

Students as Scholars Updated Rubric and Course Definitions

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Introduction

After five years of use, the *Students as Scholars* Leadership Committee recommended that we revise the Master Rubric and the *Students as Scholars* Course levels. Over the summer, a dedicated group of faculty and staff from across Mason update the documents. In this poster, we present the new materials and share plans to align with the original.

The new materials:

- Reflect faculty feedback
- Condense and simplify the materials
- Maintain the essence of the *Students as Scholars* student learning goals while aligning more clearly with Mason Strategic Plan for Transformative Learning.

Students as Scholars Program Rubric, 2016

	Exceptional	Proficient (RS)	Approaching Proficiency (Inquiry)	Emerging Proficiency	Novice
CORE Articulate and refine a question, problem, or challenge.	Articulate and refine a novel, focused, and manageable question, problem or challenge that has the strong potential to contribute to the field.	Articulate and refine a focused question, problem, or challenge that may contribute to the field.	Articulate a question, problem, or challenge that is generally relevant and appropriate in scope.	Articulate a question, problem, or challenge that is too narrow or general to be addressed appropriately in a scholarly project.	Not yet able to articulate an appropriate scholarly question, problem, or challenge.
DISCOVERY Distinguish between personal beliefs and evidence.	Makes accurate and nuanced distinctions among personal beliefs, opinions, claims and evidence.	Consistently make accurate distinctions among personal beliefs, opinions, claims and evidence.	Occasionally make accurate distinctions among personal beliefs, opinions, claims and evidence.	Begin to make distinctions among personal beliefs, opinions, claims and evidence.	Not yet able to recognize that there is a distinction among personal beliefs, opinion, claims, and evidence.
ETHICS Identify relevant ethical issues and follow ethical principles.	Identifies and addresses a range of nuanced ethical issues throughout the inquiry process.	Consistently identifies relevant ethical issues; demonstrates attention to ethical principles at all stages of the inquiry process.	Able to identify some relevant ethical issues; demonstrates some attention to ethical principles at some stages of the inquiry process.	Begin to identify relevant ethical issues; demonstrates limited attention to ethical principles at any stage of the inquiry process.	Not yet able to identify relevant ethical issues.
METHOD Choose an appropriate research method for scholarly inquiry.	Choose or create sophisticated and effective methods for exploring an inquiry, and identify and responsibly address advantages and limitations of different methods.	Consistently choose effective methods for exploring an inquiry, and address advantages and limitations of those methods.	Sometimes choose effective methods for exploring an inquiry.	Be aware of some appropriate research methods, and begin to identify effective methods for exploring an inquiry.	Not yet aware of appropriate research methods for scholarly inquiry.
METHOD Gather and evaluate evidence appropriate to the inquiry.	Acquire high-quality information or data using sophisticated strategies; use nuanced criteria to judge the credibility of the evidence.	Acquire information or data using effective, well-designed strategies; consistently use appropriate criteria to judge the credibility of the evidence.	Acquire information or data using appropriate strategies; sometimes able to judge the credibility of the evidence.	Begin to recognize and apply appropriate strategies for gathering and evaluating information or data.	Not yet able to gather or evaluate evidence appropriate to the inquiry.
METHOD Appropriately analyze scholarly evidence.	Provide sophisticated analysis or synthesis of new and previous evidence to make original, insightful contributions to knowledge.	Consistently analyze or synthesize new and previous evidence to make important contributions to knowledge.	Analyze or synthesize new and/or previous evidence appropriate to the inquiry.	Demonstrate a limited ability to analyze or synthesize evidence.	Not yet able to analyze or synthesize information or data.
CONTEXT Explain how scholarly inquiry has value to society.	Articulate a nuanced understanding of the value of research and creative inquiry to individuals and communities in local, civic, professional, and global contexts. Astutely identify and explain broad implications of, and questions raised by, the project.	Articulate an understanding of the value of research and creative inquiry to individuals and communities in local, civic, professional, or global contexts. Consistently identify and explain implications of, and questions raised by, the project.	Articulate a general understanding of the value of research and creative inquiry to individuals and communities in local, civic, professional, or global contexts. Identify some implications of, and questions raised by, the project.	Begin to articulate the value of research and creative inquiry to individuals or communities in some local, civic, professional, or global contexts.	Not yet able to explain the value of scholarly inquiry to society.
CONTEXT Explain how knowledge is situated and shared in relevant scholarly contexts.	Explain multiple and innovative pathways for dissemination of scholarship. Place the inquiry within a comprehensive scholarly context. Be able to make insightful connections between, and acknowledge limitations in, own and others' work.	Explain relevant pathways for dissemination of scholarship. Consistently place the inquiry within a scholarly context and be able to make explicit connections between own and others' work.	Explain general pathways for dissemination of scholarship. Place the inquiry within a scholarly context and be able to make some connections between own and others' work.	Begin to articulate how scholarly knowledge is disseminated. Begin to make some connections between own and others' work.	Not yet able to explain how scholarly knowledge is disseminated.
CREATION Take responsibility for creating and executing an original scholarly or creative project.	Independently design a project that makes original contributions to knowledge, make sophisticated modifications to research or design strategies as the project progresses, and successfully complete the project.	In consultation with a faculty mentor, design a project that has the potential to make contributions to knowledge, appropriately adapt research or design strategies as the project progresses, and complete the project.	Under the direction of a faculty mentor, design and execute a project plan.	With substantial faculty oversight, design and execute some elements of a project plan.	Not yet able to design or execute a plan for a scholarly project.
COMMUNICATION Communicate knowledge from an original scholarly or creative project.	Communicate - with clarity, accuracy, and fluency - the results of a scholarly or creative project through publishing, presenting or performing, employing highly-effective conventions appropriate to the audience and context.	Clearly communicate the results of a scholarly or creative project through publishing, presenting or performing, consistently employing conventions appropriate to the audience and context.	Communicate knowledge from scholarly or creative project through writing, presenting, or performing, employing some conventions appropriate to the audience and context.	Begin to communicate about a scholarly or creative project through writing, presenting, or performing, with some awareness of the audience and context.	Not yet able to communicate knowledge from a scholarly or creative project.

Course level descriptions

Mason's goal is that every department have opportunities for students to learn about and participate in undergraduate research and creative activities. "Taught" courses as well as individualized experiences can be identified. The revision more clearly highlights that that Discovery of Scholarship includes an understanding of the value of scholarly work that serves as a foundation for participating in Inquiry and the Creation of Research.

Discovery of Scholarship

These experiences are designed to introduce students to the value of scholarship. The Discovery-level material will be covered in introductory courses in a major, general education courses, basic Introductory Composition (ENGL100/101), First-Year Seminar (UNIV100/300) courses, as well as experiences through OSCAR, University Libraries, and public outreach activities (e.g. TEDxGeorgeMason, art exhibits). Discovery experiences help students achieve a minimum of "Emerging Proficiency" for the following student learning outcomes:

- Distinguish between personal beliefs and evidence.
- Explain how scholarly inquiry has value to society.
- Explain how knowledge is situated and shared in relevant scholarly contexts.

Scholarly Inquiry

A scholarly inquiry class may be a research methods course in a discipline or a course that uses inquiry-guided learning to explore a topic. In Inquiry courses, students will engage in elements of scholarly inquiry, defined by meeting "Approaching Proficiency" level for the following student learning outcomes:

- Articulate and refine a question, problem, or challenge.
- Communicate knowledge from an original scholarly or creative project.
- Identify relevant ethical issues and follow ethical principles.
- At least one additional outcome from the *SaS* Rubric

Research and Scholarship intensive (RS)

In Research & Scholarship intensive courses, students will create an original scholarly project and communicate knowledge from their project, defined by achieving "Proficiency" on:

- Articulate and refine a question, problem, or challenge
- Communicate knowledge from an original scholarly or creative project.
- Take responsibility for creating and executing an original scholarly or creative project.
- At least one *Method* outcome

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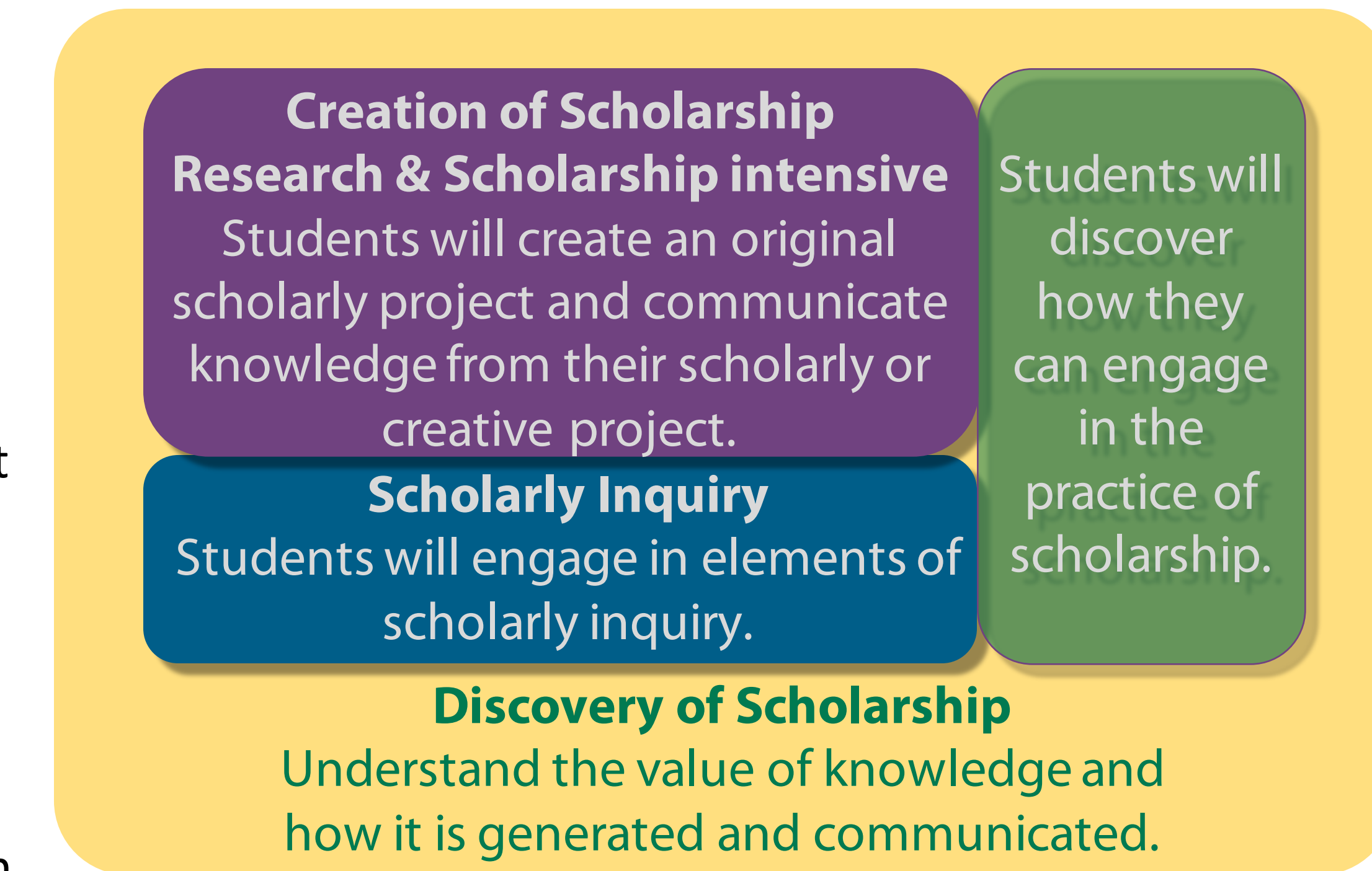


Figure 2. Diagram showing how Discovery of Scholarship forms the basis for the increasing levels of engagement in Scholarly Inquiry, the Creation of Scholarship (RS), and our universal student learning outcome where students discover how they can be engaged in scholarship.

FAQs

How do I use the rubric?

The *Students as Scholars* Program Rubric can be used to:

- guide program development at the course, degree program, and institutional levels.
- measure student achievement of learning outcomes across learning experiences.
- contribute to the improvement of teaching and learning through faculty development activities, and
- design learning activities.

What should we do if have courses built on the original materials?

Nothing yet. OSCAR will be contacting you to go over the new materials and help you align the original learning outcomes with the new.

My course meets these outcomes! How do I get a course identified as Discovery, Inquiry, or Research and Scholarship intensive?

Courses at the Discovery or Inquiry levels can be submitted directly to OSCAR at any time. RS course applications are reviewed by the *SaS* Faculty and Curricular Activities committee, and proposal are accepted twice a year, in October and April.

We're about to propose a new RS course for the October 5th deadline. Which outcomes do we use?

These new ones. The course student learning outcomes are much easier to understand. We have updated the RS course proposal (<http://oscar.gmu.edu/fac-staff/rs-application.cfm>) to reflect the updated student learning outcomes and course description.