**QEP COMMITTEE MINUTES**

**May 12, 2015**

**4:00 pm**

**Johnson Board Room**

**Unapproved**

**Members:** Jim Colbert (Chair), Vivian Gaylord (Enrollment Management), ~~Tyler Griffin~~ (Junior Student), ~~Heather Jones~~ (The Partnership Alliance), ~~Angelle Laborde~~ (Community Representative), Jason Lee (Sciences and Mathematics), Kelly McWhorter (Community Representative), ~~John Moore~~ (Arts and Humanities), Leland Nielsen (Education),  ~~Catherine Sayre~~ (Sophomore Student), ~~Kim Shannon~~ (Student Affairs), ~~Kaitlin Sherfield~~ (Student~~)~~, Mike Shurden (Business and Public Affairs), ~~Beth Taylor~~ (Community Representative), ~~Cornisha Waller~~ (Student), Lisa Wiecki (Library).

1. Meeting was called to order at 4:00 by Dr. Jim Colbert.
2. April 28, 2015 meeting minutes were approved.
3. Last week, Dr. Colbert and Beth Taylor prepared the Alumni Survey for distribution. The survey was sent out late today and already several results have been received.
4. QEP Pre-Proposals
   1. Extend deadline to May 18, 2015
   2. Six (6) Pre-Proposals have been received to date
      1. Link these similar concepts:
         1. 1a. Center for Excellence in Teaching & Learning
         2. 1b. Center for Instructional Excellence
         3. 1c. Active Critical Thinking InVigorates Education
      2. 2. Lander Enhanced Advising Program
      3. 3. B.L.I.N.K
      4. 4. The Center for Integrative Studies
5. Dr. Colbert requested the committee research other QEP “White Papers” online. He will need help drafting the guidelines for Lander’s QEP White Papers.
6. The office of University Relations & Publications will develop a web page for the QEP search which will include the Pre-Proposals (with author(s)’ permissions), links to data, etc.
7. If more pre-proposals are submitted they will be forwarded to the committee for review.
8. Next meetings of the committee will be held Tuesday, May 19, 2015 at 4pm in the Johnson Board Room.
9. The meeting adjourned at 3:30 pm.

Respectfully Submitted,

Shelley Grund

Attachments:

* QEP Pre-Proposals

**QEP Pre-Proposal**

1a. Center for Excellence in Teaching and Learning

Paige Ouzts

Jonathan Bassett

Sam Tolbert

Dava O’Connor

Lillie Craton

TD Maze

1. What learning outcome(s) do you intend to address?

*The proposed QEP would focus on “the environment supporting student learning and accomplishing the mission of the institution.” Specifically, the proposed QEP would address the claim in our mission statement that “Lander University has chosen teaching and learning as its principal concerns and providing a challenging education for qualified students as its mission.” To document our commitment to teaching and learning as our principle concern and to enhance the quality of the education provided to students, we propose the development of a Center for Excellence in Teaching and Learning. The objectives of the Lander University CETL would be to enhance the quality of students’ education at Lander by increasing faculty awareness of the documented principles of teaching and learning and by promoting faculty use of evidenced based pedagogical practices that maximize student learning. The goals of this plan would be to promote innovative and evidence based teaching across campus by .providing resources and opportunities for dialogue and collaboration. Successfully meeting these goals could have positive benefits on student learning across the entire campus and promote the perception of Lander as a small university where every faculty member is an outstanding teacher or in the process to become one.*

II. Summarize the plan you would put in place to address the learning outcome(s).

*The proposed plan calls for the development of a Center for Excellence in Teaching and Learning on the Lander University Campus. Potential ways the center might promote the desired outcomes described above could include:*

* *Enhancing Lander faculty’s participation in professional development related to evidence based principles of teaching and learning by bringing in external speakers and providing funds for faculty travel to external pedagogical conferences.*
* *Producing and maintain an up to date online archive of Scholarship of Teaching and Learning (SoTL) resources, such as web-links, articles, and videos.*
* *Promoting faculty interaction and engagement around issues of pedagogy by sponsoring periodic events such as book/journal clubs, presentations by faculty, or faculty discussion forums; highlighting best practices or innovative approaches that Lander faculty are already doing in the White Board publication and/or in online video interviews; providing faculty with forums to share with their colleagues things they have learned from attendance at pedagogical conferences*
* *Developing, maintaining, and disseminating a list of potential online SoTL and pedagogical webinars/programs in which faculty might be interested and incentivize participation in these programs.*
* *Creating a community that will foster understanding between those teaching and those learning thereby creating more actively engaged students.*
* *Providing programing for students about best practices and evidence based strategies for optimal learning.*
* *Creating new internal grant opportunities for Lander faculty doing research on the Scholarship of Teaching and Learning.*
* *Promoting an institutional culture that values Scholarship of Teaching and Learning.*
* *Developing improved feedback and evaluation processes that provide valid and formative support for faculty to improve teaching and student learning.*
* *Enhancing incentives for faculty to achieve measurable improvement in teaching and student learning.*
* *Promoting the continuing transformation of the student learning environment by focusing on experiential education and other engaged teaching practices.*

III. Are you aware of Lander assessment data that provides support for your idea? Please describe the nature of this data. Specific data does not need to be cited in this pre-proposal.

*The data from the HERI survey would be relevant. Specifically the part about professional teaching practices contains data that speak to how frequently faculty report using various types of best practices. Further, the section on institutional support and resources contains data that speak to the extent to which faculty have participated in professional developmental/training opportunities related to pedagogy. In addition, there is evidence of faculty attendance and faculty ratings of professional development sessions at the EXPO sessions. Also of potential relevance are the NSSE data that speak to student engagement.*

IV. Are you aware of related literature sources that might be used in writing a full QEP Proposal? Please describe the nature of those sources? The pre-proposal does not require a bibliography.

*There is an extensive literature on the science of teaching and learning (an example of a representative publication is provided below).*

*Blumberg, P. (2011). Making evidence-based practice an essential aspect of teaching. Journal of Faculty Development, 25, 27-32.*

*There is also a literature showing that engaged practices increases student learning, retention, and success (an example of a representative publication is provided below).*

*Finley, A., & McNair, T. B. (2013). Assessing underserved students’ engagement in high-impact practices. Publication of the Association of American Colleges and Universities.* [*https://www.aacu.org/sites/default/files/files/assessinghips/AssessingHIPS\_TGGrantReport.pdf*](https://www.aacu.org/sites/default/files/files/assessinghips/AssessingHIPS_TGGrantReport.pdf)

*A variety of online resources related to teaching and learning are available from The Eberly Center for Teaching Excellence and Educational Innovation at Carnegie Mellon University* [*http://www.cmu.edu/teaching/*](http://www.cmu.edu/teaching/)

V. What departments or administrative units at Lander would play key roles in the implementation of this plan?

*The Office of Academic Affairs would play a key role in the implementation of this plan but involvement from multiple faculty across the campus would be key. There is currently a task force composed of recent recipients of Lander’s teaching awards (Distinguished Professor, Young Faculty Teaching, Young Faculty Scholar, and Moore Award) that has been charged with investigating ways to promote excellence in teaching and learning. This group would be in charge of the initial planning and making recommendations to The Office of Academic Affairs.*

**1b. Center for Instructional Excellence**

Lee Vartanian, Ph.D.

Associate Professor of Education

**I. What learning outcome(s) do you intend to address?**

The General Education Competencies:

1. University-level knowledge and comprehension
2. The ability to apply information
3. The ability to analyze information
4. The ability to communicate effectively and appropriately

**II. Summarize the plan you would put in place to address the learning outcome(s).**

One of the strengths of Lander University is that we have excellent instructors and small class sizes. We pride ourselves in being a “teaching university” yet we do very little to systematically enhance and improve our teaching ability. As we face an uncertain future in higher education, we need to play to our strengths and ensure that our instruction is engaging, meaningful, and purposeful. This will require enhanced collaboration and professional development for all faculty.

I would like to propose creating a Center for Instructional Excellence. This center would coordinate efforts to provide diverse professional development and collaborative sharing sessions for faculty to enhance their instructional methods. Learning from recognized professionals and each other, faculty would explore numerous areas of pedagogical interest, such as:

* creating engaging online classes
* designing challenging learning experiences for 21st century learners
* creating collaborative learning communities
* designing appropriate assessments
* incorporating technology into instruction

In addition to professional development and sharing sessions, the Center would develop a set of best practices for face-to-face courses and online courses. These best practices could be used and cited by faculty evaluators during their course observations. As part of the Faculty Performance Report (FPR) process, faculty could create “Plans for Pedagogical Progress” that chart specific ways they intend to develop as instructors.

The Center would also be a centralized hub that would help streamline our approach to critical competencies, such as “Communicating Effectively and Appropriately” (Competency #4). The Center, in collaboration with the Department of English & Foreign Languages, would develop common, clear rubrics for effective oral and written communication that may be used in all Lander courses. Additionally, the Center’s website would include numerous examples of best practices, including explanations of common grammatical errors students make. This would codify and unify our approach to teaching and assessing student communication. It would also improve the efficiency and accuracy of feedback, regarding student communication, from non-English course instructors.

III. **Are you aware of Lander assessment data that provides support for your idea? Please describe the nature of this data. Specific data does not need to be cited in this pre-proposal.**

The ETS Proficiency Profile is a standardized assessment that measures critical thinking, reading, writing and mathematics. Portions of this test may be used to measure our four General Education Competencies. In addition to comparing our progress over the years, ETS Proficiency Profile would allow us to compare our student’s growth with students in other universities.

**IV. Are you aware of related literature sources that might be used in writing a full QEP Proposal? Please describe the nature of those sources? The pre-proposal does not require a bibliography.**

**V. What departments or administrative units at Lander would play key roles in the implementation of this plan?**

I would propose that the Center for Instructional Excellence be housed in the Academic Affairs Office. Since it is focused on all aspects of instruction and the four General Education Competencies, numerous departments will provide support, including ITS, the Department of Teacher Education and the Department of English & Foreign Languages.

**Pre-Proposal**

**1c. Active Critical Thinking InVigorates Education**

Robert T. Kelley, Ph.D., Associate Professor of Music

I. What learning outcome(s) do you intend to address?

**Critical thinking across the curriculum**

II. Summarize the plan you would put in place to address the learning outcome(s).

**Experiment with modifications to the courses that satisfy the Logical and Analytical Thought general education requirement. Possible modifications might include teaching meta-cognition skills, case-study-based inductive and deductive reasoning, or general problem-solving methodology. Based on what course students take to satisfy the requirement and whether it was taught as before or with experimental enhancements, track these students’ levels of success in later courses that involve critical thinking to determine best practices and how to improve how we teach critical thinking skills.**

III. Are you aware of Lander assessment data that provides support for your idea? Please describe the nature of this data. Specific data does not need to be cited in this pre-proposal.

**We currently have some data on students’ levels of attainment of the analysis and application competencies in our general education program. I don’t think that this data is particularly meaningful, but we can look further into the data collected from graduating seniors taking the ETS exit exam. In my limited experience with seeing a few students’ results on this exam, it is my perception that critical thinking skills are very poor among these few students.**

IV. Are you aware of related literature sources that might be used in writing a full QEP Proposal? Please describe the nature of those sources? The pre-proposal does not require a bibliography.

**The AACU’s LEAP initiative focuses a great deal on how to teach and assess critical thinking skills at the college level.** [**https://www.aacu.org/leap**](https://www.aacu.org/leap)**. Given more time, I could find some other relevant sources as well.**

V. What departments or administrative units at Lander would play key roles in the implementation of this plan?

**Academic Affairs, Math & CIS, and Philosophy, along with selected course instructors across the university.**

Please send pre-proposals to Jim Colbert, [jcolbert@lander.edu](mailto:jcolbert@lander.edu), by May 8, 2015.

**Pre-Proposal**

**2. Lander Enhanced Advising Program**

Paige Ouzts

I. What learning outcome(s) do you intend to address?

*This program would focus on creating an environment to support student learning. This*

*program would also be looking at student learning outcomes such as self-reliance and increased independence, the students should learn how to make wise academic decisions including what courses to enroll in. The program would also expect an outcome of increased awareness of academic issues such as plagiarism and learning styles.*

II. Summarize the plan you would put in place to address the learning outcome(s).

*This program is designed to help freshmen make the transition to the rigors of university coursework and become active participants in their education. This program uses different pedagogical ideas such as intrusive advising and just in time learning along with learning communities and peer mentoring to create a smooth transition. The number of contacts the students have with their academic advisors is drastically increased, the first contact being before classes start, once by email and letters during the summer and then in person at a kick off social. The freshmen then meet the advisors the first week of classes before the add/drop deadline to check schedules. During the first term the students will meet with the advisors in group meetings for presentations such as classroom expectations, how to communicate with faculty appropriately, plagiarism, learning styles, and ethics to name a few. The meetings are held weekly until registration after which they meetings are every other week. During the second term topics such as safety, summer classes and how to sign up for them along with how to use the degree evaluation function within MyLander are presented once a month. The decreasing number of events is intended to move the students toward independence. Guest speakers with expertise in the areas are asked to present the information and the material is presented when the students need it or are ready to hear it, the just in time approach. The group meetings bring students together to form learning communities. Each faculty would ideally have 20 freshmen from a single major as an advising cohort. Each faculty would have a peer mentor to help facilitate the group.*

III. Are you aware of Lander assessment data that provides support for your idea? Please describe the nature of this data. Specific data does not need to be cited in this pre-proposal.

*Since this currently is an already running program we are collecting assessment data including retention, GPA’s, probation rates, and continued scholarship rates. We also survey the students and the faculty involved. This could be expanded by using some questions on the NSEE survey. The standard advising surveys could also be utilized.*

IV. Are you aware of related literature sources that might be used in writing a full QEP Proposal? Please describe the nature of those sources? The pre-proposal does not require a bibliography.

*Yes there are a number of external resources that show the importance of many of the features of this program including intrusive advising, early intervention, and the perceived impact of advising by students. There are books and articles that support these concepts.*

V. What departments or administrative units at Lander would play key roles in the implementation of this plan?

*The Office of Academic Affairs would play an integral role in the implementation of this process. This office would be in charge of faculty training as well as the day to day operations of the program including scheduling events. The Admissions Office would be involved as well as the advisees would need to be assigned through the admissions office.*

**3. Pre-Proposal**

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**BEARCAT LINK (B.L.I.N.K. – BEARCAT LEADERSHIP, INVOLVEMENT, NETWORKING & KNOWLEDGE)**

***Submitted By: Randy Bouknight***

**Division of Student Affairs; Vice President**

**CONTRIBUTORS**

Erin Garland **Student Affairs;** *Office Administration*

Tracy Clifton: **Student Conduct;** *Director*

Joe Franks: **Behavioral Intervention Team;** *Director*

Amanda Morgan: **Career Services;***Director*

Lindsay Phipps: **Student Activities;** *Assistant Director*

Chandler Darling: **Department of Housing and Residence Life;** *Associate Director*

Alexandrea Drake: **Department of Housing and Residence Life;** *Residence Life Coordinator*

Jalysa O’Conner: **Department of Housing and Residence Life;** *Residence Life Coordinator*

**STUDENT LEARNING OUTCOMES**

* To assist students academically, personally and socially to adjust to Lander University
* To inform new students about the availability of services and programs
* To assist new students in becoming familiar with the campus and local environment
* To provide planned, intentional opportunities for new students to interact with fellow new students, as well as continuing students, faculty and staff members
* To inform students about history/traditions, governance structure and campus culture to aid development of an identification with and integration into the university
* To assist new students in becoming familiar with the wide range of electronic and information resources available and to review expectations of their use
* To provide students with information about laws and policies regarding educational records and other protected information
* To provide opportunities to understand academic and student life policies and procedures
* To recognize the purpose and value of academic integrity and describe the key components related to the Lander University Honor Code
* To describe and demonstrate principles of responsible citizenship within and beyond the campus community
* To develop and foster life-skills (money/time management, cooking, etc.)
* To describe processes and resources related to overall health/wellness/fitness
* To explain the implications of personal decisions for personal wellness
* To increase students’ self-awareness of strengths, weaknesses, skills and interests in terms of career exploration
* To assist new students in developing employment and “work readiness” skills
* Educating students about the necessary documentation of experiences throughout their college career pertaining to the development of a career portfolio
* To assist students in the creation and maintenance of their career portfolio highlighting the following activities: academic achievements, co-curricular experiences, internships, off and on-campus employment, etc. relating to their chosen career path

**SUMMARY**

For the 2014/2015 academic year, Lander University’s Division for Student Affairs along with faculty and other collaborative entities reinstituted a first-year student orientation class – University 101. All first time freshman with less than 24 credit hours were required to take this class. The objectives of University 101 were to provide first-year students with an understanding of the resources and tools available to them for making a successful transition from high school to college; to ensure that they become active, responsible members of the community; to help them acquire basic academic survival skills; to encourage active participation in student activities and campus recreation programs and to assist them in becoming a successful college student.

University 101 classes were assessed using a paper and pencil version of the Educational Benchmarking, Inc. (EBI) First-Year Seminar Assessment. This assessment measured 23 factors targeted at the course objectives. Additionally, it measured the overall program effectiveness for the course. EBI uses levels of satisfaction to determine high impact factors, based on the idea that the lower the level of satisfaction, the greater the opportunity for improvements to be made –“*The most efficient and effective way to improve overall satisfaction is to focus on improving factors with the greatest impact and the lowest performance (EBI, 2015)*.” The 2014/2015 Lander University First-Year Seminar Assessment results indicate that there were seven predictors of satisfaction/effectiveness: *course improved understanding of academic integrity, course improved transition to college, course improved knowledge of study strategies, course improved academic skills, usefulness of course materials, course improved retention and graduation and course increased co-curricular engagement*. The last four of these factors were indicated as top priorities in EBI’s recommendations for improvement.

There is much literature to support the benefits of developing first-year initiatives for students and for universities. These benefits range from engaging and connecting students with all aspects of the university, facilitating retention and graduation, fiscal savings in terms of retention compared to recruitment, developing more “work-ready” graduates and developing responsible citizens. University 101 is one piece of an overall first-year experience initiative. In expanding University 101 to a three hour academic credit course, additional time can be spent on connecting students to Lander University and providing necessary resources to be successful. A University 101 class that is only held one hour a week is not enough time to engage students, mentor students, or to facilitate the development of life-skills and work-readiness skills in students. Expanding University 101 is the first step in the process of developing a comprehensive first-year experience. The end goal of this proposal is to establish a First-Year Experience Division or Department the Bearcat Link (Blink – Bearcat Leadership, Involvement, Networking, and Knowledge). This experience will incorporate the following areas under one umbrella – EXPO (orientation), Week of Welcome, University 101, Volunteerism, Leadership, Career Exploration and BLINK credits. The following chart illustrates the breakdown of content in each of these areas.

**IMPORTANCE TO LANDER UNIVERSITY**

The mission statements for Student Affairs and Lander University – “By integrating a well-balanced program of co-curricular activities and encouraging student participation in these and other aspects of university life, members of the Lander community, have opportunities to gain valuable practical experience in leadership and human relations skills which can enrich their lives far beyond their college years” and “Grounded in the belief that education is a liberating force which makes it possible for the individual to live a life of meaningful activity, of personal satisfaction, and of service to others as a neighbor and a citizen” are definitely supported by the development of a first-year experience program. In addition to assessing the impact of retaining students in statistical measures and program effectiveness, the fiscal impact of retention needs to be assessed. If student retention is increased, then Lander University will be better able to meet its financial obligations and goals. Furthermore, students are better prepared for career readiness and success when they B.L.I.N.K. – become leaders, become involved, network and increase their knowledge.

**LANDER ASSESSMENT DATA**

Lander University Student Affairs disseminates assessment surveys for each of its areas which is reported in the Intuitional Effectiveness reports.

For University 101 and some other areas, Lander University Student Affairs uses the EBI assessment surveys which benchmarks Lander University’s results against other institutions.

The National Survey of Student Engagement (NSSE) which benchmarks Lander University’s results against other institutions.

Behavioral Intervention Team Year End Report (student concern/faculty feedback reports)

Student Conduct Year End Board Report (police and other incident reports)

Academic Success Center Reports (tutoring, testing, etc.)

**OTHER LITERATURE SOURCES**

First-Year Resources (<http://www.sc.edu/fye/resources/fyr/bibliography.html>)

Digest of Educational Statistics- Washington, DC: National Center for Education Statistics

**DEPARTMENTS/ADMINISTRATIVE UNITS INVOLVED**

All Student Affairs Departments

Academic Affairs – Faculty

Student Leaders

**Pre-Proposal**

1. **Title** **CENTER FOR INTEGRATIVE STUDIES**

(Note: Slightly more complete description follows the Pre-Proposal Format material)

Daniel Pardieck, Associate Professor of Environmental Geology, Coordinator of the Interdisciplinary Studies Program, Coordinator of the Environmental Science Program

1. What learning outcome(s) do you intend to address?

Essentially all four of the General Education Goals are addressed at some level:

1. University-level knowledge and comprehension

2. The ability to apply information

3. The ability to analyze information

4. The ability to communicate effectively and appropriately

Specifically, competencies would include:

1. Research Skills in more than one discipline
2. Critical thinking skills that support integrative studies
3. Integrative thinking skills (a subset and particularly challenging aspect of critical thinking skills)
4. Written and oral communication skills

Successful projects, as currently envisioned, would need to demonstrate a high level of all four of those competencies.

1. Summarize the plan you would put in place to address the learning outcome(s).

The basic plan is to assess individual and team integrative projects for levels of mastery demonstrated for the learning outcomes. Rubrics will be created for each type and level of project. It is also anticipated that selected faculty and/or faculty-student projects will be assessed to provide examples of successful, high quality integrative work. Projects would be part of 1) seminars, 2) appropriate classes (whether within departments or collaborative in nature), 3) events such as the Academic Showcase or the Peace Studies Conference, 4) integrative research projects, and 5) other, as yet unidentified opportunities.

1. Are you aware of Lander assessment data that provides support for your idea? Please describe the nature of this data. Specific data does not need to be cited in this pre-proposal.

The only data of which I am currently aware are that which measures critical thinking and related skills in our general education or program assessments (exams, program exit exams such as the MFT in Chemistry, and perhaps a few other relevant pieces of program assessment data that may be relevant. I have not accessed any of it at this point.) I suspect that this might be a significant data mining project.

1. Are you aware of related literature sources that might be used in writing a full QEP Proposal? Please describe the nature of those sources? The pre-proposal does not require a bibliography.

Several sources are indicated in this document for similar centers at other institutions. The peer reviewed literature in education, integrative studies and much else exists in abundance out there. One might very well come up with an extensive dissertation on this idea.

1. What departments or administrative units at Lander would play key roles in the implementation of this plan?

Because this proposal covers topics across the disciplines, it would involve members of each of the four colleges, the Provost’s Office, the Honors College, the University Library (archiving projects, research strategies and materials), the University Publications Office, and, specifically the IDS program. Student involvement in the formation and conduct of the Center will also be essential for success.

Please send pre-proposals to Jim Colbert, [jcolbert@lander.edu](mailto:jcolbert@lander.edu), by May 8, 2015.

**CENTER FOR INTEGRATIVE STUDIES**

**DRAFT PROPOSAL**

**2015-03-07**

**DLP**

**Goal:** Establish a center that provides teaching and research support to students, faculty and staff in interdisciplinarity. Provide a clearinghouse for interdisciplinary research and scholarship at the University. Teach students how to learn, think and perform research across multiple disciplines.

**Introduction:** The basic idea of the center is to provide a place and resources for students, faculty, staff and perhaps members of the community at large to pursue scholarship and teaching about complex problems we humans face. Essentially all such problems require the involvement of two or more disciplines to develop comprehensive understandings or to propose effective solutions. The center will also be a place where students are taught the art and science of integration, primarily through work on projects and topical seminars.

A few examples of broad topics that may be pursued by this center are:

* Building environmentally and economically sustainable societies
* Human rights and dignity issues
* Peace studies
* Feeding the world
* Improving global human health and well being
* Ethics, religion and society
* Area studies
* Urban and metropolitan studies
* Education in a changing world
* Art and society
* Science, Technology and Society
* Community issues

The work of the center may be accomplished by:

* Provide courses with a focus on integration of disciplines or their insights for general education credit.
* Provide an institutional home for the expanding IDS program.
* Invite speakers on interdisciplinary topics.
* Develop and provide topical seminars of interest.
* Provide grants and opportunities for students and faculty, together, to work on scholarship (projects) with integrative themes.
* Provide a central location for student and faculty accomplishments, papers and other products for projects of an integrative nature.
* Establish a broad and interested learning community of students and scholars from different departments and colleges.
* Develop an incentive structure to encourage student involvement in the center (scholarship contests, designated credit, etc.)
* Suggest successful completion of rigorous integrative projects receive credit for one or more general education requirements.
* Suggest an annual integrative project award, perhaps in conjunction with the Academic Showcase.

**Center Structure:**  The center is currently envisioned as an academic unit with a Director reporting to the Provost. Center leadership will include, initially, a committee of at least one faculty member from each college and three students. Eventually, it is anticipated that the center will have at least one or more dedicated full-time faculty members (IDS faculty) plus administrative support.

Its role in the University structure might be similar to that of the Honors College. It is not proposed to make it a college, per se, because the center serves all colleges of the university and has as a chief function the collaboration of faculty and students across campus. It might be similar in structure to special institutes established at other universities in the state, such as the Rivers Institute at Furman University. (Some additional research needed here to propose an organization that will work well for Lander University.)

**Resources needed:** Center Director and administrative support. A location dedicated to the center. Director would be a paid position, perhaps half-time teaching and half time administration and service. (Need to develop this further.)

Consider a naming opportunity for the Center to garner corporate support.

**Benefits to the university:**

* The Center can become all or part of the new QEP which the University must develop as part of its reaccreditation effort.
* The Center may become of value for recruiting students to the University. This could become one of the unique elements of the university that may attract students who may otherwise not view it as an option.
* The Center could provide active outreach to businesses and industries in the region, due to its interest in facilitating skills that are well valued by employers today and in its interest in research and other projects on problems of interest to the businesses, industries, institutions and communities of our region.
* There may be external grants and other funds that will support this endeavor which are not currently being sought by others at the university. For example, there are significant grant programs of the NSF related to interdisciplinary studies and research in the sciences.
* The University could well position itself as a leader in an actively growing segment of higher education, interdisciplinary education and research.
* The University already possesses a growing IDS program, which can leverage the establishment of the Center. It can also draw upon the support and students of the Honors College.

**Similar Programs at other colleges and universities:**

* St.Olaf College, Center for Integrative Studies, <http://wp.stolaf.edu/cis/> . Opportunities for research for faculty and students. Majors combining disciplines can be developed by students. Other activities can be integrated into the educational framework. Topical seminars provided from time to time. Staff consists of a Director (who is also a Dean) and a coordinator.
* Johnston Center for Integrative Studies at Redlands University. This is an academic program and learning community that used to be a separate college of the university. Individual academic programs developed in conjunction with students and an academic committee. The programs are defined in Graduation Contracts, each of which is unique to each student. There are also study abroad opportunities. There are about 200 students in this program. There are apparently four full-time faculty assigned to this program. It is similar to our Honors College except that students are responsible for developing their own programs of study. <http://www.redlands.edu/academics/616.aspx#.VPys8_nF_-o>
* Center for Integrative and Interdisciplinary Studies, CSU-Channel Islands. Provides support for interdisciplinary research, scholarship and teaching to students and faculty. Managed by a Faculty Advisory Committee consisting of a Director and six members, each from a different discipline and the library. Awards grants. Sponsors student contests or events. Archives projects. This center seems to have a focus on interdisciplinary pedagogy among faculty. Also provides a clearinghouse of information for grants and conferences, many external to Redlands, on teaching and scholarship in IDS. (Not a model of what is envisioned in this proposal, though some information is useful.) <http://www.csuci.edu/cis/>
* Center for Interdisciplinary Studies at Tufts University. Considers. interdisciplinarity ‘’the foremost academic initiative of our time.’’ Includes an interdisciplinary studies major (limited to students with GPA of 3.4 or higher) and a Center for Interdisciplinary Studies Senior Thesis. There are 19 affiliated academic programs. All of these are interdisciplinary in nature and may be housed across the university. Presentations and panel discussions also seem to be sponsored by the Center. There are a Director and Program Administrator (latter position currently vacant) and 17 affiliated faculty members, each from what appears to be an affiliated program. Apparently there are IS minors, which require capstone projects. <http://cis.tufts.edu/>
* Center for Interdisciplinary Studies, College of the Holy Cross, Student designed multidisciplinary majors, student designed research opportunities (includes Honors College Theses), and off-campus educational opportunities. Lists 19 staff members, including a director, several associate directors, several directors of affiliated, interdisciplinary programs, two coordinators and two administrative assistants. <http://academics.holycross.edu/cis>
* There are many centers for integrative or interdisciplinary studies with particular themes or areas of study. Each returns more than 2MM results (more than 5MM total) on GOOGLE.