**Purpose and Overview**

UNCW’s current Quality Enhancement Plan (QEP) is titled Seahawks Advancing Interdisciplinary Learning (SAIL). SAIL seeks to improve **undergraduate** student learning about three specific student learning outcomes (SLOs). By developing interdisciplinary experiences, SAIL projects may seek to improve one or more of the following SLOs found in UNCW’s University Studies curriculum:

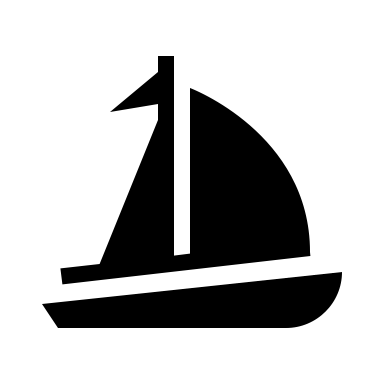
1. **Critical Thinking**
   1. Thoroughly analyze own and others’ assumptions and carefully evaluate the relevance of context when presenting a position
   2. Acknowledge the limits of their position and synthesize others’ points of view
2. **Diversity**
   1. Discuss perspectives of a specific social group or groups and comprehensively examine how culture and society influenced (and continue to influence) those perspectives
   2. 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)
3. **Global Citizenship**
   1. Demonstrate a nuanced understanding of the interconnectedness within/between complex global system(s) and process(es)
   2. Demonstrate ongoing exploration and integration of multiple perspectives and/or frames of reference in addition to one’s own when discussing global issues

We are excited to see how your SAIL project helps students improve in one or more of these SLOs. **Each project should primarily focus on developing and implementing interdisciplinary learning experiences to improve one or more of the SLOs in a 300- to 400-level course**. SAIL is focused on these SLOs in 300-400-level courses because previous institutional assessments indicate students in upper-level courses are lagging in these learning outcomes. Your SAIL project is designed to help UNCW improve these areas of growth for students.

Though interdisciplinary learning has many interpretations, SAIL is focusing on the following three strategies to help faculty and students structure the interdisciplinary experience. By the end of the course, students should engage in and be able to demonstrate competency using these interdisciplinary learning strategies:

1. **Disciplinary Grounding** - Understanding the ways in which knowledge is constructed, validated, and communicated in multiple disciplines or professions
2. **Perspective Taking** - Analyzing problems and issues from these disciplinary perspectives and reflecting on personal biases and assumptions
3. **Integration -** Generating new understanding that would not have been possible using a single discipline and organizing these insights.

As you create the ideas and courses you want to share with students, these three strategies should be at the forefront of your plans. By the end of the semester, students should be able to think about the topics in your course with new insights and ideas that would not have been possible only using one disciplinary perspective. You and your colleagues can structure these experiences for students in countless ways, and we hope SAIL inspires many innovative and fun collaborations about topics you want to share with students.

**Conceptualizing SAIL**

1. **A SAILing Metaphor** 
   * We invite you to think of the SLOs as islands you are charting a course to with your SAILboat in the Sea of Interdisciplinary Learning. Yes, we know it’s a bit cheesy, but we beg you to stick with us for a moment.
   * The Sea of Interdisciplinary Learning is composed of the expertise you and your colleagues bring to the experience. What are your areas of training? What questions and topics fascinate you in your field? What essential insights or perspectives do upper-level students need to develop before entering the workforce? How can you take topics you love to teach about and make them even more comprehensive by working with folks in adjacent areas? There are tons of ideas you can tackle from an interdisciplinary perspective.
   * Once you identify the main areas of interest in your Sea of Interdisciplinary Learning, then you can figure out a direction to take your SAILboat. Would you like to further explore topics that facilitate greater critical thinking, diversity, and/or global citizenship among students? Projects will target one or more of these student learning outcomes.
   * Once you have chosen one or more of these metaphorical SLO islands for you and your students to head towards, how do you plan to use your three navigational strategies (i.e., disciplinary grounding, perspective taking, and integration) to help maximize their SAILing experience? **The main goal of SAIL is to improve our students’ abilities related to critical thinking, diversity, and global citizenship using the strategies of disciplinary grounding, perspective taking, and integration. In this journey, we also want to help develop and support faculty experiences and connections across departments and colleges/schools at UNCW.**
   * The application below will ask you to tell us more about what seas you want to sail as you pick a topic, which islands/SLOs you want to target, and how you plan to use the navigational tools to guide these interdisciplinary learning experiences.
2. **An Example of a Team-Taught Interdisciplinary Course**

Bev and Erica (the Director and Assistant Director of SAIL) taught a class on Eastern and Western Conceptions of the Self. The course was structured with the three aforementioned strategies in mind. First, as an Eastern religions scholar, Bev led students in exploring Eastern ideas of the self by reading and discussing ideas about how scholars conceptualize a self in Confucian, Daoist, Hindu, and Buddhist traditions. The course then transitioned to Erica’s expertise related to Western psychological theories and focused on scientific research about the self to address the components and experiences of the self. This *disciplinary grounding* in the topic taught students how scholars in these domains approach ideas of the self, and then it allowed students to engage in *perspective-taking* during class discussions. What would a Daoist say about the idea of self-esteem? What would a psychologist say about the role of family and kin in understanding oneself compared to a scholar of Confucian or Hindu traditions? The team-teaching approach resulted in students gaining insights about the topics and seeing how these ideas could come into the same conversation with each other.

Bev and Erica modeled academic discussions throughout the semester as student-

generated questions shaped the conversation about the self and society. Additionally, since both instructors attended each class and read the assigned materials, they enhanced their knowledge base by learning from a fellow expert across the semester. Students submitted reading notes and critical thinking questions for every class to ensure they were prepared for the discussion. They completed essay exams to ensure they understood the main aspects of the course's Eastern and Western perspectives. At the end of the semester, students presented to their classmates and created a visual and written project showing the *integration* of their new learning. This presentation and project required them to generate new insights about the self using disciplinary grounding and perspective taking throughout the course. To augment the course and bring in knowledge outside of the instructor’s domains, guest speakers added additional disciplinary ideas such as how some African scholars see a self being composed of eight dimensions, and how the Lakota’s connection with water, earth, and other living creatures is integral to their understanding of a self. Students left the course with conceptual knowledge from various disciplines, the ability to see how the self can be viewed simultaneously through multiple lenses without one being the right or wrong way to see a self, and they constructed their own projects at the end that allowed them to showcase their new *critical thinking* and *diversity* knowledge to formulate new ideas about the self.

There are endless, creative ways to use these funds and support to enhance your educational journey and reach students in upper-level courses. Do you want to pair up with other faculty on campus to fully or partially team-teach a course? For example, you could either co-teach one section of a course or collaborate with other faculty to schedule courses simultaneously and have them collaborate at different points in the semester. Do you want to add speakers and additional learning experiences to a course? Do you want to collaborate on a larger scale to create programming for the campus in addition to augmenting specific upper-level courses?

Info about the currently funded project can be found in the Canvas course. Below, we have provided more specific information about the awards and a proposal form to help us see how you plan to become involved with SAIL. There are two types of awards. Please read more about our 1-year Small Team/Individual Awards for up to $5000 per faculty member. We hope you consider joining our SAIL team in advancing interdisciplinary experiences for students.

**Information and Requirements for Individual/Small Teams**

Faculty can either work independently or in small teams of 2 or 3 faculty members to create engaging student learning experiences and high-impact practices for upper-division (300-400 level) undergraduate students. Projects may also include creative/research work, community engagement, public programming, and other collaborations to address project questions, but SAIL is directly focused on improving student learning outcomes within upper-level courses.

Please submit *one* document containing the following:

1. Completed application found below
2. Short CV for each team member
3. PDF of email from each team member's Chair/Supervisor/School Director indicating they approve of that person's involvement in the team

**Grant Terms**

* These are one-year, non-renewable grants. All awarded faculty will receive up to $5000 each. In Year 1 of SAIL, most faculty used this funding as a stipend to compensate themselves for course preparation and delivery. Stipend payments will be disbursed at the end of the semester which the course is delivered, upon completing the post-course survey and submitting students’ signature work.
* Individuals/small team members will be expected to deploy pre- and post-surveys to students and faculty for use in assessment. These online survey links will be provided by the Assistant Director and should be built into the course as required assignments.
* Individuals/small team members will be expected to offer presentations and/or workshops about their interdisciplinary learning experiences once a year in collaboration with campus and SAIL leadership.
* At the end of each funded semester, we will collect assignment(s) from that semester for assessment. These should be built into the course as required assignment(s).
* At the end of each semester, a progress survey will ask individuals/small team members to update the Director and Assistant Director about the project's current progress. The report will ask about the current progress on the interdisciplinary learning experience, use of funds, faculty and student activities undertaken, and a reflection on the current semester’s progress. This report should also include a discussion of any adjustments, discoveries, or adaptations made. The SAIL Navigational Guide in Canvas has more information and the info that each project is asked to provide.
* Individuals/small team members will be expected to participate in the yearly assessment of signature assignments.

To give you an idea of the current Small Team and Individual Projects, they are listed below, and there is additional info in Canvas.

**Small Team Awards**

* Enhancing Critical Thinking through Interdisciplinary Analysis of the Figure of "the Other" and "the Alien" in French and Francophone Studies (Greta Bliss and Christina Lord)

**Individual Awards**

* Health Communication with African Non-Profits: An Integrative, Interdisciplinary Learning Project (G. Edzordzi Agbozo)
* Improving Coastal Health Through Interdisciplinary Learning(Jennifer Biddle)
* Traditional Caribbean and Western Conceptions of Health and Illness (Dorcas Dennis)
* Creating a Global Partnership and Interdisciplinary Study Abroad: Biodiversity Conservation in Christmas Island with the Australian Parks Service (Julia Morris)
* An Interdisciplinary Artistic Research Experience for Undergraduate Students in Critical Performance Ethnography: From a 3-Credit Course to an Interdisciplinary Peer-Reviewed Publication (Julie-Ann Scott-Pollock)

**Application for Small Teams – please type your response under each section.**

1. **Project Title**
2. **Project Description** - Provide a summary of the proposed project. The additional questions below will target more specific aspects of the project, but please use this space to explain the background and rationale behind your proposal. What project will you and/or your small team tackle, and why is this project important? How will you tackle a specific topic or problem from an interdisciplinary perspective? How will the project progress across the academic year?
3. **Team Information** - List all team members. For each person, please indicate which discipline(s) they represent within the project and how they will contribute to the project. Ensure it is clear how this interdisciplinary small team will collaboratively be working towards the goals of your project. Also, please provide each person's full job title and college/school/department affiliation. If you are applying for an individual award, please describe how you will bring in an interdisciplinary element to this project without additional collaborators.
4. **Course Development** - Which specific 300- to 400-level courses will be taught? For this initial proposal, please provide as much detail as possible to help our evaluation team conceptualize these courses as we review your application. All accepted projects will be required to complete the SAIL Course and Signature Assignment Worksheet to provide detailed information about the courses. Please review this worksheet for more details when submitting this proposal.
   * + Additional Information:
   * Faculty can offer an existing course, or many departments offer trial courses that are listed as upper-level courses. It may be possible to propose a new course, but the new course approval process can be lengthy. Please check with the appropriate directors/chairs about trial course options and current policies related to team teaching.
   * Current guidance suggests that courses can be team-taught with both faculty members receiving full credit and pay for co-taught courses, but we encourage you to check with the appropriate administrators in your college.
   * Though SAIL targets upper-level courses, please include any ideas about how lower-level courses could be involved. For example, are there any courses that serve as pre-requisite courses for the upper-level courses that could benefit from being involved? All lower-level courses should have a clear link to upper-level courses related to the project.
5. **Additional Learning Experiences** - In addition to upper-level courses, what other interdisciplinary learning experiences will you include in the project? Though this question is more targeted towards the Large Team projects, we hope the Small/Individual Teams will also consider including these types of experiences in their course(s). For this initial proposal, please provide as much detail as possible. All accepted projects will be required to provide specific experiences and information on how these experiences align with the learning outcomes of SAIL.
   * + We encourage SAIL faculty to get creative about the many ways you can involve students in interdisciplinary learning. Some ideas might include hosting speakers, study abroad, internships, community engagement/local partnerships, practicums/internships, conferences, etc.
     + These can connect to the proposed courses or be standalone learning experiences. Ideally, there will be some connection between the additional learning experiences and the proposed courses.
     + We also want to foster additional relationships on and off campus thus we hope you will engage in both class-focused experiences and learning experiences that could integrate others on campus and in our community.
6. **Student Learning Outcomes (SLOs)**- Which SLOs (i.e., critical thinking, diversity, global citizenship) are being targeted in your project/course(s)? Projects can seek to target one or more of these SLOs. Please provide information about how your project will seek to increase student learning outcomes in at least one of these domains. Be sure to explain how the proposed courses and additional learning experiences will directly connect to the targeted SLOs. For this initial proposal, we need strong details about this component to evaluate its alignment with SAIL. All accepted projects will be required to complete the SAIL Course and Signature Assignment Worksheet to provide detailed information about how these SLOs will be integrated into the course(s).
7. **Disciplinary Grounding, Perspective Taking, and Integration** - How will your project use the three interdisciplinary strategies (i.e., disciplinary grounding, perspective taking, and integration) in the proposed courses and associated learning experiences? We want to ensure that each course and additional learning experience remains grounded in these three strategies. How will you use disciplinary grounding to promote perspective-taking about the topic? How will you use both disciplinary grounding and perspective-taking to aid students in integrating their knowledge and developing new insights about the topic that wouldn’t be possible without this interdisciplinary experience? For this initial proposal, we need strong details about this component to evaluate its alignment with SAIL. All accepted projects will be required to complete the SAIL Course and Signature Assignment Worksheet to provide detailed information about how these strategies are integrated into the course(s). Please review this worksheet for more details when submitting this proposal.
   * + For clarity, we are calling these three components “strategies” to conceptualize how faculty should operationalize interdisciplinary learning in their projects and courses. For assessment purposes, these are also learning outcomes of each SAIL project too. We want faculty and students to further refine their ability to ground their questions/ideas within disciplines, to be able to take different perspectives about a topic, and to integrate these disciplinary perspectives to create new insights. Student work generated for SAIL will be evaluated for competencies in these three components in addition to the targeted SLOs of the project; thus, it is vital to ensure these components are central to your proposed courses and learning experiences.
8. **Examples of Potential Assignments** - What types of projects/assignments will be included in the courses to allow students to demonstrate their progress in your course(s)? For this initial proposal, please provide as much detail as possible. All accepted projects will be required to complete the SAIL Course and Signature Assignment Worksheet to provide detailed information. Please review this worksheet for more details when submitting this proposal.
   * + In addition to ensuring your students complete the pre-and post-test surveys we have created, we need to assess students’ progress towards improving the specific SLOs targeted in the course. Though we encourage courses to contain lots of assignments and activities that promote engagement and learning in the course, we will directly examine data from your Signature Assignment (i.e., likely an end-of-semester project) to score your students’ abilities to demonstrate disciplinary grounding, perspective taking, integration, and the SLOs you targeted in your course. See the Signature Assignment Scoring Rubric for more details on the exact rubric that scorers will use when assessing your students’ work.
     + We invite you to get creative and develop assessments that allow students to showcase their learning based on the direction of your interdisciplinary course. The Center for Teaching Excellence has many resources for how to design strong learning assessments and projects.
     + Accepted projects will be asked to consider the following questions when designing this Signature Assignment.
       - * How will this assignment allow each student to showcase the skills they gained related to disciplinary grounding, perspective-taking, and integration? Because the rubric will directly assess these components, the signature assignment should be designed to allow students to demonstrate these skills in their work.
         * How will this assignment directly allow students to showcase the skills they gained related to the SLO you targeted (i.e., critical thinking, diversity, and/or global citizenship)? Because the rubric will directly assess the SLOs you target, the signature assignment should be designed to allow students to demonstrate these skills.
         * How can you ensure this assignment is a direct assessment of their skills (i.e., will allow students to actually demonstrate these abilities to an outside reader) compared to an indirect assessment of their skills (i.e., asking students their perceptions of these skills)? This assignment should provide a thoughtful, clear demonstration that the students’ experience in SAIL helped them gain abilities in these targeted areas. The Signature Assignment Worksheet should help outline exactly how these skills should be evidenced in this assignment.
         * How will this assignment be submitted/collected in a way that will allow a group of SAIL Faculty Fellows and folks like yourself to score this assignment after the course has ended? There are endless options for how to design this assignment, but the main consideration related to format is scoring. This assignment must be something that can be sent to the SAIL team to be scored in a summer scoring session. All SAIL instructors will be required to upload these assignments at the end of each semester, so the format must be something that can be distributed to scorers.
9. **Budget** - How will you use the funds in your project (up to $5K)?
   * + Funds can be used to support faculty course development and implementation, graduate student support, materials, software, guest speakers, etc. Include a timeline of activities that shows how funds will be spent or encumbered by April 1 of each funded year. Ensure your descriptions make it clear how the use of all funds will directly support the goals and purpose of your project.
     + SAIL is authorized to compensate individuals for course and project labor at $40 per hour. Please use this figure to determine labor costs as you determine compensation needs for the project. Stipend payments for preparing/delivering a course will be disbursed at the end of the semester in which the course is delivered, upon completion of the post-course survey and submission of students’ work.
     + In Year 1 of SAIL, most faculty used this funding as a stipend to compensate themselves for course preparation and delivery.