SAIL NAVIGATIONAL GUIDE

Welcome to SAIL! We are happy to have you on board! As we support you in creating and implementing interdisciplinary learning experiences, we hope to make this process as easy and straightforward as possible. This Navigational Guide outlines and explains the major pieces of the experience, and you can search the table of contents to find exactly what you are looking for when you need it. This document will continually be updated and posted in Canvas for easy access. Canvas will be the primary place to find important links and info. Please reach out if you have questions or suggestions; we are here to foster ongoing improvement and to facilitate a smooth journey as we learn together. We are open to all your feedback and hope this document can put some wind in your sails and get your ship on its way.

Thank you so much for your ongoing contributions and dedication to this project and to our students!

Excitedly,

Bev McGuire, Director
Erica Noles, Assistant Director

TABLE OF CONTENTS

PLANNING

Brief Overview – Goals of SAIL

Each project primarily focuses on using interdisciplinary learning experiences to improve student learning outcomes (SLOs) in a 300- to 400-level course. Interdisciplinary learning experiences involve the following 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.

Using the three interdisciplinary learning components above, SAIL targets improvement in one or more of the SLOs listed below.

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

All SAIL courses should focus on using disciplinary grounding, perspective-taking, and integration across the interdisciplinary experience to improve one or more of the three SLOs. The SAIL Course and Signature Assignment Worksheet provides more information.

Requirements for All Projects

- Distributing and Completing the Pre- and Post-Test Surveys (more assessment info below)
- Creating and submitting the student Signature Assignment (more assessment info below)
- Workshops (more info below)
- Planning Meetings
    - Each project team will meet with Bev and Erica at least once during the Summer and once in January before the semester begins to connect and check in on progress and questions.
- Planning and Progress Survey
    - We will send out a planning and progress survey for each project during the summer and at the beginning of January to update our records and document each project's progress and upcoming goals.
    - To help you see what type of information we need to collect, these survey questions are in Appendix A. We hope teams can use these survey questions to guide the project's planning, implementation, and documentation. Having a clearer sense of who is handling different responsibilities, the current budgetary needs, what tasks are currently under construction, and what tasks have been accomplished should help things sail more smoothly.

ASSESSMENT

Pre- and Post-Test Surveys

- Students and participating faculty/staff will complete a brief pre- and post-test assessment to gather information before and after the interdisciplinary experience.
- The pre- and post-test survey links will be provided to instructors before the beginning of each semester. Pre- and post-test surveys are standardized and contain the same questions; the content of these surveys is in Appendix B.
- These surveys **must be connected to points/grades in the course** to ensure completion by students; these are not extra credit or optional for students or participating faculty/staff. Complete data is needed to ensure accurate assessment. Please assign points equivalent to a course quiz for each survey.
- The pre-test survey should be administered within the first two weeks of the semester.
- The post-test survey should be administered within the last two weeks of the semester, preferably after completing the signature assignment.
- Erica will send instructors a list of student names and completion rates to allow instructors to provide points for completing both required surveys. Please don't ask students for a screenshot of the survey's completion screen to give them points. This system often results in duplicate responses for the same student when they forget this step on the initial completion and redo the survey to capture the screenshot.
  - The pre-test completion spreadsheet will be sent during the third week of the semester; the post-test completion spreadsheet will be sent on the first day of finals. Please ensure all surveys are assigned and completed by the second week of the semester and by Reading Day.

Signature Assignments

- Each project must contain a Signature Assignment to showcase students' learning in one or more of the targeted SLOs. We look forward to seeing what type of creative integration your students will create. Please assign enough points to ensure students provide meaningful responses.
- Signature assignments should show evidence of disciplinary grounding, perspective-taking, and integration of the disciplines from your course and allow students to demonstrate learning in your targeted SLOs.
- Please see the SAIL Course and Signature Assignment Worksheet in Appendix C and the rubrics in Appendix D. The SAIL Course and Signature Assignment Worksheet will help us conceptualize the course and what is being assessed. The rubrics show what criteria will be assessed in the Signature Assignment to help with designing a thoughtful and comprehensive Signature Assignment.
- After submitting the SAIL Course and Signature Assignment Worksheet, the instructor(s) and project leads/assessment coordinator will schedule a meeting to chat with Bev and Erica about the course and Signature Assignment. The meeting should occur at least a week before classes begin.
- At the end of the semester, instructors will submit the student work (i.e., each student's signature assignment document) using a shared folder, and summer faculty scorers will assess student work for the three disciplinary strategies and targeted SLOs using the rubrics in Appendix D.
- Additional details to help with design:
  - These should not be group projects. Please submit one, unique project for each student in the course. Group projects are challenging to score for individual SLOs.
  - Each signature assignment must have the student's name and/or 850 number to link the data to the pre-and post-test surveys. Canvas makes it very easy to batch export assignments. When exported through Canvas, each file has the student's name, and these files can be easily added to the shared folder. It is highly suggested that the Signature Assignments be submitted via Canvas to simplify the exporting and uploading process.
  - In addition to the student work, please also upload the directions for the assignment to help scorers understand what instructions the students received when completing the assignment.

Maintaining Project Records

- o Teams should review the planning and progress survey questions in [Appendix A](#) to see what type of information needs to be reported each semester. We strive to keep this reporting succinct and easy to complete, but we also must provide documentation on what each team plans to accomplish, what they did accomplish, and what they learned from the experience.

FUNDING

Compensation Rate for Labor

- o When calculating budgets, the current compensation rate for course creation and development is $40 per hour. Please use this number to calculate course design compensation. In the planning and progress survey, we ask teams to provide each team member's total number of hours. We will use this survey every semester to document and organize budgetary needs.

Compensation Requirements and Regulations

- o In addition to the total number of hours for each team member, we must also submit a description of the tasks being completed for this compensation (i.e., we need a justification to submit the total hours). Please provide a concise but reasonably detailed list of tasks for each person who is seeking compensation.
- o For course design compensation, we cannot issue compensation until all work has been submitted at the end of the semester. This policy ensures the course was successfully completed, including signature assignments and pre-and post-test surveys for students and instructors.
- o For other work not related to course design, please provide a detailed description with estimated costs, any necessary details, and the completion date for this work. After receiving the completed work, we can process the compensation.

Purchasing Information

- o Please reach out with specific requests for purchases. When completing the planning and progress surveys, please add as much information as possible about upcoming purchases to help us determine the fastest and best way to process these requests.

WORKSHOPS AND EVENTS

Yearly Workshops

- o Each project will host a workshop to share their insights and experiences. Large teams will host one workshop each year of the project; small teams/individual projects will host one workshop.
- o We encourage folks to think of ideas and topics from their project that would be helpful and generalizable to the UNCW community. These workshops aim to provide and support interdisciplinary learning, teaching, and collaboration across campus.

Appendix A: Planning and Progress Survey

We recommend you compose these responses in a shared document with your team. We hope to keep this survey the same each semester, so you can just copy/paste information for your project's document.

1. **Project Title** - What's the name of your project?
2. **Team Information** - Who's on your team? Who are your team leads and who is responsible for the main components of your project? Please indicate the principal organizer, assessment lead, budget lead, and workshop/events lead. You may create other roles or combine as needed; we just want to target the main folks if we have questions about specific components. Please make a table and list all members, provide their 850 number and full job title to help with processing compensation, and briefly describe their role/title in the project.
3. **Planning Progress** - How's your interdisciplinary project going? Please let us know your current progress and goals for the upcoming semester and year. We are open to any organization of this information that makes sense for your project. This question provides us with a big-picture view (i.e., a few hundred words) about the current progress and what is being developed.
4. **Course Development** - Which specific 300- to 400-level courses are under construction? Please specify and briefly describe the specific course(s) being developed (provide course numbers, section numbers, and estimated enrollment when available) through this project.
5. **Course Delivery** - Which specific semester do you plan to teach the course(s)? Please let us know the estimated teaching dates for SAIL-related courses. Will the course be in-person, online, or hybrid?
6. **Disciplinary Grounding, Perspective Taking, and Integration** - Which specific disciplines are being integrated into the project? Please list all the specific disciplines and provide brief details about how the three important components of interdisciplinary learning (i.e., disciplinary grounding, perspective taking, and integration) are being facilitated in your project/course(s)?
7. **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 you will seek to improve student learning in one or more of these outcomes.
8. **Course Compensation** - What are the compensation needs for designing and implementing the 300- to 400-level course for the upcoming semester? Please use the hourly rate of $40 to determine the total labor compensation for developing the course. For each team member, please list their name, the total hours and requested compensation for the upcoming semester, and the tasks/responsibilities they have for this role.
   a. If completing this survey in the summer, please project your requested compensation through December. If completing this during winter break, please project your compensation through June.
   b. Per the budget guidelines we received, compensation for course development is contingent upon completing the course and submitting the pre-and post-test surveys and signature assignments.
9. **Non-Course Development** - What specific planned activities, professional development, or other projects are under construction? Please specify anything you are working on that is not part of the 300- to 400-level course(s) being developed. This info may not apply to all projects; please put "N/A" if all funding is for course compensation.
10. **Non-Course Compensation** - What are the compensation needs for things not related to designing the 300- to 400-level course for the upcoming semester? Please use the hourly rate of $40 to determine the rate for labor compensation. Please put "N/A" if all funding is for course compensation.
    a. For labor compensation, list the person's name, the total hours/total requested compensation for the upcoming semester, and the tasks/responsibilities they have for this role. Please include an estimated completion date for these tasks. Once we receive some type of deliverable indicating the completion of these tasks, we can process compensation.
    b. For other costs, please provide relevant and necessary details to help us process your request. Including a predicted completion date for tasks/items will help with reimbursement.
    c. Per the course preparation and delivery compensation process, payment will be issued when the deliverable product has been submitted. We will do our best to respond quickly when you let us know the task is completed and can be compensated. Based on the estimated completion date you

provide for this survey, we will try to check in with you close to this time to help ensure quick payment.

11. **Projected Costs** - What are the total projected costs for the current semester and the current year? Essentially, we want to ensure Questions 8 and 10 equal your funding award for this semester/year. The answer to this question may vary in complexity depending on the project. You can attach a spreadsheet or document using the next question if it's helpful. We don't want to create more work, we just want to ensure your compensation requests align with your available funding.

12. **Additional Questions** - Are there any funding or project questions you would like to ask or things we can help with? Please use this space to connect with us about anything not covered above. We will follow up with teams to provide additional answers.

If your project is already SAILing, please complete the next set of questions:

13. **Progress on SAILing Projects** - What activities have you accomplished so far? Please tell us which parts of your project are ongoing and/or completed. Please revisit previous survey responses to close the loop between the projects under construction and the ongoing or completed projects. We are open to any organization of this information that makes sense for your team and your project. The question provides us an overview of the important milestones that have been met since the last survey.

14. **Project Data** - Do you have any specific data to provide related to the progress of your project? We will track the pre-and post-test surveys and signature assignment data, but we'd love to document any outcomes, events, deliverables, or successes you have accomplished.

15. **Continuation** - Do you see yourself using any parts of this learning experience/course in your future courses or professional work after the QEP concludes? Please include any specific elements of the project that you see yourself using in the future.

16. **"Aha" Changes** - The QEP process is based on the model of continuous evaluation and improvement. Have there been any notable "aha" moments that resulted in changing your plans or content a bit as you implemented your project? We'd love to document any moments of reflection and change your project has experienced because of trying a plan and needing to adjust it a bit.

17. **Other Changes** - Related to project changes, have there been any important changes to your team or budget needs? Please provide details about any other things that have shifted or changed since the last Planning and Progress survey.

18. **Workshop Progress** - Did you or do you have plans to present a workshop in the upcoming semester or year? If you have already completed your yearly workshop, please provide the title of the workshop. If you have not completed your yearly workshop, provide some ideas about tentative dates and topics; we will be in touch with additional information.

Appendix B: Pre- and Post-Test Assessment Questions

Student Pre-Assessment QEP - Final Version

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 in critical reflection, collaboration, communication, or creative activities.

This survey will allow you to reflect on any previous experience with interdisciplinary learning and share 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!

Your responses will be confidential, and your instructor will not know how individual students responded. There are no right answers, we just want to see your honest responses so we can learn more about students across many different interdisciplinary courses. There are 16 questions, and it should take less than 10 minutes to complete this survey. Because this survey is part of the educational assessment of your course, only completed surveys will receive the course credit indicated by your instructor. Your instructor will receive a completion report for each student, but they will not be able to see your responses. You must be 18 years old to complete this survey.

If you have any questions about this survey, please feel free to contact Dr. Erica Noles (nolese@uncw.edu).

Thank you for your time and help with this assessment!

What is your age?

_____

Do you have previous interdisciplinary learning experience?

○ No

○ Yes

○ Not sure

What were your previous interdisciplinary learning experiences? Do you remember what disciplines you previously drew from?

_____

What is one thing that you expect to learn from this interdisciplinary learning experience?

_____

Before you begin your interdisciplinary learning experience, please answer the following questions.

I know how to approach complex issues in a variety of ways.

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

I have the ability to judge the value of new information or evidence presented to me.

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

I understand how complex global systems/processes are interconnected.

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

When discussing complex global issues, I can integrate multiple perspectives in addition to my own.

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

I understand how my social group(s) or experiences influence my perspectives of the world.

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

I can approach arguments or theories with an understanding of how they are influenced by my own cultural perspectives.

- ○ Strongly disagree
- ○ Somewhat disagree
- ○ Neither agree nor disagree
- ○ Somewhat agree
- ○ Strongly agree

It frustrates me not having all the information I need.

- ○ Strongly disagree
- ○ Somewhat disagree
- ○ Neither agree nor disagree
- ○ Somewhat agree
- ○ Strongly agree

Uncertainty keeps me from living a full life.

- ○ Strongly disagree
- ○ Somewhat disagree
- ○ Neither agree nor disagree
- ○ Somewhat agree
- ○ Strongly agree

What is your current major(s)?

_____

What is your race/ethnicity?

○ Asian/Asian American

○ Black/African American

○ Hispanic/Latine

○ Native American/Alaskan Native

○ Native Hawaiian/Pacific Islander

○ White

○ Multi-Racial

○ Please provide race/ethnicity if not listed above _____

○ Prefer not to report

What is your identified gender?

○ Male

○ Female

○ Non-binary / third gender

○ Please provide your gender if not listed above _____

○ Prefer not to report

Please type your 850 student ID number to ensure your instructor awards you credit for completing this survey. Your responses will never be linked to your identity, but we do need your full student ID number to ensure you receive credit.

_____

Student Post-Assessment QEP - Final Version

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 contained 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 have also engaged in critical reflection, collaboration, communication, or creative activities.

This survey will allow you to reflect on your experiences and share your perspective as a student. Your instructor will be filling out a similar survey, so we can get a better sense of their perspective too!

Your responses will be confidential, and your instructor will not know how individual students responded. There are no right answers, we just want to see your honest responses so we can learn more about students across many different interdisciplinary courses.

There are 16 questions that include 3 prompts with short answer responses about your experience. It should take approximately 30 minutes to complete this survey. **Before beginning this survey, please make sure you have enough time to answer the three short answer prompts with thoughtful responses.** Because this survey is part of the educational assessment of your course, only completed surveys will receive the course credit indicated by your instructor. Your instructor will receive a completion report for each student, but they will not be able to see your specific responses. You must be 18 years old to complete this survey.

If you have any questions about this survey, please feel free to contact Dr. Erica Noles (nolese@uncw.edu).

Thank you for your time and help with this assessment!

What is your age?

_____

After considering your interdisciplinary learning experience, please answer the following questions.
I know how to approach complex issues in a variety of ways.

- ○ Strongly disagree
- ○ Somewhat disagree
- ○ Neither agree nor disagree
- ○ Somewhat agree
- ○ Strongly agree

I have the ability to judge the value of new information or evidence presented to me.

- ○ Strongly disagree
- ○ Somewhat disagree
- ○ Neither agree nor disagree
- ○ Somewhat agree
- ○ Strongly agree

I understand how complex global systems/processes are interconnected.

- ○ Strongly disagree
- ○ Somewhat disagree
- ○ Neither agree nor disagree
- ○ Somewhat agree
- ○ Strongly agree

When discussing complex global issues, I can integrate multiple perspectives in addition to my own.

- ○ Strongly disagree
- ○ Somewhat disagree
- ○ Neither agree nor disagree
- ○ Somewhat agree
- ○ Strongly agree

I understand how my social group(s) or experiences influence my perspectives of the world.

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

I can approach arguments or theories with an understanding of how they are influenced by my own cultural perspectives.

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

It frustrates me not having all the information I need.

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

Uncertainty keeps me from living a full life.

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

Prompt 1 - What is the most important thing you learned from this interdisciplinary learning experience? Please use a strong paragraph and provide specific terms, details, and ideas that you will take from this experience.

Prompt 2 - How might you apply this new knowledge in the future? Please use a strong paragraph and provide specific terms, details, and ideas that you can apply to things outside the course.

Prompt 3 - 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? Please use a strong paragraph and provide specific insights or advice from your experience.

What is your current major(s)?

_____

What is your race/ethnicity?

○ Asian/Asian-American

○ Black/African American

○ Hispanic/Latino

○ Native American/Alaskan Native

○ Native Hawaiian/Pacific Islander

○ White

○ Multi-Racial

○ Please provide race/ethnicity if not listed above _____

○ Prefer not to report

What is your identified gender?

○ Male

○ Female

○ Non-binary/third gender

○ Please provide your gender if not listed above _____

○ Prefer not to report

Thank you for your responses to this survey. In the future, we may want to present what we have learned from this project at a conference or in an academic publication. We would like your permission to analyze your survey data and what you wrote in your signature assignment for this course. No identifying information will ever be shared with anyone; we will combine all the data and present our findings in a way that never identifies an individual. Though we may use direct quotes when we present the findings, these quotes will never be identifiable or linked to an individual. Your response to this question does not impact your grade or standing in the course. Please select one option below.

○ Yes, I give you permission to analyze my survey responses and signature assignment responses for academic presentations and publications. I understand my responses will never be linked to me in an identifiable manner.

○ I give you permission to use my survey responses but not my signature assignment. I understand my responses will never be linked to me in an identifiable manner.

○ No, I do not give you permission to use my survey responses or signature assignment.

Please type your 850 student ID number to ensure your instructor awards you credit for completing this survey. Your responses will never be linked to your identity.

_____

Faculty Pre-Assessment QEP - Final Version

The goal of this survey is to conduct a pre-assessment of faculty's perceptions about interdisciplinary learning as part of UNCW's Quality Enhancement Plan (QEP).

This survey asks you to provide ratings of your interdisciplinary collaboration competency. Your responses will be confidential, and results will be pooled together to examine faculty responses as a whole. This data will be used when writing annual and final reports about the project, and it may be used in research associated with the QEP.

There are no right answers; we just want to see your honest responses so we can learn more about the faculty experience across many different interdisciplinary courses.

There are 15 questions, and it should take less than 10 minutes to complete this survey.

Which course are you teaching associated with SAIL? Please include the course prefix, number, and title.

_____

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

Making specific suggestions to create a basis for discussion in an interdisciplinary team.

○ Extremely difficult

○ Somewhat difficult

○ Neither easy nor difficult

○ Somewhat easy

○ Extremely easy

Generating ideas for interdisciplinary projects.

○ Extremely difficult

○ Somewhat difficult

○ Neither easy nor difficult

○ Somewhat easy

○ Extremely easy

Taking the initiative in an interdisciplinary meeting.

○ Extremely difficult

○ Somewhat difficult

○ Neither easy nor difficult

○ Somewhat easy

○ Extremely easy

Avoiding unnecessary technical terms and jargons in interdisciplinary teams.

○ Extremely difficult

○ Somewhat difficult

○ Neither easy nor difficult

○ Somewhat easy

○ Extremely easy

Getting my point across in interdisciplinary teams.

○ Extremely difficult

○ Somewhat difficult

○ Neither easy nor difficult

○ Somewhat easy

○ Extremely easy

Adapting my language when engaging with team members from different disciplinary backgrounds.

○ Extremely difficult

○ Somewhat difficult

○ Neither easy nor difficult

○ Somewhat easy

○ Extremely easy

Connecting and integrating knowledge from different disciplines in interdisciplinary work.

○ Extremely difficult

○ Somewhat difficult

○ Neither easy nor difficult

○ Somewhat easy

○ Extremely easy

Connecting different disciplines content-wise in interdisciplinary teams.

○ Extremely difficult

○ Somewhat difficult

○ Neither easy nor difficult

○ Somewhat easy

○ Extremely easy

Comprehending what other members work on with regards to content in interdisciplinary teams.

○ Extremely difficult

○ Somewhat difficult

○ Neither easy nor difficult

○ Somewhat easy

○ Extremely easy

Upholding the quality criteria of my own discipline in interdisciplinary teams.

○ Extremely difficult

○ Somewhat difficult

○ Neither easy nor difficult

○ Somewhat easy

○ Extremely easy

Precisely naming the questions my discipline is in charge of and how my discipline differs from others.

- ○ Extremely difficult
- ○ Somewhat difficult
- ○ Neither easy nor difficult
- ○ Somewhat easy
- ○ Extremely easy

Precisely naming the methodological and content-related features of my discipline.

- ○ Extremely difficult
- ○ Somewhat difficult
- ○ Neither easy nor difficult
- ○ Somewhat easy
- ○ Extremely easy

Before teaching this class, how much experience did you have teaching interdisciplinary classes?

- ○ None
- ○ A little
- ○ A moderate amount
- ○ A lot
- ○ A great deal

Approximately how many years have you been teaching college-level courses?

_____

Faculty Post-Assessment QEP - Final Version

The goal of this survey is to conduct a post-assessment of faculty's perceptions about interdisciplinary learning as part UNCW's Quality Enhancement Plan (QEP).

This survey asks you to provide ratings of your interdisciplinary collaboration competency and to reflect on your perceptions about the student experience and learning in your course.

Your responses will be confidential, and results will be pooled together to examine faculty responses as a whole. This data will be used when writing annual and final reports about the project, and it may be used in research associated with the QEP. There are no right answers, we just want to see your honest responses so we can learn more about the faculty experience across many different interdisciplinary courses.

Before beginning this post assessment of the SAIL experience, please be aware there 26 forced choice questions and 7 open-ended prompts asking you to briefly reflect on the experience. These prompts are shown in Appendix B of the SAIL Navigational Guide posted in Canvas. Please ensure you have time to respond to these prompts before continuing with this survey. It should take less than 30 minutes to complete this survey.

Which course did you teach associated with SAIL? Please include the course prefix, number, and title.

_____

Since concluding the course, please provide your rating on each of the following aspects of interdisciplinary collaboration competency.

Making specific suggestions to create a basis for discussion in an interdisciplinary team.

- ○ Extremely difficult
- ○ Somewhat difficult
- ○ Neither easy nor difficult
- ○ Somewhat easy
- ○ Extremely easy

Generating ideas for interdisciplinary projects.

- ○ Extremely difficult
- ○ Somewhat difficult
- ○ Neither easy nor difficult
- ○ Somewhat easy
- ○ Extremely easy

Taking the initiative in an interdisciplinary meeting.

- ○ Extremely difficult
- ○ Somewhat difficult
- ○ Neither easy nor difficult
- ○ Somewhat easy
- ○ Extremely easy

Avoiding unnecessary technical terms and jargons in interdisciplinary teams.

- ○ Extremely difficult
- ○ Somewhat difficult
- ○ Neither easy nor difficult
- ○ Somewhat easy
- ○ Extremely easy

Getting my point across in interdisciplinary teams.

- ○ Extremely difficult
- ○ Somewhat difficult
- ○ Neither easy nor difficult
- ○ Somewhat easy
- ○ Extremely easy

Adapting my language when engaging with team members from different disciplinary backgrounds.

- ○ Extremely difficult
- ○ Somewhat difficult
- ○ Neither easy nor difficult
- ○ Somewhat easy
- ○ Extremely easy

Connecting and integrating knowledge from different disciplines in interdisciplinary work.

○ Extremely difficult

○ Somewhat difficult

○ Neither easy nor difficult

○ Somewhat easy

○ Extremely easy

Connecting different disciplines content-wise in interdisciplinary teams.

○ Extremely difficult

○ Somewhat difficult

○ Neither easy nor difficult

○ Somewhat easy

○ Extremely easy

Comprehending what other members work on with regards to content in interdisciplinary teams.

○ Extremely difficult

○ Somewhat difficult

○ Neither easy nor difficult

○ Somewhat easy

○ Extremely easy

Upholding the quality criteria of my own discipline in interdisciplinary teams.

○ Extremely difficult

○ Somewhat difficult

○ Neither easy nor difficult

○ Somewhat easy

○ Extremely easy

Precisely naming the questions my discipline is in charge of and how my discipline differs from others.

○ Extremely difficult

○ Somewhat difficult

○ Neither easy nor difficult

○ Somewhat easy

○ Extremely easy

Precisely naming the methodological and content-related features of my discipline.

○ Extremely difficult

○ Somewhat difficult

○ Neither easy nor difficult

○ Somewhat easy

○ Extremely easy

Part II. Revaluation of Interdisciplinarity

How well do the majority of your students' learning experiences demonstrate the following aspects of interdisciplinarity identified below?

1. Disciplinary Grounding

The disciplines that informed the course/learning experiences were clearly defined.

○ Not addressed/not applicable

○ Developing

○ Somewhat proficient

○ Proficient

The course/learning experiences effectively used insights, methods, and values from each discipline.

○ Not addressed/not applicable

○ Developing

○ Somewhat proficient

○ Proficient

The selection and application of disciplinary knowledge and modes of thinking to solve an interdisciplinary problem were appropriate.

- ○ Not addressed/not applicable
- ○ Developing
- ○ Somewhat proficient
- ○ Proficient

Please explain a few specific ways your course and/or signature assignments utilized disciplinary grounding to promote learning.

_____

2. Perspective Taking
Students could explain the main perspective of a complex problem from the viewpoint of each discipline.

- ○ Not addressed/not applicable
- ○ Developing
- ○ Somewhat proficient
- ○ Proficient

Students demonstrated awareness of their own biases and assumptions.

- ○ Not addressed/not applicable
- ○ Developing
- ○ Somewhat proficient
- ○ Proficient

Students identified the limitations of disciplinary perspectives.

- ○ Not addressed/not applicable
- ○ Developing
- ○ Somewhat proficient
- ○ Proficient

Please explain a few specific ways your course and/or signature assignments required students to take different disciplinary perspectives.

_____

3. Integration of Ideas
Students thoughtfully integrated the content and information from the disciplines.

○ Not addressed/not applicable

○ Developing

○ Somewhat proficient

○ Proficient

The focus of the course/learning experiences is on the interaction between disciplines, neither of the disciplines is dominant.

○ Not addressed/not applicable

○ Developing

○ Somewhat proficient

○ Proficient

Disciplinary insights are integrated into a new understanding of the problem to answer the questions at hand.

○ Not addressed/not applicable

○ Developing

○ Somewhat proficient

○ Proficient

Please explain a few specific ways your course and/or signature assignments required students to integrate ideas among the different disciplinary perspectives.
_____

Compared to other 300- to 400-level courses that you have taught, how would rate this interdisciplinary experience in terms of promoting students' critical thinking skills?

○ Significantly less critical thinking skills

○ A bit less critical thinking skills

○ About the same level of critical thinking as other classes

○ A bit more critical thinking skills

○ Significantly more critical thinking skills

Compared to other 300- to 400-level courses that you have taught, how would rate this interdisciplinary experience in terms of promoting students' learning about diversity?

○ Significantly less learning about diversity

○ A bit less learning about diversity

○ About the same level of learning about diversity as other classes

○ A bit more learning about diversity

○ Significantly more learning about diversity

Compared to other 300- to 400-level courses that you have taught, how would rate this interdisciplinary experience in terms of promoting students' learning about global citizenship?

○ Significantly less learning about global citizenship

○ A bit less learning about global citizenship

○ About the same level of learning about global citizenship as other classes

○ A bit more learning about diversity

○ Significantly more learning about diversity

Compared to independently developing and teaching other 300- to 400-level courses, how much work/time did you put into developing and delivering this interdisciplinary experience?

○ Much less

○ Somewhat less

○ About the same level

○ Somewhat more

○ Much more

Compared to independently developing and teaching other 300- to 400-level courses, how much effort did you feel this interdisciplinary experience required?

○ Much less

○ Somewhat less

○ About the same level

○ Somewhat more

○ Much more

Prompt 1 - 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?

Prompt 2 - If graded work is involved, what was effective in establishing congruent grading mechanisms among the faculty members?

Prompt 3 - What do you wish to keep, and what revisions do you wish to incorporate in future interdisciplinary projects to facilitate better student performance in critical thinking, understanding of diversity, and/or global citizenship?

Prompt 4 - If you have any additional comments about your interdisciplinary learning experience, please feel free to share them!

Thank you for your responses to this survey. In the future, we may want to present what we have learned from this project at a conference or in an academic publication. We would like your permission to analyze your pre- and post-test survey data from this project. No identifying information will ever be shared with anyone; we will combine all the data and present our findings in a way that never identifies an individual. Though we may use direct quotes when we present the findings, these quotes will never be identifiable or linked to an individual. Your response to this question does not impact your standing with SAIL. Please select one option below.

◯ Yes, I give you permission to analyze my survey responses in academic presentations and publications. I understand my responses will never be linked to me in an identifiable manner.

◯ No, I do not give you permission to use my survey responses.

SAIL COURSE & SIGNATURE ASSIGNMENT WORKSHEET

Thank you for completing the information below to help us conceptualize each course across the many semesters of this SAILing adventure!

To assess interdisciplinary learning across the SAIL course, the Signature Assignment should be designed to provide a thoughtful, clear demonstration that the students' experience in SAIL helped them gain abilities in these targeted areas. We want to ensure this assignment is a direct assessment of their skills (i.e., will allow students to demonstrate these abilities to an outside reader) compared to an indirect assessment of their skills (i.e., asking students their perceptions of these skills). To help us conceptualize this experience, please briefly describe the course, indicate how it will showcase interdisciplinary learning, and describe the project the students will submit as their Signature Assignment.

Full name of the course and section number:
- *Example - PSY 464_001: Advanced Social and Personality Psychology*

Semester/year being taught:
- *Example - SP24 or FA24*

Approximate enrollment:

Instructor(s) name(s):
- *If taught with more than one instructor, please describe how each instructor will be involved with the course.*

Modality (in-person, online, hybrid?):

Specific academic disciplines being integrated in the course:

SLOs targeted in this course:
- *Courses can target one of more of the following: Critical Thinking, Diversity, and/or Global Citizenship*

Brief description of the course (i.e., provide an overview of the course experience, especially related to interdisciplinary learning experiences):

Format of the Signature Assignment:
- *How will this assignment be submitted/collected that allows a group of SAIL Faculty Fellows and folks like yourself to score this assignment after the course has ended? This assignment must be something that can be sent to the SAIL team to be scored in a summer scoring session.*

Prompt/directions provided to students for the Signature Assignment:
To assist with conceptualizing this Signature Assignment, we use a process known as backward design (i.e., planning our assessments by working backward from the end goals). The following worksheet asks you to indicate which SAIL elements are included in your assignment. This information is valuable for us to understand your course and assignment and for our SAIL Fellows when they score these assignments months down the road. We want to see how you specifically plan to use disciplinary ground, perspective-taking, and integration to improve learning related to critical thinking, diversity, and/or global citizenship. We hope that working through these questions leads to smoother SAILing across the experience. Please contact the Center for Teaching Excellence and enroll in their Canvas course if you want additional help with designing strong assignments.

Well-designed assignments may or may not include all the components listed below; some components may not be relevant for every assignment. In addition, a well-designed Assignment (particularly one designed for advanced students) might deliberately *not* make a component explicit if the intention is to assess whether students can use or apply that component unprompted.

Check the appropriate box for each learning component to indicate if it is not relevant to the assignment, is expected prior knowledge, or is clearly included in the assignment instructions. Please see the SAIL Navigational Guide for more details about these terms and the rubrics used to score each of these components in the Signature Assignment.

INTERDISCIPLINARY LEARNING – USED BY ALL SAIL COURSES

Interdisciplinary Learning Components	Not relevant	No explicit instructions provided (students are expected to already know to include this)	Explicit instructions provided
Disciplinary Grounding			
Articulate a problem/research question to be explored through the lens of multiple disciplines			
State the disciplines that will be included in the inquiry/problem-solving process			
Explain the relevance of each discipline to the inquiry/problem-solving process			
Demonstrate knowledge of the methods/procedures/tools of each discipline			
Please complete the following question. This response won't be shared with the scorers of the assessment. Its purpose is to formalize how this aspect of SAIL will be demonstrated in the experience. How will this course and assignment allow students to both develop and showcase skills related to disciplinary grounding?			
Please complete the following questions to help future scorers understand what ideas and terms they should be looking for in this assignment: - What are the disciplines to be incorporated? - Why is each discipline relevant? - What are the disciplines' methods/procedures/tools that you expect students to know?			
Perspective Taking			
Incorporate one's own viewpoints			
Examine one's own assumptions and biases			
Please complete the following question. This response won't be shared with the scorers of the assessment. Its purpose is to formalize how this aspect of SAIL will be demonstrated in the experience. How will this course and assignment allow students to both develop and showcase skills related perspective taking?			
Integration			
Present and explain insights from multiple disciplines			
Examine the strengths and weaknesses of the disciplinary insights			
Compare disciplinary insights for differences and similarities			
Make explicit connections across disciplinary insights			
Articulate a new understanding that would not have been possible within a single discipline.			
Please complete the following question. This response won't be shared with the scorers of the assessment. Its purpose is to formalize how this aspect of SAIL will be demonstrated in the experience. How will this course and assignment allow students to develop and showcase integration skills?			
To assist future scorers who will be reviewing these student assignments, please complete the following questions: - How many insights should be provided from each discipline to examine the issue thoroughly? - Are there any important similarities/differences or strengths/weaknesses that would be key for a student to discuss when integrating the disciplines?			

TARGETED STUDENT LEARNING OUTCOMES –

PLEASE <u>ONLY</u> COMPLETE FOR THE SPECIFIC OUTCOME(S) TARGETED IN YOUR COURSE

CRITICAL THINKING Learning Components	**Not relevant**	**No explicit instructions provided (students are expected to already know to include this)**	**Explicit instructions provided**
Influence of Context and Assumptions			
Demonstrate awareness of one's own assumptions			
Demonstrate awareness of others' assumptions			
Identify contexts when presenting a position			
Student's Position			
Present a perspective, thesis, or hypothesis			

Please complete the following question. This response won't be shared with the scorers of the assessment. Its purpose is to formalize how this aspect of SAIL will be demonstrated in the experience.
- How will this course and assignment allow students to both develop and showcase skills related to critical thinking?

DIVERSITY Learning Components	**Not relevant**	**No explicit instructions provided (students are expected to already know to include this)**	**Explicit instructions provided**
Knowledge of Diverse Perspectives and Their Roots			
Identify a social group's (or groups') perspectives			
Discuss the societal or cultural influences on the perspectives of a social group (or groups)			
Evaluating Claims and Theories About Diversity			
Make a claim about the interplay between diversity, identity, and experience			

Please complete the following question. This response won't be shared with scorers of the assessment. Its purpose is to formalize how this aspect of SAIL will be demonstrated in the experience.
- How will this course and assignment allow students to develop and showcase diversity-related skills?

GLOBAL CITIZENSHIP Learning Components	**Not relevant**	**No explicit instructions provided (students are expected to already know to include this)**	**Explicit instructions provided**
Knowledge of Connections Within Systems			
Describe components of global systems			
Make connections between global systems			
Use of Diverse Cultural Frames of Reference and Alternative Perspectives			
Uses one's own perspective/frame of reference when discussing global issues			
Uses other perspectives/frames of reference when discussing global systems			

Please complete the following question. This response won't be shared with the scorers of the assessment. Its purpose is to formalize how this aspect of SAIL will be demonstrated in the experience.
- How will this course and assignment allow students to both develop and showcase skills related to global citizenship?

Interdisciplinary Learning Rubric

Interdisciplinary learning strategies addressed in this rubric:

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

	Level 1: Novice	Level 2: Intermediate	Level 3: Mastery	Score	Not applicable to the assignment
Disciplinary Grounding					
IDL1. Disciplinary Grounding: content knowledge	A disciplinary knowledge base is not readily discernable: some ideas and information may be provided but the connection to a discipline is not clear or is incorrect.	Disciplinary concepts/theories/perspectives are introduced but key claims for why the information is relevant are not supported with concrete disciplinary examples. Disciplinary misconceptions may be present.	Concepts/theories/perspectives are used in accordance with the disciplines. Claims for why the information is relevant are consistently supported with examples from the appropriate discipline(s).		
IDL2. Disciplinary Grounding: methods	There is little to no evidence of understanding of disciplinary methods.	Understanding of disciplinary methods is evident but may be oversimplified or include misconceptions.	Understanding of disciplinary methods is evident and correct.		
Perspective Taking					
IDL3. Perspective Taking: other viewpoints	Viewpoints other than one's own are not included in the work.	Viewpoints other than one's own are included but superficially (i.e., other perspectives are not thoroughly discussed and may seem less important than one's own).	Viewpoints other than one's own are presented and discussed thoroughly so they seem as valuable as one's own.		
IDL4. Perspective taking: personal biases and assumptions	There is no discussion of one's own biases and/or assumptions around the relevant disciplines.	There is some discussion of one's own biases and/or assumptions around the relevant discipline but is superficial (i.e., the student seems reluctant to temporarily set aside his/her own viewpoints and beliefs)	There is evidence of awareness of one's own biases and assumptions around the relevant disciplines and they are discussed thoroughly (i.e., there is no sense of reluctance to set aside one's own viewpoints and beliefs).		

	Level 1: Novice	Level 2: Intermediate	Level 3: Mastery	Score	Not applicable to the assignment
Integration					
IDL5. Integration: analysis	Although the insights are not grounded in the presented disciplines or are incorrect (as indicated by a Level 1 score on Disciplinary Grounding: methods) some attempt at analysis is made. There is an attempt to discuss strengths and weaknesses of insights and/or an attempt to present differences and similarities of insights indicates that although content knowledge is lacking, some understanding of integration is present.	There is evidence of analysis of strengths & weaknesses of most disciplinary insights but not all aspects are elaborated on.

The differences and similarities of the relevant disciplinary insights presented are analyzed, though superficially. | There is clear and critical analysis of strengths and weaknesses of each disciplinary insight and there is a thorough discussion of similarities and differences between disciplinary insights.

There is no omission of relevant disciplinary insights presented earlier in the work and/or there is no omission of information that impedes understanding of similarities/differences and/or strengths/weaknesses. | | |
| IDL6. Integration: synthesis and new interdisciplinary understanding | There is no attempt to connect insights from disciplines OR any attempted new understanding presented does not require insights from more than one discipline. Although content knowledge is lacking, some understanding of integration is present. | Some connections between insights from the relevant disciplines are introduced.

There is a new understanding presented but some important connections are missing and/or discussion of the connections is not coherent/effective so that the understanding of the relevance connections to a new insight is impeded (i.e., the student makes a claim of a new interdisciplinary understanding but the evidence, reasoning, or both are missing). | Insights from the relevant disciplines are presented and connected in a coherent and effective way so that the relevance of the connections is clear and there are no obvious missing connections that impede understanding.

The connections between insights lead to a new understanding that would not have been possible within a single discipline. | | |

University Learning Goals Targeted by SAIL

Learning goals that SAIL aims to improve in upper-level courses (projects may select one or more of these goals):

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

	Benchmark	Milestones		Capstone	Score	Not applicable to the assignment
	1	2	3	4		
Critical Thinking						
Influence of context and assumptions	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some 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).	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of context when presenting a position.		
Student's position *(position, perspective, thesis, or hypothesis)*	Specific position is stated but is simplistic and obvious.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative, taking into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within position.		

	Benchmark	Milestones		Capstone	Score	Not applicable to the assignment
	1	**2**	**3**	**4**		
Diversity						
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.		
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).		

	Benchmark	Milestones		Capstone	Score	Not applicable to the assignment
	1	2	3	4		
Global Citizenship						
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).		
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.		