



University of North Carolina Wilmington
Interdisciplinary Learning Experiences:
Ways to Enhance Higher-Order Thinking

Quality Enhancement Plan
2023-2028

In preparation for the On-Site Review
March 20 – 23, 2023



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Executive Summary

UNCW's Quality Enhancement Plan (QEP) features thoughtful, purposeful use of integrative interdisciplinary problem solving to improve student learning outcomes in the areas of critical thinking, diversity, and global citizenship. It focuses on improving our students' higher-order thinking skills—especially their ability to examine complex local, global, and intercultural issues from multiple perspectives, analyze their own and others' assumptions, discuss how culture and society influence such assumptions, evaluate the relevance of context when presenting a position, provide evidence in support of that position, and acknowledge competing viewpoints.

Longitudinal assessment of general education data has shown that upper-division courses that address critical thinking, global citizenship and diversity fail to reach their target score (of 3 or 4 out of a 1-4 scale of benchmark-milestones-capstone), and this trend has been consistent every year for the past three cycles of assessment for these three learning goals. Our undergraduate students' work in upper-level courses does well in meeting the foundational factual knowledge component (understanding and describing facts about a theme or issue tied to global citizenship or diversity), but it fares poorly at the higher-order thinking skills associated with these complex concepts. Our QEP addresses this student learning gap in higher-order thinking skills by encouraging the use of interdisciplinary learning across the curriculum.

Our goal is to use interdisciplinary learning to improve undergraduate student learning about critical thinking, diversity, and global issues, specifically enhancing the following dimensions of three university-level student learning outcomes (SLOs):

1. Critical thinking
 - a. Influence of context and assumptions; and
 - b. Student's position: position, perspective, thesis, or hypothesis.
2. Diversity
 - a. Knowledge of diverse perspectives and their roots; and
 - b. Evaluating claims and theories about diversity.
3. Global citizenship
 - a. Knowledge of connections within systems; and
 - b. Use of diverse cultural frames of reference and alternative perspectives.

To meet this goal, our QEP will:

1. Fund interdisciplinary teams organized around crucial questions that require integrative, interdisciplinary learning and that directly address one of the three targeted learning outcomes: critical thinking, diversity, or global citizenship.
2. Offer grants for individual initiatives in interdisciplinary pedagogy and curriculum development around these three outcomes.
3. Organize workshops and presentations that explicate how successful strategies and best practices in interdisciplinary learning can address critical thinking, diversity, and global citizenship.
4. Facilitate and encourage interdisciplinary collaborations among faculty, staff, and students.

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Chapter 1: Topic Identification

QEP Topic Selection Process

On February 7, 2021, the Quality Enhancement Plan (QEP) process was initiated in tandem with our SACSCOC 10-year reaffirmation process by Provost Winebrake. He solicited nominations for the *QEP Evaluation and Selection Committee*, charged with determining a campus-inclusive process for soliciting, sharing, evaluating, and recommending a QEP topic to be developed into an institutional plan by March 2023. He appointed Dr. Carol McNulty (Interim Associate Provost for Undergraduate Education and Faculty Affairs) and Dr. Narcisa Pricope (Professor in Earth and Ocean Sciences) as committee co-chairs. On May 5, 2021, Drs. McNulty and Pricope solicited nominations for the QEP Topic Selection Committee and selected members from a balanced cross-section of campus including faculty members, staff, students, and various campus constituents (Table 1), who met monthly during the summer and fall of 2021.

Table 1: QEP Topic Selection Committee Members

Name	Position
Dr. Carol McNulty	Interim Associate Provost for Undergraduate Education and Faculty Affairs
Dr. Narcisa Pricope	Professor, Earth and Ocean Sciences
Dr. Kristin Bolton	Professor, Social Work
Dr. Ulku Clark	Professor, Information Systems
Dr. Lance Cummings	Associate Professor, English
Dr. Doug Engelman	Visiting Assistant Professor of Sociology
Ms. Yvonne Marsan	Laboratories Manager, Earth and Ocean Sciences
Dr. Kim Miller	Director of Institutional Effectiveness, Institutional Research and Planning
Dr. Erica Noles	Lecturer, Psychology
Dr. Michele Parker	Professor in Educational Leadership
Dr. Jamie Russell	Director of Office for Student Leadership & Engagement
Ms. Meghan Smith	Health & Human Services Librarian, Randall Library
Mr. Colin Taper	Senior Instructional Designer, Distance Education and eLearning
Mr. Will Wilkinson	Director of University Learning Center

On June 28, 2021, the QEP Topic Selection Committee encouraged faculty to formulate ideas for a QEP topic, outlining the steps of the selection process: submission of pre-proposals, to be reviewed and scored using a rubric, development of full proposals, presentation of full proposals to the larger campus community, and multiple opportunities for campus stakeholders to provide feedback. They also shared resources including the [SACSCOC Standards](#), [SACSCOC QEP Examples & Summaries](#), and [SACSCOC QEP Review Framework](#). On August 4, 2021, the QEP Topic Selection Committee circulated a revised timeline and extended the pre-proposal deadline to September 15, 2021 ([Appendix 1](#)). They encouraged teams to reach out to Drs. McNulty and Pricope, as well as Melissa Scott, Chair of the Proposal Subcommittee, with questions.

The QEP Topic Selection Committee received six pre-proposals, of which they invited five to develop full proposals and recorded campus presentations:

1. Cultivating the Collaborative Campus: Interdisciplinary Teaching and Research
2. Educating Responsible Citizens in an Age of Digital Information
3. Learn-By-Doing: Team-Based Design Thinking
4. Soaring to International Heights: Educating for Global Challenges
5. Community Aligned Learning Collaboration: Supporting Student Success, Faculty Development, and Community Engagement by Improving the University Service-Learning Model

They used a rubric to evaluate each proposal ([Appendix 2](#)) and gave constructive feedback to proposers. On November 12, 2021, each team offered an all-campus audience a 10-minute overview of their proposal and had 15 minutes to address audience questions, via Zoom. Prior to the presentations, student groups, alumnae, faculty, and staff were contacted to advertise the live Zoom presentations. The video recordings of the presentations were posted on the [QEP website](#), survey data was solicited from campus stakeholders, and verbal feedback was received from the Provost's Cabinet and Chancellor's Cabinet (Table 2).

Table 2: Ranking of Topics by Various Stakeholders

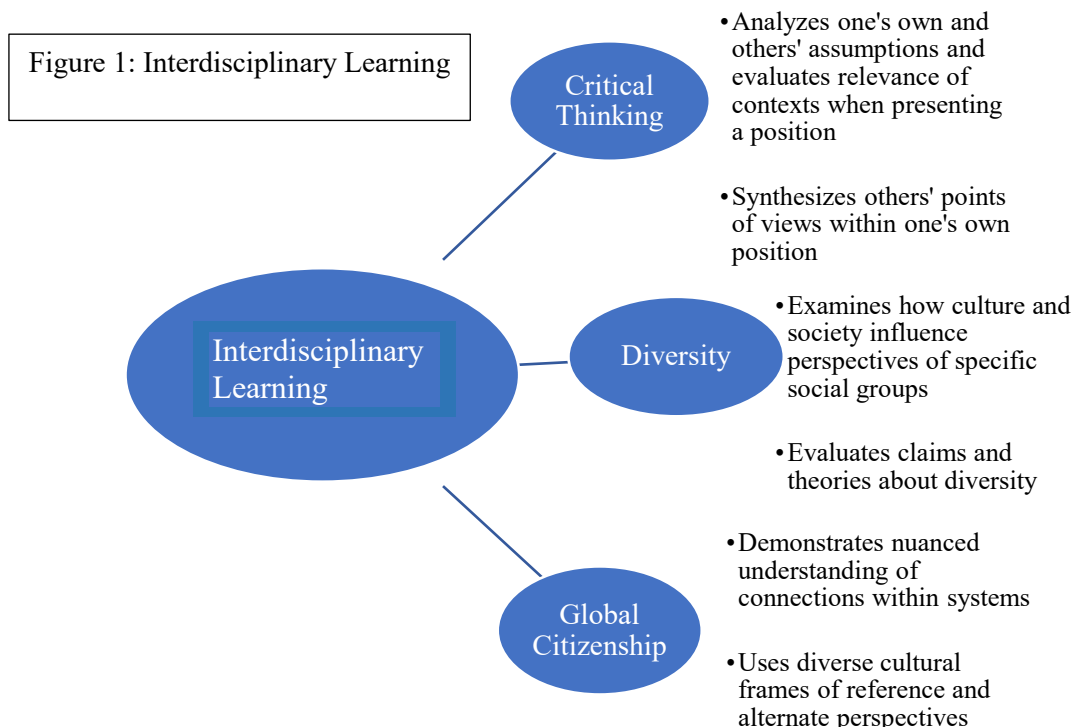
Source	Ranking
Community Survey (124 respondents: faculty, staff, students, alumni, community members, administrators)	<ol style="list-style-type: none"> 1. Team-Based Design 2. Interdisciplinary 3. Community-Aligned Learning Collaboration 4. Digital Citizens / International
Rubric Scores from Topic Selection Committee (9 respondents of 14 members)	<ol style="list-style-type: none"> 1. Digital Citizens (2.84) 2. Interdisciplinary (2.53) 3. Community-Aligned Learning Collaboration (2.45) 4. Team-Based Design (2.44) 5. International (2.25)
Provost's Cabinet and Chancellor's Cabinet	<ol style="list-style-type: none"> 1. Interdisciplinary 2. Community-Aligned Learning Collaboration

Stakeholders remarked that interdisciplinary problem-solving is a timely topic that connects with the real-world, builds on existing initiatives, brings together faculty, staff, and students, applies equally to all colleges and disciplines, and could lead to grant opportunities and external funding. They noted that the topic had the potential to set UNCW apart and to drive how the university builds future programs. They also observed that many other proposals, being interdisciplinary in nature, might be included within the QEP topic of interdisciplinary teaching and learning.

After a discussion of the rubric scores, the feedback from stakeholders, and the criteria for what would make the most impactful and beneficial QEP, the QEP Topic Selection Committee unanimously selected "Cultivating the Collaborative Campus: Interdisciplinary Teaching and Research" as the university's next QEP topic. On January 10, 2022, Provost Winebrake announced that he and Chancellor Sartarelli endorsed the recommendation whole-heartedly. He stated that the QEP implementation team would be named and charged with turning the proposal into a full QEP for review, and a QEP Director would be identified.

Topic Identified through Ongoing, Comprehensive Assessment and Planning

The topic of interdisciplinary learning to improve critical thinking, diversity, and global citizenship outcomes addresses significant student learning gaps that have been identified by ongoing longitudinal assessment. It also aligns with our university's mission, vision, and strategic plan, and it builds upon existing interdisciplinary teaching and research initiatives.

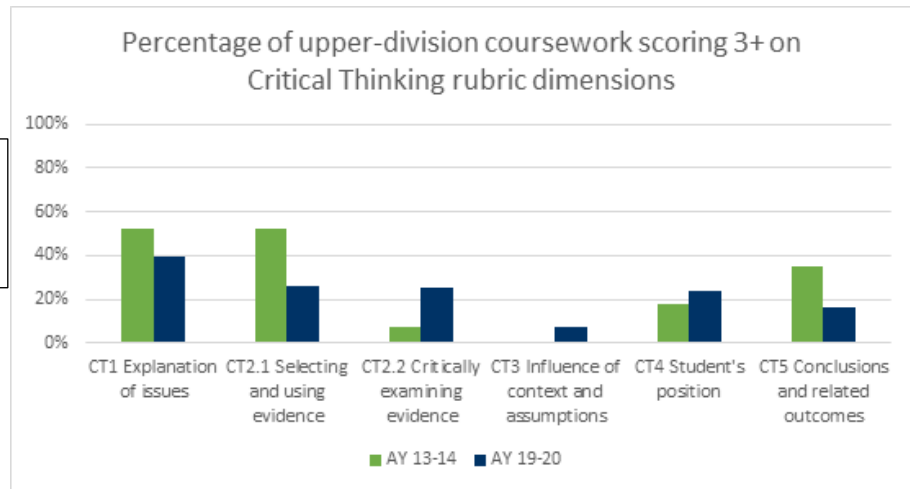


Assessment Data about Student Learning Gaps

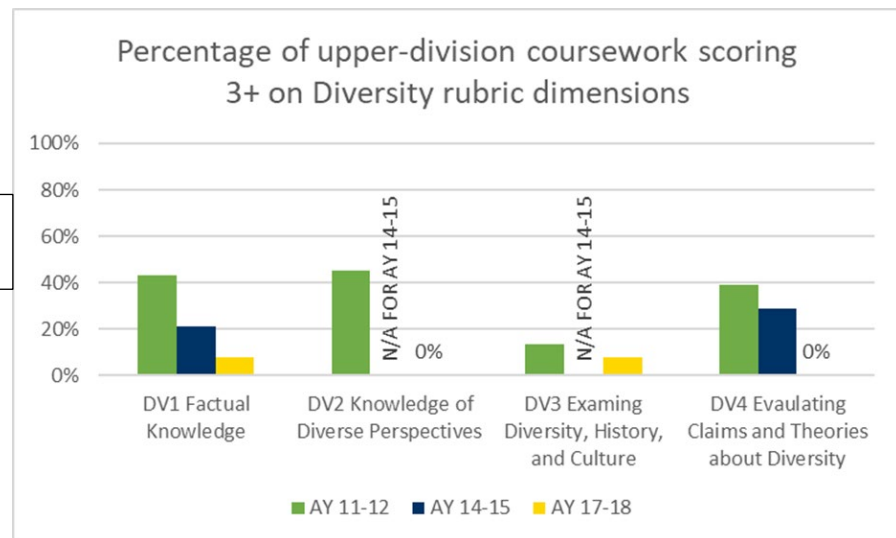
Longitudinal assessment of critical thinking, diversity and global citizenship learning goals has shown significant undergraduate student learning gaps in upper-level courses, where students can cite facts but struggle to meet learning outcomes that deal with demonstrating higher-order thinking skills. These skills include examining complex issues from multiple perspectives, making purposeful judgments about the influence of context or assumptions, analyzing ways that culture and society influence such assumptions, and vetting and using evidence to support claims. As the following charts show (Figure 2), in upper-division courses, undergraduate students fared poorly in all dimensions for critical Thinking, and for diversity and global citizenship, the greatest average percentage of scores at an appropriate level for the course was for the Factual Knowledge dimension, which addresses the degree and accuracy of descriptions of facts involved in a diversity or global theme or issue. The tables below illustrate these gaps and show that student performance has declined through the last three assessment cycles.

Figure 2: Upper-Division Scoring for Critical Thinking, Diversity, & Global Citizenship

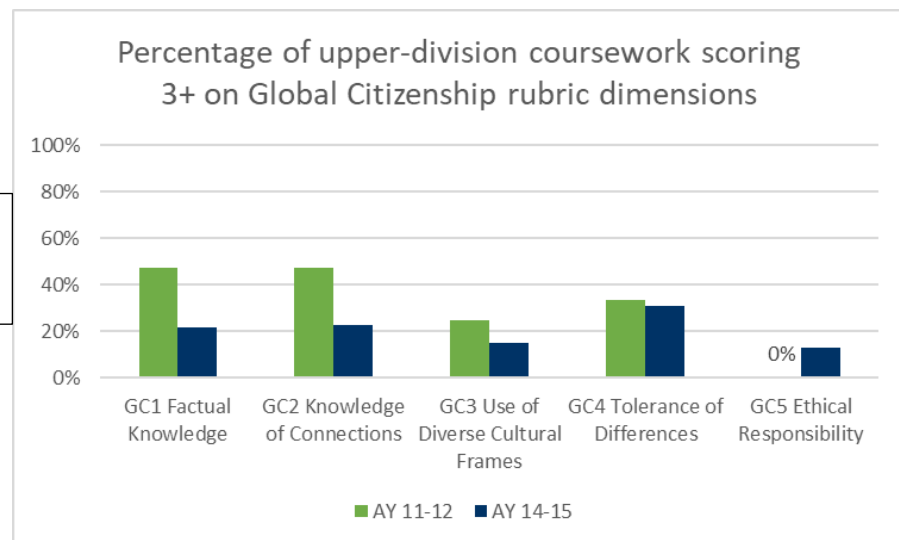
Bar Chart 1:
Critical
Thinking



Bar Chart 2:
Diversity



Bar Chart 3:
Global
Citizenship



Interdisciplinary learning is particularly suited to address such higher-order thinking skills, as it encourages students to draw on multiple disciplinary perspectives to address problems or questions, to integrate diverse and even conflicting points of view, to critically analyze information, to collaborate with others, and to understand issues and positions contextually (Repko et al., 2017). It moves beyond silo perspectives and challenges more narrow approaches, prompting students to make connections across fields of study and disciplinary perspectives. Specifically, interdisciplinarity can foster the development of perspective taking, critical thinking, and integration, which involves “critically evaluating disciplinary insights and locating their sources of conflict, creating common ground among them, and constructing a more comprehensive view of the problem” (Repko et al., 2017, p. 95). It can also promote the development of empathy, ethical consciousness and awareness of bias, humility, appreciation of diversity, tolerance of ambiguity, and civic engagement (Repko et al., 2017, p. 96-99). In this way, interdisciplinarity can address learning gaps in critical thinking, diversity and global citizenship previously identified through our general education assessment process. A critical path to bringing diverse approaches and perspectives to bear is through well-supported meaningful faculty teaching and learning collaborations that model richer engagement with both problem-framing and problem-response (Perignat et al., 2022).

Alignment with Mission, Values, and Strategic Plan of UNCW

Not only does the topic address significant learning gaps identified by ongoing longitudinal assessment, but it also aligns with our university’s [mission, vision, and strategic plan](#).

Table 3: Alignment with Mission, Vision, and Strategic Plan of UNCW

Mission	QEP Learning Goals
Our commitment to critical thinking and responsible citizenship is expressed in our academic programs.	Improving critical thinking and global citizenship learning outcomes
Our culture reflects our values of diversity and globalization.	Improving diversity and global citizenship learning outcomes
Vision	QEP Learning Goals
UNCW will be recognized for excellence in everything it does, for its global mindset, and for its community engagement.	Improving diversity and global citizenship learning outcomes
Strategic Plan (2016-2022)	QEP Goals
Values of Diversity (Commitment to Inclusiveness and Embracing Unique Contributions) and Innovation (Commitment to Continuous Improvement and Breakthrough Advances to Ensure Distinctiveness)	Improving diversity learning outcome and promoting interdisciplinary collaborations between faculty, staff, and students
Strategic Priority 1: Ensure an Inclusive Campus Culture and a Global Mindset Throughout the University	Improving diversity and global citizenship learning outcomes
Strategic Priority 2: Enhance Learning Experiences and Educational Programs	Promoting Interdisciplinary Learning Experiences

The QEP focuses on improving higher-order skills within critical thinking, diversity, and global citizenship, which are three of the eight university learning goals established following the revision of our general education program in March 2009. These learning outcomes were based on the university's mission of creative inquiry, critical thinking, thoughtful expression, and responsible citizenship:

1. Foundational Knowledge: Students will acquire foundational knowledge, theories, and perspectives in a variety of disciplines
2. Inquiry: Students will engage in rigorous, open-minded, and imaginative inquiry
3. Information Literacy: Students will locate, evaluate, and effectively use information by applying a variety of academic and technological skills
4. Critical Thinking: Students will integrate multiple methods and perspectives to critically examine complex problems
5. Thoughtful Expression: Students will effectively express meaningful ideas in speech and writing
6. Second Language: Students will demonstrate basic proficiency in speaking, listening, writing and reading in a language in addition to English
7. Diversity: Students will describe and examine the importance and implications of human diversity
8. Global Citizenship: Students will describe and examine the intellectual and ethical responsibilities of active global citizenship.

These learning goals undergird the general education curriculum at UNCW: [University Studies](#).

Building on Interdisciplinary Curricula, Teaching, and Research at UNCW

Finally, the topic builds upon existing interdisciplinary teaching and research initiatives. UNCW has a history of strong interdisciplinary curricula, beginning with interdisciplinary residential learning communities and interdisciplinary Honors College seminars in the 1990s. Learning Communities have long provided an opportunity for first year students to engage in interdisciplinary learning experiences, either through linked courses or clusters of courses connected by a common theme. Honors College has a curriculum that includes interdisciplinary courses (HON 110, HON 210, HON 211, and HON 212) that cut across traditional boundaries of academic disciplines and allow students to explore issues in greater depth.

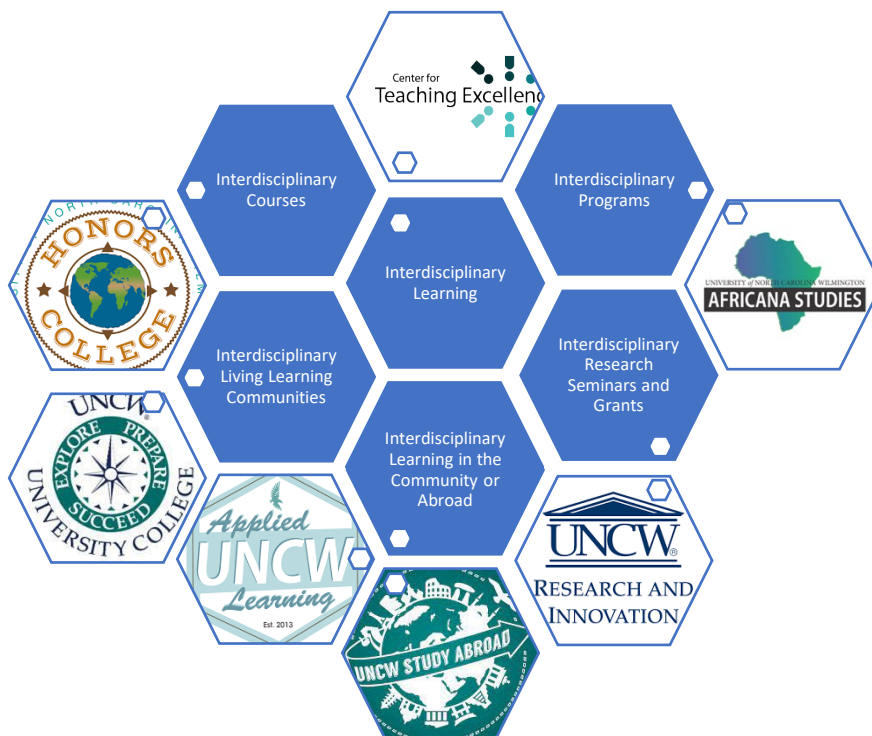
Communication Studies was the first interdisciplinary program at UNCW, established in 1978, followed by Environmental Studies, which has offered B.A. and B.S. degrees since 1997 and draws on faculty from the natural sciences, social sciences, and humanities, and Film Studies, which established a major in 2002 and was the first interdisciplinary program to extend across colleges (the College of Arts and Science and Cameron School of Business). Information Technology was established in 2008 followed by interdisciplinary programs including International Studies (established in 2011), Digital Arts (established in 2017), Interdisciplinary Studies (established in 2018), Coastal Engineering (an undergraduate degree unique to UNCW, established in 2019), Cybersecurity and Intelligent Systems Engineering (established in 2022), and Africana Studies (awaiting board approval). Many of these interdisciplinary majors evolved from interdisciplinary minors, and UNCW continues to offer many interdisciplinary minors, including Africana Studies, Applied Behavioral Analysis, Applied Gerontology, Asian Studies,

European Studies, Latin American Studies, Leadership Studies, Medical Humanities, Native American Studies, Neuroscience, Women's and Gender Studies, and Yoga Studies. Many interdisciplinary graduate programs have also been developed, including an M.S. in Applied Gerontology and M.A. in Integrated Marketing Communication.

Faculty interest in interdisciplinary inquiry, and synergistic relationships, curriculum, and research has developed through these programs and ongoing research collaborations. The Center for Teaching Excellence has hosted several interdisciplinary faculty learning communities, most recently around interdisciplinary teaching about issues of race and equity. The Office of Applied Learning has provided three-year strategic initiative grants to various interdisciplinary projects, including Interdisciplinary Minority Student Research Groups that provide research mentorship opportunities for minority students. The Office of International Programs has supported faculty-led study abroad programs built around interdisciplinary collaborations.

Interdisciplinary research teams—specifically the need to “build teams for large interdisciplinary proposals”—were cited by UNCW faculty as the top priority for advancing our research capacity in our Doctoral Transition Task Force Report (2020, 16). Recent work across campus in this area underscores the growing value to faculty and our administration of supporting the development of interdisciplinarity. The Interdisciplinary Research Seminar Series (IRSS) program, launched in 2019, has promoted research collaborations on interdisciplinary themes, problems, and broad questions where UNCW has existing research capacity and a clear opportunity to grow its research contributions.

Figure 3: Visual Representation of Existing Support for Interdisciplinary Teaching and Research at UNCW



In an effort to take a more comprehensive and coordinated approach, on March 30, 2021, Provost James Winebrake formed an Interdisciplinary Task Force (*Task Force on Creating and Facilitating Interdisciplinary Teaching and Research*) with Dr. Nathan Grove, president of Faculty Senate, whose charge was to identify barriers to interdisciplinary teaching and research and recommend policies and practices that might reduce or remove them. The Task Force was co-chaired by Dr. Kemille Moore, Senior Associate Dean in the College of Arts and Sciences, who oversees their Interdisciplinary Studies degree program, and Dr. Shawn Bingham, the Director of Honors College, and included members from several departments and schools ([Appendix 3](#)). On May 9, 2022, the Task Force submitted its report proposing concrete recommendations and phased approaches for overcoming organizational and institutional barriers to interdisciplinary teaching and research, including the need to establish and revise policies. Emphasizing the importance of prioritizing student learning, they recognized the need for students to develop as interdisciplinary thinkers over the course of their four-year experience, beginning with the introduction of interdisciplinary thinking during their first semester and a scaffolded interdisciplinary curriculum for later years. At the same time, the provost instituted administrative measures designed to make teaching easier to track and account for across interdisciplinary programs. In these concrete and ongoing efforts, which also informed the QEP, faculty and administrators have demonstrated an ongoing and accelerating commitment to encourage and enhance interdisciplinarity at UNCW.

Broad-Based Support of Institutional Constituencies

As our comprehensive planning and evaluation process demonstrates, interdisciplinary learning has a broad base of support at UNCW that includes faculty, staff, students, administrators, and alumni. The Topic Selection committee drew faculty from all colleges (Cameron School of Business, College of Arts and Sciences, College of Health and Human Services, Watson College of Education, Randall Library); staff from multiple offices (Distance Education, Institutional Effectiveness, Student Leadership & Engagement, University Learning Center); undergraduate and graduate students; and alumnae. The team that proposed the QEP topic of interdisciplinary learning drew from faculty in Art, History, International Studies, Philosophy and Religion, and Sociology and Criminology, and administrators in the College of Arts and Sciences, Office of Applied Learning, Honors College, and University College (Table 4).

Table 4: QEP Topic Proposal Team

Name	Position
Dr. Kemille Moore (lead)	Senior Associate Dean, College of Arts and Sciences and Associate Professor, Art and Art History
Dr. Paul Townend	Professor, History
Dr. Mark Spaulding	Professor, History
Dr. James DeVita	Director of the Office of Applied Learning and Associate Professor, Watson College
Dr. Dan Masters	Associate Professor and Chair, International Studies
Dr. Shawn Bingham	Director, Honors College and Associate Professor, Sociology & Criminology

Dr. Nathan Crowe	Associate Professor, History
Dr. Aaron Wilcox	Chair and Associate Professor, Art and Art History
Dr. Beverley McGuire	Professor, Philosophy and Religion
Dr. Christine Pesetski	Assistant Provost for Academic Advising and Director of University College

The QEP topic of interdisciplinary learning was presented in a public forum, campus and community stakeholders were invited to pose questions, and their feedback solicited via survey. Senior administrative leaders—including the chancellor and the Chancellor’s Cabinet, the provost and the Provost’s Cabinet, and Board of Trustees, as well as the Faculty Senate Steering Committee, gave their full support for interdisciplinary learning as our QEP topic. Survey data indicated strong support of the QEP topic from all stakeholders.

The QEP Implementation Team (Table 5), which included members from the QEP Topic Selection Committee and QEP Topic Proposal Team, met once a month from February through August of 2022 to discuss QEP development.

Table 5: QEP Implementation Team

Name	Position
Dr. Carol McNulty	Associate Provost for Undergraduate Education and Faculty Affairs
Dr. Beverley McGuire	QEP Director and Professor, Philosophy and Religion
Dr. Kemille Moore	Senior Associate Dean, College of Arts and Sciences and Associate Professor, Art and Art History
Dr. Paul Townend	Professor, History
Dr. Mark Spaulding	Professor, History
Dr. James DeVita	Director of the Office of Applied Learning and Associate Professor, Watson College
Dr. Dan Masters	Associate Professor and Chair, International Studies
Dr. Shawn Bingham	Director, Honors College and Associate Professor, Sociology & Criminology

Soon after the topic was selected, on February 18, 2022, the QEP Implementation Team posted a call for fellows to support the design and development of the full QEP proposal during the summer of 2022, selecting twelve fellows from all colleges and schools, from staff, and from offices that already support interdisciplinarity (Table 6).

Table 6: Summer 2022 QEP Faculty Fellows

Name	Position
Dr. Babette Boyd	Lecturer, Sociology & Criminology/Africana Studies, CAS
Dr. Jamy Chulak	Associate Clinical Professor, Respiratory Therapy, CHHS
Dr. Ulku Clark	Professor, Cameron School of Business

Dr. Elizabeth Crawford	Associate Professor, Watson College
Ms. Stephanie Crowe	Associate Director, Academic & Research Engagement, Randall Library
Ms. Kelley Hanna	Lecturer, World Languages and Cultures, CAS
Dr. Tiffany Lane	Associate Professor, Social Work, CHHS
Dr. Julia Morris	Assistant Professor, International Studies, CAS
Dr. Xaver Neuermeier	Assistant Professor, Cameron School of Business
Dr. Erica Noles	Lecturer, Psychology, CAS
Dr. Ginger Rhodes	Professor, Math, CAS
Dr. Cici Yang	Assistant Professor, Communication Studies, CAS

In addition, Dr. Ania Peczalska, Director of Student Affairs Assessment, Research, and Planning, Dr. Kim Miller, Director of Institutional Effectiveness, Evan Widney, a graduate student in Watson College's Educational Leadership program, and Erin Williamson, assistant director in the Office of Student Leadership and Engagement, participated in the development and drafting of the QEP proposal. They contributed to critical conversations about the planning and development of the QEP, and they worked collaboratively to draft the full QEP proposal.

The QEP was also endorsed by Faculty Senate, Staff Senate, and the Student Government Association. In this way, the selected QEP topic has a broad base of support from institutional constituencies.



Chapter 2: Review of Relevant Literature

Interdisciplinary Learning

Extensive scholarship has demonstrated the value of interdisciplinary learning for equipping students with skills to address complex issues and problems, including those of diversity, global citizenship, and critical thinking. Allen Repko has published extensively with colleagues about interdisciplinary studies and interdisciplinary research (2020, 2019, 2011), and several interdisciplinary programs at UNCW including International Studies and Interdisciplinary Studies use their textbooks for instruction. The [Association of Interdisciplinary Studies](#) and [Institute for Interdisciplinary Research](#) hold academic conferences and publish issues about interdisciplinarity. Distinguished sociologist George Steinmetz has argued that “generative” interdisciplinarity must be “motivated by intellectual problems” within and across fields, not “external compulsion,” which aligns with our grassroots approach (2016). A Council of Independent Colleges report called for renewed efforts on campuses to create innovative opportunities for interdisciplinary experiences for undergraduates (2015). Irma Becarra, president of Marymount College, in “The Need for Interdisciplinarity in Higher Education,” emphasized the growing importance of interdisciplinarity and the need for innovative strategies to encourage it across the university (2021).

Unlike multidisciplinary, which draws on multiple disciplines to yield insights but does not attempt to integrate them, interdisciplinarity seeks to integrate information, perspectives, or insights from multiple disciplines to yield new knowledge or solutions to complex problems and issues. Although scholars do not yet agree upon a definition of interdisciplinarity, the following definition is widely used: “the capacity to integrate knowledge and modes of thinking from two or more disciplines or established areas of expertise to produce a cognitive advancement—such as explaining a phenomenon, solving a problem, or creating a product—in ways that would have been impossible or unlikely through single disciplinary means (Boix Mansilla, Duraisingh, Wolfe & Haynes, 2009, p. 337; elaborated from Boix Mansilla, Miller, & Gardner, 2000, p. 18). Integration not only involves selecting relevant disciplinary perspectives and connecting insights into a coherent whole, but also assessing interdisciplinary effectiveness, addressing the questions: “Was the effort worth it? Did it yield a new, richer, deeper, broader, or more nuanced understanding?” (Boix Mansilla, Duraisingh, Wolfe & Haynes, 2009, p. 345)

Disciplinary grounding and integration are essential to interdisciplinarity. When they engage in interdisciplinary learning, students articulate and analyze different disciplinary perspectives—knowing each discipline’s strengths and limitations, but also finding common ground between them—and they integrate knowledge from those disciplines to create new knowledge, solutions, or views that could not otherwise have been gained from working within a single discipline. Scholars have identified three common learning goals in interdisciplinary learning—disciplinary grounding, perspective taking, and integration—and five skills that are useful in interdisciplinary work—critical reflection, collaboration, communication, adaptability, and creativity (Blom, Scager & Wiegant, 2020).

Our QEP will assess interdisciplinary learning experiences according to these three common learning goals of disciplinary grounding, perspective taking, and integration (Blom, Scager & Wiegant, 2020, p. 83-86), and we will assess students’ signature work using the dimensions included in existing rubrics for our university learning goals of diversity, global citizenship, and critical thinking ([Appendix 4](#)).

Interprofessional Learning

Our QEP recognizes that some disciplines and fields use the term “interprofessional” to describe interdisciplinary teaching, learning, and practice. In the health sciences, interprofessional teams can include various professions and disciplines, such as social workers, nurses, physicians, dentists, health administrators, physical therapists, speech therapists, and pharmacists. The World Health Organization, in its *Framework for Action on Interprofessional Education and Collaborative Practice* (2010), identifies interprofessional collaboration as an innovative approach to teaching that can generate system-transforming solutions. It observes that interprofessional education “occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes” (2010, p. 7). The National Center for Interprofessional Practice and Education (2018) promotes interprofessional education as a means of advancing collective work to support better health outcomes.

The Interprofessional Education Collaborative (IPEC), established in 2009 by six organizations committed to advancing interprofessional learning experiences and promoting team-based care, now includes representation of fifteen associations of schools of the health professions (IPEC, 2016, p. 17). IPEC has identified four interprofessional core competencies as “key to the safe, high-quality, accessible, patient-centered care desired by all” (IPEC, 2010):

1. Work with individuals of other professions to maintain a climate of mutual respect and shared values (Values/Ethics for Interprofessional Practice)
2. Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations (Roles/Responsibilities)
3. Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (Interprofessional Communication)
4. Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and Teamwork) (IPEC, 2016, p. 10)

These competencies are “patient centered; community and population oriented; relationship focused; process oriented; linked to learning activities, educational strategies, and behavioral assessments that are developmentally appropriate for the learner; able to be integrated across the learning continuum.” (IPEC, 2016, p. 10)

In this way, interprofessional education incorporates the three interdisciplinary learning goals of disciplinary grounding (knowledge of one’s own role and those of other professions), perspective-taking (assessing and addressing patients’ health care needs by using this knowledge, and communicating with others responsively and responsibly), and common ground / integration (a team approach to promoting and maintaining health, as well as preventing disease; providing patient-centered care and population health programs that are safe, timely, efficient, effective, and equitable).

Differentiating Between Cross-Disciplinary Approaches

Cross-disciplinary approaches, which involve two or more academic disciplines, include multidisciplinary, interdisciplinary, and transdisciplinary learning. While all three types of learning draw insights from multiple disciplines, multidisciplinary learning does not seek to integrate such disciplinary insights. Interdisciplinary and transdisciplinary learning seek to integrate such insights to yield new knowledge or solutions to complex problems and issues, but transdisciplinary learning additionally emphasizes integrating insights generated outside of the academy as well as within it (Szostak, n.d.). Transdisciplinary learning involves non-academic stakeholders and often adopts a case study approach to generate knowledge with both scholarly and practical implications (Krohn, 2017).

We invite faculty from all disciplines to participate in the QEP, and we acknowledge that approaches to interdisciplinary learning will vary according to the disciplines incorporated in the learning experience. We allow for the possibility that some faculty and staff may design transdisciplinary learning experiences that involve non-academic stakeholders and adopt a case study approach. As long their learning experience facilitates disciplinary grounding, perspective taking, and integration, and it targets the relevant dimensions of critical thinking, diversity, or global citizenship, it will be eligible for funding support. Because multidisciplinary learning experiences lack an integrative component, they will not be included in our QEP activities and assessment.

Integrative Theories of Student Development

We anticipate that interdisciplinary learning experiences will occur in academic and cocurricular spaces. As William H. Newell argues in his seminal article from *Liberal Education*, “Educating for a Complex World: Integrative Learning and Interdisciplinary Studies,” student experiences outside the classroom can facilitate the integrative process: as they engage with people from different social locations, confront new perspectives, and try to make sense of contrasting or conflicting views, students are challenged to integrate insights from divergent perspectives (2010).

Integrative theories of student development, especially the model of multiple dimensions of identity, propose that students dynamically construct their identity and that different dimensions of their identity—including race, sexual orientation, culture, and social class—become salient relative to changing contexts (Abes, Jones & McEwen, 2007). An important premise of the model is that no dimension can be understood singularly, only in relation to other dimensions. Similarly, interdisciplinarity pushes beyond siloed disciplinary perspectives to synthesize and integrate learning across disciplines. The model of multiple dimensions of personalities conceives of a core sense of self that contains “valued personal attributes and characteristics” (Abes, Jones & McEwen, 2007, p. 3) surrounded by various contexts in which students experience their lives. Their attention to context and the way that it shapes identity resonates with the contextual thinking characteristic of integrative, interdisciplinary studies, namely “the ability to view a subject from a broad perspective by placing it in the fabric of time, culture, or personal experience.” (Repko, 2017, p. 7)

Integrative theories of student development and interdisciplinary learning focus on the value of crossing boundaries and borders, and how students gain new understanding through such crossings. Boundary crossing has been used as a metaphor to describe interdisciplinary learning (Repko, 2017, p. 81-82). Similarly, Gloria Anzaldúa has proposed a new *mestiza* consciousness, “a consciousness of the Borderlands,” produced when one is “torn between ways” and transfers cultural and spiritual values from one group to another (Anzaldúa, 2009, p. 303). She emphasizes how “the ambivalence from the clash of voices results in mental and emotional states of perplexity.” (Anzaldúa, 2009, p. 303) Anzaldúa writes:

Only by remaining flexible is she able to stretch the psyche horizontally and vertically. *La mestiza* constantly has to shift out of habitual formations; from convergent thinking, analytical reasoning that tends to use rationality to move toward a single goal (a Western mode), to divergent thinking, characterized by movement away from set patterns and goals and toward a more whole perspective, one that includes rather than excludes (Anzaldúa, 2009, p. 304).

This new consciousness accommodates the ambiguity of contradicting ideas, promoting a more holistic perspective.



Chapter 3: The Quality Enhancement Plan

Overview

This QEP adopts a problem-oriented, primarily team-based approach to facilitate integrative, interdisciplinary learning experiences that cultivate a collaborative campus culture. With a carefully planned expansion of interdisciplinary learning experiences, UNCW can work towards making the interdisciplinary experience a norm for all students and part of the cultural fabric of UNCW. We can also address some of the persistent problems identified in upper-level courses by refining our students' abilities to understand the complexities of critical thinking, diversity, and global citizenship.

Based on the literature reviewed above, the value of interdisciplinarity for improving student learning, problem-solving, and research skills supports our current approach. Yet as our university grows, centrifugal forces invariably produce increased pressures towards a more sprawling, fragmented, and siloed campus, which poses obstacles to interdisciplinarity. This QEP meets these challenges head on by fostering and supporting teams that bring diverse faculty, staff, and students together in interdisciplinary collaborations. The QEP focuses on developing integrative, interdisciplinary learning experiences for our students, including courses, programs, and well-integrated curricular and co-curricular collaborations. It incentivizes faculty to build collaborative interdisciplinary teams with staff, students, and community partners across departmental and college/school boundaries.

Large Team Grants

UNCW will launch twelve large teams over the five years of the QEP, funding the work of three new teams annually (none in year 5) for three years of annual funding at \$25/15/10K (\$50K per team) or two years of annual funding at \$25/25 (\$50K per team). Three teams would be selected in Years 1-4, and no teams in Year 5. Teams selected in Year 4 would be funded for two years at \$25K/year.

Teams will be selected through a competitive RFP process ([Appendix 7](#)), they will organize around shared questions, and they will develop plans for addressing those questions through interdisciplinary learning experiences. They will be broad-based with 5-10 faculty/staff members from at least two colleges/schools. Over the course of the funding period, teams will be expected to expand their engagement across campus and find partners in campus efforts to improve structures, policies, and procedures that support and enhance interdisciplinary teaching and learning.

All QEP-supported teams would be required to collaborate across disciplines to enhance opportunities for integrative, interdisciplinary learning by developing and supporting innovative, high impact curricular experiences across disciplines. This might include integrated capstone offerings, interdisciplinary team-taught courses, study abroad, collaborative research, and creative collaborative projects. Each team must provide opportunities for students to engage in interdisciplinary learning experiences to sharpen their higher-order thinking skills about diversity, global citizenship, or critical thinking. They could propose team-teaching an upper-level course, or they could propose a constellation of related interdisciplinary learning experiences that include upper-level courses.

Teams will be encouraged to develop signature assignments for their curricular and co-curricular learning experiences. Signature assignments foster integrative learning and reflection (Roach & Alvey, 2021), and they align with our integrative, interdisciplinary approach. In such assignments, students grapple with complex questions and problems that require them to integrate and synthesize from multiple disciplines and perspectives. Three features distinguish signature assignments: they are integrative, address “big problems,” and allow student agency in choosing the topic and form of their project, with instructor coaching and guidance (Peden, 2015). Signature assignments can be used for capstones or culminating projects, independent study, applied learning projects, community-engaged or service-learning projects, study abroad reflections, ePortfolios, and internships. Team grant proposals will explain the learning goals, learning activities, and signature assignments that assess students’ interdisciplinary learning about critical thinking, diversity, and global issues, and they will include an example of a potential signature assignment(s) and assignment prompts that call for students to analyze issues and problems from multiple disciplinary perspectives and integrate these insights.

Teams will also be expected to propose and carry out specific efforts, framed in relation to their organizing questions, to contribute to the development of an interdisciplinary culture across campus. Teams will be formally consulted about the challenges and opportunities related to their experience of ongoing interdisciplinary collaboration and will also be asked to reflect on the value of their collaborations for colleagues and students. Individual teams might engage in collaborative interdisciplinary research projects and external grant applications with students, or offer programming that addresses shared questions, including but not limited to public discussions, workshops, student exchanges, visiting lectures, panel discussions, and performances and exhibits. They might also contribute to the Scholarship of Teaching and Learning (SoTL), collaboratively disseminate their teaching and research connected to the work of the team, or develop community engaged opportunities. All teams will be encouraged to collaborate with other campus initiatives designed to encourage interdisciplinarity and develop academic and administrative structures that support interdisciplinary teaching and research.

QEP personnel will sponsor collaborative workshops across campus that encourage faculty and students to formulate questions suitable for interdisciplinary teaching and learning, such as: “How might we reimagine ocean spaces and better understand coastal environments?” “Why does inequality persist?” “How do trade and exchange affect human communities?” “What have we learned about pandemics?” “What should a 21st century education entail?” They will also help teams design and develop interdisciplinary learning experiences that explicitly address one of the UNCW mission and learning goals of critical thinking, diversity, or global citizenship.

Individual / Small Team Grants

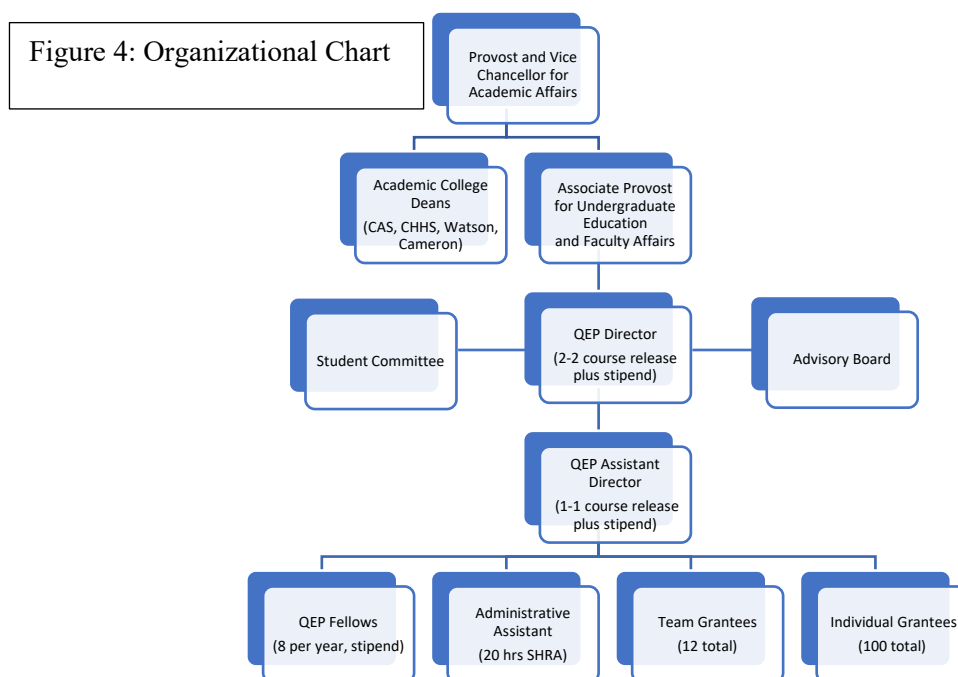
In addition to funding large teams, the QEP will also sponsor individual and small team grants to one or more faculty members, staff, and/or students who propose interdisciplinary student learning experiences tied to critical thinking, diversity, and global issues that include disciplinary grounding, perspective taking, and integration of insights ([Appendix 9](#)). Students will also complete a signature assignment that produces an assessable work product. Funds may be used to cover stipends, travel, guest speakers, equipment, materials, or other associated costs. Proposals will explain the learning goals, learning activities, and signature assignments that assess students’ interdisciplinary learning about diversity, global issues, and critical thinking, and

they will include an example of a potential signature assignment(s) and assignment prompts that call for students to analyze issues and problems from multiple disciplinary perspectives and integrate these insights.

This QEP will offer opportunities for interdisciplinary connections and will proactively develop an interdisciplinary culture at UNCW. It will enhance interdisciplinary skill development among students, including disciplinary humility, integrative learning, diversity, as well as the ability to collaborate, communicate across majors and disciplines, and meet the needs of the wider community. Faculty and students will determine what interdisciplinary connections they want to develop, as we recognize that meaningful interdisciplinary collaboration is best generated from the grassroots around emerging needs. However, to promote the development of teams across colleges and schools, we give preference to teams that involve more than one school in our scoring rubric ([Appendix 8](#)), and Advisory Board members from each college will encourage their faculty and staff to submit proposals. We will also ensure that each of the three learning outcomes are equally represented among the twelve teams.

Organizational Structure

Our QEP organizational structure reflects our intention to create a diverse, inclusive, collaborative campus environment that supports interdisciplinarity. Not only have we appointed an advisory board to ensure shared governance and broad representation across the university, but we have also established a student committee to ensure that our students participate actively and have a voice in the QEP process. The QEP will be administered by the Director, who will report to the Associate Provost for Undergraduate Education and Faculty Affairs in the Division of Academic Affairs.



The Director will also share the QEP annual report with the University Assessment Council to gain cross-divisional feedback on our assessment findings and practices, as our QEP seeks to

improve the university learning goals of diversity, global citizenship, and critical thinking. The University Assessment Council is convened by the Associate Provost of Institutional Research and Planning to contribute to and support informed decision-making as it relates to institutional effectiveness and strategic planning. They review and discuss assessment findings and current processes to make recommendations on student learning, educational programs, general education, and student support services.

Position Descriptions and Responsibilities

Director

The Director will produce the Five-Year Impact Report for SACSCOC and the university; present an annual impact report to the Advisory Board, Provosts' Cabinet, and other campus stakeholders; liaise with SACSCOC, Institutional Effectiveness, and the University Assessment Council; chair the QEP Advisory Board, Steering Committee, and Student Committee; meet with Academic Affairs/Provost, Chancellor, deans, associate deans, and other stakeholders; advocate for QEP teams and individual grant recipients; promote the QEP in departments, units, and colleges and during events and workshops; represent the QEP on UNCW task forces; compile a resource library for integrative, interdisciplinary learning; and perform other functions as needed. We expect that the director will have to take on additional duties as the QEP progresses and the impact of the work spreads, and/or if there are unforeseen events [e.g., a hurricane] that will require significant amounts of time. This role will be compensated with a \$36,000 stipend and a two-course buyout per semester.

Assistant Director

The Assistant Director will manage the budget; supervise and manage fellows; assist fellows with coordination of workshops and training for teams and individual grant recipients; assist director with coordinating assessment of student learning outcomes and lead the summer assessment scoring process in collaboration with UNCW's General Education Assessment Coordinator; contribute significantly to the resource library for integrative, interdisciplinary learning. They will serve as backup to the director and perform other duties as determined by director, and the director and assistant director may choose to share or exchange certain duties based on experience and expertise. This role will be compensated with an \$18,000 stipend and a one-course buyout per semester.

QEP Fellows

Eight fellows per year will provide expertise in the areas of pedagogy and assessment during the academic year and first summer session. All faculty and staff (EHRA or SHRA-exempt) will be eligible to serve, and their term of service will be one year (with the option of serving again the following year). Pedagogy fellows' primary responsibilities will be to assist teams with proposal and curriculum development, train new teams, share successful models and literature/resources about integrative, interdisciplinary learning, etc. Assessment fellows' primary responsibilities will be to assist with scoring and help address any issues related to student learning outcomes, alignment, assignment prompts, rubrics, etc. discovered during the assessment process. Other duties directly related to QEP efforts may be assigned at the discretion of the Director and the

Steering Committee. Fellows will be compensated with a \$4,000 stipend and will support the operation of the Steering Committee (see below).

QEP Steering Committee

QEP Fellows, along with the Director and Assistant Director, will comprise the QEP Steering Committee. Some QEP Advisory Board members may be asked to serve as ex-officio members of the Steering Committee where they have particular experience or perspectives. This committee will be responsible for steering the initiative and serving as subject matter experts that will plan and execute workshops and provide guidance as needed for the QEP teams and individual grantees. The Steering Committee will also assist with the administration of individual grants, including review and selection of proposals, oversight of final impact reports, and revisions to the RFP language and proposal evaluation rubric. Members of the Steering Committee will serve as QEP ambassadors across campus and will seek out synergies between the QEP and other initiatives on campus and in the community.

Administrative Associate

The Administrative Associate will monitor the use of expenditures and process supplemental pay, travel reimbursement, purchases, and other expenditures of teams and individual grantees; manage campus communication (announcements, advertising, etc.); organize and promote social hour and incubator events as well as workshops and trainings; coordinate QEP events and meetings with other offices across campus; assist with Zoom and/or event setup and breakdown; maintain the website; compile and maintain records from events, assessment, and budget for the Director and Assistant Director; maintain the resource library; etc. They will provide additional support to QEP Steering Committee members as needed. The Administrative Associate is a 20-hour SHRA employee who also provides general support for affairs of the Faculty Senate.

Large Team Grantees

Large teams comprised of approximately 5-10 faculty members, staff, and students will submit proposals for a multi-year interdisciplinary student learning experience. Up to three proposals will be selected each year by the QEP Steering Committee. Student learning experiences must produce an assessable artifact that will be evaluated by assessment scorers. Teams must select a principal organizer who will serve as the point of contact, meet with the Advisory Board, Steering Committee, and Student Committee, and submit annual reports where they will provide information about specific obstacles, opportunities, and aids to their collaboration. At the end of their funding cycle, participants will also be required to reflect on the value of the learning experiences and the collaboration for students and colleagues. Team members will attend workshops led by QEP Steering members to design learning experiences and signature assignments. Team members may also be asked to participate as assessment scorers. Teams will provide timelines for their work by July 1, spend or encumber all funds by April 1, and submit their students' signature assignments by January 1 (for fall semesters) or May 1 (for spring semesters).

Individual / Small Team Grantees

Individual grantees will design interdisciplinary student learning experiences that may be based on an interdisciplinary organizing question. These experiences may be offered in conjunction with a credit-bearing course and will require students to complete a signature assignment that

produces an assessable artifact. One or more faculty members, staff members, and students can benefit from these individual grants and may use the funds to cover stipends, travel, guest speakers, equipment, materials, or other associated costs. Proposals will be selected by the QEP Steering Committee. Grantees will attend workshops led by QEP Steering members to design student learning experiences and signature assignments (as appropriate), and they will submit a report about their interdisciplinary learning experience. Individuals will provide timelines for their work by July 1, spend or encumber all funds by April 1, and submit their students' signature assignments by January 1 (for fall semesters) or May 1 (for spring semesters).

Assessment Scorers

Summer assessment scorers will be selected from among QEP Fellows and Team members. Scorers will attend a rubric norming session to increase rater reliability and a scoring session during the summer in which they will be responsible for scoring student work products.

Advisory Board

To ensure shared governance, faculty expertise and input, as well as open communication and broad representation across campus constituencies, UNCW will appoint an Advisory Board to advise the Director and meet at least once during each academic semester. The Advisory Board will also be responsible for reviewing and selecting QEP fellows, as well as team and individual grants in Year 0. The Advisory Board will include the following members:

- Associate Provost for Undergraduate Education & Faculty Affairs (Carol McNulty)
- QEP Director (Beverley McGuire)
- QEP Assistant Director
- Director of Institutional Effectiveness (Kim Miller)
- General Education Assessment Coordinator (Lea Bullard)
- Director of the Center for Teaching Excellence (Jacquelyn Lee)
- One associate dean/faculty with previous administrative experience from:
 - Cameron School of Business (Dave Glew)
 - College of Arts and Sciences (Kemille Moore)
 - College of Health and Human Services (Lorie Sigmon, Nursing)
 - Watson College (Angela Housand)
- One faculty member from each of the four colleges/schools:
 - College of Arts and Sciences (Jennifer Biddle)
 - College of Health and Human Services (Alicia Sellon, Social Work)
 - Watson College of Education (Amy Garrett-Dikkers)
 - Cameron School of Business (William Compton)
- Randall Library representative (Stephanie Crowe)
- Student Affairs member (Will Wilkinson)
- Faculty Senate Steering Committee Member (Kristin Bolton)
- Director of Applied Learning (James DeVita)
- Director of Honors College (Shawn Bingham)
- University College representative (Michelle Vliem)
- Communication and Marketing Coordinator, Academic Affairs (Megan Kauzlaric)
- Community Member/Alumni representative (Wanda Coley)
- Advancement representative (Katie Crosby)
- Alumni Affairs representative (Lindsay LeRoy)

Student Committee

To ensure that students actively participate, contribute, and have a say in the QEP process, and to mitigate against power dynamics that may intimidate student representatives on the Advisory Board, we will have a student committee composed of eleven representatives from across campus. Current representation includes:

- Student Government Association representative (Skyler Stein)
- Representatives from each college's student advisory group (TBD)
- Honors College representative (TBD)
- Upperman African American Cultural Center representative (Rochelle David)
- Centro Hispano representative (Joandy Martinez-Reyes)
- Mohin-Scholz LGBTQIA Resource Center representative (Eli King)
- Asian Heritage Cultural Center representative (Brienna Joi-xin Rafferty)

Students will be expected to serve at least two years to ensure that there is not too much turnover.

Management Plan

As outlined in the position descriptions, the Assistant Director will be responsible for collecting the signature work from the team and individual grantees' interdisciplinary learning experiences for assessment, and they will be responsible for administering the pre- and post-assessment surveys to students and faculty. They will report that data to the Director at the end of May, after the scoring session, so that the Director and Assistant Director might together reflect on the assessment results and program activities in June.

The Assistant Director will also be responsible for documenting actual expenditures on the QEP as compared to allocations, reporting it via Excel to the Director on an annual basis, no later than the beginning of July, when the next fiscal year begins. The Director will then use this as the basis of compiling the Annual Impact Report.

If data analysis reveals that our intended outcomes are not being achieved, the Director will then solicit input from the Steering Committee, Student Committee, and Advisory Board to determine what changes are needed. If it is necessary to consult an even broader base of constituencies, the Director will involve them as well. The Director is ultimately responsible for changing the direction of the QEP if warranted. Once those changes have been made, the Assistant Director will investigate the impact of changes in the next year's data analysis, and they will report that impact to the Director by the end of May.

The Director will be responsible for communicating information about the QEP to stakeholders, presenting the annual impact report every fall semester, beginning in fall of 2024, to the Provost's Advisory Council, the University Assessment Council, and any other relevant stakeholders. This report will be modeled after the 5-Year Impact Report to SACSCOC, sharing the insights and experiences of faculty, staff, and students funded by the QEP, discussing the impact on the six student learning outcomes tied to diversity, global citizenship, and critical thinking, reporting how much money was spent that year, and detailing the program activities and internal/external communications made about the QEP.

Timeline and Actions

A timeline showing alignment between QEP goals, action steps, and assessment can be found in [Appendix 5](#). The action steps for Years 1-5 are outlined below.

Actions Implemented in Year 0 (2022-2023)

In the summer 2022, faculty, staff, and graduate students from units across campus assisted in developing the QEP proposal through four working groups that drafted the Literature Review, the Topic Identification and Selection, Resources, and Assessment sections of our QEP proposal (Table 7). UNCW sent a team to attend the SACSCOC Summer Institute in July 2022, which included Dr. Andy Mauk, Associate Provost for Institutional Research and Planning, Dr. Carol McNulty, Associate Provost for Undergraduate Education and Faculty Affairs, Dr. Kim Miller, Director of Institutional Effectiveness, Dr. Kemille Moore, Associate Dean of the College of Arts and Sciences, and Dr. Beverley McGuire, QEP Director.

Table 7: Working Groups for QEP Proposal Draft

Literature Review (Led by Kemille Moore)	
Elizabeth Crawford	Associate Professor, Watson College
Stephanie Crowe	Associate Director, Academic & Research Engagement, Randall Library
Xaver Neuermeier	Assistant Professor, Cameron School of Business
Ginger Rhodes	Professor, Math, CAS
Topic Identification and Selection (Led by Beverley McGuire & Carol McNulty)	
Julia Morris	Assistant Professor, International Studies, CAS
Erica Noles	Lecturer, Psychology, CAS
QEP and Resources (Led by Paul Townend, Dan Masters & Mark Spaulding)	
Babette Boyd	Lecturer, Sociology & Criminology/Africana Studies, CAS
Ulku Clark	Professor, Cameron School of Business
Kelley Hanna	Lecturer, World Languages and Cultures, CAS
Tiffany Lane	Associate Professor, Social Work, CHHS
Assessment (Led by James DeVita)	
Jamy Chulak	Associate Clinical Professor, Respiratory Therapy, CHHS
Ania Peczalska	Director of Student Affairs Assessment, Research, and Planning
Kim Miller	Director of Institutional Effectiveness
Evan Widney	Graduate Student in Watson College's Educational Leadership Program
Erin Williamson	Assistant Director in the Office of Student Leadership and Engagement
Cici Yang	Assistant Professor, Communication Studies, CAS

In the fall 2022 semester, we started with a campus-wide launch in September, followed by presentations to key stakeholders including Faculty Senate (September 13, 2022), Staff Senate (October 12, 2022), and Student Government Association (October 18, 2022), all of whom passed resolutions supporting the QEP. We established the QEP Advisory Board which met on December 2, 2022 to discuss the draft of the QEP proposal. The QEP Director also met with other stakeholders including Dr. Stuart Borrett, Associate Provost for Research and Innovation, on October 26, 2022, and Dr. Nathan Grove and Dr. Katherine Liu from the Center for the Support of Undergraduate Research and Fellowships on November 16, 2022.

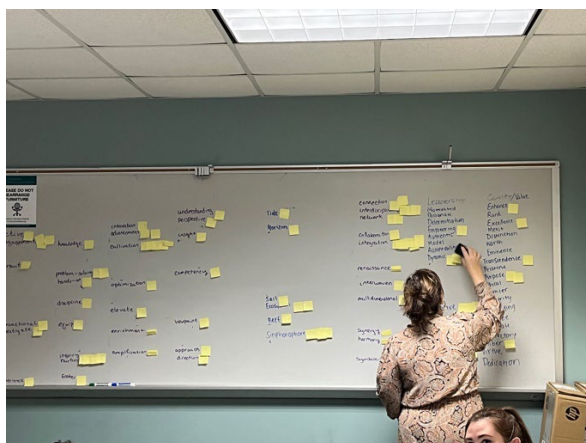
In collaboration with the Center for Teaching Excellence, the QEP Director facilitated three workshops for faculty and staff in the fall semester of 2022:

- **What is Interdisciplinary Learning?** (Friday September 16, 12-1 pm; 45 attendees: 23 online/22 in-person attendees): This workshop explored the difference between multidisciplinary and interdisciplinary learning, as well as the fundamental characteristics of interdisciplinary learning: disciplinary grounding, perspective taking, and common ground and integration. It provided examples of interdisciplinary learning experiences and allowed participants to consider ways they might design and develop interdisciplinary learning experiences for their students.
- **Designing Interdisciplinary Learning Experiences** (Friday September 30, 12-1 pm; 52 attendees: 41 online/11 in-person): This workshop explored ways of designing interdisciplinary learning experiences that include disciplinary grounding, perspective taking, and integration of disciplinary insights. Examples of learning goals, activities, assignments, and assignment prompts from interdisciplinary learning experiences were provided, and participants practiced backward designing their own interdisciplinary learning experiences.
- **Interdisciplinary Assignments for Critical Thinking, Diversity, and Global Citizenship** (Friday October 21, 12-1 pm; 30 attendees: 20 online/10 in-person) This workshop discussed signature assignments and ways participants might design interdisciplinary assignments that target the learning goals of critical thinking, diversity, and global citizenship. It enabled participants to develop their own signature assignments that meet critical thinking, diversity, or global citizenship learning goals.

In the fall 2022 semester, the Director also held three hybrid “Connect and Collaborate” sessions for faculty and staff that aimed to facilitate the formation of interdisciplinary teams to design, develop, and implement interdisciplinary learning experiences for students. The three sessions focused on the three learning goals targeted in our QEP: diversity (Friday, September 23, 2022; 59 attendees: 49 online/10 in-person), critical thinking (Friday, October 7, 2022; 20 attendees: 13 online/7 in-person), and global citizenship (Friday, November 4, 2022; 21 attendees: 17 online/4 in-person). All of the workshops and sessions were recorded and posted on a learning management site (Canvas), and faculty and staff were invited to enroll in the Canvas site to view those videos, connect with others who shared interdisciplinary interests, and access other resources about interdisciplinary learning.

Students participating in Dr. Jeanne Persuit’s [Pier601 Creative](#), a student-run integrated marketing communication (IMC) firm in the UNCW Department of Communications, branded and named our QEP initiative. This student-run project launched on September 27, 2022, with a

QEP presentation and Q&A with the Director, followed by a naming exercise with Drs. McNulty, McGuire, Townend, and Boersma (pictured below) on November 1, 2022, and final presentations on December 13, 2022.



In November 2022 Drs. McGuire, Moore, and Townend attended the Association of Interdisciplinary Studies conference, where they facilitated a solution room about the QEP entitled “An Action-Based Team Approach to Overcoming Obstacles to Interdisciplinarity.”

The QEP Director attended the SACSCOC annual conference in December 2022, revised the QEP proposal based on recommendations from those conference sessions as well as feedback from the Off-Site Review, and then circulated the QEP proposal to Jamie Winebrake (Provost), Andy Mauk (Associate Provost for Institutional Research & Planning), and Kim Miller (Director of Institutional Effectiveness) for their feedback. We made final revisions of the QEP based their feedback and prepared for the onsite accreditation visit on March 28-30, 2023.

Table 8: Timeline and Actions

Year 0 Timeline & Actions	
Summer 2022	Attended SACSCOC Summer Institute, July 17-20, 2022 Drafted full QEP Proposal Submitted overview to Off-Site Committee for Non-Binding Review
Fall 2022	Introduced QEP topic to campus through presentations to key stakeholders Revised QEP based on reviewer feedback, made it available to campus Presented about the QEP at the Association for Interdisciplinary Studies annual conference November 10-12, 2022 (http://ais.sonoma.edu/) Nominated QEP Lead Evaluators Collaborated with Pier601 to name and brand the QEP Organized three Interdisciplinary Learning Workshops and three “Connect and Collaborate” Sessions
Spring 2023	Hosted drop-in sessions about application process Reviewed applications (received by deadline of February 1) and selected three teams and 20 individuals to receive grants for 2023-2024 year Submitted final QEP document Prepared for site visit (kick-off presentation, questions for lead evaluator) Presented in SACSCOC On-site Visit March 2023

Years 1-5 Timeline & Actions (Cyclical)	
Fall	Organize Interdisciplinary Learning Workshops Facilitate “Connect & Collaborate” sessions Grant Application Drop-In Hours (Teams and Individuals) Support teams and individual grantees Hold two meetings of the Advisory Board and Student Committee Hold biweekly QEP Fellow Meetings
Spring	Grant Application Drop-In Hours (Teams and Individuals; deadline March 1) Support teams and individual grantees Select QEP Fellows, Teams, and Individual Grantees (decisions by April 1) Host Student Interdisciplinary Learning Showcase (mid-April) Collect Students’ Signature Assignments from Teams and Individuals (May 1) Collect Annual Reports from Teams and Individuals
Summer	Scoring Sessions (mid-May) Analyze and Report Assessment Findings (early June) Reflection on QEP Activities (June & July) Write and Circulate QEP Annual Report

Connect and Collaborate Sessions

In the fall semester, Steering Committee members will host biweekly sessions oriented around a particular question or issue, inviting faculty, staff, and students to come and discuss it to make cross-disciplinary connections. If possible, we will also identify experts on campus to come. Through such sessions, we will help facilitate the formation of teams to design, develop, and implement interdisciplinary learning experiences that will be part of the QEP. Starting in Year 2, we will include questions and issues being addressed by team and individual grantees, so that they might build on their nascent networks.

Interdisciplinary Learning Workshops and Panels

Each semester we will host workshops on best practices in interdisciplinary learning, panels where faculty share different interdisciplinary learning projects they have facilitated, and sessions where we examine how interdisciplinary learning might enhance students’ higher order thinking skills about critical thinking, diversity, and global issues. Our approach relies on a “train the trainer” model of faculty development in which UNCW first will invest in professional development for QEP fellows, and then having them serve as ambassadors for interdisciplinary learning by training other faculty about best practices and strategies for interdisciplinary learning experiences. Each year, our goal will be for faculty ambassadors to pursue professional development on more advanced topics, so that in subsequent years they can share what they have learned, so that ultimately knowledge about interdisciplinary learning might be disseminated across campus reaching all of our academic disciplines.

Table 9: Examples of Topics for Interdisciplinary Learning Workshops

Topic	Training Level		
	Basic	Intermediate	Advanced
Cross-Disciplinary Approaches	Moving from multi-to interdisciplinary learning	Integrative methods for interdisciplinary assignments	Transdisciplinary Learning Approaches

Designing and Facilitating Interdisciplinary Learning Experiences	Critical elements of interdisciplinary learning experiences	Assessing interdisciplinary learning	Grant writing strategies to support interdisciplinary learning and research
Collaboration	Strategies for fostering teamwork and collaboration across disciplines	How to foster student articulation of teamwork and collaborative skills	Establishing collaborative networks across campus
Critical reflection	Critical reflection models	Effective prompts for critical reflection	Critical reflection as a professional practice
Communication	Communicating across disciplines	Intellectual and disciplinary humility	Multi-cultural competence focused communication
Scholarship on interdisciplinary learning	Theories of interdisciplinary teaching and learning	Recent scholarship on interdisciplinary teaching and learning	Engaging in scholarship of interdisciplinary teaching and learning

The goal of our professional development plan is to expand the number of faculty who are trained each year, and to bring the program to a point that it is self-sustaining by the time that the QEP ends. We will periodically introduce new virtual and face-to-face sessions, and we will continue to offer them routinely thereafter. We plan to introduce additional topics each year, so that faculty can also increase their understanding of interdisciplinary learning by learning more advanced techniques, including sessions that will help faculty learn how to fund such interdisciplinary learning experiences independently. The proposed cycle for implementing the faculty development sessions appears below as Table 10.

Table 10: Proposed Cycle for Professional Development Offerings by Year

Level of Trainings	Year 0 2022-2023	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026	Year 4 2026-2027	Year 5 2027-2028
Basic	✓	✓	✓	✓	✓	✓
Intermediate		✓	✓	✓	✓	✓
Advanced			✓	✓	✓	✓

Admittedly, professional development offerings will fluctuate year to year based on the success of previous sessions, as well as the workshops offered by grantees that are tied to their own interdisciplinary learning experiences.

Grant Application Drop-In Hours (Teams and Individuals)

Each semester we will offer drop-in hours where faculty can learn about the expectations for team and individual grant applications, have their applications reviewed by QEP Fellows, and ask any questions that they have about the application process.

Student Interdisciplinary Learning Showcase

We will encourage students to present their research or scholarly activity at the CSURF Showcase of Student Research and Creativity, a campus-wide event held every semester at

UNCW, but we will also host a Student Interdisciplinary Learning Showcase to provide a forum for students to present what they have learned about disciplinary grounding, perspective taking, and integration, and how they have applied that specifically to diversity, global issues, and critical thinking. Not only will this enable students to critically reflect on their learning, but it will also provide additional data for our assessment.

Scoring Sessions for Assessing Student Learning Outcomes

In May (starting in 2024 and continuing through 2028), we will have scoring sessions where we will assess the signature assignments from the team and individual grants, using the critical thinking, diversity, and global citizenship rubrics.

Reflection on QEP Activities

In May (starting in 2024 and continuing through 2028), the Steering Committee will reflect on the QEP program activities, as well as the results from the scoring sessions, so that we might use such data to formatively assess the program as well as grantee activities and make any necessary adjustments in upcoming years



Chapter 4: Resources

UNCW support for the QEP is demonstrated by the allocation of human, financial, and physical resources to implement and sustain the program. The plan has gone through the planning and budgeting process, funds have been allocated by the Provost ([Appendix 6](#)), personnel have been selected, and a space has been identified where we will hold in-person workshops and drop-in hours: the Faculty Commons in Randall Library (room 2014) devoted to collaboration between UNCW faculty. For hybrid workshops, we will use a Distance Education Room in Randall Library (room 2005) that allows for participation in person and via Zoom.

Budget Overview

The proposed budget provides cost information on three areas of the overall QEP for years 0 through five, which are broken into initiation, implementation, and completion phases. The bulk of the QEP relates to the student learning experiences facilitated by the Interdisciplinary Team Grants (12 teams funded over two- and three-year cycles), and the Individual Interdisciplinary Grants (20 grants per year for five years total). The functions related to distributing funds, monitoring progress, and cultivating assessment data from these grants fall to the QEP administration.

QEP Administration

The QEP includes people and activities all designed to award, manage, and evaluate the different interdisciplinary grant programs. To make the QEP a success we must make efforts to promote the new QEP across campus, build and maintain support among key university stakeholders, provide training to faculty in how to develop and facilitate their interdisciplinary learning experiences, and gather and evaluate assessment data from them to determine QEP impact. Administration is broken into two large tracks: personnel-based administration and non-personnel administration (or more appropriately—programming). The personnel-based elements include a QEP Director, a half time Assistant Director, a half time Administrative Associate, QEP Fellows, QEP Summer Fellows (Year 0 only), and additional assessment scorers (as needed). Programming includes faculty workshops, assessment scoring, and promotional activities and items.

The QEP is headed up by a QEP Director, selected by the Topic Proposal Team and approved by the UNCW Academic Affairs Division leadership (Provost and Vice-Chancellor for Academic Affairs). The QEP Director will receive half of the full stipend in Year 0 (\$18,000) and the full stipend (\$36,000) in Years 1-5 of the QEP. The stipend is equivalent to three months' full salary for those in Director positions. The QEP Director additionally receives a 2-course administrative reassignment per semester for each semester of Years 1-5. The salary and course-reassignments allow for 12-month coverage on the QEP leadership and allows time necessary to administer and promote the QEP and its values at UNCW for the initiation, implementation, and completion years.

The QEP Director will need administrative support as well to manage core QEP functions. We envision three layers of support; an Assistant Director, an Administrative Associate, and Faculty Fellows. The Assistant Director will have primary oversight of the workshops and assessment processes. More precisely, the assistant director will work with the Faculty Fellows to define workshops for each year, plan and schedule the workshops, and ensure payment of any speakers, and support for the events. Additionally, the Assistant Director will work with the Faculty

Fellows to develop an assessment schedule, ensure assessment materials and reports are collected from the teams and the individual grants, and supervise the drafting of the annual QEP assessment report. The Assistant Director is supported in this role with a stipend of \$18,000. This stipend is equivalent to three months' salary for those in the position of Assistant Director.

The QEP Director and Assistant Director are supported by a half time Administrative Associate that will directly manage the QEP website (updates, design, redesigns as needed), administer the QEP budget through the University's Banner Finance system, scheduling, the core front facing responsibilities of the QEP, and other duties as assigned. As the QEP is not an independent department with permanent faculty, this role is expected to be primarily half time. In Years 0 and 1, this function will be a cost share with the UNCW Honors College, who will support the QEP with partial support from an administrative associate in that office. As of Year 2, the QEP will seek more comprehensive Administrative Associate support which may come in the form of a cost shared position from the Office of Academic Affairs. The Year 0 and 1 shared line is estimated at \$4,000 per year and thereafter at \$40,000 per year.

The Faculty Fellows are responsible for front line delivery of programs and assessment for the QEP to help faculty and staff develop interdisciplinary learning activities and assignments, and they will help facilitate assessment scoring each year. The QEP plans to bring on up to 8 Faculty Fellows each year. We anticipate half of the Fellows will work on workshop programming, while the other half will work on assessment. This exact division may vary from year to year, and the QEP may not need a full 8 Fellows each year. Each Fellow is supported with a \$4,000 stipend paid in Summer Term 1 or 2 depending on the timing of the work being done.

The QEP Summer Fellows operate in Year 0 only and are assisting in developing the QEP and drafting the full proposal. 12 Summer Fellows were brought on board and broken into separate groups to work on parts of the QEP. This work consists of discussions on QEP programming, implementation schedule, and budget items. Each Fellow is provided a summer stipend worth \$1200 paid in Summer Term 1. The budget support for this is a cost share by Academic Affairs and the Provosts office. The Summer stipend is a term limited to Year 0. Fellows may opt to take up a different role in the final QEP after it formally launches in Year 1.

QEP non-personnel administrative costs (Programming Costs)

The QEP has two core programming areas: workshops and assessment. The workshop topics will vary from year to year, but will circulate around interdisciplinary pedagogy, course design, inter-professional activities, and guidance on building interdisciplinary teams and/or applying for individual interdisciplinary grants. In the Initiation Period (Y 0) we envision 4 workshops, and 2 to 4 workshops each year in Years 1-5. In Year 0 Faculty Fellows are not yet in place, so the costs for each workshop are separated out. In Years 1-5 Faculty Fellows will take on the function to set up and run the workshops. Therefore, the workshop cost is absorbed in the Faculty Fellows cost line. Workshops in Y0 are estimated to cost up to \$1500 each for the workshop facilitator, speakers, and workshop course materials.

Assessment is focused on the interdisciplinary teams and individual interdisciplinary grant student learning activities. Assessment takes place in Summer Session 1 (May to June) each year. Collection of assessment materials and planning for assessment scoring is managed by Faculty Fellows, supported (as needed) by independently contracted QEP assessment scorers at a

cost of \$1500 per year (\$300 per person for a scoring team of up to 5 people, compensated at \$50/hour for a 2-hour norming session and 4-hour scoring session, which aligns with general education scoring compensation rates).

Assessment and Workshops will require additional materials and support for those participating. The QEP budget also includes lines for catering the workshops, and assessment scoring sessions, up to \$4000 per year. Additionally, there is a line for learning resources used in the workshops and held by the QEP centrally. These resources may be electronic resources unique to Interdisciplinarity, or hard copy materials distributed to attendees at the workshops, assessment, or otherwise needed. Finally, the QEP is also budgeting a line for promotional materials for the QEP to ensure the QEP is known across campus, and those participating are duly identified as doing work associated with the QEP. These marketing and promotional materials will vary from year to year, but could include items such as clothing, writing materials, and other items intended to spread the name of the QEP and its activities across the campus community. The estimated budget line on promotional materials is \$7000 in year 0, and up to \$20,000 per year in years 1-5.

The final programming part for the QEP is professional development. Each year, UNCW maintains its membership in the Association for Interdisciplinary Studies. Any associated annual conferences in AIS, or similar interdisciplinary conferences like the International Conference on Interdisciplinary Social Sciences, or other such conferences (for examples, see <https://conferencealert.com/interdisciplinary-studies.php>) are open to any member of the QEP administrative team (director, assistant director, and faculty fellows) as well as participants in the interdisciplinary teams and individual grants. The QEP will provide coverage for travel costs related to participation in a professional interdisciplinary conference for individual presenting materials or seeking professional development. The QEP estimates an increasing number of conference attendees as the QEP matures and seeks \$4,500 in conference costs in year 0, \$10,000 in year 1, 15,000 in year 2, and 20,000 in years 3 to 5.

Interdisciplinary Teams Grants

The heart of the QEP lies in the two grant programs designed to enable and support interdisciplinary learning activities at UNCW. The largest of these grant programs are the Interdisciplinary Teams Grants. The QEP will fund 12 teams each for 2 or 3 years, up to \$50,000 for each team to construct and support a well-defined interdisciplinary learning activity. The Team Grants require that each team be made up of *at least* 5 people from different academic units across different programs, departments, and colleges. And that each team builds a learning activity that is sustainable beyond the life of the three-year grant period. The Teams grants are awarded to teams that represent at least two different academic units on campus (see RFP in [Appendix 7](#)). Up to 3 teams are awarded Interdisciplinary Teams grants each year in years 1-4. Teams 1-3 are funded over years 1 to 3, Teams 4-6 are funded over years 2 to 4, Teams 7-9 are funded over years 3 to 5, and Teams 10-12 are funded over years 4 to 5.

Team applications will be due on February 1 of the preceding academic year in Year 0 and March 1 of the preceding year in Years 1-4, and the QEP Steering Committee will evaluate those applications and make award decisions by March 1. Teams 1-3 will apply and be selected in Spring of Y0, Teams 4-6 will apply and be selected in Spring of Y1, Teams 7-9 will apply and be selected in Spring of Y2, and Teams 10-12 will apply and be selected in Spring of Y3. Years 4 and 5 will continue to distribute awarded grant funds to teams 7 to 12. Each grant is distributed

on a declining scale (unless otherwise requested) with \$25,000 in grant year 1, \$15,000 in grant year 2, and \$10,000 in grant year 3. Teams 10-12 receive up to \$25,000 in grant year 1, and \$25,000 in grant year 2. The total budget for the Interdisciplinary Teams Grants is \$600,000 for the duration of the 5-year QEP period.

As outlined in the RFP, teams will submit annual reports after each year of implementation that include how they have spent their funds and any budget revisions for future award years. These reports will be electronically uploaded to the QEP Canvas site by mid-May and reviewed by the Director and Assistant Director in early June. Funds will be administered and tracked by the Assistant Director and Administrative Associate, and teams will be responsible for reporting the spending of funds in their annual report. Any adjustments to budgets must be approved by the Assistant Director, who is responsible for administering the budget and overseeing the correct use of funds through these reporting mechanisms.

Individual Interdisciplinary Grants

The Individual Interdisciplinary grants are awarded to up to 20 people per year for each of the five years of the QEP. Each award is valued at \$5,000 per awardee. The individual grants support a wide range of smaller interdisciplinary learning experiences. Activities that may be funded include interdisciplinary course development grants, interdisciplinary study abroad programming, interdisciplinary faculty research projects that include students, among others. Individual grant applications will be due on March 1 of the preceding academic year (February 1 in Year 0), and the QEP Steering Committee will evaluate those applications and make award decisions by April 1 (March 1 for Year 0). Funds will be administered and tracked by the Assistant Director and Administrative Associate, and the individual will be responsible for reporting the spending of funds in their report following the interdisciplinary learning experience. Any adjustments to budgets must be approved by the Assistant Director, who is responsible for administering the budget and overseeing the correct use of funds through these reporting mechanisms.

The QEP Director is allowed discretion to deploy the individual grants through different existing programs on campus as appropriate. For example, individual grants can supplement and expand the number of Cahill grants awarded to interdisciplinary projects. Other examples include supplementing International Programs grants for students, faculty related to interdisciplinary faculty-led study abroad programs, Different College/School curriculum development grants. The bulk of these individual interdisciplinary grants are to be awarded directly through the QEP each year, but these supplemental uses of individual grant monies are allowed each year. The total budget line for the individual grants is \$100,000 per year for 5 years, or \$500,000.

Detailed Budget

Item	Y0 (2022-23)	Y1 (2023-24)	Y2 (2024-25)	Y3 (2025-26)	Y4 (2026-27)	Y5 (2027-28)	Totals	Cost Share
	Initiation		Implementation			Completion		
QEP Administration								
Personnel								
A. QEP Director								
Stipend (36K years 1-5)	\$31,082	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000	\$198,000	
Course Release (2-2) (Y0 1-1)	\$8,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$80,000	
B. QEP Assistant Director								
Stipend (18K years 1-5)		\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$90,000	
Course Release (1-1)		\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$40,000	
C. QEP Fellows, 8 at 4K per year	\$8000	\$32,000	\$32,000	\$32,000	\$32,000	\$32,000	\$160,000	
D. QEP Staff Support, SHRA		\$4,000	\$40,000	\$40,000	\$40,000	\$40,000	\$160,000	
E. QEP Support								
Interdisciplinary Learning Workshops							\$6,000	
QEP Assessment Scoring Stipends		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500	
Summer Faculty Fellows (12x\$1200)	\$14,400							\$14,400
Non-Personnel								
Professional Development	\$9,000 (to attend AIS)	\$10,000	\$15,000	\$20,000	\$20,000	\$20,000	\$89,500	
Marketing, Promotion, Supplies		\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$107,500	
Learning Resources		\$3,500	\$3,500	\$3,500	\$2,000	\$1,000	\$15,500	
Catering for CCC (QEP Workshops)	\$1,500	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$24,000	
QEP Administration Total		\$153,000	\$194,000	\$199,000	\$197,500	\$196,500		
Interdisciplinary Team Grants								
Teams 1-3		\$75,000	\$45,000	\$30,000			\$150,000	
Teams 4-6			\$75,000	\$45,000	\$30,000		\$150,000	
Teams 7-9				\$75,000	\$45,000	\$30,000	\$150,000	
Teams 10-12					\$75,000	\$75,000	\$150,000	
Total	\$0	\$75,000	\$120,000	\$120,000	\$150,000	\$105,000		
Interdisciplinary Individual Grants								
20 Awards Per Year (\$5,000 each award)		\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$500,000	
Total	\$49,582						\$2,078,000	



Chapter 5: Assessment Plan

Assessment of Student Learning Outcomes

Our QEP goal is using interdisciplinary learning to improve student learning about critical thinking, diversity, and global issues, so our assessment plan focuses on the effectiveness of utilizing interdisciplinary learning to enhance specific dimensions of three university-level student learning outcomes (SLOs):

1. Critical thinking
 - a. Influence of context and assumptions; and
 - b. Student's position: position, perspective, thesis, or hypothesis.
2. Diversity
 - a. Knowledge of diverse perspectives and their roots; and
 - b. Evaluating claims and theories about diversity.
3. Global Citizenship
 - a. Knowledge of connections within systems; and
 - b. Use of diverse cultural frames of reference and alternative perspectives.

The assessment plan utilizes a multi-stage approach that will occur at three levels throughout the implementation of the QEP: an evaluation of interdisciplinary learning project proposals, a post-assessment of students' signature work, and a pre-post assessment survey for faculty and for students. Data collected at each level will be analyzed annually by the Assistant Director to track longitudinal progress on QEP outcomes and to compare to existing assessment of the respective outcomes occurring in undergraduate studies and other units. They will also create action plans for improving student learning based on this assessment data and gather faculty in focus groups to discuss the results and share best practices for improving student learning.

We have embedded equity into our assessment praxis by using multiple sources of evidence, including student perspectives, inviting alternate interpretations, increasing transparency in results and actions taken, ensuring collected data are meaningfully disaggregated and interrogated, and making evidence-based changes that will work for our students, UNCW, and what we are trying to do (Montenegro & Jankowski, 2020). Specifically, we will be assessing student work in the form of signature assignments, using rubrics already in place within our university assessment practice: the AACU Value rubric for critical thinking (tested nationally for inter-rater reliability and content validity) and locally developed rubrics for diversity and global citizenship (developed and vetted by faculty who provided constructive input and feedback about the representativeness, clarity, and quality of each rubric measure, in order to establish content validity). We will also use pre- and post-assessment surveys for all students who participate in interdisciplinary learning experiences, as well as all faculty who design, develop, and facilitate them. Our assessment aims to enhance student learning, not solely document it, so we plan to involve students at all stages of the QEP process to ensure learning occurs (Brown, 2017).

Direct Measures of Assessment

Interdisciplinary Learning Proposal Selection Rubric

We developed a rubric to use in the evaluation of project proposals focused on three critical aspects of interdisciplinary learning: discipline grounding, perspective taking, and common ground/integration ([Appendix 8](#) and [Appendix 10](#)). The rubric will also determine which projects

are awarded funding through the QEP, and it also provides data on how effectively each project aligns with these three aspects of interdisciplinary learning. We anticipate using the pre-assessment data to conduct correlational analyses on data collected during the post-assessment phase, which would allow us to examine the features of interdisciplinary learning that are related to specific outcomes from engaging in interdisciplinary projects.

Post-assessment: student/signature work product evaluation

We designed an interdisciplinary meta-rubric to evaluate students' signature work products that are developed as part of the interdisciplinary projects funded through the QEP ([Appendix 13](#)). Signature work products will be identified in project proposals and should be germane to the disciplines and/or topics explored in the respective projects. The rubric will be used during an annual scoring event where faculty from across campus will evaluate students' signature work products for how well they demonstrate outcomes on the three SLOs identified above (critical thinking, diversity, and global citizenship). Ratings will be compiled and compared annually to examine change over time and will also be used to compare to ongoing assessment of undergraduate studies curricula. Undergraduate studies have agreed to align data collection cycles for campus-wide student work products with the assessment cycle for the three SLOs connected to the QEP.

Indirect Measures of Assessment

Faculty perspectives: pre-post assessment survey administered at start and end of projects

To facilitate faculty reflections on interdisciplinarity, a pre-post assessment survey was developed that will be administered to faculty (and staff as applicable) at the start and end of their project funding cycles ([Appendix 12](#)). We adapted instrument items from existing literature and focused on situating the assessments of the three SLOs in the context of interdisciplinary learning. In addition, we added a matrix to examine interdisciplinary collaboration competency, which allows additional data to examine and track discrepancies and growth among faculty members of UNCW. Analyses will allow us to track shifts related to faculty perceptions of interdisciplinary learning as well as help us identify resource needs to better engage and facilitate interdisciplinary collaborations. They may also help us inform campus efforts to improve policies and procedures relative to interdisciplinary collaboration.

Student perspectives: pre-post assessment survey administered at start and end of experience

To facilitate student reflections on interdisciplinarity and add contextual information to their performance, a pre-post assessment survey was developed that will be administered to students before and after their interdisciplinary learning experience, where they will self-evaluate their competence ([Appendix 11](#)). We adapted instrument items from existing literature and focused on situating the assessments of the three SLOs in the context of interdisciplinary learning. In addition, we added a matrix to examine interdisciplinary collaboration competency, which allows additional data to examine and track discrepancies and growth among students of UNCW. Faculty will be encouraged to assign points or award extra credit for the survey to ensure representative student response rates. Analyses will help us identify needs to better engage and facilitate student interdisciplinary learning experiences.

Assessment Matrix

We have established the following baselines, milestones, and targets using the baseline data from our longitudinal assessment of critical thinking, diversity, and global citizenship outcomes. Critical thinking was most recently assessed in the spring of 2020, and previously in fall 2016 and spring 2017; diversity was most recently assessed in the spring of 2018, and previously in spring 2015 and spring 2012; global citizenship was most recently assessed in the spring of 2018, and previously in spring 2015 and spring 2012 (“General Education Assessment,” n.d.). The spring 2020 data was used to establish the assessment baseline for critical thinking, and the spring 2018 data was used to establish the assessment baseline for diversity and global citizenship. The QEP will assess student work in critical thinking, diversity, and global citizenship on an annual basis to capture QEP progress and inform any modifications that may need to be made to the QEP.

Table 11: Learning Outcomes Assessment Matrix

Outcome	Measure	Source	Baseline	Comparison	Milestones	Target
Students will thoroughly analyze their own and others’ assumptions and carefully evaluate the relevance of context when presenting a position.	Critical Thinking VALUE Rubric	General Education Assessment Annual Report	7.0% of Work Products Scored 3 or Higher (Spring 2020)		2024: 10% 2025: 20% 2026: 30% 2027: 40% 2028: 55%	55% of Work Products Score 3 or Higher
Students will take a specific position that is imaginative, taking into account the complexities of an issue, acknowledge limits of their position, and synthesize others’ points of view within their position	Critical Thinking VALUE Rubric	General Education Assessment Annual Report	23.5% of Work Products Scored 3 or Higher		2024: 25% 2025: 35% 2026: 40% 2027: 50% 2028: 55%	55% of Work Products Score 3 or Higher
Students will discuss in detail the perspectives of a specific social group or groups and comprehensively examine how	UNCW Diversity Rubric	General Education Assessment Annual Report	0% of Work Products Scored 3 or Higher (Spring 2018)		Will be set based on baseline data	TBD

culture and society influenced (and continue to influence) those perspectives.			Baseline data will be established in 2023-2024 year			
Students will present an evidence-based, accurate and well-thought-out argument for or against a claim, argument or theory regarding the interplay between diversity, identity and experience. Students will acknowledge competing viewpoint(s).	UNCW Diversity Rubric	General Education Assessment Annual Report	0% of Work Products Scored 3 or Higher (Spring 2018); Baseline data will be established in 2023-2024 year		Will be set based on baseline data	TBD
Students will demonstrate a nuanced understanding of interconnections within/between complex global system(s) and process(es).	UNCW Global Citizenship Rubric	General Education Assessment Annual Report	29.3% of Work Products Scored 3 or Higher (Spring 2018)		2024: 30% 2025: 35% 2026: 40% 2027: 50% 2028: 55%	55% of Work Products Score 3 or Higher
Students will demonstrate on-going exploration and integration of multiple perspectives and/or frames of reference in addition to their own when discussing global issues	UNCW Global Citizenship Rubric	General Education Assessment Annual Report	30.4% of Work Products Scored 3 or Higher (Spring 2018)		2024: 35% 2025: 40% 2026: 50% 2027: 55% 2028: 60%	60% of Work Products Score 3 or Higher

To assess the degree to which the use of interdisciplinary learning improves these student learning outcomes, we will use pre-assessment data from the Interdisciplinary Learning Selection Rubric to conduct correlational analyses on data collected during post-assessment, which enables

us to examine the features of interdisciplinary learning that are relevant to these specific learning outcomes. Our pre-post assessment survey of faculty will provide data for us to examine and track shifts related to faculty perceptions of interdisciplinary learning, so that we can better identify faculty needs for engaging and facilitating interdisciplinary collaborations. Our pre-post assessment survey of students will similarly allow us to track shifts related to student perception of interdisciplinary learning, so that we can better identify student needs tied to interdisciplinary learning experiences. In this way, we will use our assessment data to continuously improve professional development opportunities and support for faculty facilitating interdisciplinary learning, as well as resources and support for students engaging in interdisciplinary learning.

Table 12: Program Outcomes Assessment Matrix

Outcome	Measure	Source	Baseline	Comparison	Milestones	Target
Faculty and staff will collaborate to address problems or issues that require an interdisciplinary approach	Number of faculty and staff participating in teams funded by QEP	Professional Development Data	Baseline data will be established in 2023-2024 year	Will be set based on baseline data	TBD	TBD
	Number of faculty and staff participating in Connect and Collaborate Sessions	Professional Development Data	Baseline data will be established in 2023-2024 year	Will be set based on baseline data	TBD	TBD
Faculty and staff will feel competent in engaging in interdisciplinary collaboration	Faculty critical reflection on interdisciplinary collaboration competency	Post assessment survey for faculty	Baseline data will be established in 2023-2024 year	Will be set based on baseline data	TBD	TBD
Faculty and staff engagement in interdisciplinary teaching and learning will increase upon participation in workshops and sessions for measures against milestones and the target between 2024 and 2028	Number of faculty and staff participants in Interdisciplinary Learning Workshops	Professional Development Data	Baseline data will be established in 2023-2024 year	Will be set based on baseline data	TBD	TBD
	Number of workshop participants reporting increased knowledge and application of interdisciplinary learning theories	Professional Development Data	Baseline data will be established in 2023-2024 year	Will be set based on baseline data	TBD	TBD
Students will engage in interdisciplinary learning experiences	Number of students engaged in interdisciplinary learning across campus	TBD	Baseline data will be established in 2023-2024 year	Will be set based on baseline data	TBD	TBD

Students will feel equipped to engage in interdisciplinary learning	Students' critical reflection	Post assessment survey for students	Baseline data will be established in 2023-2024 year	Will be set based on baseline data	TBD	TBD
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Assessment Timeline

The Assistant Director will collect pre- and post-assessment surveys for faculty and students, as well as the signature assignments, at the end of the semesters in which the interdisciplinary learning experiences for team and individual grantees occur. In May, at the end of each academic year, they will organize a scoring session for signature assignments. They will then analyze the results and report their data analysis to the Director at the end of May. In June the Director and Assistant Director will review and reflect on the assessment findings to determine any recommended changes or adjustments to the assessment plan, including its goals, baselines and targets, measurement, and results. Assessment will be managed using a map similar to our general education curricula map:

Table 13: General Education Curricula Map

SLOs	Course (s)	Course Name	Faculty Names	Assessment Task Name	Description of Assignment	Criteria or competencies to be assessed	Results

Use of Assessment Findings

Assessment results will be used to inform on the impact and progress of the QEP, including but not limited to improving student learning, instructional approaches and QEP impact. Assessment findings will be used for evidence-based decision-making to support continuous progress improvement of this plan. Results will also be shared with faculty to promote the sharing of instructional best practices. As part of the curriculum, students will be engaging in metacognition, reflecting on their learning styles and the degree to which to acquired key concepts promoted by SLOs as well as sharing their perceptions on their interdisciplinary experience.

Assessment results will be shared through a communication plan that promotes transparency of the University's QEP and promotes cross-divisional discussion on improving student learning focused on critical thinking, diverse perspectives, and global citizenship. Our plan at this point in time is to present the annual impact report to the QEP Advisory Board, the Provost's Advisory Council, the University Assessment Council, and other relevant stakeholders. Results will also be shared through the QEP website and promoted through university communications, such as SWOOP.



Conclusion

Conclusion

Over the five-year implementation of the QEP, interdisciplinary learning experiences will become part of the fabric of UNCW's culture. Faculty and staff will collaborate with people from different disciplines and units on campus, and they will feel better equipped to engage in those interdisciplinary collaborations. Students will engage in a variety of interdisciplinary learning experiences, and their signature work will demonstrate their higher-order thinking skills by attaining scores of 3 or 4—advanced milestone or capstone—in critical thinking, diversity, or global citizenship learning outcomes. Our Connect and Collaborate sessions, Interdisciplinary Learning workshops, and Student Showcase activities will help establish this new culture of interdisciplinarity on campus.

As summarized in Table 14 below, UNCW has a ***Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.***

Table 14: QEP Alignment with the Evaluative Framework for Standard 7.2

Topic identified through ongoing, comprehensive planning and evaluation processes	Broad-based support of institutional constituencies	Focuses on improving specific student learning outcomes and/or student success	Commits resources to initiate, implement and complete QEP	Plan to assess achievement
<p>Selection process included campus-wide presentation and soliciting of feedback from faculty, staff, students, alumni, administrators</p> <p>Topic aligns with institutional mission, vision, and strategic plan</p> <p>Topic addresses significant gap in student learning identified by longitudinal assessment</p> <p>Topic builds on interdisciplinary initiatives on campus</p>	<p>Resolutions in support of the QEP passed by:</p> <ul style="list-style-type: none"> - Faculty Senate - Staff Senate - Student Government Association <p>Support from:</p> <ul style="list-style-type: none"> - Chancellor - Provost - Board of Trustees <p>Broad range of representation on QEP Advisory Board, Student Committee, and previous QEP committees</p>	<ul style="list-style-type: none"> - Targets university learning outcomes of critical thinking, diversity, and global citizenship - Uses key features of interdisciplinary learning to improve those outcomes, including disciplinary grounding, perspective taking, and common ground / integration 	<p>QEP Budget</p> <p>1. Support for personnel</p> <ul style="list-style-type: none"> - Director - Assistant Director - QEP Fellows <p>2. Support for interdisciplinary learning experiences</p> <ul style="list-style-type: none"> - Team Grantees - Individual Grantees <p>3. Support for training, materials</p> <ul style="list-style-type: none"> - Professional Development, Marketing & Assessment support 	<p>Assesses QEP Learning Outcomes and Program Outcomes</p> <p>Includes multiple measures: pre-assessment rubric for proposals, pre-post assessment surveys for faculty & students, assessment of students' signature work</p> <p>Annually reviews assessment data</p> <p>Uses data for continuous improvement</p>

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Appendix 1: QEP Selection Timeline

Date	Event	Additional Information
September 15, 2021	Pre-proposals due	Access the Microsoft Forms link to enter pre-proposals. You will also find resources to help in the development of your pre-proposal. This RUBRIC will be used to score pre-proposals.
October 1, 2021	Notifications	Selected pre-proposals will be invited for full proposal development. You will be notified if your ideas connect to another submission and could potentially be developed into a combined full proposal.
November 7, 2021	Full proposals are due	Full proposals and recorded campus presentations due.
November 15-30, 2021	Presentations for campus and external stakeholders; feedback and voting	We will use a “flipped” approach whereby presentations can be viewed asynchronously with a synchronous Zoom Q&A session. All campus/internal and external stakeholders will be invited to the Q&A and will have an opportunity to provide feedback and cast a vote for the final topic recommendation.
Tentatively January 2022	Announcement of QEP topic	The QEP topic will be announced and planning for implementation begins immediately thereafter.
September 2022	Draft of QEP for informal feedback	SACSCOC provides UNCW informal feedback of the QEP submission to inform and guide final submission.
March 2023	SACSCOC onsite visit	The final QEP is submitted six weeks prior to the onsite visit (February).
August 2023	QEP launched at UNCW	Upon approval from SACSCOC, the new QEP launches fall 2023.

Appendix 2: QEP Proposal Rubric and Guidelines

QEP Proposal Rubric (for Pre-Proposals and Full Proposals)

Criteria	Exemplary (3)	Acceptable (2)	Under-Developed (1)
Rationale	Rationale supports that this topic addresses a widespread area for development or addresses a critical need to improve student learning, the learning environment, and/or student learning needs at UNCW. The topic incorporates interdisciplinary and inclusive approaches that appeal to a wide range of constituents.	Rationale supports that this topic addresses a localized area for development or a need to improve student learning, the learning environment, and/or student learning needs at UNCW. This topic appeals to a wide range of constituents.	Rationale needs additional development in one or more of the following area(s): <input type="checkbox"/> To demonstrate that this is an important area to improve student learning, the learning environment, and/or student learning need at UNCW <input type="checkbox"/> Describing how it will appeal to a wide range of constituents
Mission-Driven Scope (Description)	Proposal's description presents: <input type="checkbox"/> Well-articulated alignment to the <u>Mission of UNCW</u> <input type="checkbox"/> A well-articulated alignment to one or more of <u>UNCW's Strategic Priorities</u> <input type="checkbox"/> A well-articulated description of a plan for implementation that addresses the roles and participation of faculty, staff, students, and various campus units <input type="checkbox"/> Topic relies on high-impact OR student success approaches or methods that have been shown to be effective <input type="checkbox"/> Topic addresses human, fiscal, and/or space resources	Proposal's description presents: <input type="checkbox"/> Alignment to the <u>Mission of UNCW</u> <input type="checkbox"/> Alignment to at least one of <u>UNCW's Strategic Priorities</u> <input type="checkbox"/> Communicates the scope of the topic and roles for faculty, staff, students, and various campus units <input type="checkbox"/> Topic addresses student success approaches and methods <input type="checkbox"/> Topic addresses resources	Proposal's description needs additional development in one or more of the following area(s): <input type="checkbox"/> Alignment to the <u>Mission of UNCW</u> <input type="checkbox"/> Demonstrating alignment to at least one or more of <u>UNCW's strategic priorities</u> <input type="checkbox"/> Describing the scope of the topic and the roles of faculty, staff, students, and various campus units <input type="checkbox"/> Demonstrating clear alignment to student success approaches and methods <input type="checkbox"/> Describing resources needed
Goals, Outcomes & Metrics	Presents at least 3 clearly articulated goals that can be measured and are aligned to student learning outcomes (<i>Note: This does not need to be an exhaustive list</i>).	Presents at least 2 well-written goals that can be measured and are aligned to student learning outcomes.	Proposal's goals are generic OR not aligned OR unable to be measured and need further development.

Note: Criterion for which no information is presented will be scored a zero.

QEP Proposal Guidelines

Though feedback from our campus and community will play a key role in choosing a QEP project, the committee will use your full proposal for evaluating the quality of your project and how it fits into QEP goals. To help you with this proposal, we have divided [the QEP standards](#) into 5 sections. Your full proposal should clearly detail each of these sections.

Overview. What are your central goals? Why do they matter to the various stakeholders on campus and in our community?

Context. How does your project address UNCW's mission and values? What data supports the critical need(s) you are addressing? What will be "value-added"? Be sure to include a clear and descriptive thesis that articulates your approach.

Project Description. Clearly describe what is being enhanced by giving examples of how it will be integrated throughout campus. Give a vision of what this might look like in 5 years. Articulate challenges and how you might address them.

Literature Review. Provide any research that contextualizes your project. How does your project appeal to many disciplines? Who might serve as director? Name at least three external persons who can serve as a lead evaluator.

Budget. Provide an overview of a 5-year budget. Be sure to outline each phase: Initiation, Implementation, and Completion. List of important resources: personnel, space, equipment, etc.

Assessment Plan. Clearly articulate the specific end goals and how they will be measured. These goals should be connected to student success or learning outcomes. Explain how the data will be collected and analyzed. How will they be used to reevaluate the project through each phase?

Consider this a draft document for QEP evaluators. Submit your proposal using block formatting and clear section headings ([see QEP document as example](#)).

Appendix 3: Interdisciplinary Task Force & University Assessment Council

Interdisciplinary Task Force

The Task Force was co-chaired by Dr. Kemille Moore (Senior Associate Dean, College of Arts and Sciences) and Dr. Shawn Bingham (Director, Honors College). Other members of the Task Force included:

Cem Canel	Director, Congdon School
Ulku Clark	Professor, Information Systems
Nathan Crowe	Associate Professor, History
James DeVita	Director of the Office of Applied Learning and Associate Professor, Watson College
Emmanuel Harris II	Professor, Africana Studies and Spanish
Josalin Hunter-Jones	Assistant Professor, Social Work
Joseph Long	Assistant Professor, Earth and Ocean Sciences
Beverley McGuire	Professor, Philosophy and Religion
Laurie Patterson	Associate Professor, Computer Science
Nivine Richie	Associate Dean, Cameron School of Business
Nathan Saunders	Associate Director, Library Special Collections
Dana Stachowiak	Director Women and Gender Studies and Associate Professor, Watson College
Bill Sterrett	Associate Dean of Outreach, Watson College
Elizabeth Woodard	Associate Professor, School of Nursing

University Assessment Council

Andy Mauk	Associate Provost for Institutional Research & Planning
Kim Miller	Director of Institutional Effectiveness
Diana Ashe	Director of Center for Faculty Leadership
Terrell Bryant	Graduate Recruitment Specialist, College of Arts and Sciences
Lea Bullard	General Education Assessment Coordinator
James DeVita	Director of the Office of Applied Learning and Associate Professor, Watson College
Ania Peczalska	Director of Student Affairs Assessment, Research, and Planning
Lucy Holman	Associate Provost for Teaching, Learning, and Library Services & Dean of the Library
Jaci Webb-Dempsey	Director of Program Assessment, Accreditation, and Development (CHHS, Cameron, Watson)

Appendix 4: Diversity, Global Citizenship, and Critical Thinking Rubrics

UNCW Diversity Rubric

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

	Benchmark 1	Milestone 2	Milestone 3	Capstone 4
DV1 Factual knowledge	Uses some terminology surrounding diversity, but identifies few, if any, of the basic elements of an issue or theme regarding human diversity.	Identifies some of the basic elements of an issue or theme regarding human diversity. Description is incomplete or contains some inaccuracies or misconceptions.	Accurately explains the major elements of an issue or theme regarding human diversity.	Provides a comprehensive, detailed, and accurate discussion of an issue or theme regarding human diversity.
DV2 Knowledge of diverse perspectives and their roots	Identifies some elements of the perspectives of a specific social group or groups, but does not demonstrate an awareness of societal or cultural influences on those perspectives.	Identifies some elements of the perspectives of a specific social group or groups and provides some explanation of how culture and society influenced (and continue to influence) those perspectives.	Explains the important aspects of the perspectives of a specific social group or groups and discusses how culture and society influenced (and continue to influence) those perspectives.	Discusses in detail the perspectives of a specific social group or groups and comprehensively examines how culture and society influenced (and continue to influence) those perspectives.
DV3 Examining diversity, history, and culture	Presents a narrow set of evidence that has been taken as factual without questioning to describe the influence of human diversity on the history and/or present culture of the United States.	Presents evidence that has been taken mainly as factual with little questioning to support a discussion of the influence of human diversity on the history and/or present culture of the United States.	Supplies substantial evidence that is relevant and has undergone some amount of inspection to support the examination of the influence of human diversity on the history and/or present culture of the United States.	Supplies comprehensive evidence that is relevant and thoroughly vetted to support the detailed examination of the influence of human diversity on the history and/or present culture of the United States.
DV4 Evaluating claims and theories about diversity	Attempts to provide evidence that backs up or disputes a claim, argument or theory regarding the interplay between diversity, identity and experience, however evidence is inaccurate or unrelated.	Provides some accurate evidence that backs up or disputes a claim, argument or theory regarding the interplay between diversity, identity and experience. Argument is not complete, and other evidence may be inaccurate or unrelated.	Presents an evidence- based, accurate and substantially complete argument for or against a claim, argument or theory regarding the interplay between diversity, identity and experience. May acknowledge other viewpoint(s).	Presents an evidence- based, accurate and well- thought-out argument for or against a claim, argument or theory regarding the interplay between diversity, identity and experience. Acknowledges competing viewpoint(s).

UNCW Global Citizenship Rubric

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

	Benchmark 1	Milestone 2	Milestone 3	Capstone 4
GC1 Factual knowledge	Identifies few facts associated with the relevant global issues, processes, trends, and systems; factual errors may be present.	Identifies the main facts associated with the relevant global issues, processes, trends, and systems.	Identifies the main facts associated with the relevant global issues, processes, trends, and systems, explaining the details of a few.	Thoroughly discusses the main facts associated with the relevant global issues, processes, trends, and systems.
GC2 Knowledge of connections within systems	Describes components of global system(s) without demonstrating understanding of the interconnectedness within/between global system(s) and process(es).	Demonstrates a limited understanding of the interconnectedness within/between global system(s) and process(es).	Demonstrates a fairly complete, yet basic, understanding of the interconnectedness within/between global system(s) and process(es).	Demonstrates a nuanced understanding of the interconnectedness within/between complex global system(s) and process(es).
GC3 Use of diverse cultural frames of reference and alternative perspectives	Considers only one's own perspective or uses only one frame of reference when discussing global issues.	Acknowledges another perspective as well as own or uses at least two frames of reference when discussing global issues.	Considers and applies multiple perspectives and/or frames of reference in addition to one's own when discussing global issues.	Demonstrates on-going exploration and integration of multiple perspectives and/or frames of reference in addition to one's own when discussing global issues.
GC4 Tolerance of differences	Shows minimum acceptance of cultural differences and evidences a self-centric view of culture.	Occasionally shows acceptance of cultural differences, though may be troubled by ambiguous situations. May have fixed ideas about what "should" occur.	Shows acceptance of obvious cultural differences, and can manage in some ambiguous situations. Shows some flexibility about what "should" occur based on that acceptance.	Shows acceptance of cultural differences, including subtle or hidden differences, and is not troubled by ambiguous situations. Has flexible ideas about what "should" occur even in complex situations.
GC5 Ethical responsibility	Describes events which have changed or could change global society or environment with little or no mention of ethical dimensions.	Identifies ethical dimensions of particular acts and decisions that either have changed or could change global society or environment.	Considers the ethical dimensions of own acts and decisions that could either enhance or diminish global society or environment.	Demonstrates commitment to act, live, and create ethically in an attempt to enhance global society or environment.






UNCW Critical Thinking Rubric

	Capstone	Milestones		Benchmark
	4	3	2	1
Explanation of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively; delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Appendix 5: Timeline and Actions (2022-2028)

QEP Activities	Year 0		Year 1			Year 2			Year 3			Year 4			Year 5			Year 6	
	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Summer 2025	Fall 2025	Spring 2026	Summer 2026	Fall 2026	Spring 2027	Summer 2027	Fall 2027	Spring 2028	Summer 2028	Fall 2028
Connect and Collaborate Sessions																			
Interdisciplinary Learning Workshops																			
Grant Application Drop-In Sessions																			
Review Individual Grant Applications																			
Review Team Grant Applications																			
Interdisciplinary Learning Showcase																			
Reflect on Program Activities																			
Assessment of Student Work																			
Compile Annual Report																			
Present Annual Report																			
Submit 5 Year Impact Report																			

Alignment with QEP Goals:

-  Fund interdisciplinary teams around crucial questions that require interdisciplinary learning and address DV, GC, CT
-  Offer grants for individual initiatives in interdisciplinary pedagogy and curriculum development around DV, GC, CT
-  Organize workshops about designing, developing, implementing interdisciplinary learning experiences that address DV, GC, CT
-  Facilitate and encourage interdisciplinary collaborations among faculty, staff, and students
-  Improve student learning about diversity, global issues, and critical thinking

Appendix 6: Memorandum of QEP Budget Allocation



THE UNIVERSITY OF NORTH CAROLINA WILMINGTON

E-MEMORANDUM

To: Dr. Carol McNulty, Associate Provost, Undergraduate Education and Faculty Affairs

From: Dr. James Winebrake, Provost and Vice Chancellor Academic Affairs

Date: January 5, 2023

Subject: QEP Budget Allocation

This memo serves as your notification for funds allocated to Undergraduate Education and Faculty Affairs in support of the institutional QEP. Attached to this memo is the budget for the QEP as discussed in our meeting on December 9, 2022. The budget referenced in this memo will be transfer each fiscal year to funds established in your functional area specific to this purpose. For any questions regarding the transfer of funds, please contact the Director of Academic Resource Administration at AARMResouce@uncw.edu.

In addition to the allocation details below, the list of items here reflect elements of our discussion:

- It is intended that the QEP Director and the Assistant Director will be members of the faculty on 9-month contracts. The course releases and stipend amounts for these positions are intended to (1) reallocate effort to this institutional service activity by providing colleges budget to support the reduction in teaching, (2) compensate these positions during the academic year for increased responsibility beyond the typical service expectations, and (3) allow for summer effort to be compensated out-of-contract. How these dollars are invested to meet these three needs is at your discretion as Associate Provost within institutional policy parameters. However, these amounts should not be exceeded without further approval by me.
- The QEP Staff Support (SHRA) is planned to be an investment made with existing UEFA resources and will not require additional budget investment.
- This budget does not provide sufficient information to make concrete allocation delineations between trust funds and general funds. Given this, you have authority with this memo to work directly with AA Resource Administration to balance fund types by

increasing or decreasing the trust allocation by “up to” 10% of the trust allocation described below. Any adjustment will be offset by a corresponding increase or decrease to the general funds’ allocation. Additional review and approval is required if you request to exceed this threshold.

- The “Team Grants” described in this budget (\$50,000 per project) is supported through this allocation. Request to increase this per project amount required review and approval.
- The “Individual Grants” described in this budget (\$5000 per project) is supported through this allocation. Request to increase this per project amount required review and approval. Further, please consider how these grants can be used to advance all elements of interdisciplinary work including policies, processes, etc.
- For internal grant opportunities, please communicate and work with the Associate Provost Borrett as appropriate to discuss opportunities to leverage these funds with other interdisciplinary research funding that Associate Provost Borrett may have in mind.
- All of these allocations are subject to review and reconsideration annually to ensure investments are aligned with the planned budget and the investments remain necessary to achieve the outcomes of the QEP. (Note: These allocations are further subject to general availability of funding.)

Allocation Details

FY	Source	Amount
FY24	General Funds	\$ 312,500
FY24	Trust Funds	\$11,500
FY25	General Funds	\$ 361,000
FY25	Trust Funds	\$14,000
FY26	General Funds	\$ 365,000
FY26	Trust Funds	\$14,000
FY27	General Funds	\$ 363,500
FY27	Trust Funds	\$19,000
FY28	General Funds	\$ 347,000
FY28	Trust Funds	\$14,500

cc: Nate Miner, Associate Vice Chancellor for AA Resource Management
 Nathan Holtsclaw, Academic Affairs Business Officer
 Trent Rackley, UEFA Business Officer

Appendix 7: Request for Large Team Proposals

Purpose

The Interdisciplinary Learning QEP offers grants to support UNCW faculty and staff in building interdisciplinary teams across departmental and college/school boundaries organized around a shared question(s). This teams-based approach seeks to leverage interdisciplinary learning to improve student learning concerning diversity, global issues, and critical thinking. Teams commit to develop interdisciplinary learning experiences that enable students to (1) understand the ways in which knowledge is constructed, validated, and communicated in multiple disciplines or professions (**disciplinary grounding**), (2) analyze problems and issues from these disciplinary perspectives and reflect on their own biases and assumptions (**perspective taking**), and (3) generate new understanding that would not have been possible using a single discipline and integrate their insights (**integration**).

Depending on the team's focus – question(s) developed around diversity, global issues, or critical thinking – the integrative, interdisciplinary learning experience should also enable students to:

- Discuss perspectives of a specific social group or groups and comprehensively examine how culture and society influenced (and continue to influence) those perspectives (Diversity: DV2)
- Present an evidence-based, accurate and well-thought-out argument for or against a claim, argument, or theory regarding the interplay between diversity, identity, and experience, and acknowledge competing viewpoint(s) (Diversity: DV4)
- Demonstrate a nuanced understanding of the interconnectedness within/between complex global system(s) and process(es) (Global Citizenship: GC2)
- Demonstrate on-going exploration and integration of multiple perspectives and/or frames of reference in addition to one's own when discussing global issues (Global Citizenship: GC3)
- Thoroughly analyze own and others' assumptions and carefully evaluate the relevance of context when presenting a position (Critical Thinking: CT 3)
- Acknowledge the limits of their position and synthesize others' points of view (Critical Thinking: CT4)

Team grants will support UNCW faculty of varying rank, staff, students, and community partners in building teams of **at least 2 distinct disciplines across departmental and college/school boundaries that design at least one learning experience for upper division students**. Preference will be given to teams that involve more than one school or college, have at least five team members, and draw from three or more schools, departments, or programs. Awards are for up to three years and include up to \$25,000 in year one, \$15,000 in year two, and \$10,000 in year 3 if projects are continued. Successful projects will align with the university mission, interdisciplinary learning best practices, and the broad objectives of the interdisciplinary learning QEP. Projects must include interdisciplinary learning opportunities for students, but they may also include creative/research work, community engagement, public programming, and other collaborative activities designed to address project questions.

Interdisciplinary learning involves more than studying an issue or approaching a problem from multiple perspectives; it entails **integrating** insights from disciplines to generate new understanding and envision creative approaches to such issues and problems. **Interprofessional learning** is a type of interdisciplinary learning, understood as two or more professionals learning about, from, and with each other to enable effective collaboration and improve outcomes.

Application Requirements

Provide the following information about your team's approach to interdisciplinary learning:

- **Title** (up to 150 characters)
- **Summary:** In no more than 750 words, state the organizing question(s) and goals for your interdisciplinary/interprofessional learning experience, a summary description, and a proposed timeline. Summary descriptions must explain how you will facilitate interdisciplinary learning experiences that include disciplinary grounding, perspective taking, and integration of insights, and how you will address the particular outcomes tied to either diversity, global issues, or critical thinking. Such experiences might include, but are not limited to, courses, independent studies/practicums/internships/research opportunities, and study abroad experiences. Please be specific about your learning goals, learning activities, and signature assignments that assess students' integrative, interdisciplinary learning about either diversity, global issues, or critical thinking. **Include examples of potential signature assignment(s) and assignment prompts** that call for students to analyze issues and problems from multiple disciplinary or professional perspectives and integrate these insights, as well as other measures that might demonstrate progress towards learning goals (NOTE: if instruments for assessment have not been developed, a plan for the development and testing of future assessment instruments must be included as part of the proposal).
- **Collaborative statement** of no more than 250 words identifying all team members (including titles/classification and discipline areas) describing briefly how each team member will contribute to the interdisciplinary learning experience. **Each team member must have Chair/Supervisor and Dean approval. Each team must identify the principal organizer of the team.**
- **Requested Amount and Budget Narrative** (up to \$50 K over three years, \$25/\$15/\$10); Detail how the anticipated funds will be used. Funds can be used to support participant stipends, course releases, graduate student support, materials, software, etc. Include a timeline of activities that shows how funds will be spent or encumbered by April 1 and student work submitted by May 1.
- **A Short CV for all team members**

Criteria for Evaluation

Required:

- Interdisciplinary Learning Design
 - Clearly identifies interdisciplinary question(s) and learning goals
 - Clearly explains how learning activities will facilitate disciplinary grounding, perspective taking, and integration of insights from those disciplines
 - Clearly explains how interdisciplinary learning will address particular learning outcomes tied to diversity, global issues, or critical thinking
- Assessment Plan

- Includes potential signature assignment(s) and assignment prompt(s) that facilitates integrative, interdisciplinary learning
- Includes multiple measures of assessment (direct and indirect; formative and summative) for determining progress towards learning goals
- Identifies faculty responsible for gathering relevant assessment data and analyzing student performance
- Provides clear and thoughtful description of key assessment tasks, including how assignments align with learning objectives and assessment instruments and/or surveys, and rubrics
- Collaborative Approach
 - Clearly explains how particular disciplines / professions connect to shared question(s) and will contribute to interdisciplinary learning experience
 - Includes at least five team members
 - Identifies a principal organizer
 - Involves two or more schools, departments, or programs, with preference given to those who involve more than one school or college
 - Includes various ranks of faculty
- Budget
 - Aligns spending with needs of integrative, interdisciplinary learning experiences
 - Accords with appropriate university regulations about stipends and other expenditures
 - Provides clear justification for budget expenditures
 - Identifies and potentially incorporates other campus-based or external funding opportunities that align with planned activity, if appropriate.

Recommended:

- Contribution to Campus: proposes programs, events, and/or exhibition opportunities for campus community tied to the topic of their interdisciplinary learning
- Student Demographics: engages students from multiple departments, programs, schools, or colleges
- Sustainability: identifies opportunities to develop curriculum and programs to encourage interdisciplinary teaching and learning.

Grant Terms

- All awarded applications will receive three (3) years of renewable funding as follows: funds up to \$25,000 for the first year with the possibility for funding renewable at \$15,000 for the second and \$10,000 for the third year.
- Teams will be expected to deploy pre- and post- surveys to students and faculty for use in QEP Assessment
- Teams will be expected to offer presentations and/or workshops about their interdisciplinary learning experiences once a year in collaboration with campus and QEP leadership
- Teams will be expected to facilitate interdisciplinary events around their identified question, problem, or issue (talks, campus poster sessions, panel discussions, etc.)
- At the end of each funded semester, we will collect signature assignment(s) from that semester for assessment and expect a brief report on the team's current progress on the integrative, interdisciplinary learning experience (goals, activities, and signature

assignment(s)), its use of funds, faculty and student activities undertaken, and a reflection on the current semester's progress.

- At the end of each year of implementation, reports should also include a discussion of any adjustments, discoveries or adaptations made, as well as budget revisions for future award years.
- Teams will be expected to participate in yearly assessment of signature assignments

Appendix 8: Large Team Proposal (Pre-Assessment) Rubric

This analytic-summative rubric is designed to rate and rank interdisciplinary team proposals. Criterion for which no information is presented will be scored a zero.

Criteria	Exemplary (3)	Acceptable (2)	Developing (1)
Interdisciplinary Learning Design (Summary)	<ul style="list-style-type: none"> Clearly identifies significant interdisciplinary question(s) and learning goals Clearly explains how interdisciplinary learning will address particular outcome tied to diversity, global issues, or critical thinking Clearly explains how learning activities will facilitate disciplinary grounding, perspective taking, and integration of insights from those disciplines 	<ul style="list-style-type: none"> Identifies significant interdisciplinary question(s) and learning goals Connects interdisciplinary learning with outcomes tied to diversity, global issues, or critical thinking. Describes how learning activities will facilitate disciplinary grounding, perspective taking, and insights from those disciplines 	<ul style="list-style-type: none"> Proposal's learning goals and objectives are generic or less significant The proposed learning design does not clearly demonstrate disciplinary grounding The proposal does not clearly connect interdisciplinary learning to outcomes tied to diversity, global issues, or critical thinking.
Interdisciplinary Learning Assignments and Assessment Plan (Summary)	<ul style="list-style-type: none"> Includes one or more example of signature assignments and assignment prompts that specifically demonstrate students' ability to analyze issues and problems from multiple disciplinary or professional perspectives and integrate these insights. Includes multiple measures, including both formative and summative measures for determining progress towards described goals, to be shared as part of the annual QEP reporting process. Proposal contains multi-year learning opportunities that are well-integrated with learning outcomes, the learning design (alignment with activities and assessment), and related curriculum Identifies faculty responsible for gathering relevant assessment data 	<ul style="list-style-type: none"> Includes example of signature assignment and assignment prompt intended to facilitate and demonstrate integrative, interdisciplinary learning Includes limited formative or summative measures intended to determine progress towards described goals, to be shared as part of the annual QEP reporting process. Proposal's multi-year learning opportunities are underdeveloped relative to learning outcomes, the learning design (alignment with activities and assessment), and related curriculum Does not identify faculty responsible 	<ul style="list-style-type: none"> Does not include example of signature assignment and/or assignment prompt Assessment measures are not aligned with learning goals and objectives Assessment measures need further development. Proposal does not contain multi-year learning opportunities or integrate them successfully with the learning outcomes, learning design and related curriculum Does not identify faculty responsible for gathering relevant assessment data and analyzing student performance. The assessment plan lacks clarity or is non-existent.

	<p>and analyzing student performance.</p> <ul style="list-style-type: none"> Provides clear and thoughtful description of key assessment tasks, including how assignments align with learning objectives and assessment instruments and/or surveys, and rubrics. 	<p>for gathering relevant assessment data and analyzing student performance.</p> <ul style="list-style-type: none"> Assessment instruments identified, but not fully formulated and/or not all information is presented as to how it fits in with the assessment strategy. 	
Collaborative Approach (Collaborative Statement)	<ul style="list-style-type: none"> Approvals have been gained Clearly explains how particular disciplines / professions and participants will contribute to interdisciplinary learning experience Includes at least five team members Involves three or more schools, departments, or programs, with preference given to those who involve more than one school or college Includes various ranks of faculty Principal organizer/team role(s) are well-defined 	<ul style="list-style-type: none"> Identifies how particular disciplines / professions and participants will contribute to interdisciplinary learning experience. Involves two or more schools, departments, or programs. Promotes inclusion among the faculty ranks Principal organizer /team role(s) not clearly defined 	<ul style="list-style-type: none"> The proposal does not clearly articulate learning experience and interdisciplinary participation
Resource (Anticipated Resources)	<ul style="list-style-type: none"> Fully addresses human, fiscal, and space resources needed and is aligned to the timeline of the instructional approach. Projected budget estimates are included. Aligns spending with needs of integrative, interdisciplinary learning experience Provides clear justification for budget expenditures Fully addresses and aligns to the departments The proposal is realistic and sustainable. Identifies robust additional internal and external resources for the collaboration 	<ul style="list-style-type: none"> Addresses human, fiscal, and/or space resources needed. Aligns spending with needs of integrative, interdisciplinary learning experience The proposal is mostly realistic and sustainable. The outline identifies the departments and personnel used in this instructional approach Identifies additional internal and external resources for the collaboration 	<ul style="list-style-type: none"> Additional information and development anticipated resources are needed. The proposal is somewhat realistic and sustainable with the information submitted. Does not identify additional internal and external resources for the collaboration

<p><i>Recommended, Not Required: Value Added to UNCW (Summary)</i></p>	<ul style="list-style-type: none"> ● Contribution to Campus: clearly proposes programs, events, and/or exhibition opportunities for campus community tied to the topic of their interdisciplinary learning ● Student Demographics: clearly engages students from multiple departments, programs, schools, or colleges 	<ul style="list-style-type: none"> ● Descriptions of ways to engage the campus community through proposed programs, events, and/or exhibitions are provided but detail is lacking. ● Limited engagement with diverse schools, programs, departments, or colleges is described 	<ul style="list-style-type: none"> ● The proposal does not clearly connect campus community to the topic of their interdisciplinary learning ● The proposal does not include engagement with students from multiple departments, programs, schools, or colleges
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Appendix 9: Request for Individual / Small Team Proposals

Purpose

The Interdisciplinary Learning Quality Enhancement Plan (QEP) seeks to improve student learning about diversity, global issues, and critical thinking through integrative, interdisciplinary learning experiences. Interdisciplinary learning experiences should enable students to (1) understand the ways in which knowledge is constructed, validated, and communicated in multiple disciplines or professions (**disciplinary grounding**), (2) analyze problems and issues from these disciplinary perspectives and reflect on their own biases and assumptions (**perspective taking**), and (3) generate new understanding that would not have been possible using a single discipline and integrate their insights (**integration**).

Depending on one's focus – diversity, global issues, or critical thinking – the integrative, interdisciplinary learning experience should also enable students to:

- Discuss perspectives of a specific social group or groups and comprehensively examine how culture and society influenced (and continue to influence) those perspectives (Diversity: DV2)
- Present an evidence-based, accurate and well-thought-out argument for or against a claim, argument, or theory regarding the interplay between diversity, identity, and experience, and acknowledge competing viewpoint(s) (Diversity: DV4)
- Demonstrate a nuanced understanding of the interconnectedness within/between complex global system(s) and process(es) (Global Citizenship: GC2)
- Demonstrate on-going exploration and integration of multiple perspectives and/or frames of reference in addition to one's own when discussing global issues (Global Citizenship: GC3)
- Thoroughly analyze own and others' assumptions and carefully evaluate the relevance of context when presenting a position (Critical Thinking: CT 3)
- Acknowledge the limits of their position and synthesize others' points of view (Critical Thinking: CT4)

Individual grants will support UNCW faculty and staff in designing, developing, and implementing interdisciplinary/interprofessional learning experiences for UNCW students.

Interdisciplinary learning involves more than studying an issue or approaching a problem from multiple perspectives; it entails **integrating** insights from disciplines to generate new understanding and envision creative approaches to such issues and problems. **Interprofessional learning** is a type of interdisciplinary learning, understood as two or more professionals learning about, from, and with each other to enable effective collaboration and improve outcomes.

Application Requirements

Provide the following information about your approach to interdisciplinary learning:

- **Title** (up to 150 characters)
- **Summary**: In no more than 750 words, state the organizing question(s) and goals for your interdisciplinary/interprofessional learning experience, a summary description, and a proposed timeline. Summary descriptions must explain how you will facilitate interdisciplinary learning experiences that include disciplinary grounding, perspective taking, and integration of insights, and how you will address the particular outcome tied

to diversity, global issues, and critical thinking. Please be specific about your learning goals, learning activities, and signature assignments that assess students' integrative, interdisciplinary learning about diversity, global issues, and critical thinking. **Include an example of a potential signature assignment and assignment prompt** that call for students to analyze issues and problems from multiple disciplinary or professional perspectives and integrate these insights.

- **Requested Amount and Budget Narrative** (up to \$5,000); Detail how the anticipated funds will be used. Funds can be used to support participant stipends, course releases, graduate student support, materials, software, etc. Include a timeline of activities that shows how funds will be spent or encumbered by April 1 and student work submitted by May 1.

Criteria for Evaluation

Required:

- Interdisciplinary Learning Design
 - Clearly identifies interdisciplinary question(s) and learning goals
 - Clearly explains how learning activities will facilitate disciplinary grounding, perspective taking, and integration of insights from those disciplines
 - Clearly explains of how interdisciplinary learning will address specific learning outcomes tied to diversity, global issues, or critical thinking
- Assessment Plan
 - Includes potential signature assignment(s) and assignment prompt(s) that facilitates integrative, interdisciplinary learning
 - Provides clear and thoughtful description of key assessment tasks, including how assignments align with learning objectives and assessment instruments and/or surveys, and rubrics
- Budget
 - Aligns spending with needs of integrative, interdisciplinary learning experience
 - Accords with appropriate university regulations about stipends and other expenditures
 - Provides clear justification for budget expenditures

Grant Terms

- All awarded applications will receive \$5000 in funding
- Individuals will be expected to offer one panel presentation or workshop about their interdisciplinary learning experience following its implementation
- At the end of the interdisciplinary learning experience, we will collect signature assignment(s) for assessment
- Individuals will be expected to participate in assessment of signature assignments

Appendix 10: Individual / Small Team Proposal (Pre-Assessment) Rubric

This analytic-summative rubric is designed to rate and rank interdisciplinary individual proposals. Criterion for which no information is presented will be scored a zero.

Criteria	Exemplary (3)	Acceptable (2)	Developing (1)
Interdisciplinary Learning Design (Summary)	<ul style="list-style-type: none"> Clearly identifies significant interdisciplinary question(s) and learning goals Clearly explains how interdisciplinary learning will address particular outcome tied to diversity, global issues, or critical thinking Clearly explains how learning activities will facilitate disciplinary grounding, perspective taking, and integration of insights from those disciplines 	<ul style="list-style-type: none"> Identifies significant interdisciplinary question(s) and learning goals Connects interdisciplinary learning with outcomes tied to diversity, global issues, or critical thinking. Describes how learning activities will facilitate disciplinary grounding, perspective taking, and insights from those disciplines 	<ul style="list-style-type: none"> Proposal's learning goals and objectives are generic or less significant The proposed learning design does not clearly demonstrate disciplinary grounding The proposal does not clearly connect interdisciplinary learning to outcomes tied to diversity, global issues, or critical thinking.
Interdisciplinary Learning Assignments (Summary)	<ul style="list-style-type: none"> Includes one or more example of signature assignments and assignment prompts that specifically demonstrate students' ability to analyze issues and problems from multiple disciplinary or professional perspectives and integrate these insights. Provides clear and thoughtful description of key assessment tasks, including how assignments align with learning objectives and assessment instruments and/or surveys, and rubrics. 	<ul style="list-style-type: none"> Includes example of signature assignment and assignment prompt intended to facilitate and demonstrate integrative, interdisciplinary learning Assessment instruments identified, but not fully formulated and/or not all information is presented as to how it fits in with the assessment strategy. 	<ul style="list-style-type: none"> Does not include example of signature assignment and/or assignment prompt Assessment measures are not aligned with learning goals and objectives The assessment plan lacks clarity or is non-existent.
Resource (Anticipated Resources)	<ul style="list-style-type: none"> Fully addresses human, fiscal, and space resources needed and is aligned to the timeline of the instructional approach. Aligns spending with needs of integrative, interdisciplinary learning experience Provides clear justification for budget expenditures 	<ul style="list-style-type: none"> Addresses human, fiscal, and/or space resources needed. Aligns spending with needs of integrative, interdisciplinary learning experience 	<ul style="list-style-type: none"> Additional information and development anticipated resources are needed.

Appendix 11: Pre- and Post-Assessment Survey for Students

Interdisciplinary learning experiences are those that integrate information, perspectives, or insights from many disciplines to yield new knowledge or solutions to complex problems and issues. (A **discipline** is a particular branch of knowledge within larger groups such as the arts, humanities, natural sciences, and social sciences.) This course contains an interdisciplinary learning experience focused on enabling you to think through different disciplinary perspectives and find common ground between them, and integrating knowledge to create new understanding, solutions, or views that you may not have gained from a single discipline's perspective. You also may engage (or may have engaged) in critical reflection, collaboration, communication, or creative activities.

This survey will allow you to reflect on your previous experience with interdisciplinary learning, as well as your experience this semester, sharing your perspective as a student. Your instructor will be filling out a similar survey before and after the learning experience, so we can get a better sense of their perspective too!

1. Do you have previous interdisciplinary learning experience? Yes/No/Don't Know
2. If you have previous experience(s), what were they? Do you remember what disciplines you previously drew from? (If not, that is okay!)
3. What is one thing that you expect to learn (or learned) from this interdisciplinary learning experience?

Critical Reflection (for Post-Surveys only):

4. What did you learn through the interdisciplinary learning process, and how might you apply this new understanding in the future?
5. What piece of advice would you have for students who have not yet engaged in an interdisciplinary learning experience? For example, what do you wish you had known going in or what information could have helped you be more successful?

Critical Thinking

6. I know how to approach complex issues in a variety of ways. Strongly Disagree → Agree
7. I have the ability to judge the value of new information or evidence presented to me

Global Citizenship

8. I understand how complex global systems/processes are interconnected
9. When discussing complex global issues, I can integrate multiple perspectives in addition to my own

Diversity

10. I understand out my social group(s) or experiences influence my perspectives of the world
11. I can approach arguments or theories with an understanding of how they are influenced by my own cultural perspectives

Intolerance of Uncertainty Scale

1. It frustrates me not having all the information I need
2. Uncertainty keeps me from living a full life

Student Demographic Questions:

1. What is your major?
2. What is your race?
3. What is your ethnicity / cultural background?
4. What is your gender?

Appendix 12: Pre- and Post-Assessment Survey for Faculty

The following items are developed based on existing literature and the three concepts of general education learning in practice at UNCW: Diversity, Critical Thinking & Global Citizenship.

Part I. Self-Assessment of Interdisciplinary Learning Collaboration Competence

(These will be administered twice for pre-post comparison. Collects self-report data using a Likert-type scale for levels of difficulty, from extremely easy, somewhat easy, neither easy nor difficult, somewhat difficult, extremely difficult)

Please provide your rating on each of the following aspects of interdisciplinary collaboration competency.

1. Initiative for exchange
 - Making specific suggestions to create a basis for discussion in an interdisciplinary team. (Select: Extremely easy, somewhat easy, neither easy nor difficult, somewhat difficult, extremely difficult)
 - Generating ideas for interdisciplinary projects.
 - Taking the initiative in an interdisciplinary meeting.
2. Target group-specific communication
 - Avoiding unnecessary technical terms and jargons in interdisciplinary teams.
 - Getting my point across in interdisciplinary teams.
 - Adapting my language when engaging with team members from different disciplinary backgrounds
3. Knowledge integration
 - Connecting and integrating knowledge from different disciplines in interdisciplinary work.
 - Connecting different disciplines content-wise in interdisciplinary teams.
 - Comprehending what other members work on with regards to content in interdisciplinary teams.
4. Reflection and appreciation
 - Upholding the quality criteria of my own discipline in interdisciplinary teams.
 - Precisely naming the questions my discipline is in charge of and how my discipline differs from others.
 - Precisely naming the methodological and content-related features of my discipline.

Part II. Revaluation of Interdisciplinarity

(Project-focused. Can be used as post-project assessment. Likert-type scales will be used for the following items, rating the level of proficiency: proficient, somewhat proficient, developing, or not addressed/not applicable, excluding the item of 2.a.).

How well do the majority of students' signature work products demonstrate the following aspects of interdisciplinary and learning outcomes identified below?

1. Disciplinary Grounding
 - a. The disciplines that informed the work are clearly defined.
 - b. The product reflects accurate and effective usage of insights, methods, and values from each discipline.
 - c. The selection and application of disciplinary knowledge and modes of thinking to solve an interdisciplinary problem is appropriate.
 - d. The work demonstrates depth in understanding of chosen topics.
2. Integration of Ideas
 - a. Level of integration
 - i. No substantial or low degree of interaction between disciplines
 - ii. One discipline impacts the other
 - iii. Connections between the disciplines explored
 - b. Differences and similarities of the working methods of the disciplines are examined.
 - c. The focus of the work is on the interaction between disciplines, neither of the disciplines is dominant.
 - d. The final product is more than simply the sum of its disciplinary parts.
 - e. Disciplinary insights are integrated into a new understanding of the problem to answer the questions at hand.
 - a. The product clearly shows the added value of the integration of multiple disciplines.
3. Critical Thinking
 - a. The work offers students the opportunities to examine both the strengths and limitations of the contributing disciplines.
 - b. The work offers students the opportunities to connect and integrate knowledge and working methods from the disciplines involved.
 - c. The students are invited to identify commonalities and discrepancies between disciplinary insights.
 - d. The work asks students to reflect on how and when different concepts and reasoning strategies are applied.
 - e. The work asks students to define the role of the different disciplines in solving the problem.
 - f. The students are invited to consider other alternative integrative, interdisciplinary approaches to address the focal issue(s).
 - g. The work cultivates students' new understanding and interest in disciplines outside their major.
4. Diversity
 - a. The work reflects knowledge of human diversity, history and culture.
 - b. The work presents diverse perspectives and their roots.
 - c. The work discusses perspectives of a specific social group or groups and examines how culture and society influenced those perspectives.

5. Global Citizenship

- a. The work reflects knowledge about connections within systems.
- b. The work presents diverse cultural frames of reference and integrates them in addition to their own when discussing global issues.
- c. The work reflects acceptance of cultural differences.
- d. The work reflects a commitment to acting, living, and creating ethically to enhance global society or environment.

6. Faculty Reflections (Open-ended)

- a. In the whole process of collaboration, what was effective in team building and cultivating respect among different disciplinary team members (e.g., establishing common ground and language, overcoming different perspectives, etc.)? What additional resources would be helpful in facilitating interdisciplinary collaborations? (Interdisciplinary Collaboration)
- b. If graded work is involved, what was effective in establishing congruent grading mechanisms among the faculty members?
- c. What do you wish to keep or what revisions do you wish to incorporate in the future interdisciplinary projects to better facilitate students' performances in critical thinking and understanding of diversity and global citizenship?
- d. Open comment box.

Appendix 13: Interdisciplinary Meta-Rubric for Signature Work

Concept	Baseline		Milestones		Capstone
	1	2	3	4	
Presence of evidence of research and analysis	Shows an emerging awareness of research assumptions (questions) that lead to research questions as assumptions. Begins to identify some contexts within presenting a question.	Questions some assumptions. Identifies several relevant (not seen when presenting a question). May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts within presenting a question.	Thoroughly (systematically) and methodically analyzes own and others' assumptions and carefully evaluates relevance of context when presenting a question.	
Depth of question	Specific question is stated, but is simplistic and obvious.	Specific question demonstrates different sides of an issue.	Specific question takes into account the complexities of an issue.	Specific question is sophisticated, taking into account the complexities of an issue. Limits of question are acknowledged.	
Analysis of evidence	Identifies some elements of the perspectives of a specific social group or group, but does not demonstrate an awareness of actual or cultural evidence as to those perspectives.	Identifies some elements of the perspectives of a specific social group or group and provides some explanation of how culture and society influence (and influence to influence) those perspectives.	Explores the important aspects of the perspectives of a specific social group or group and discusses how culture and society influence (and influence to influence) those perspectives.	Discusses in detail the perspectives of specific social group or group and comprehensively examines how culture and society influence (and influence to influence) those perspectives.	
Analysis of evidence	Although to provide evidence that holds up or disproves a claim, argument or theory regarding the interplay between theory, identity and experience, however evidence is not usable or unreliable.	Provides some accurate evidence that holds up or disproves a claim, argument or theory regarding the interplay between theory, identity and experience.	Provides an evidence-based, accurate and methodically complete argument for or against a claim, argument or theory regarding the interplay between theory, identity and experience. May acknowledge other viewpoints (e.g.).	Provides an evidence-based, accurate, well thought-out argument for or against a claim, argument or theory regarding interplay between theory, identity and experience.	
Analysis of evidence	Describes components of global system(s) without demonstrating understanding of the relation (connections) between global system(s) and present (e.g.).	Demonstrates a limited understanding of the relationships within/between global system(s) and present (e.g.).	Demonstrates a fairly complete, yet basic understanding of the relation (connections) within/between global system(s) and present (e.g.).	Demonstrates a strong relation between the relation (connections) within/between complex global system(s) and present (e.g.).	
Analysis of evidence	Considers only one's own perspective or uses only one frame of reference when discussing global issues.	Acknowledges another perspective as well as own or uses at least two frames of reference when discussing global issues.	Considers and explains multiple perspectives and/or frames of reference in addition to one's own when discussing global issues.	Demonstrates an ongoing exploration & integration of multiple perspectives and/or frames of reference in addition to one's own when discussing global issues.	