV 381 (Foundations for Building a Just Society)				
Community Partner Evaluations	Course Evaluation for Community Partners				
	Student Evaluation for Bonner				
	Student Evaluation for Civic Fellows				
	Student Evaluation for Engaged Summer				
Pre and Post Program Evaluations: Long-Term Engagement	Bonner Leader Program				
	Civic Fellows Program				
	Engaged Summer				
	Leadership and Community Engagement Living Learning Community				
Program Evaluations: Short Term Engagement	Orientation				
	Housing and Residence Life Standard CE Experience				
Surveys	National Survey of Student Engagement				
	Graduating Student Survey				
	Career Survey				

4. Pre and Post Program Evaluations

We plan to include pre and post evaluations for a number of student experiences. For the purposes of assessment, we have divided those experiences by long-term and short-term engagement. For student experiences that are classified as long-term engagement, which is classified as at least a semester of engagement, we will ask pre and post questions that align with the Developing Commitment and Transforming learning outcomes. For each of the experiences characterized as short-term, meaning less than a semester of engagement, we will be assessing at the Exploring and Developing Commitment levels of the Transformative Education learning outcomes. To achieve these assessment strategies the QEP Implementation Team and CECiL office will work closely with program staff in each of the identified areas.

5. Surveys

Finally, we will utilize a number of institutional surveys as indirect measures of student learning and achievement of our overall Transformative Education QEP outcomes. NSSE will be used to evaluate progress towards all of the overall QEP outcomes and will be administered in Year 0 of our QEP providing us with baseline data beginning in the Fall of 2022. The Graduating Student Survey is administered annually by the Office of Institutional Effectiveness and Planning. There are a series of civic and community engagement questions that align with our QEP outcomes and will provide an update on our progress each year in between NSSE. The Career Survey is distributed annually in a partnership between Career Services and Institutional Effectiveness and Planning and will help us better understand the relationship between anti-racist community engagement and civic learning, and job or graduate school preparedness.

C. Assessment Timeline and Personnel

The Director of CECiL, in conjunction with the QEP Implementation Leadership team and the Office of Institutional Effectiveness and Planning, will put into place a set of protocols to track progress toward project goals. The Director's time to focus on assessment will be offset by the creation of two new positions designed to take on some of the functions currently under the portfolio of the director.

In year one of the QEP process, assessment methods include counts and demographic analysis of student participants, tracking of sustainable anti-racist community engagement opportunities generated by the program, number and type of community partners, analysis of the number and type of courses infused with sustainable community engagement content, and analysis of formative feedback obtained from QEP participants (e.g., training workshop attendees, students engaged in QEP awareness activities, etc.).

In year three of the QEP process, the Director of CECiL, in conjunction with the QEP implementation leadership team and the Office of Institutional Effectiveness and Planning, will produce a benchmark report, disseminated to the George Mason campus community, that details QEP activities, progress made in implementing the various programming elements of the QEP, achievement of articulated numerical targets, results of assessment activities, improvements made as a result of assessment activities, and future expectations. The report

will document the ways in which the QEP is being enacted and will identify and analyze any gaps between design and implementation. Some deviations from the plan will be intentional and beneficial, while others may not be. The report will serve as a key communication tool to campus constituencies as well as an opportunity for QEP stakeholders to reflect on project activities, goals, and formative assessment feedback.

The assessment timeline also includes regular check-ins with community partners to assess the effects of anti-racist community engagement efforts on shared public issues. These check-ins will take the form of surveys and focus groups embedded into existing community partner programming through the Social Action and Integrative Learning (SAIL) office.

D. Assessment Partners

Reciprocal partnerships are essential elements in both anti-racist education and community engagement. As such, the Transformative Education QEP necessitates collaborative relationships with a host of campus and community stakeholders. We aim to be responsive to community-identified needs, engage in clear and timely communication, and to develop sustainable partnerships. Below is a list of some of the many partners who are essential to the QEP assessment process.

<u>Institutional Partners</u>

- Office of Institutional Effectiveness & Planning (OIEP)
- Office of Student Scholarship, Creative Activities, and Research (OSCAR)
- Office of Undergraduate Education
- Social Action & Integrative Learning (SAIL)
- Stearns Center for Teaching and Learning

<u>Academic Units and Courses</u>

- COMM 101
- ENG 301
- Foundations for Building a Just Society Category of Courses
- Honors College
- School of Integrative Studies (SIS)
- Carter School
- UNIV 100

<u>University Life Units</u>

- Housing and Residence Life
- Leadership Education and Development
- New Student and Family Programs

<u>Community Partners</u>

- Mason Impact and Community Based Learning Course Partners
- Bonner Leader Program Supervisors
- Civic Fellows Program Supervisors
- Engaged Summer Program Supervisors









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Transformative Education through Anti-Racist Community Engagement

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APPENDICES

Transformative Education through Anti-Racist Community Engagement

GEORGE MASON UNIVERSITY

XI. Appendices

I. Committee Memberships

Reaffirmation Leadership Team and QEP Topic Selection Committee
(Fall 2019 - Spring 2021)

Name	Title	Academic Unit
Matthew Smith	Director of Accreditation	Office of the Provost
Gesele Durham	Associate Provost	Institutional Effectiveness and Planning
Kim Eby	Associate Provost for Faculty Affairs and Development	Office of the Provost
Doug McKenna	University Registrar	Office of the Provost
Janette Muir	Associate Provost for Academic Initiatives and Services	Office of the Provost
Justin Sutters	Director, Master of Arts in Teaching, Associate Professor, Faculty Fellow 2020 - 2022	College of Visual and Performing Arts
Bethany Usher	Associate Provost for Undergraduate Education	Office of the Provost
Oscar Barton	Professor and Department Chair and SACSCOC Faculty Fellow 2019 - 2020	College of Engineering and Computing

QEP Development Committee
(All Members October 2020 – Present)

Member	Title	Academic Unit
Justin Sutters (Co-Chair)	Director, Master of Arts in Teaching, Associate Professor	College of Visual and Performing Arts
Kristen Wright (Co-Chair)	Director of Civic Engagement	Office of the Provost, Undergraduate Education
Susan Allen	Associate Professor	Carter School
Crystal Anderson	Assistant Director	Stearns Center
Tiwana Barnes	Equal Opportunity and Diversity Specialist	Compliance, Diversity, and Ethics
LaNitra Berger	Senior Director	Office of Fellowships
Meagan Call-Cummings	Assistant Professor	College of Education and Human Development
Lauren Cattaneo	Associate Professor	College of Humanities and Social Science
Vanessa Correa	Associate Director for Advising	Honors College
Guadalupe Correa-Cabrera	Associate Professor	Schar School of Policy and Government

Amy Fowler	Assistant Professor	College of Science
Rick Gray	Director	New Student and Family Programs
Malerie Gamblin	Academic Advisor	School of Business
Pallavi Rai Gullo	Director	Graduate Academic and Student Affairs
Lisa Hitt	Web Content Strategist	Digital Communications and Marketing
Kimberly Holmes	Associate Dean for Student Affairs	College of Health and Human Services
Creston Lynch	Assistant Vice President	University Life
Noah Mack	Undergraduate Student	Government & International Politics
Yorgun Marcel	Associate Dean of University Life	Mason Korea
Patty Mathison	Director	Social Action & Integrative Learning
Leigh McCue	Associate Professor	Volgenau School of Engineering
Sherrice Mojgani	Assistant Professor	College of Visual and Performing Arts
Julie Owen	Associate Professor	School of Integrative Studies
Sarah Osman	Undergraduate Student	Community Health
Rachelle Perkins	Associate Dean for Academic Affairs, Associate Professor	Antonin Scalia Law School
Shauna Rigaud	PhD Candidate	Cultural Studies
Arthur Romano	Assistant Professor	Mason Korea
Shobita Satyapal	Professor	College of Science
Sheena Serslev	Associate Director	Institutional Effectiveness and Planning
Lisa Snyder	Associate Director	Leadership Education and Development
Caroline Sutter	Associate Professor	College of Health and Human Services
Gabrielle Tayac	Associate Professor	College of Humanities and Social Sciences
Martin Trompeta	Undergraduate Student	Film and Video Studies
Fardousa Wardere	PhD Student	College of Education and Human Development
Aliscia Warren	Undergraduate Student	Psychology

QEP Development Subcommittees
(Spring 2021)

Student Experience
Rick Gray, New Student & Family Programs
Lisa Snyder, Leadership Education and Development
Patty Mathison, Social Action and Integrative Learning
Malerie Gamblin, School of Business
Pallavi Rai Gullo, Graduate Education
Fardousa Wardere, PhD Student, CEHD
Martin Trompeta, Undergraduate Student

Community Engagement
Shauna Rigaud, PhD Candidate, Cultural Studies
Gabrielle Tayac, College of Humanities and Social Sciences
Meagan Call-Cummings, College of Education and Human Development
Susan Allen, Carter School

Assessment and Student Learning Outcomes
Sheena Serslev, Institutional Effectiveness and Planning
Sherrice Mojgani, College of Visual and Performing Arts
Vanessa Correa, Honors College
Julie Owen, School of Integrative Studies
Aliscia Warren, Undergraduate Student

Faculty & Staff Development
Crystal Anderson, Stearns Center
Lisa Hitt, Digital Communications & Marketing
Leigh Mccue-Weil, Engineering
LaNitra Berger, Office of Fellowships
Richard Craig, Faculty Senate, College of Humanities and Social Sciences
Tiwana Barnes, Compliance, Diversity & Ethics

Summer Development Team
(Summer 2021)

Crystal Anderson, Stearns Center
Meagan Call-Cummings, College of Education and Human Development
Vanessa Correa, Honors College
Richard Craig, Faculty Senate, College of Humanities and Social Sciences
Julie Owen, School of Integrative Studies
Justin Sutters, School of Art
Fardousa Wardere, PhD Student, College of Education and Human Development
Kristen Wright, Office of Community Engagement and Civic Learning

Appendix II. Topic Selection Process

Proposal Rubric

Performance Indicator	Unacceptable 1	Weak 2	Acceptable 3	Exceptional 4	Raw Score	Indicator Weight	Weighted Score (40 maximum)
A clearly well- defined topic tied to Mason's stragetic plan	The topic is not well-defined and proposal makes no reference to Mason's strategic initiatives and/or plan	The topic defined is too broad formed not from Mason's strategic initiatives and/or plan but administrative input	A clearly defined topic that identified through Mason's strategic initiatives and planning	A clearly and ***well-defined*** topic that identified through Mason's strategic initiatives and planning		3	0
Focuses on student and outcomes and/or student success	The topic does not focus on student outcomes and/or student success	The topic weakly focuses on student outcomes and/or student success, with primary focus and impact in other areas.	The topic is focused on student outcomes and/or student success.	The topic clearly focuses on student outcomes and/or student success and has the potential to significantly impact this area over the course of a five-year QEP initiative.		2	0
Identifies a broad coalition of stakeholders from across a diverse university population. Impact of topic implementation affects a larage sector of Mason's community.	Very few stakeholders involved in topic development. Limited community impact.	Several stakeholders involved in topic development. Limited community impact.	The community of stakeholders involved in the topic developed is a cross-section of Mason's community, and demonstrates commitment to its implementation.	The community of most ***important*** stakeholders involved in the topic developed is a cross-section of Mason's community, and demonstrates ***full***commitment to its implementation.		2	0
Resource-appropriate	Resources that would likely be necessary to implement this topic are either inappropriately low or excessively high and unsustainable	-	-	Resources that would likely be necessary to implement this QEP are appropriate.		2	0
Identifies appropriate sources of information for implementation	The topic proposal does not identifies any data sources for implementation.	The topic proposal identifies data sources but does not include any insitutional data for implementation.	The topic proposal makes use of use of insitutional data for implementation.	The topic proposal makes use of multiple layers of insitutional data for implementation.		1	0
						TOTAL SCORE	0

II. Topic Selection Process

Topic Selection Ranking Form

Below are PDF files containing the slide decks for the QEP Topic Proposal Presentation on 3/26/20. Also, a brief abstract of each proposal is provided. A recording of the presentation is available on the QEP website at https://provost.gmu.edu/qep. Based on your review of the proposals and the SACSCOC QEP Evaluative Framework, please rank the proposals (1 = best choice to serve as Mason's QEP; 2 = second best choice to serve as Mason's QEP; etc.) You can also provide feedback and/or comments on the proposals in the textbox provided for each. Your feedback will be forwarded to the Reaffirmation Leadership Team for review to inform the selection of the final QEP topic.

QEP Topic Proposal 1

- "Undergraduate Learning Assistants as Leaders for Active Learning"
- Synopsis
  This plan supports training, funding, and oversight to expand the use of undergraduate learning assistants (LAs) to enhance educational experiences across Mason through in-class and out-of class peer consultation. Introductory STEM courses, large courses in new active learning classrooms, and high-impact Mason Core classes would be prioritized for support from LAs, with others to follow. Nationwide and locally, LA programs demonstrably increase student retention and engagement, provide undergraduate leadership opportunities, and improve faculty satisfaction in teaching.
- **Rank this Proposal** (1 = best choice as Mason's QEP; 2 = second best choice to serve as Mason's QEP; etc.)
- **Comments/Feedback on Proposal:**

QEP Topic Proposal 2

- "Strategic Skill Building: A Necessity for Graduate Student Professional Development and Career Readiness"
- Synopsis
  In order to be career-ready in today's job market, Mason graduate students need relevant professional development support to cultivate strategic skills that complement their subject-area expertise. This QEP proposes to develop a university-wide initiative to prepare graduate students across disciplines for long-term academic and non-academic career success. Through an integrated approach, we will provide our students with tools and training to advance their professional growth and ensure their personal well-being.
- **Rank this Proposal** (1 = best choice as Mason's QEP; 2 = second best choice to serve as Mason's QEP; etc.)
- **Comments/Feedback on Proposal 2:**

QEP Topic Proposal 3

- "From Campus to Community: Cultivating Civically-Engaged Leaders"
- Synopsis

Cultivating civically engaged leaders aims to foster a culture of engagement at Mason where students and faculty make connections between multi-disciplinary knowledge and community change to understand their role as citizens of the world and act to address challenging global problems, all in partnership with community. This aim will be accomplished by embedding civic engagement into the curriculum and student experience, increasing funding for community engaged research and teaching, and building an infrastructure to support sustained engagement.

- **Rank this Proposal** (1 = best choice as Mason's QEP; 2 = second best choice to serve as Mason's QEP; etc.)
- **Comments/Feedback on Proposal 3:**

QEP Topic Proposal 4

- "Closing the Gap"
- Synopsis
  The university's mission falls short when students perceive a gap between classroom learning and their post-graduation aspirations. This QEP resources faculty to more fully integrate career readiness throughout the curriculum through high impact, meaning-making methods. This intentional and accessible plan places emphasis on strengthening students' ability to articulate their learning in terms of skills and maximize existing experiential learning opportunities. Success will result in greater student engagement in the academic experience, satisfaction and career outcomes.
- **Rank this Proposal** (1 = best choice as Mason's QEP; 2 = second best choice to serve as Mason's QEP; etc.)
- **Comments/Feedback on Proposal 4:**

Topic Selection Announcement

Mason's Next Quality Enhancement Plan (QEP) Topic Selected!

As you know, Mason is preparing for our 2022 reaffirmation of accreditation by the Southern Association of Colleges & Schools Commission on Colleges (SACSCOC). One of the most important components of the reaffirmation includes the development of a quality enhancement plan (QEP) specifically focused on improving student learning and/or student success. Today, I am pleased to announce that we have selected, with input from the Mason community, the Transformative Education through Equity and Justice: Anti- Racist Community Engagement QEP proposal!

The first step in determining Mason's QEP was to identify the topic for our plan through a process that solicited input and feedback from across the university community. Executing this first step was the responsibility of the Reaffirmation Leadership Team (RLT), who was fortunate to have received a number of excellent proposals, with strong campus involvement throughout the process. The selected QEP topic reflects the strengths of the original Civic Engagement proposal, addresses opportunities for qualitative improvement in student success, engages

academic and co-curricular communities across Mason, and positions our students and faculty to respond to current social issues.

What remains now is developing the specifics of a comprehensive five-year plan, which will be completed by the members of the soon-to-be appointed QEP Development Committee. This committee will be co-chaired by Kristen Wright and Dr. Justin Sutters. Ms. Wright is Mason's Director of Civic Engagement, and Dr. Sutters serves as SACSCOC Faculty Fellow and Director of Mason's Master of Arts in Teaching (MAT) in Art Education program.

The five-year QEP will be rooted in our mission, driven by our institutional assessments, and connected to our Anti-Racism and Inclusive Excellence initiative. Because the success of our QEP hinges on the engagement of the entire Mason community – faculty, students, staff, and administrators – I hope that you will all contribute as involved partners as we move forward.

III. Involvement of the Mason Community

Campus Planning Activities and Meetings

Meeting or Event	Department	Date
Academic Council		September 24, 2020
Office of Institutional Effectiveness and Planning Data Planning	Faculty and Staff	October 7, 2020
MASC Meeting		November 12, 2020
New Student and Family Programs Meeting	New Student and Family Programs	November 13, 2020
University Life Diversity, Equity, and Inclusion Cluster Meeting	University Life	December 4, 2020
Anti-Racism and Inclusive Excellence Task Force	Faculty, Staff, Students	December 4, 2020
College of Humanities and Social Science Faculty Meeting	CHSS Faculty	December 9, 2020
Carter School Faculty Board Discussion	Carter School Faculty and Staff	December 9, 2020
Mason Academic Advisors Network Steering Committee Meeting	Academic Advisors	December 11, 2020
Graduate Student Focus Group	Graduate Students	December 11, 2020
Undergraduate Student Focus Group	Undergraduate Students	December 11, 2020
School of Business Academic Advisors Meeting	School of Business Advisors	December 16, 2020
Stearns Center for Teaching and Learning Planning Meeting	Stearns Center Staff	December 18, 2020
Contemporary Student Services Staff Meeting	Mason Staff	January 11, 2021
Mason Korea Faculty Member Meeting	Faculty	January 12, 2021
QEP Learning Outcomes Mini Retreat 1	Faculty, Staff, Students	January 15, 2021
QEP Learning Outcomes Mini Retreat 2	Faculty, Staff, Students	January 19, 2021
School of Business Faculty Meeting	School of Business Faculty	January 19, 2021
Institute for a Sustainable Earth Meeting	Staff	January 21, 2021
Academic Council Meeting	Faculty and Staff	January 28, 2021
University Life I-Team	University Life Staff	February 10, 2021
Graduate Academic Council	Graduate Faculty, Staff, and Students	February 24, 2021
University Life Assessment Staff Meeting	Staff	March 1, 2021
University Life Cabinet Meeting	University Life Leadership	March 3, 2021
Office of Institutional Effectiveness and Planning	Staff	April 1, 2021
Graduate Student Life	Graduate Student Life Staff	April 6, 2021

Undergraduate Education Staff Meeting	Staff, Graduate Students	April 6, 2021
Graduate and Professional Student Association	Graduate Students	April 13, 2021
Patriot Leaders Class	Undergraduate Students	April 23, 2021
QEP Town Hall	Students, Faculty, Staff	April 28, 2021
College of Health and Human Services Information Session	Faculty, Staff, Students	April 28, 2021
Academic Council	Faculty and Staff	April 29, 2021
Residence Life	Residence Life Staff	April 29, 2021
Mason Libraries All Staff Meeting	Mason Library Staff	May 11, 2021
Residence Life Curriculum Planning	Residence Life Staff	June 3, 2021
Early Identification Program Planning Meeting	Staff	July 8, 2021
College of Humanities and Social Science Diversity, Equity, Inclusion Leads	CHSS Faculty	July 15, 2021
Center for Culture, Equity, and Empowerment Strategic Conversation	Faculty and Staff	August 23, 2021
Stearns Center for Teaching and Learning Strategic Conversation	Faculty and Staff	August 25, 2021
Institute for a Sustainable Earth Strategic Conversation	Faculty and Staff	August 31, 2021
English Composition (Multilingual Students) Strategic Conversation	Faculty	September 13, 2021
ARIE and QEP Strategic Conversation	Faculty	September 17, 2021
Innovations in Teaching and Learning Presentation	Faculty and Staff	September 23, 2021
Academic Council Presentation	Faculty and Staff	September 23, 2021
University Communicators Meeting- Briefing	Faculty and Staff	September 28, 2021
Honors College Leadership Team Briefing	Faculty and Staff	September 28, 2021
School of Business Advisors Briefing	Faculty and Staff	September 29, 2021
QEP and College of Engineering and Computing Planning	College of Engineering and Computing Faculty	September 30, 2021
Graduate Student Life Planning	Faculty, Staff, Students	October 5, 2021
QEP and College of Education and Human Development	Faculty, Staff	October 5, 2021
QEP and Mason Core	Faculty	October 6, 2021
University Life I-Team Planning	University Life Staff	October 6, 2021
CVPA QEP Presentation	Faculty	October 6, 2021
Carter School Faculty Board Discussion	Carter School Faculty and Staff	October 6, 2021
QEP and College of Humanities and Social Sciences Planning	Faculty	October 7, 2021

Student Government Presentation	Students	October 7, 2021
QEP and Schar School of Policy and Government Discussion	Faculty	October 8, 2021
Faculty Resource Panel- College of Engineering and Computing	Faculty	October 12, 2021
QEP and Mason Korea	Faculty	October 13, 2021
School of Art QEP Presentation	Faculty	October 13, 2021
QEP and College of Science Planning Meeting	Faculty	October 13, 2021
QEP and College of Health and Human Services Planning	Faculty	October 14, 2021
QEP and School of Business Planning	Faculty	October 14, 2021
QEP and Honors College Planning	Faculty	October 15, 2021
QEP and Residence Life Planning- Residential Curriculum	Staff and Students	October 15, 2021
QEP and College of Visual and Performing Arts Planning	Faculty	October 18, 2021
Innovation Team Business Meeting- Planning	University Life Staff	October 19, 2021
Student Government Discussion and Planning	Students	October 21, 2021
School of Integrative Studies Planning Meeting	Faculty and Staff	October 25, 2021
QEP and Engineering Department Presentation	Faculty and Staff	October 29, 2021
Academic Council Presentation	Faculty and Staff	November 4, 2021
Leadership Education and Development Planning	Students	November 10, 2021

QEP Marketing and Publicity Efforts

Activity	**Method**	**Date**
Inform Student Government Association about QEP Topic Proposal Process	Email ("Email about SACSCOC and the QEP")	November 4, 2019
Inform faculty about the start of the QEP Topic Proposal Process	Email from Office of the Provost to all Faculty	November 5, 2019
Inform Staff Senate about the start of the QEP Topic Proposal Process	Email from Staff Senate Chair	November 11, 2019
Office of the Provost Newsletter- Inform Mason Community about QEP Topic Proposal Process	Email from Office of the Provost	November 20, 2019
Reminder about QEP Proposal Deadline	Email from Office of the Provost	December 4, 2019
Update to Campus on QEP Submissions	Email from Provost to Faculty Listserv	December 19, 2019
Inform Campus of QEP Topic Finalists	Email from Office of the Provost	January 30, 2020

Announcement to Campus of Presentation Dates for Four QEP Proposal Finalists	Email from Provost	March 9, 2020
QEP Campus Presentation	Virtual Session	March 26, 2020
Solicit Feedback from students, faculty, staff, and alumni through online survey	QEP Website and Qualtrics	
Announcement of QEP Topic from Office of the President	Email from Office of the President	September 2, 2020
Announcement of QEP Topic from Provost's Newsletter	Provost Newsletter	September 16, 2020
Inform campus community of QEP committee members and updates	QEP Website	November 9, 2020
Inform campus community of QEP committee members	Provost Newsletter	November 18, 2020
Inform campus community of fall semester progress	QEP Website	February 3, 2021
Inform campus community of spring semester progress	QEP Website	April 12, 2021
Invite campus community to QEP Spring Town Hall	Provost's Newsletter	April 14, 2021
Update to campus community and Town Hall Reminder	Provost's Newsletter	April 21, 2021
QEP Campus Wide Town Hall	Virtual Session	April 28, 2021
QEP and Anti-Racism and Inclusive Excellence Graphic for Marketing	QEP Website	Friday, September 24, 2021
Social Media Outreach: QEP and ARIE	Twitter	Monday, September 27, 2021
On Campus Kiosk: Postcards, promotional materials, feedback form	Johnson Center	Monday, September 27, 2021
Social Media Outreach: Distinguishing between QEP and ARIE	Twitter	Tuesday, September 28, 2021
On Campus Kiosk: Postcards, promotional materials, feedback form	The Hub	Wednesday, September 29, 2021
Social Media Outreach: Distinguishing between QEP and ARIE	Twitter	Wednesday, September 29, 2021
Social Media Outreach: Distinguishing between QEP and ARIE	Twitter	Thursday, September 30, 2021
Full draft of QEP available on website	QEP Website	Friday, October 1, 2021
Feedback and collaboration form added to QEP website	QEP Website	Friday, October 1, 2021
Social Media Outreach: Introduction to the QEP	Twitter	Friday, October 1, 2021
On Campus Kiosk: Postcards, promotional materials, feedback form	Student Union Building 1	Tuesday, October 5, 2021
Update on the QEP: Announcing campus wide open feedback period	The George	Tuesday, October 5, 2021
Social Media Outreach: Invitation to provide feedback on QEP	Twitter	Tuesday, October 5, 2021

Update on the QEP: Announcing campus wide feedback period	Provost's Newsletter	Wednesday, October 6, 2021
On Campus Kiosk: Postcards, promotional materials, feedback form	Johnson Center	Friday, October 8, 2021
On Campus Kiosk: Postcards, promotional materials, feedback form	The Hub	Wednesday, October 13, 2021
Mason Korea: Update on the QEP	Mason Korea Newsletter	Friday, October 15, 2021
On Campus Kiosk: Postcards, promotional materials, feedback form	Johnson Center	Wednesday, October 20, 2021
On Campus Kiosk: Postcards, promotional materials, feedback form	Student Union Building 1	Friday, October 22, 2021
Update on the QEP: Reminder about campus wide feedback period	Provost's Newsletter	Thursday, October 21, 2021

Campus Feedback- Transformative Education through Anti-Racist Community Engagement

Thank you for taking time to offer feedback on "Transformative Education through Anti-Racist Community Engagement", Mason's Quality Enhancement Plan. Please use the space below to provide us with your questions, comments, and thoughts on the QEP. For more information on the QEP please visit qep.gmu.edu.

1. Mason Affiliation: I am a Mason...

- ○ Faculty (1)
- ○ Staff (2)
- ○ Student (3)
- ○ Community Member (4)
- ○ Other (5)

2. What questions do you have about Mason's Quality Enhancement Plan?

3. What comments or suggestions do you have for Mason's Quality Enhancement Plan?

4. What excites you about Mason's Quality Enhancement Plan?

5. Does Mason's Quality Enhancement Plan connect with any of your course teaching or research?

- ○ Yes (4)
- ○ No (5)

6. Please describe the course or research that the QEP connects with:

7. Please share your name below so we can follow up about course and research connections, as well as QEP opportunities

8. If you are interested in learning more about the QEP or providing additional feedback this fall, please include your name and email address below:

IV. Rubrics

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only:

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to tone's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/ discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and *team leadership of* civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly *participated* in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has *experimented* with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to *collaboratively work across and within* community contexts and structures *to achieve a civic aim.*	Demonstrates ability and commitment to work actively *within* community contexts and structures *to achieve a civic aim.*	Demonstrates experience identifying intentional ways to *participate in* civic contexts and structures.	Experiments with civic contexts and structures, *tries out a few to see what fits.*

AAC&U Civic Engagement VALUE Rubric

IUPUI Civic-Minded Graduate Rubric 2.0

Civic-Minded Graduate Rubric 2.0

Background

The Civic-Minded Graduate (CMG) rubric was originally created by staff from the Center for Service and Learning (CSL) at Indiana University Purdue University-Indianapolis (IUPUI) (see Steinberg, Hatcher, & Bringle, 2011). This rubric was originally created to use alongside an interview protocol or narrative prompt - additional information about the construct and other assessment tools can be found here. CMG 2.0 was developed in order to travel across multiple artifacts of and experiences in learning and service. The goal of this validation project was to create an updated and practical tool for faculty and staff to use when assessing either a large, broad civic learning goal related to tertiary learning experiences- being a civic minded graduate- or assessing a certain aspect of being civic-minded (empathy, curiosity, depth of community engagement, etc.) as it relates to a specific experience, initiative, pedagogy or program.

In order to achieve these goals, the authors of this updated tool embarked upon two research projects that assessed the degree to which the original rubric accurately operationalized its construct (civic-mindedness). Through these exercises, the authors realized that validation methods needed to be taken to enhance and strengthen the tool. Throughout this method, steps were taken to engage practitioners, scholars, and leading experts in civic-mindedness from various institutions of higher education. All of this was undertaken through a collaboration between three entities hosted by IUPUI: Office of Community Engagement, Center for Service and Learning, Indiana Campus Compact. If you have questions about this process please contact haweiss@iupui.edu, one of the authors of this tool.

Framing

Civic-mindedness is defined as "a person's inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community" (Bringle, & Steinberg, 2010, p. 429). A civic-minded graduate is "a person who has completed a course of study (e.g., bachelor's degree) and has the capacity and desire to work with others to achieve the common good" (Steinberg, Hatcher, & Bringle, 2011, p. 20).

Glossary

Definitions of some terms and concepts used in this rubric, which are proposed to clarify their use here, in this rubric, only.

Social issues: the assets, topics or problems faced by a particular population or a particular location (i.e., geographically bound). Some typical social issues that communities are facing in the 21st century could be, but are not limited to: opioid epidemic, homeless youth and families, access to educational institutions (i.e., college pipelines for minoritized identities, cultures, or ethnicities), identity politics (e.g., marriage or gender equality), religious freedom, economic challenges (i.e., poverty, affordable housing).

Community: a collectivity defined by a mutually beneficial relationship and bound by a shared experience or compact.

Systems: economic and political aspects of the U.S. democracy and its capitalistic society.

Community engagement: utilizing institutional resources (e.g., people, places, money, time) to meaningful serve and learn with community partners, organizations, or members in order to address the most pressing social issues in our community.

Power structures: physical, embodied, or rhetorical aspects of authority, exploitation, and/or rule that allot those in or seeking power (as a group or individual) certain privileges, which others are excluded from and/or oppressed within neoliberal, paternalistic systems.

Notes about the Use of this Rubric

CMG Rubric 2.0 is intended for use by faculty, staff, and administrators who are interested in assessing evidence of students' civic learning and development, whether that is the construct of civic-mindedness or a specific domain of civic-mindedness (See Figure 1). The value of CMG Rubric 2.0 to outcomes assessment in higher education is in how it makes the characteristics of a particular civic learning goal more explicit and therefore, it enhances the ability to assess a variety of students' civic learning across a variety of highly engaged learning experiences. The tool- or parts of it- can be applied to artifacts of learning, but it can also guide the creation of prompts for generating artifacts of learning (forming reflection prompts, guiding group discussions, informing interview protocols, etc.). Users will notice that within/across a row of the CMG 2.0 Rubric (aka, characteristic) the verbs are scaled along Bloom's (1956) *Taxonomy of Educational Objectives*. The authors believe it to be more important that the movement within a characteristic be easily observable, rather than tied to a certain "level" of performance (e.g. all "Beginners" are within the knowledge level of Bloom's taxonomy).

© Weiss, H.A., Hahn, T., and Norris, K. (2017). Civic-Minded Graduate 2.0: Assessment Toolbox

Figure 1: Overview of Goal, Construct, and Outcomes



Civic-Minded Graduate Rubric 2.0

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Capacity to be a civic agent	*Level or Depth of community engagement*	Community engagement is **occasional or episodic.**	Community engagement is a **routine** commitment.	Community engagement is a **routine** commitment and done **frequently**.	Community engagement is a **routine** commitment, done **frequently,** and **sustained** over time.
	Breadth of community engagement (e.g., direct, indirect, advocacy, research, fundraising/philanthropy, in-kind contributions)	**Little or no mention** (0-1) of the types of community engaged activities in which the student has participated.	**Limited number** (2) of the types of community engaged activities in which the student has participated.	**Multiple** (3) types of community engaged activities in which the student has participated.	**Numerous** (4+) types of community engaged activities in which the student has participated.
	Role in addressing social issues	**Others prompt their involvement** in the community or service	**Actively seeks** opportunities to be involved in the community or service.	**Recruits others** to be involved in the community or service **or assumes a responsibility** (e.g., takes the initiative) in addressing a social issue through involvement in the community or service.	**Assembles or leads others** in addressing social issues or in participating in group activities **or starts and maintains** organization, club, or nonprofit to address a social issue.

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Understanding how social issues are addressed in society	*Knowledge of a social issue.*	**Lists** some social issues or states basic details of a social issue.	**Interprets** social problem(s) or issue(s), based on research and personal experience with a social issue.	**Compares and contrasts** a specific perspective or lens (e.g., disciplinary, ideological, political, religious, theoretical) as it/they apply to that social issue.	**Synthesizes** multiple perspectives to form a complex and critical understanding of a social issue.
	Knowledge of agencies/ organizations that address social issues.	**Limited to no awareness** of agencies/ organizations focused on addressing the social issue.	**Lists** agencies/organizations responsible for addressing the social issues.	**Recognizes** relevant agencies/organizations and explains how they address a social issue.	**Recognizes the interrelationship among** agencies/organizations **and can assess** the effectiveness and legitimacy of various methods to address a social issue.
	Awareness of power structures and systems when trying to address a social issue(s).	**Describes** a few actions or processes (e.g., advocating, voting, boycotting, contacting elected officials) that can be taken to address social issues with little to no mention of the role of power or systems (e.g., economic, administrative, social).	**Compare and contrast** the multiple actions or processes (e.g., advocating, voting, boycotting, contacting elected officials) that can be taken to address social issues within current power structures and systems (e.g., economic, administrative, social).	**Create a plan** that involves multiple actions or processes (e.g., advocating, voting, boycotting, contacting elected officials) that can be taken to address social issues within current or different power structures and systems (e.g., economic, administrative, social).	**Analyze** how the action(s) or role(s) taken to address social issues (e.g., voting vs. testifying in front of elected official) can be altered within current or different power structures and systems (e.g., economic, administrative, social).

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Orientation towards social change	*Recognizes systems, power, and privilege.*	**Little to no awareness** of sources of one's privilege(s), and/or systems of oppression(s).	**Identifies** sources of one's privilege(s), and/or systems of oppression(s).	**Compares** sources of one's privilege(s), and/or systems of oppression(s) within certain groups.	**Assesses** sources of one's privilege(s), and/or systems of oppression(s), across various groups.
	Actions against systems, power, and privilege.	**Little to no awareness** of actions that directly support the oppression of or restricts opportunities for marginalized groups.	**Recognizes** the harmfulness of oppressive and privileged behaviors, but is uncertain of steps to take to modify one's behavior.	**Modifies** one's own behavior **and interrupts** harmful, oppressive, or privileged behaviors.	**Consistently interrupts** harmful, oppressive, or privileged behaviors and **challenges or educates others** on issues of oppression and privilege.

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Working with Others[1]	*Empathy*	**States** the experience of others through one's own worldview.	**Identifies** components of other perspectives and experiences within one's own worldview while **acknowledging** others' feelings and experiences.	**Analyzes** the intellectual and emotional components of others' perspectives and experiences within more than one worldview while **sympathizing** with others feelings and experiences.	**Values** the intellectual and emotional components of other perspectives and experiences within more than one worldview while **accepting** the feelings and experiences of others.
	Perspective-taking	**States** own perspectives (e.g., cultural, disciplinary, ethical).	**Explains** own perspectives and identifies perspectives of others.	**Analyzes** multiple perspectives for points of commonalities and differences.	**Evaluates** diverse perspectives (e.g., cultural, disciplinary, ethical) in the face of multiple and even conflicting positions.
	Values collaboration	**States** that collaboration is important with little or no mention of collaborating with others.	**Describes** why collaboration is important and gives examples of collaborating with others.	**Articulates** (in)effective qualities of collaboration (e.g., communication, coordination, setting goals) and details own role in an (in)effective collaboration.	**Analyzes** collaborations in order to **choose** effective strategies to maximize benefits; **distinguishes between** (in)effective qualities of collaborations and provides personal examples.
	Openness	**Expresses willingness** to interact with diverse others, while maintaining preferences for own norms and perspectives.	**Demonstrates a willingness** to initiate interactions with diverse others and compare and contrast various norms and biases and recognize the complexities of different perspectives.	**Seeks out interactions** with diverse others and expresses how evaluating others' perspectives have influenced their own norms and biases.	**Regularly participates** in interactions with diverse others and encourages self-awareness of one's own norms and biases.
	Curiosity & Questioning	**Asks** few questions and demonstrates minimal interest in learning more about others.	**Asks simple or surface questions** that do little to further mutual learning and respect.	**Asks deeper questions** that illustrate both what the student knows and does not know, while encouraging others to contribute to an ongoing dialogue toward mutual learning and respect.	**Asks complex questions** that illustrate both what the student knows and does not know while valuing dialogue and debate often necessary to elevate mutual learning and respect.

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Sense of civic identity	*Source(s) of responsibility or commitment to community engagement*	**Little to no sense of responsibility** to commit time, talent or resources to ways that make a difference in the community.	Source of responsibility is **derived from external norms, authority, or expectations of others** (e.g., parents, instructor, advisor, clubs, religious organizations).	Source of responsibility is **derived from internal motivations** (i.e., personal experience, values and beliefs, and/or self-identified passions and interests).	Responsibility and commitment is **derived from a connection to and compassion for community** (i.e., no expectation of reward or recognition; not about personal accomplishment[s]).
	Reflection on values, attitudes and/or beliefs.	Little to no reflection on personal values, attitudes, and beliefs.	Aware of their personal values, attitudes, and beliefs **in relation to others**.	**Critically examines** their personal values, attitudes and beliefs in relation to others.	Demonstrates **evidence of adjusting** their own personal values, attitudes, and beliefs in relation to others, while **constructively challenging** the attitudes, values, and beliefs of others.

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Valuing one's role as a social trustee of knowledge	*Valuing the knowledge, skills and abilities gained through obtaining degree through higher education.*	**Little to no mention** of knowledge, skills or abilities (KSAs) gained through curricular and/or co-curricular experiences.	**Describes** relevant curricular and/or co-curricular experiences **and expresses** how those experiences have contributed to their KSAs.	**Distinguishes** relevant curricular and/or co-curricular experiences and how those have contributed to their knowledge, skills or abilities, **and interprets** how those KSAs relate to addressing a social issue.	**Values** relevant curricular and/or co-curricular experiences in contributing to their knowledge, skills or abilities, **and also constructs a plan** to apply KSAs to address a social issue.
	Valuing the connections between community engagement experiences and the purpose of obtaining a degree through higher education.	**Describes** the *personal benefit* of higher education (e.g., able to make more money, learn how to learn, be competitive in the workforce).	**Questions** own motivations or the purpose of major or concentration in higher education (e.g., community engagement experiences lead to questioning the major area of study).	**Connects** major or concentration in higher education to improving society or serving others.	**Values** how the intended profession or career or discipline improves society or serves others (i.e., education has both a personal and a public good benefit).

Bonner Leader Program Rubric

BONNER PROGRAM LEARNING OUTCOMES RUBRIC *

Drawing on rubrics developed and piloted by AAC&U and the Massachusetts Department of Higher Education while adapted to fit the four-year developmental structure of the Bonner Program (Draft)*

Over the past decade, the Bonner Foundation and colleges and universities in its network have begun to formalize a set of learning outcomes connected to the co-curricular, curricular, and integrative experiences associated with its four-year civic engagement program. This rubric draws on rubrics developed as part of the VALUE initiative of the Association of American Colleges and Universities and the Massachusetts Department of Higher Education, including the Civic Engagement, Civic Values, Civic Knowledge, and Integrative Learning Rubrics. Foundation staff were part of the development of three of these rubrics, which involve experts from colleges, universities, and organizations across the United States. The rubrics articulate learning outcomes, with performance descriptors that describe progressively more sophisticated levels of their attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, such as in conjunction with a Capstone, Senior Presentation of Learning or portfolio of work.

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community. This definition is compatible with the Bonner Program, which involves a developmental progression of service and civic involvement, including exposure to multiple forms of engagement. Additionally, the Bonner Common Commitments – civic engagement, community building, diversity, international perspective, social justice, and spiritual exploration – affirm the holistic educational approach of the Bonner Program, which seeks to support the success of students and their clarification of core values. The learning outcomes in this rubric relate to these core programmatic values and purposes, while also connecting with the mission and purpose of many of the institutions in the Bonner network. Additionally, they have been adapted to fit with the developmental frameworks and principles of the Bonner Program, which prioritize both an assets-based approach to community partnerships that value place and issue-based knowledge, as well as the significance of student voice and leadership.

Thus, the learning outcomes below are drawn from and adapted from the Civic Engagement, Civic Knowledge, Civic Values, Integrative Learning, and Global Learning rubrics. They include ten indicators:

- Civic Agency
- Civic Identity
- Critical Thinking and Perspective
- Communication Skills
- Diversity and Intercultural Competence
- Empathy
- Integrative Learning
- Leadership
- lace- and Issue-Based Knowledge
- Social Justice

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and leaders in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For Bonner Scholars and Leaders, students often engage in service, site-based capacity building, community-based learning, relevant coursework, and community-based research. Thus, multiple types of work samples or collections of work may be assessed including:

- The Bonner Scholar/Leader creates and manages a service program or site that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The Bonner Scholar/Leader researches, organizes, and carries out public education on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The Bonner Scholar/Leader works on and takes a leadership role in a campaign or public education strategy to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The Bonner Scholar/Leader integrates their academic work with civic or community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

Bonner Program Learning Outcomes Rubric * (Draft)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Civic Agency *Ability to take action to address an issue or promote the public good*	Acts as an agent of change working collaboratively with the community to build upon assets that positively impact a social issue or the public good.	Educates others about how to take multiple actions to positively impact a social issue the public good.	Makes changes in a personal action to positively impact a social issue or the public good.	Demonstrates awareness of how personal actions influence a social issue or the public good.
Civic Identity *Sense of commitment and responsibility as a member of a community and society*	Provides evidence of experience in civic-engagement activities and connects it with what she/he has learned about her or himself in ways that suggest a reinforced and clarified sense of civic identity and sustained commitment to civic involvement.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and sustained commitment to civic involvement.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Critical Thinking and Perspective Taking *Ability to analyze and synthesize diverse perspectives*	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Communication Skills *Ability to effectively communicate in diverse formats and forums*	Effectively tailors communication strategies to effectively *express oneself, listen to, and adapt to* others to establish relationships to further constructive action.	Communicates in community contexts, showing ability to do *all of the following*: express, listen, and respond to others' ideas or perspectives.	Communicates in community contexts, showing ability to do *more than one of the following*: express, listen, and respond to others' ideas or perspectives.	Communicates in community contexts, showing ability to do *one of the following*: express, listen, and adapt ideas and respond to others' ideas or perspectives.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Diversity and Intercultural Competence *Understanding and capacity to learn from and with diverse others*	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Empathy *Ability to relate to and share feelings of diverse others*	Compassionately draws connections between self and the feelings, perspectives, or life experiences of others across multiple dimensions of difference.	Demonstrates appreciation of the feelings, perspectives, or life experiences of *different* others.	Asks questions about and demonstrates interest in the feelings, perspectives, or life experiences of *different* others.	Demonstrates appreciation of the feelings, perspectives, or life experiences of *similar* others.
Integrative Learning *Connects relevant experience and academic knowledge*	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/ frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Leadership *Capacity to collaborate with and lead others to achieve a goal or common purpose*	Demonstrates independent experience and *shows initiative in leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the purposes and accomplishments of one's actions.	Demonstrates independent experience and *leadership of* civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly *participated* in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has *experimented* with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Place- and Issue-Knowledge *Understanding of facets of a specific community or issue*	Demonstrates and applies knowledge of a particular community and/or issue as evidenced in a culminating project or role.	Seeks to deepen and advance one's knowledge of a particular community and/or issue through initiative or leadership.	Identifies interests in a particular community and/or issue through a sustained role and learning opportunities.	Explores one or more particular communities, localities, or issues through experiential and/or academic engagement.
Social Justice *Abilities to examine and act to promote fairness and equity*	Collaborates with relevant stakeholders to analyze and take action to effectively address injustices.	Identifies personal and collective actions that could be taken to effectively address injustices.	Examines the systemic issues that contribute to injustices.	Articulates an awareness that injustices happen.

V. NSSE Civic Engagement Module

National Survey of Student Engagement Civic Engagement Topical Module (2020)

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Adapted from a pilot survey developed by the American Association of State Colleges and Universities, this module asks students to assess their conflict resolution skills, and examines perceptions of support for activism and how often students have engaged with campus, local, state, national, or global issues. The module complements questions on the core survey about service-learning, community service or volunteer work, and becoming an informed and active citizen.

1. Select the response that best represents your ability to do the following:
Response options: Poor (1) to Excellent (5)
a. Help people resolve their disagreements with each other
b. Resolve conflicts that involve bias, discrimination, and prejudice
c. Lead a group in which people from different backgrounds feel welcomed and included
d. Participate in a constructive dialogue with someone who disagrees with you
e. Contribute to the well-being of your community

2. How much does your institution emphasize the following?
Response options: Very much, Quite a bit, Some, Very little
a. Discussing important social, economic, or political issues with others
b. Organizing activities focused on important social, economic, or political issues
c. Being an informed and active citizen
d. Being involved in an organization or group focused on important social, economic, or political issues
e. Voting in campus, local, state, or national elections
f. Encouraging free speech and expression

3. How much do you feel encouraged addressing important social, economic, or political issues in the following?
Response options: Very much, Quite a bit, Some, Very little
a. In course assignments
b. In course discussions
c. Outside of class

4. During the current school year, whether course-related or not, about how often have you done the following?
Response options: Very often, Often, Sometimes, Never
a. Informed yourself about campus or local issues
b. Informed yourself about state, national, or global issues
c. Discussed campus or local issues with others
d. Discussed state, national, or global issues with others
e. Raised awareness about campus or local issues
f. Raised awareness about state, national, or global issues
g. Asked others to address campus or local issues
h. Asked others to address state, national, or global issues
i. Organized others to work on campus or local issues
j. Organized others to work on state, national, or global issues

5. Think about the experiences you may have had with campus, local, state, national, or global issues. What about these experiences has been most meaningful to you? [text box]

VI. Site Visits with Peer Institutions

Institution	Office	Host Title	Site Visit Date	QEP Members in Attendance	Best Practices
Rutgers University, Camden	Office of Civic Engagement	Vice Chancellor for Diversity, Inclusion, and Civic Engagement	April 27th, 2021	Lisa Hitt, Leigh McCue-Weil, Justin Sutters, Kristen Wright	Faculty Fellows, Connecting Community Engagement and Diversity, K-12 Engagement, Bonner Leader Program, Faculty for Engaged Scholarship, Paid Student Experiences
University of Kansas	Center for Service-Learning	Director, Center for Service-Learning	May 6th, 2021	Crystal Anderson, Richard Craig, Lisa Hitt, Justin Sutters, Kristen Wright	Community Engagement Consortium, Faculty Development, Course Designations
University of Washington	Community Engagement and Leadership Education Center	Director of Community Engagement	May 10th, 2021	Shauna Rigaud, Kristen Wright	Faculty Development partnership with Teaching & Learning, Paid Student Experiences, Summer and Academic Year Programs
Florida State University	Center for Leadership and Social Change	Director, Community Engagement Coordinator, Assistant Director	May 11th, 2021	Shauna Rigaud, Kristen Wright, LaNitra Berger	Connecting Community Engagement and Diversity, Student Pre-Service Training, Faculty Development, Syllabus Support, Community Partner Training, Graduate Student Engagement, First Year Engagement, Cohort Based Student Program, Paid Summer Experience

VII. Academic Partnerships and Courses

Honors College Civic Learning and Anti-Racist Learning

The Honors College has served as an example of incorporating civic learning and anti-racist learning into the undergraduate curriculum. Beginning with its curriculum redesign in 2019, civic engagement become a more explicit element of the Honors curriculum. The Honors College intentionally articulated the scaffolding of civic engagement throughout the curriculum, beginning in HNRS 110: Principles of Research and Inquiry, with special emphasis in HNRS 130: Identity, Community, and Difference and HNRS 260/61: Society and Community Engagement. All of these required courses now have civic engagement related learning objectives.

Drawing together expertise in and commitments to Civic Engagement that already exist throughout the University, the development of these courses opened and preserved a multidisciplinary space for faculty and students to teach, learn, serve, and lead alongside their colleagues and peers. It also makes explicit the Honors College's commitment to teaching methods of community-based research and offering service-based learning opportunities that are intentionally designed to empower students to be engaged citizens. Each of these courses is required of all Honors College students, ensuring that every Honors College graduate has a thoughtfully scaffolded civic engagement experience.

HNRS 260: Society and Community Engagement Topics (Topics Vary): Students pursue focused questions about a problem facing our community, society, or government or explore a contemporary societal, community, or political issue in context. Students assess what is at stake in specific debates, consider how narratives are constructed and contested and/or apply multiple perspectives to analyze pressing social issues.

HNRS 261: Community Connection Practicum (Topics Vary): Students will identify and address a challenge or question in response to the needs of the community. These conversations frequently include stakeholders from the community. Students learn to account for their own and for other points of view, and to adapt communication practices to reach those who do not share their backgrounds or expectations. As a result, they integrate new directions & approaches as well as alternate, divergent or contradictory perspectives or ideas.

An additional opportunity available to Honors college students blends civic engagement with anti-racism work. In response to the murder of George Floyd and resulting national reckoning on racism and social justice, The Honoring Our Community: Cultivating an Anti-Racist Culture program was established. It is designed to connect students with a range of experiences, perspectives, and identities and discuss issues of racism and anti-racism. A year long program, participants meet biweekly online or in person with up to eight students and two facilitators per group. In addition to attending the small group meetings, participants are also asked to do brief readings, watch videos, or engage in activities outside of the biweekly meetings.

Honors College students also have the opportunity to engage with members of their community in this work through the collaboration between the Honors College and the Early Identification Program (EIP) on various programs to provide support to its students. One such program is the College Applications Program. Through this program, Honors College students mentor 11th grade Early Identification Program students while they navigate the college application process. In the Pre-Honors Seminar offered for the Early Identification Program's Summer Academy, Honors College instructors offer a research-focused course to 10th grade EIP students to help them envision themselves in the Honors College. Honors College students take a special section of HNRS 361 to assist with this seminar.

Carter School Highlighted Programs and Curriculum

The Jimmy and Rosalynn Carter School for Peace and Conflict Resolution has long been a leader at Mason in anti-racism and community engagement. In 1990, graduate students at the then Institute for Conflict Analysis and Resolution (ICAR, now the Carter School) founded the Northern Virginia Mediation Service (NVMS), involving over the years faculty, staff, students, alumni, and community members in engaging constructively in conflicts in the Northern Virginia Community. The Carter School's John Mitchell Jr. Program for History, Justice, and Race engages students, faculty, and staff in community antiracist social transformation initiatives. The Transitioning Justice Peace Lab involves faculty, staff, and students in multiple community engagement initiatives guided by anti-racist principles, including: Collaboration with Restorative Arlington, a multi-faceted training and research project supporting implementation of restorative justice in Arlington's schools, legal system, and community; and Peace and Conflict Resolution Education in Carceral Spaces: an initiative that builds Carter School capacity to involve incarcerated persons and returning citizens in our educational mission. The Carter School curriculum also offers multiple student learning opportunities in formal courses that highlight anti-racist community engagement, including those listed below.

CONF 101: *Conflict and Our World.* 3 credits.
Brief history of field, survey of key conflict resolution themes and theories, and intervention methods. Overview includes general factors of conflict and its resolution; and nature of conflict in interpersonal, group, organizational, and international situations. Offered by Conflict Analysis & Resolution. Limited to three attempts.

CONF 325: *Dialogue and Difference.* 3 credits.
Covers challenges of communicating across differences of age, gender, language, culture, political orientation, and contextual situations. Students will engage in preparing and analyzing communication strategies in conflict situations and will participate in a dialogue over the term that explores the meaning and experience of difference on the Mason campus. Offered by Conflict Analysis & Resolution. Limited to three attempts.

CONF 329: *Community Engagement and Collaborative Problem Solving.* 3 credits.
This course will explore how organizations and leaders across sectors can use community engagement techniques and collaborative problem solving tools to achieve their goals and reach consensus-based and mutually-beneficial solutions. The course will be hands-on and experiential-based. Students will be introduced to different problem-solving techniques and will be given opportunities to experience and facilitate activities in-class. Offered by Conflict Analysis & Resolution. Limited to three attempts.

CONF 330: *Community, Group, and Organizational Conflict Analysis and Resolution.* 3 credits.
Covers conflict in communities, groups and organizations. Introduces theories of social harmony and conflict, drawing on sociology, social psychology, community psychology, organizational psychology, administration of justice, philosophy, and conflict resolution. Uses case studies, class presentations, and group projects to develop ability to analyze conflict and make recommendations for change. Offered by Conflict Analysis & Resolution. Limited to three attempts.



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