

Associated Colleges of the South

Report to the Robert W. Woodruff Foundation

New Models in Three Challenged & Critical areas

December 31, 2005

Associated Colleges of the South

Report to the Robert W. Woodruff Foundation

New Models in Three Challenged & Critical Areas:
Interdisciplinary Opportunities, Undergraduate Research & Engagement, and Diversity

December 31, 2005

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Associated Colleges of the South

Second Report to the Robert W. Woodruff Foundation

New Models in Three Critical & Challenged Areas

December 31, 2005

I. Introduction

The Associated Colleges of the South is pleased to submit its second report on the activities begun under the auspices of the *New Models Grant in Three Challenged & Critical Areas* that was received from the Robert W. Woodruff Foundation in December 2004. This report covers the six month period of July 1 - December 31, 2005, and emphasizes activities that occurred since the first report, dated June 30, 2005, was submitted to the Foundation. The June 30, 2005 report is included in Appendix B, as a point of reference. The next ACS report will cover the twelve month period from January through December, 2006.

The financial summary, in Appendix A, shows activity from receipt of the grant in December 2004 through November 30, 2005.

II. Organization and Structure of the Grant Program

Activities in each of the three program areas supported by the New Models Grant, Interdisciplinary Opportunities, Undergraduate Research & Engagement, and the Diversity Initiative, are coordinated by three separate Task Forces that were created for this purpose. A member of the ACS Council of Deans and an ACS Staff person, who has programmatic and fiscal oversight, also work collaboratively with each Task Force.

The majority of the task force work is handled through the cost effective methods of e-mails and conference phone calls. The ACS Council of Deans maintain general program review responsibilities and receive a full report of each Task Force's activities and plans at their three meetings during the academic year. The ACS Presidents receive full program reports at their annual meeting. Both the Council of Deans and the ACS Presidents receive interim reports on a regular basis between meetings.

III. The Program Initiatives

A. Interdisciplinary Opportunities

Since the six month report submitted in June 2005, the Interdisciplinary Task Force has made great strides in its work and is using the following philosophy to shape the programs offered through this portion of the New Models Grant: Preparing students within the framework of a Liberal Arts Education calls for a breadth of understanding of multiple disciplines and how they relate to each other, as well as the ability to find, to evaluate, to integrate and to synthesize information that will inform decisions, policies, and practices in every phase of one's social and business life. In order to do this effectively, and to foster innovative practices, it is critical to promote a faculty culture that moves from specialization to cross-disciplinary dialogue. This means that departments and faculty need encouragement (structured

opportunities and rewards) to work together to help students recognize and experience disciplinary relationships, even in non-interdisciplinary courses. This kind of dialogue must take place if effective curricular changes are to be made.

However, changing the culture is not solely a faculty or a curricular issue. It also must extend to extracurricular and co-curricular spheres, including advising, residence life, and special student programs. **Thinking in interdisciplinary ways and helping students understand the connection among disciplines and what these connections mean in the real world are campus-wide responsibilities.**

One of the **first** programs the Task Force planned is a **pilot** Interdisciplinary Symposium to be held at Hendrix College, February 16-18, 2006. A total of five institutions, Hendrix College, Centre College, Furman University, Rhodes College, and Rollins College will send campus teams of 5-6 persons representing faculty, residential life and service learning staff, department chairs, and deans (academic and/or student life) who are interested in interdisciplinary work; who may be interested but also skeptical; who would like to be involved, but need a teammate; and new faculty. Goals for the Pilot Symposium are to Encourage Participants To:

- explore the differences between multidisciplinary and interdisciplinary, starting with the definitions developed by the TF.
- discuss the value of interdisciplinary studies and opportunities. Why is it valued and of value?
- consider interdisciplinary studies as the basis of the Liberal Arts Education .
- find legitimacy in an area that tends to be viewed skeptically.
- share ideas and discover what other colleges/universities are doing, especially ACS member institutions. Ask participants to bring and share syllabi of interdisciplinary courses.
- imagine interdisciplinary studies/opportunities across campus and beyond the classroom.
- develop skills in planning and developing interdisciplinary curricular and co-curricular opportunities/
- identify and move beyond basic obstacles and logistics of providing interdisciplinary courses/opportunities/
- problem solve with each other.

Workshop sessions will be designed to share information about existing ACS interdisciplinary opportunities and examples from non-ACS institutions; to explore the definitions of “interdisciplinary” and “multidisciplinary” as defined by the Task Force; to identify institutional issues that impact interdisciplinary offerings; to discuss best practices in the field; to consider co-curricular opportunities; and to learn more about the resources available through the Association of Integrative Studies, which is the national organization dedicated to the promotion of integrative studies, including interdisciplinary, transdisciplinary and integrative opportunities. Additionally, participants will observe a Hendrix’s **Transitions** capstone class session as part of learning about existing interdisciplinary opportunities on ACS member campuses.

Dr. Peg Downes, President of The Association for General & Liberal Studies

and Professor, Department of Literature & Language, UNC Asheville, Asheville, NC, will serve as an observer and resource person for the event.

Next, the Task Force decided that the best way to put the grant funds to work and to impact campus culture is to offer Interdisciplinary Mini-Grants. The basic purposes of these grants are to:

- promote campus dialogue about the need for and the place of interdisciplinary opportunities in a Liberal Arts Education.
- encourage effective curricular and co-curricular changes at ACS institutions.
- support the development of innovative models and practices through the design, evaluation, redesign, and implementation of curricular and/or co-curricular interdisciplinary opportunities at individual ACS institutions across the consortium.
- provide a venue for sharing existing and new interdisciplinary models within and beyond the consortium.

Faculty, staff, and students from all 16 ACS member institutions are invited to submit proposals for interdisciplinary curricular and/or co-curricular opportunities. Students who wish to submit interdisciplinary proposals must have an actively involved staff mentor/sponsor working with them in the proposed activity/program. Regardless of the venue, the resulting interdisciplinary experience should:

- provide opportunities for dialogue and collaboration among two or more disciplines.
- encourage departments, faculty, and staff to work together to help students recognize and experience interdisciplinary relationships, even in non-interdisciplinary courses and/or campus activities.
- help students understand the connections among disciplines and what these connections mean in the real world.
- demonstrate to students the need to bring together different disciplines in their studies as they deal with real world problems and seek potential solutions to these problems.
- stimulate additional interdisciplinary efforts.
- address critical interdisciplinary needs and opportunities on a campus.

Two proposal submission deadlines have been established: April 17, 2006, and October 6, 2006. A three person review committee will receive and review the proposals, determine the grant recipients, and receive interim and final mini-grant reports. The Interdisciplinary Mini-Grant Submission and Selection Criteria and the requirements for the Mini-Grant Interim and Final Reports are found in Appendix B of this document.

Dissemination, especially sharing the results of the pilot workshop and the mini-grants, is a high priority for the Task Force. It will encourage recipients of the mini-grants to publish papers; to present at local, state, regional and national conferences; and to share their programmatic results by posting summaries on the ACS Interdisciplinary website found at <http://www.colleges.org/newmodels/interdisciplinary/index.html>. In addition, the Task Force members have begun to share, via its ACS web pages, copies of syllabi for current interdisciplinary offerings and/or web links to online syllabi; links to ACS institutional web sites that contain information about local campus interdisciplinary programs/courses/offerings;

information on the Association of Integrative Studies, and a bibliography of pertinent print and online resources. This web site will continue to expand as the Task Force continues its work.

B. Undergraduate Collaborative Research & Engagement

The Undergraduate Research & Engagement Task Force members spent a considerable amount of time debating the merits of focusing on research projects, directed research, or collaborative research and scholarship. At one point in the discussions, it appeared that the Task Force might become deadlocked in terms of which type of research should be promoted through this grant. Acting upon their general programmatic supervisory role, the ACS Council of Deans reaffirmed the intent of this program to focus on collaborative research/scholarship.

With this clarification, the first real breakthrough for the Task Force came with agreement on a working definition of collaborative scholarship/research. The adopted definition, which guides the Task Force's work, states:

***collaborative scholarship/research** is any original scholarly endeavor involving faculty and students acting as colleagues. The scholarship must be on a level commensurate with the standards of the international scholarly community to which the work relates, and the expected result of the work should be a peer-reviewed publication, performance, public exhibition, or presentation at a professional meeting. Within this definition it is assumed that the student is a genuine collaborator and not merely an assistant, and that the level of participation of the student is such that both the student and faculty member are recognized as coauthors of the final work.*

The second breakthrough for the Task Force came as a result of reviewing the responses to the Undergraduate Research and Engagement Survey that was conducted in August 2005. 10 ACS institutions returned this survey, the results of which are attached to this document in Appendix C. While reviewing the survey results the Task Force members realized that the following caveats had to be taken into consideration:

- Some institutions provided only a sample of information available for their campus.
- Some institutions may have interpreted more broadly or more narrowly the definition of “collaborative scholarship/research” provided.
- Some institutions indicated they did not keep multiple year records.

With the realization that the survey would not be as helpful as it had been hoped to provide direction for the Task Force, the Task Force members used this opportunity to ask themselves some difficult questions, with the primary question being, “How can we best use the funds for which we are responsible to impact the campus culture and promote collaborative scholarship/research?” Initially, the Task Force proposed offering individual mini-grants to faculty in order to foster collaborative research. However, after reflecting on whether or not this truly would engender new models and reach faculty for whom collaborative scholarship/research is outside the norm, the task force unanimously changed directions. The TF decided to offer larger grants for divisions/departments within an institution for the purpose of exploring and engaging the idea of collaborative scholarship/research. They designated \$125,000, or 99.2% of the funds designated for Undergraduate Research & Engagement, for this purpose. The balance

of the funds are earmarked for the purpose of disseminating results of the funded proposals within and outside of the ACS.

All departments/divisions are invited to apply for these grants, but those that are not actively offering collaborative scholarship/research opportunities are especially encouraged to submit proposals. Recognizing that the timeline required for a department or a division to engage in exploration and development of collaborative scholarship/research opportunities may take longer than that for individual faculty members, especially if it is a newer concept for the unit, the Task Force decided that departments or divisions may submit proposals for planning grants **or** for the design, redesign, implementation, or assessment of collaborative scholarship/research opportunities, including community-related research. The Task Force believes this is a much more responsible direction to take and one that will have greater impact in promoting new models of collaborative scholarship/research.

There are two opportunities for proposal submissions: March 7, 2006, and October 3, 2006. A three person Grant Review Committee will receive the proposals, review them, award the grants, and receive interim and final reports from the recipients. The grant submission and selection criteria, plus the interim and final report guidelines, are found in Appendix D.

The URL for the Undergraduate Research & Engagement website is <http://www.colleges.org/newmodels/undergrad/index.html>. While there is mostly basic information currently posted on this site, it will expand as grants are awarded and both interim and final grant reports are received from recipients and are posted online.

C. Diversity

Over the summer of 2005, the ACS Diversity Planning Committee refined the plans that were outlined in the June 2005, six month report to the Robert W. Woodruff Foundation. The overall themes of ethnic diversity and campus climate provide the foundation for the following programs and plans:

1. Diversity Mini-Grants Two opportunities for diversity mini-grants have been created:
 - Mini-Grants for Student Led collaboration with Faculty/Staff. While ethnic diversity and campus climate are the primary foci of the the ACS Diversity initiative, proposals may be submitted for any type of diversity issues/concerns that affect and challenge campus climate. The proposal must be initiated by a student or students and clearly identify the faculty/staff sponsor/mentor and the extent of his/her involvement OR be submitted jointly by student(s) and faculty/staff member(s) and clearly indicate the role of each of the co-initiators in the project. Collaborative opportunities, those engaging two or more campus groups, cross-generational activities, curricular and co-curricular activities, or two or more ACS campuses, are especially encouraged.

The four deadlines for submitting proposals are November 14, 2005, February 3, 2006, April 17, 2006, and October 6, 2006. A three person review committee will receive and review proposals, award the grants, and receive interim and final reports. Submission and selection

criteria are included in Appendix E.1 of this report. The general interim and final reporting guidelines are included in Appendix E.2.

One proposal was received by the November 14, 2005, submission deadline. The *Safe Zones at Rhodes* program, funded in the amount of \$1,737, seeks to “uphold the college’s commitment to diversity with a ‘campus-wide climate of respect’ and ‘nondiscriminatory campus community’ by actively combating heterosexism, homophobia, and transphobia and by providing accurate information about Gay, Lesbian, Bisexual, Intersexed, and Transgender (GLBTI) persons.” Since the funds primarily are for training and Safe Zone printed materials and recognition stickers during Spring term 2006, an interim progress report will not be required. However, a final report is due no later than June 1, 2006. The submitted proposal is found in Appendix E.3, and the final reporting guidelines for this proposal are found in Appendix E.4.

- Workshop Mini-Grants for Campus Diversity Leadership Models
The purposes of these grants are fourfold: (1) To encourage development of ongoing models for training and maintaining active diversity leadership teams on campuses. (2) To support diversity leadership models that already exist or are newly being implemented on campuses. These include but are not limited to the National Coalition Building Institute (NCBI), the Anti-Defamation League, Training for Social Change, and the National Conference for Community and Justice. (3) To promote leadership models that provide a campus structure for diversity leadership continuity [through staff, faculty, and administration], while including student participation and helping them develop leadership skills. (4) To create a pool/core of persons in ACS who are available to support/assist their own and other ACS campuses in prejudice reduction and education for leadership sessions.

The application submission deadlines for these grants are December 9, 2005, January 10, 2006, March 15, 2006, and October 20, 2006. A three person review committee will receive and review the proposals, award the mini-grants, and receive follow-up reports. The application information and the application form are found in Appendix F of this report.

2. A pilot workshop will be held, March 31-April 1, 2006, at Rhodes College, for approximately 20-25 faculty search committee chairs and search committee members. The focus will be on hiring practices and retention. The co-facilitators are Ms. Martie LaBare, Academic Dean, Bloomfield College, Bloomfield, NJ, and Dr. Beau Weston, Department Chair of Sociology & Religion at Centre College, Danville, KY. Campuses are asked to send teams of 3-5 persons each, so that the participants can return to campus, share what they learned, and impact current and future faculty searches.

In addition to the two programs above, the consortial Diversity Planning Committee will continue to work on the following programs in the months ahead:

3. Campus Climate Assessment - Gather data on which ACS campuses have conducted such a survey (or are planning to), the outcomes, and follow-up plans, share survey instruments, lessons learned, etc., and develop a climate assessment instrument for adaptation by ACS campuses.
4. Prototype of consortial web page - Diversity in the context of liberal arts education at ACS institutions with small, residential campuses is to be the focus and could be used in student recruitment. Including admissions personnel in the development will be important.
5. ACS students meet with ACS presidents - A recurring request on ACS Diversity related evaluations, especially from student participants, is to dialogue with the top campus decision makers about diversity concerns/issues. The possibility of this occurring in conjunction with the annual ACS Presidents meeting is being explored.
6. Diversity Gathering Spring 2007. A major portion of this meeting would center around sharing the results and information from the above activities, particularly the results of the mini-grants. The tentative host is Sewanee: University of the South.

The ACS Diversity Initiative web site offers links to ACS campus diversity programs; other diversity related websites, centers, and organizations, and a short bibliography of the best diversity resources available. This site, <http://www.colleges.org/diversity/index.html>, will continue to expand and become a means of disseminating the results of the two mini-grant opportunities, information about campus climate surveys, plans for the 2007 Diversity Gathering, and other ACS diversity related activities.

IV. Conclusion

While 2005 was a busy year for the three Task Forces working with this grant, the months between the six month, June 2005 report and this report were especially busy ones. The members struggled with issues and questions and worked through some disagreements to fashion opportunities that can have significant impact on campus culture, curricular and co-curricular opportunities, and further open lines of communication in the areas of interdisciplinary opportunities, undergraduate collaborative research and engagement, and diversity. The results of these opportunities and conversations will only enhance and improve the Liberal Arts Education offered to ACS students.

The representative faculty, staff, and administrative officers serving on these Task Forces mirror the very concerns, expectations, ideas, and adventurous as well as reticent spirits that are found on any of the ACS campuses. As the task force members struggled with sometimes new concepts and sometimes old arguments, they expressed the sentiments and identified the issues that will surface on campuses as the planned programs are introduced and move forward. Knowing that there will be challenges along the way, however, did not dissuade any of the Task Force members from their commitment to the goals of the New Models Grant. They are willing to engage the difficult questions and encourage their colleagues to do the same. Issues of

sustainability, quality (rather than quantity), and cost effectiveness also will continue to be significant considerations in the work of the Task Forces.

ACS expresses its deep appreciation to the Robert W. Woodruff Foundation for the confidence it shows in the consortium's work by supporting its efforts to address the three critical and challenged areas of Interdisciplinary Opportunities, Undergraduate Collaborative Research and Engagement, and Diversity.

APPENDIX A
Financial Report

Associated Colleges of the South
Robert W. Woodruff Foundation
New Models in Three Challenged & Critical Areas
Financial Report
As of November 30, 2005

APPENDIX B

Associated Colleges of the South

Six Month Report to the

Robert W. Woodruff Foundation

New Models in Three Challenged & Critical areas

June 30, 2005

Associated Colleges of the South
Report to the Robert W. Woodruff Foundation
New Models in Three Challenged & Critical Areas
June 30, 2005

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Associated Colleges of the South

Six Month Report to the Robert W. Woodruff Foundation

New Models in Three Critical & Challenged Areas

June 30, 2005

I. Introduction

The Associated Colleges of the South is pleased to submit its first report on the activities begun under the auspices of the *New Models Grant in Three Challenged & Critical Areas* that was received from the Robert W. Woodruff Foundation in December 2004. The programming report covers the five month period of January 1 - May 31, 2005. The financial summary, in Appendix A, shows activity from receipt of the grant in December 2004 through May 31, 2005.

The ACS expresses deep appreciation for the funding received from the Robert W. Woodruff Foundation to address programmatic and curricular needs in the three challenged and critical areas of Interdisciplinary Opportunities, Undergraduate Research & Engagement, and Diversity.

II. Organization and Structure of the Grant Program

Upon receipt of the grant, the ACS Council of Deans began the task of nominating faculty from different disciplines within their institutions for membership on a new Interdisciplinary Opportunities Task Force and a new Undergraduate Research & Engagement Task Force. Rather than create a new Task Force for diversity issues, the decision was made to let the existing ACS Diversity Planning Committee build upon its previous work under this new grant.

Once the nominations were received for the two new task forces, a draft list of potential members was prepared and shared with the Council of Deans for their approval. Upon their approval, the process of issuing invitations for task force membership began. In an effort to gain the broadest possible representation on the two new task forces and the already constituted ACS Diversity Planning Committee, such factors as academic discipline and institution were taken into consideration. To facilitate work within these groups and potential cross-taskforce collaboration, the two new, small task forces are constituted with six faculty/staff members and a liaison with the Council of Deans, and the Diversity Planning Committee has ten members (two chief student affairs officers, four diversity officers, three deans, and one special assistant to a college president). A list of Task Force and Planning Committee membership is found in Appendix B.

General program review of grant funded activities continues to rest with the ACS Council of Deans, who receive full reports at their meetings. In addition, the ACS presidents receive full program reports at their annual meeting. Both the Council of Deans and the Presidents receive interim reports throughout the year via e-mail. The day-to-day program and fiscal oversight is

provided by ACS staff working collaboratively with the task forces and the program committees via e-mails and conference calls.

III. The Program Initiative

A. Overview

There are two primary foci of this grant. One is to foster new collaborative models and opportunities in the three challenged and critical areas of interdisciplinary opportunities, undergraduate research and engagement, and diversity. The second is to support campus efforts to refine and to enhance existing programs and opportunities. While individual ACS member institutions are making efforts in these areas, the seed money received through this grant will help faculty members and their institutions explore and experiment with different ways of creating viable academic and co-curricular experiences in these three challenged and critical areas, strengthen the liberal arts education provided by ACS institutions, share resources, and utilize the experiences and lessons learned from others to re-fashion programs to fit their own campus context.

As outlined in the original proposal, the objectives for this grant are to:

- Enhance student learning.
- Support and promote the practices that distinguish the liberal arts education from other types of learning.
- Stimulate faculty, student, staff, and administrative dialogue about and cooperation in these three challenged and critical areas.
- Assist member institutions in developing campus climates that are conducive to and promote diversity, undergraduate research and engagement, and interdisciplinary opportunities.
- Seek creative and meaningful solutions to issues.
- Develop new models to address these three areas.
- Infuse sound pedagogy throughout the curricular offerings.
- Increase the intentional development and inclusion about diversity in strategic campus documents.
- Share the results of the consortial efforts with all member institutions as well as beyond ACS.
- Model cost efficiencies and effectiveness in academic areas.

To facilitate the work of the two Task Forces and the Planning Committee, and to help keep them on task, the same Key Questions were used by each group in the planning process:

- What are the issues/concerns that we want and need to address in this area as a consortium?
- Which of these issues can we realistically address through consortial collaboration?
- What are the priorities for addressing them?
- What are the best ways to address the issues/concerns? What are the goals?

- How will we evaluate/assess our efforts, from the beginning to the end of the grant period?
- What baseline benchmarks might be helpful? How will we gather this information?
- Regarding dissemination of our efforts:
 - . What will be disseminated?
 - . Who will disseminate information?
 - . Where will information be disseminated?
 - . When will information be disseminated?

The report of progress made to-date by and future plans of the two task forces and the Planning Committee are found below, in items B, C, and D.

B. Interdisciplinary Opportunities

It is the responsibility of a liberal arts education to help students connect ideas in order to grasp the mutual relationship of various disciplines and to develop a breadth of understanding that builds an ability to find, to evaluate, to integrate, and to synthesize information that will inform decisions, policies, and practices in every phase of their personal, social, and business life. While dialogue among the disciplines is crucial in developing truly interdisciplinary opportunities, historically, the very structures and traditions of colleges and universities of all sizes hinder such dialogues. In light of what a liberal arts education is all about, one of the fundamental questions for any discussion about interdisciplinarity is “how can interdisciplinary opportunities be moved from isolated occurrences on campus to the norm?” Given higher education history, traditions, culture, and disciplinary entrenchments, finding acceptable answers to this question will be a long-term challenge.

As the Task Force members began working through the Key Questions, it became apparent that the terms “interdisciplinary” and “multidisciplinary” were being used interchangeably, even though they have different meanings. Since the focus of this area is “interdisciplinary,” the committee determined that an important first step was to develop a working definition of “interdisciplinary.” This definition will shape the task force’s work, keep the group faithful to the grant, and provide a common understanding from which they can articulate to others the differences among these two terms and the less problematic terms of “cross-disciplinary” and “trans-disciplinary.” After much sharing and multiple discussions, the task force adopted the following definitions:

Interdisciplinary: Interdisciplinary courses, programs, and/or activities are those that link together and integrate information and methodologies from two or more separate, traditional, and/or artificial disciplines. Such linkages and integration create a multi-faceted picture of a topic through the exploration and synthesization of various approaches/views. To ensure success, these intersections and connections among disciplines require a non-hierarchical sharing of intellectual authority and continuous dialogue among ALL participants. This is an especially critical point for those designing and implementing the course/ program/ activity. Often, a team teaching/leadership model is used to achieve the intended results. In this model:

- faculty and/or leaders plan every facet of the course/offering together. There are no unilateral decisions.
- there is dialogue between the faculty/leaders and the disciplines. All are equal. Faculty members teach each other's texts.
- each class/session interweaves the disciplines and texts. There is no sole ownership of disciplines or texts.
- all faculty/leaders involved participate in every class/session.
- [ideally] grading and evaluation are done as a team.
- courses count for credit in each discipline.

Multidisciplinary: Multidisciplinary offerings present information and methodologies on a given topic from more than one separate, traditional, and/or artificial discipline without linking or integrating them. Typically, this approach presents different disciplinary approaches to the same topic through the juxtaposition of terminology, methodology, assumptions, and goals. It addresses a topic by presenting disciplines as “stand alone” or parallel views. A single person may be responsible for the presentations, or multiple persons may make presentations within the same or in subsequent sessions. If multiple presenters are involved, “tag-teaching,” sometimes mistakenly called “team teaching,” frequently is the model used. In the tag-teaching model:

- different presenters are responsible for developing and presenting their own material.
- there is little communication/coordination among the presenters.
- they may/may not be present during the other presentations.
- evaluations/grading are handled by the individual instructors for each course when two or more courses are linked.

In addition to developing the above two working definitions, the task force identified the following programs/activities as areas of interest:

- Share syllabi of [truly] interdisciplinary courses at ACS institutions.
- Create a web-site to expedite the sharing of syllabi, interdisciplinary experiences, resources, and other pertinent information.
- Plan a pilot Best Practices seminar/workshop to share what is being done well on ACS campuses and to help faculty, department chairs and deans explore how to structure true interdisciplinary offerings. Topics to be covered include the working definition of interdisciplinary, best practices, logistics, institutional concerns, and overcoming resistance, etc. A variety of presentation methods may be used, including panels, papers, focus groups, and break-out sessions. A tentative date for this session is in February 2006, at Hendrix College.

Over the next few months the task force has agreed to:

- Develop a base line of “what’s going on at ACS institutions in interdisciplinary and multidisciplinary offerings.” Task force members will be the first to submit short summaries about interdisciplinary/multidisciplinary offerings on their campuses.

- Submit copies of syllabi for current interdisciplinary offerings and/or web links to online syllabi.
- Share links to ACS institutional web sites that contain information about interdisciplinary programs/courses/offerings.
- Create an ACS website to share its work.
- Determine the specific interdisciplinary consortial programs/activities that will be available, including the pilot Best Practices Workshop, and the possibility of other pilot programs and mini-grants.

C. Undergraduate Research & Engagement

Meaningful undergraduate research, such as collaborative research where students and faculty work side-by-side as co-investigators on a project, engages students with ideas and concepts that open doors to creativity and inquiry; develops critical and logical thinking skills; and introduces students to a process that helps them learn how to think like a professional, learn how to gather and use evidence, and how to question what is heard, read, and seen. This type of research is quite different from the typical research papers and guided research projects in which students participate in their undergraduate courses.

Perhaps of all the disciplines in higher education, the sciences have a better history of engaging students in research as co-investigators. Even though the history and traditions of many disciplines, such as the humanities and business, think the collaborative research model is not applicable to their fields, there is good anecdotal evidence, over a twenty-five year period from such institutions as The Reinvention Center at SUNYSB, Southern Illinois University at Edwardsville, the University of Oregon, South Carolina Independent Colleges and Universities Association, St. Cloud State University, Ohio State University, BYU, and The Council of Undergraduate Research, indicating that the collaborative research model is applicable to most disciplines.

The perception that the collaborative research model does not work well in undergraduate experiences is a common one and a very difficult one to overcome, because it requires a significant shift in thinking and may require some sacrifice in the research agendas of faculty members who engage in it. These changes do not come easily. However, faculty and students who engage in collaborative research usually are very positive about the experience and indicate that it changes lives in a much more meaningful way than research papers or guided research ever could.

Not surprisingly, the initial discussion of the ACS undergraduate research and engagement task force mirrored typical campus conversations about collaborative research. While some task force members are sold on it, others think it is inappropriate for their disciplines. Still others see the possibilities and are willing to explore them. All agreed, however, that a key element in this program is creating an academic climate that encourages research across the curriculum. And, all agreed to focus on collaborative research for the purposes of this grant.

Fundamental questions that emerged as the group conversed included:

- What collaborative research opportunities, as opposed to guided research opportunities, are available on ACS campuses?
- How can/do we overcome resistance to the idea of collaborative research and stimulate collaborative research in disciplines other than the sciences?

The initial issues and concerns that were identified as ones to address through this grant included:

- Research/scholarship across the curriculum
- Assessment of undergraduate research opportunities
- Forums for sharing collaborative research and venues for publishing student work, within and outside of ACS
- Development of research based courses
- Development of collaborative research modules in existing courses/programs, promoting structured critical thinking and other skills
- Professional and graduate school development/student preparation
- Collaboration with the Interdisciplinary Task Force and the Diversity Planning Committee
- Disseminate ideas about how to engage in research across the curriculum
- Help students improve the way they present their portfolios and themselves to graduate schools
- Interinstitutional student exchanges (during the summer or during the year) to pair students and faculty in research projects (collaboration among ACS institutions)

In order to determine the direction of this task force and this portion of the grant, the task force members unanimously decided to conduct a brief survey of ACS institutions to gather current information about collaborative undergraduate research opportunities that already exist, plus which member institutions have an office or an individual directing/coordination these efforts. The task force members felt that this information would be instrumental in determining the programs and activities offered through this portion of the grant. A copy of the survey, which is being coordinated on each campus through the chief academic officer, is attached in Appendix C.

D. Diversity

As indicated in the original proposal, creating safe campus climates that welcome, respect, and celebrate diversity is a high priority for the consortium. And learning to better manage diversity and to tap its potential to the fullest, while being fiscally responsible, is a major challenge before the consortium and the individual institutions. The focus must be on sustainability and quality, rather than quantity, in the pursuit of inclusiveness, equity, educational excellence, and cost containment.

Prior to receiving this grant from the Robert W. Woodruff Foundation, the ACS Diversity Planning Committee has been responsible for planning and coordinating a web site and three major consortial activities:

- A 2003 conference at Rhodes College, focused on IMPROVING OUR CAMPUS CLIMATE: ACADEMIC AND CO-CURRICULAR PRACTICES THAT WORK. 50 participants represented 16 colleges and universities, two of which were not ACS members.
- A 2004 NCBI Pilot Preview at Furman University. After reviewing several diversity leadership education and prejudice reduction models, the ACS Diversity Planning Committee endorsed a model developed by the National Coalition Building Institute that focuses specifically on the college and university campus setting and culture. Five ACS institutions were represented by 19 faculty, staff, and administrators.
- A 2005 Diversity gathering at the Heifer Ranch, Perryville, AR, focused on RELATIONSHIPS AND COMMUNICATION: DIVERSITY IS NOT AN OPTION IN THE REAL WORLD. 10 ACS institutions were represented by 47 faculty, staff and students. William Winter, the former Governor of Mississippi (1980-84), was the keynote speaker.

The ACS Diversity Planning Committee authorized a sub-committee of the Diversity Planning Committee to prepare a program/activity proposal that outlined consortial programs and activities that would be offered with the support of this grant. Suggestions received from the 2003, 2004, and 2005 Diversity conferences and pilot programs provided a basis for the subcommittee's meeting, which was held in Atlanta on May 19-20, 2005. The subsequent proposal was reviewed by the larger Diversity Planning Committee and the ACS Council of Deans the week of May 27, 2005. The following foci were approved:

- Overall themes of campus climate and ethnic diversity.
- A pilot workshop, September 30-October 1, 2005, at Rhodes College, for department chairs [from 5 member institutions] who will be involved in upcoming faculty searches. The focus will be on hiring practices and retention. The tentative facilitator is Ms. Martie LaBare, Academic Dean, Bloomfield College, Bloomfield, NJ. A department/division chair, preferably from within ACS, will co-facilitate the session.
- Diversity Mini-Grants, for student led collaboration with faculty and/or staff. Students must find a faculty or staff member to sponsor/work with them on the proposed project. Campus climate is the focus for the mini-grants, and diversity issues in addition to ethnic diversity will be considered for funding. Two grant cycles are proposed: (1) a spring 2006 submission deadline for the 2006-07 academic year, and (2) a fall 2006 deadline for the 2007 calendar year.
- Campus Climate Assessment - After gathering data on which ACS campuses have conducted such a survey (or are planning to), the outcomes, and follow-up plans, share survey instruments, lessons learned, etc., and develop a climate assessment instrument for adaptation by ACS campuses. Bring

together a few ACS people who have been involved in campus assessments to be the initial brain-trust to develop the survey instrument. Sponsor a research group of internal ACS people who could be consultants for ACS campuses who want to conduct a climate assessment. Train focus group leaders, to be shared across ACS.

- NCBI One-Day Workshops - To meet the need for train-the-trainer sessions, to create a pool/core of persons who are available to support/assist their own and other ACS campuses in prejudice reduction and education for leadership sessions, provide matching leadership grants to six ACS campuses to host a one-day NCBI workshop. Host campuses would pay the balance of the leadership fees and any other related expenses. Host campuses may invite other ACS campuses to participate in the one-day workshop and may charge a nominal fee [to the other campuses] to cover meals, breaks, materials, etc. Participants from non-host institutions would cover their own travel and lodging expenses.
- Prototype of consortial brochure/web page - focused on Diversity in the context of liberal arts education at ACS institutions with small, residential campuses. This would have a student recruitment theme. A brochure might result which could be tested in areas where member institutions usually do not recruit and where they may be misconceptions about the South. Look into the possibility of collaborating with a national service or a neutral party to distribute a brochure.
- ACS students meet with ACS presidents - A recurring request on ACS Diversity related evaluations, especially from student participants, is to dialogue with the top campus decision makers about diversity concerns/issues. Explore the possibility of recruiting 9-10 students, from across ACS, to meet with the ACS Presidents at the dinner session the evening before the Presidents' annual meeting.
- Diversity Gathering Spring 2007. Use part of this meeting to share results/information from the above ventures. The tentative host is Sewanee University.
- Sharing the ACS Diversity story - Use such publications as *Black Issues in Higher Education* and *Hispanic outlook* to share with a wider audience, including potential [minority] faculty and staff recruits, stories about successful ACS faculty/staff Diversity efforts.

In addition, there is interest in bringing together the faculty of color on ACS campuses for networking and sharing experiences, specifically as it relates to recruitment, hiring, and retention efforts at ACS institutions.

IV. Conclusion

The three challenged and critical areas of Interdisciplinary Opportunities, Undergraduate Research and Engagement, and Diversity are integral to a liberal arts education. It is important the ACS consortial efforts focus on sustainability, quality (not quantity), and cost effectiveness.

The challenges in addressing these three areas are many and are not taken lightly. And, while each one has separate issues with which it must deal, there are underlying concerns that are common to all three of them:

- honestly assessing campus and disciplinary structures, traditions/cultures, policies and procedures
- being open to new ideas
- thinking “outside the box”
- engaging in dialogue that produces action and results.

Furthermore, collaboratively supporting and encouraging campuses in their efforts to offer the best possible liberal arts education has the potential for tremendous and far-reaching benefits. The funds so generously provided by the Robert W. Woodruff Foundation for this initiative opens the door for ACS to be more actively involved with its member institutions in providing programming and resources to address issues and needs.

APPENDIX B

**Membership of
Interdisciplinary Task Force
Undergraduate Research & Engagement Task Force
ACS Diversity Planning Committee**

Appendix B

Appendix B
From June 30, 2005 Report

Interdisciplinary Opportunities Task Force Members

John Donahue, Sociology, International Studies, Trinity University

Carmela Epright, Philosophy, Furman University

Mike Gleason, Comparative Lit & Director of Core Curriculum, Millsaps College

Cassie Mansfield, Art/Art History, Sewanee: The University of the South

Lyle Rupert, Economics/Business/Accounting & 1st Year Program, Hendrix College

Sandra Sprayberry, English & Classics, Birmingham-Southern

Richard Smith, VP Academic Affairs and Dean of the College at Millsaps, liaison with the ACS Council of Deans.

Undergraduate Research & Engagement Task Force Members

Brannon Anderson, Earth & Environmental Science, Furman, University
George Bent, Art History & Associate Dean of the College, Washington & Lee University
Frances Flannery-Dailey, Religion, Hendrix College
Teresa Beckham Gramm, Economics & Undergrad Research, Rhodes College
Mark Lewis, Computer Science, Trinity University
Thom Moore, Physics, Rollins College (Task Force Chair)

Andy Newcomb, Dean, School of Arts & Sciences, the University of Richmond,
liaison with the ACS Council of Deans

Diversity Planning Committee Members

Eric Benjamin, Director of Minority Affairs, Sewanee: The University of the South
Idella Glenn, Director of Multicultural Affairs, Furman University
Carmen Hardin, Director of Minority Student Affairs and Minority Recruitment, Hendrix
College
Jim Hunt, Provost & Dean of the Faculty, Southwestern University (Committee Chair)
Brit Katz, Vice President and Dean of Student Affairs, Millsaps College
Bob Llewellyn, Vice President Academic Affairs, Rhodes College
Clark Ross, Vice President of Academic Affairs, Davidson College
Tom Shandley, Vice President of Student Affairs, Davidson College
Ron Swain, Senior Advisor to the President for Strategic Planning and Assessment,
Southwestern University
Sheryl Wilburn, Director of Multi-Cultural Affairs, Millsaps College

Appendix B

Appendix C
From June 30, 2005 Report

APPENDIX C

UNDERGRADUATE RESEARCH & ENGAGEMENT SURVEY

ACS New Models Grant in Challenged and Critical Areas
Funded by the Robert W. Woodruff Foundation

Undergraduate Research & Engagement Survey

Your answers to the following questions will help the new ACS Undergraduate Research & Engagement Task Force as it responds to new grant funds from the Robert W. Woodruff Foundation. Please direct any questions about this survey to Beth Bowser, bowser@colleges.org, or 404-636-9533, ext. 18.

Please return the survey to Beth Bowser, bowser@colleges.org, or 404-636-9558 (fax).

Survey Focus:
Student/faculty collaborative scholarship/research opportunities on your campus

For the purposes of this survey, **collaborative scholarship** is **defined** as any original scholarly endeavor involving faculty and students acting as colleagues. The scholarship must be on a level commensurate with the standards of the international scholarly community to which the work relates, and the expected result of the work should be a peer-reviewed publication, performance, public exhibition, or presentation at a professional meeting. **Within this definition it is assumed that the student is a genuine collaborator and not merely an assistant, and that the level of participation of the student is such that both the student and faculty member are recognized as coauthors of the final work.**

Name of person completing this survey _____

Title _____

E-mail _____ Phone _____

Institution _____

1. Does your campus have a director/coordinator of Undergraduate Research?

No

Yes Name of person, if different from person completing this survey _____

E-mail _____ Phone _____

Full-time Part-time

Faculty Staff

2. Please list all of the departments and faculty who have actively engaged in **collaborative scholarship** in the last two academic years (2003-04, 2004-05). For each faculty listing, please provide an e-mail address. Attach an additional sheet, if needed.

<u>Department</u>	<u>Faculty</u>	<u>E-mail</u>	If research funded by a grant, did proposal specifically include student collaboration as part of the proposal? <u>Yes/No. If yes, name of funding source</u>
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3. Which individual departments and/or individual faculty members on your campus are doing an **exemplary** job of **integrating collaborative scholarship/research into course work**? Please list and provide an e-mail address for each.

<u>Department(s)</u>	<u>Faculty member(s)</u>	<u>E-mail(s)</u>
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4. What special, **college-wide programs are available** (i.e., summer funded research, capstone courses, etc.) on your campus to foster **collaborative student/faculty research**? Please attach any readily available information about the program(s) or provide a website URL where the information will be found. Is the source of funding for these programs internal, external, or both?

<u>Program Source</u>	<u>Contact Person(s)</u>	<u>E-Mail</u>	<u>URL</u>	<u>Funding</u>
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5. How many students on your campus have been engaged in collaborative scholarship/ research in the past two academic years (2003-04, 2004-05)? The request for “# of duplicate students” means a head count of the same individual students who were engaged both years in collaborative research, regardless of the research project.

_____ in academic year (total number) How many of total number were involved over more than one year? _____
 _____ in summer programs (total number) How many of total number were involved over more than one year? _____

6. A. In the past five academic years (2000-2005), where have students who have been engaged in collaborative opportunities **presented** their work? (Be specific)

B. Where has the work with student coauthors been **published** in the last five years? (Be specific) We are asking for data over a 5-year period because of the length of time it takes to publish.

7. What measures are used to assess/determine the success of campus collaborative scholarship/ research programs? (For example, numbers of students, presentations/publications, application/ admission to graduate school, other). Please provide a copy of any written guidelines/instruments associated with this assessment.

8. Would the concept of interinstitutional collaborative scholarship/research be of interest on your campus? (Meaning, a pool of ACS students who could be matched with faculty at any ACS institution for research collaboration.)

_____ Yes. If yes, in which disciplines/departments and/or which faculty members?
 _____ No

Thank you for your time and thoughtful answers

APPENDIX C

**Interdisciplinary Mini-Grant
Submission & Selection Criteria**

**Interim Reporting Guidelines
Final Reporting Guidelines**

**Submission and Selection Criteria for ACS Interdisciplinary Mini-Grants
&
Required Proposal Cover Sheet**

BACKGROUND

In considering the question, “How do we provide the education that students need to be responsible and productive global citizens,” two external realities exist that make interdisciplinary opportunities both critical and challenging in a liberal arts education:

1. The world is rapidly changing. Essential skills for the present and the future include international vision, a mature understanding of human experience, access to extensive knowledge, and the ability to look at issues from multiple perspectives.
2. Research of all types, be it casual or formal, is becoming more and more interdisciplinary in nature.

Preparing students for these two realities calls for a breadth of understanding of multiple disciplines and how they relate to each other, as well as the ability to find, to evaluate, to integrate and to synthesize information that will inform decisions, policies, and practices in every phase of one’s social and business life. In order to do this effectively, and to foster innovative practices, it is critical to promote a faculty culture that moves from specialization to cross-disciplinary dialogue. This means that departments and faculty need encouragement (structured opportunities and rewards) to work together to help students recognize and experience disciplinary relationships, even in non- interdisciplinary courses. This kind of dialogue must take place if effective curricular changes are to be made.

However, changing the culture is not solely a faculty or a curricular issue. It also must extend to extracurricular and co-curricular spheres, including advising, residence life, and special programs. **Thinking in interdisciplinary ways and helping students understand the connections among disciplines and what these connections mean in the real world are campus-wide responsibilities.**

GENERAL MINI-GRANT INFORMATION

The Associated Colleges of the South and the Interdisciplinary Opportunities Task Force invite faculty, staff, and students from all sixteen ACS member institutions to submit proposals for mini-grants made possible by funding from the Robert W. Woodruff Foundation. ****PLEASE NOTE: Students who wish to submit an interdisciplinary co-curricular proposal must have an actively involved faculty or staff mentor/sponsor working with them and the proposed activity/program.****

The total amount available for these interdisciplinary mini-grants is approximately \$90,000. Individual proposals may be funded up to a maximum amount of \$8,500.

The basic purposes of these grants are to:

- promote campus dialogue about the need for and the place of interdisciplinary opportunities in a Liberal Arts education.
- encourage effective curricular and co-curricular changes at ACS institutions.
- support the development of innovative models and practices through the design, evaluation, redesign, and implementation of curricular and/or co-curricular interdisciplinary opportunities at individual ACS institutions and across the consortium.

- provide a venue for the sharing existing and new interdisciplinary models within and beyond the consortium.

DEFINITION

The definitions of “interdisciplinary” and “multidisciplinary,” as defined by the ACS Interdisciplinary Task Force, are online at <http://www.colleges.org/newmodels/interdisciplinary/definition.html>

For the purposes of these mini-grants, **interdisciplinary** is defined as academic courses, non-academic/co-curricular programs, and/or other opportunities that link together and integrate information and methodologies from two or more separate disciplines. Such linkages and integration create a multi-faceted picture of a topic through the exploration and synthesis of various approaches/views. To ensure success, these intersections and connections among disciplines require a non-hierarchical sharing of intellectual authority and continuous dialogue among ALL participants. This is an especially critical point for those designing and implementing a course/ program/ opportunity.

Often, a team teaching/leadership model is used to achieve the intended results. In this model:

- faculty and/or leaders plan every facet of the course/offering together. There are no unilateral decisions.
- there is dialogue between the faculty/leaders and the disciplines. All are equal. In courses, faculty members teach each other’s texts.
- each class/session interweaves the disciplines and texts. There is no sole ownership of disciplines or texts.
- all faculty/leaders involved participate in every class/session.
- [ideally] course grading and any evaluation are done as a team.
- academic courses count for credit in each discipline.

I. INTERDISCIPLINARY CURRICULAR & CO-CURRICULAR OPPORTUNITIES

Proposals may be submitted for interdisciplinary **curricular** and/or **co-curricular** opportunities. Collaborative models combining both curricular and co-curricular ventures are encouraged. **** NOTE: Students who wish to submit an interdisciplinary co-curricular proposal must have an actively involved faculty or staff mentor/sponsor working with them and the proposed activity/program.**

Regardless of the venue, the resulting interdisciplinary experience should:

- provide opportunities for dialogue and collaboration among two or more disciplines.
- encourage departments, faculty, and staff to work together to help students recognize and experience interdisciplinary relationships, even in non-interdisciplinary courses and/or campus activities.
- help students understand the connections among disciplines and what these connections mean in the real world.
- demonstrate to students the need to bring together different disciplines in their studies as they deal with real world problems and seek potential solutions to these problems.
- stimulate additional interdisciplinary efforts.
- address critical interdisciplinary needs and opportunities on a campus.

II. Availability of Mini-Grants

There will be two rounds of mini-grants.

- A. Submission deadline of April 17, 2006
- B. Submission deadline of October 6, 2006

III. Acceptance Guidelines

- A. For a proposal to be accepted for consideration, it must:
 - directly provide interdisciplinary opportunities as defined above.
 - address the mission, purposes, and objectives of this initiative.
 - be able to be completed within twelve months of receipt of funding and contain all of the proposal elements listed below.
 - include evidence of institutional support for the mini-grant proposal. The signature of the Academic Dean is required on all Proposal Cover Sheets.
 - In the case of CURRICULAR proposals, a letter of support from the faculty member's Department/Division Chair must be included.
 - In the case of faculty/staff co-curricular proposals, a letter of support from must be included.
 - In the case of student initiated co-curricular proposals, a letter from the faculty/staff mentor/sponsor and the chief student affairs officer must be submitted.

Grant proposals, be they curricular or co-curricular, may be for planning and implementation in the granting period or for planning alone, with implementation left to a later time. Please indicate clearly the purpose by indicating it in the summary, the proposal itself, and by checking the appropriate boxes on the required, standard cover sheet.

B. Proposal Elements

Proposals should be prepared in 12 point double-spaced type with 1 inch margins and conform to the page limit recommendations listed below. Sections 2-4 may not exceed ten pages. A completed full proposal consists of a single hard copy and a copy submitted via email, and must include the following:

1. Standard Cover Sheet (printable from the ACS web site, <http://www.colleges.org/newmodels/interdisciplinary/mini-grants.html>)
 - Title of Project.
 - Name(s) of faculty, staff, and/or students submitting the request. Students must have a faculty or staff mentor actively working with them.
 - Title, Department, Institution and mailing address.
 - Phone, Fax, and e-mail information.
 - Categories of submission:
 - co-curricular interdisciplinary opportunity
 - new interdisciplinary course/module/teaching and learning opportunity
 - implementation of an interdisciplinary course/module/teaching and learning

opportunity

▫ redesign and implementation of an interdisciplinary course/module/teaching and learning opportunity

- Date of submission and date of proposed period of grant.
- For curricular proposals: Signatures of applicant (s), department chair(s), and chief academic officer(s).
- For co-curricular proposals: Signatures of applicant(s), chief student affairs officer, and chief academic officer.

2. Summary recommended not to exceed one page:

- Issue, topic, problem, or process addressed by the proposal.
- Goals and objectives of the interdisciplinary opportunity.
- Description of how the goals and objectives will be accomplished.
- Anticipated outcomes and benefits.
- Description of collaborative relationships.

3. Project Description recommended not to exceed six pages that describes:

- Goals and objectives.
- Background and campus context.
- Detailed interdisciplinary plan, demonstrating adequate planning and preparation for faculty/staff/student collaboration.
- Prior activities or research related to proposal.
- Projected timetable.
- Requested budget, with justification for each line item: reassigned time, equipment, supplies, travel, etc. Faculty stipends [for summer work] cannot exceed \$5,000 total per proposal and cannot include any benefits or taxes. Indirect costs are not permitted. Consideration may be given for a larger stipend amount when evidence supporting the need for an additional amount is included.
- Context of the interdisciplinary offering in curriculum and /or faculty's research agenda **or** context of the co-curricular offering in campus life.
- Anticipated impact on the discipline , the institution, and the students
- Evidence of institutional support.

4. Evaluation, Dissemination, and Continued Support recommended not to exceed two pages including:

- A description of evaluation/assessment process. How will success be measured?
- Plans for dissemination of results. Include a plan to showcase the results of the project. For example, presentation of results at ACS and other conferences and workshops; publications in appropriate journals.
- Personal/departmental/institutional plans for continued support of this interdisciplinary offering beyond this proposal.

0. Literature Cited

List all references cited in the proposal. Each reference must include the title, names of all authors, book or journal, volume number, page numbers, and year of publication.

1. C.V. of Faculty Participant(s)

Maximum of two pages. If multiple institutions are involved, include a c.v. for the principle faculty and at least one faculty c.v. from each collaborating institution.

1. Resume of Student[s] Submitting Proposal

Maximum of two pages. If more than one student is involved, include a brief paragraph for each student, including name, class classification, and major/minor.

2. Disclosure Statement

Each applicant is asked to list other on-going grant activities or activities that will coincide with the submitted proposal. Each applicant is further requested to include current and pending funding information relevant to these activities.

C. Interim Progress Report

If the timeline for the funded proposal is six months or less, an Interim Progress Report **will not** be required.

If the timeline of the funded proposal is more than six-months, an Interim Progress Report will be due in the ACS Atlanta office by October 1, 2006, for the first grant round, and March 1, 2007, for the second grant round. Guidelines for the Interim Report will be posted on the ACS Interdisciplinary Opportunities website and will be sent to the mini-grant recipients as part of the award/acknowledgement confirmation.

D. Final Report

It is expected that a detailed written report will be submitted within 30 days of the end of funding time frame, addressing activities, outcomes, lessons learned, finances, and any follow-up plans. Final Report Guidelines and deadlines will be posted on the ACS Interdisciplinary Opportunities website and will be sent to the mini-grant recipients as part of the award/acknowledgement confirmation.

IV. Proposal Deadlines and Submission Schedule

The deadline for submission is April 17, 2006, for the first grant round, and October 6, 2006, for the second round. Submit an electronic copy by the above dates to emansfie@sewanee.edu and a single hard copy (by mail, UPS, FEDEX, etc.) postmarked no later than the appropriate submission deadline to:

Dr. Elizabeth (Cassie) Mansfield
Department of Art & Art History
Sewanee: University of the South
735 University Ave.
Sewanee, TN 37375
emansfie@sewanee.edu
Phone: (931) 598-1493
Fax (931) 598-1145

A Review Sub-committee of the Interdisciplinary Task Force and the designated ACS staff person(s) will review the submitted proposals. Awards will be announced within 4-5 weeks of the submission deadline.

V. Project Evaluation Criteria

- Does the project address the goals of this grant?
- Does the proposal meet the submission guidelines and provide the requested information?
- Is the approach or design of the project appropriate to the goals and feasible?
- Is the project innovative and a potential model for adaptation?
- Are there adequate plans for evaluation and dissemination?
- What is the context of the activity within the curriculum or within campus life?
- What is the impact of the proposal on the discipline [for academic courses] and on the institution?

VI. Committee Review Process

Proposals will be read and discussed by a three [3] member Review Sub-committee of the Interdisciplinary Task Force. The following guidelines will be used to ensure that the review and selection process is fair and unbiased:

- Review committee members who are directly or closely involved in any project must remove themselves from participation in the review process to avoid a conflict of interest
- Campaigning on behalf of any one project by members of the larger planning committee or the review committee is discouraged.
- The designated ACS staff person will coordinate/facilitate the submission and review process.
- The review process will be confidential.
- Feedback will be provided to the applicants.

VII. Questions

If at any time there is a question related to the preparation of the proposal, please contact the chair of the mini-grant review committee Dr. Cassie Mansfield, emansfie@sewanee.edu, phone: (931) 598-1493.

More information about the ACS Interdisciplinary Initiative is found online at <http://www.colleges.org/newmodels/interdisciplinary/index.html>

**Interdisciplinary Opportunities Mini-Grants
Proposal Cover Sheet**

Project Title:

Institution:

Faculty/Staff Name:

Faculty/Staff Department:

Faculty/Staff Address:

Phone:

Fax:

E-mail:

Student(s) Name(s):

Year Classification:

Phone:

E-mail:

Amount requested:

Please check the appropriate boxes: _____ curricular proposal _____ co-curricular proposal
_____ planning & implementation _____ planning only

Date grant submitted:

Proposed grant period:

Type of project:

Signature of faculty/staff submitting proposal _____ Date _____

Signature of student submitting proposal _____ Date _____

Name of appropriate dept./div. chair
Or chief student affairs officer

Name of Chief Academic Officer:

Signature of above chair or officer
Date _____

Signature of Chief Academic Officer
Date _____

Evidence of institutional support is required for each curricular mini-grant proposal in the form of a letter of support from the proposal author's Department/Division Chair. For co-curricular proposals institutional support is required in the form of a letter of support from the faculty/staff mentor/sponsor and a letter from the chief student affairs officer. All proposals must be signed by the chief academic office.

For Office use only

Date received _____

By _____

Date sent to review Committee _____

Action _____

Notification sent _____

ACS Interdisciplinary Opportunities

Interim Reporting Guidelines

For Mini-Grants Awarded April 2006 and October 2006

NOTE: Reports may be mailed, faxed or e-mailed to Dr. Cassie Mansfield, Dept. of Art & Art History, Sewanee, 735 University Ave., Sewanee, TN 37375 emansfie@sewanee.edu, Phone: (931) 598-1493

Please address the following points in your report:

Name of Person Submitting Report

E-mail Phone

Institution

Title of Project

Date(s) of Project

Amount Awarded

1. Original Goals and objectives
2. Any changes made in goals/objectives to date
3. Activities underway and/or completed to date.
4. Any snags or unanticipated delays encountered
5. Approved budget
6. Financial Accounting from receipt of funds for the time specified (identify designated time period when send this to an individual], showing amounts spent to date and for what it has been spent.
7. Any other information you think will be helpful to include or that has affected progress.

Send your report to:

Dr. Cassie Mansfield
Department of Art & Art History
Sewanee: University of the South
735 University Av.
Sewanee, TN 37375
emansfie@sewanee.edu,
Phone: (931) 598-1493
Fax (931) 598-1145

**ACS Interdisciplinary Mini-Grants
Final Report Guidelines
For Mini-Grants Awarded April 2006 and October 2006**

NOTE: A detailed written report is expected to be submitted by the Primary Faculty/Staff/Student contact within thirty (30) days of the end of the funding time frame. Final reports may be mailed, faxed or e-mailed to Cassie Mansfield, Cassie Mansfield, Department of Art & Art History , Sewanee: University of the South, 735 University Ave., Sewanee, TN 37375 , emansfie@sewanee.edu, Phone: (931) 598-1493 Fax (931) 598-1145

Please address the following points in your report:

Name of Person Submitting Report
E-mail Phone
Institution
Title of Project
Date(s) of Project
Amount Awarded

1. Original Goals and objectives
2. If goals/objectives changed during the course of the project, please state the revised goals/objectives.
3. In what ways were the goals/objectives met? Please give examples.
4. Describe the evaluation/assessment process used. Summarize the results of this process? Include any instruments used to evaluate/assess your project.
5. If you were to redesign your project, what would you do differently and why? (What are the "lessons learned?")
6. How have you shared the results with ACS colleagues and beyond ACS?
7. What are the next steps (follow-up) in your project?
8. A complete financial statement, showing original budget (the breakdown of the amount awarded) and expenditures.
9. Please include a statement that you give ACS permission to post your original proposal and a summary of your work on the ACS Interdisciplinary website <http://www.colleges.org/newmodels/interdisciplinary/index.html>.

Send your report to:
Dr. Cassie Mansfield
Department of Art & Art History
Sewanee: University of the South
735 University Ave.
Sewanee, TN 37375
emansfie@sewanee.edu,
Phone: (931) 598-1493

APPENDIX D

**Undergraduate Research & Engagement
Survey Results**

ACS Undergraduate Research & Engagement
Survey Results

Appendix D

APPENDIX E

Submission and Selection Criteria for Undergraduate Collaborative Scholarship Grants & Proposal Cover Sheet

Mini-Grant Interim Report Guidelines

Mini-Grant Final Report Guidelines

**Submission and Selection Criteria for Undergraduate
Collaborative Scholarship Grants
And
Proposal Cover Sheet**

Background and General Information

The Associated Colleges of the South and the Undergraduate Research & Engagement Task Force invite **departments and/or divisions** from all sixteen ACS member institutions to submit proposals for grants made possible by funding from the Robert W. Woodruff Foundation. The purpose of these grants is to encourage the design, evaluation, redesign, and implementation of student/faculty collaborative scholarship opportunities and the dissemination of its results.

Asking faculty/staff members within a department/division to work together to create a departmental or division proposal is an intentional decision by the Undergraduate Research & Engagement Task Force. Since one aspect of the original proposal that was funded by the Woodruff Foundation was about creating **new models of collaborative scholarship/research**, the Task Force decided that it needed to look beyond the traditional model of awarding individual mini-grants if it truly wanted to impact campus culture and support the kind of dialogue that would yield new models and more opportunities for collaborative scholarship/research.

While collaborative scholarship/research is a model that may be more familiar within the natural sciences, it is a model that is viable in any discipline, not just the sciences, and has tremendous benefits for both students and faculty. As with any model, each campus and discipline will need to tweak the collaborative scholarship/research components to derive the most benefits.

All departments/divisions are invited to apply for these grants, but we especially invite proposals from departments/divisions that are not actively offering collaborative scholarship/research opportunities. Grants may be used as a planning grant **or** for the design, redesign, implementation, or assessment of collaborative scholarship/research opportunities, including community-related research.

Please note the following definition of collaborative scholarship that will guide the awarding of these grants.

For the purposes of these grants, **collaborative scholarship** is **defined** as any original scholarly endeavor involving faculty and students acting as colleagues. The scholarship must be on a level commensurate with the standards of the international scholarly community to which the work relates, and the expected result of the work should be a peer-reviewed publication, performance, public exhibition, or presentation at a professional meeting. **Within this definition it is assumed that the student is a genuine collaborator and not merely an assistant, and that the level of participation of the student is such that both the student and faculty member are recognized as coauthors of the final work.**

Appendix E.1

II. UNDERGRADUATE COLLABORATIVE SCHOLARSHIP PROJECTS

Disciplinary, multidisciplinary, or interdisciplinary efforts may be proposed that result in a faculty-student coauthored peer-reviewed publication, public performance, public exhibition, or presentation at a professional meeting.

Whether the proposal addresses an opportunity offered in the summer or during the academic year, a research project, a performance, an exhibition, a presentation, a co-authored publication, an assessment mechanism, or other learning/teaching opportunity, the resulting experience should provide:

- Collaborative/mentoring relationships between/among students and faculty that involve discovery and development.
- Active student engagement (hands-on learning) with ideas and concepts that open doors to inquiry and creativity.
- Exposure to the culture, methodology, and issues of disciplinary related collaborative scholarship/research, including exploring ethical issues; thinking like a professional; managing time well; planning and data gathering in a suitable manner; developing ideas, problems, and lines of inquiry appropriately; supporting arguments or testing hypotheses; drawing reasonable conclusions; improving writing and presentation skills; and learning how to question what is read/heard/seen on the basis of evidence or research.
- Development of critical and logical thinking skills.
- Opportunities for faculty to enhance their teaching and contributions to their discipline and to society by remaining active in and involving undergraduates in collaborative scholarship activities.

II. Availability of Grants

These grants are made possible through a grant from the Robert W. Woodruff Foundation, Atlanta, GA, and will be awarded in March 2006 and October 2006.

A total of \$125,000 is earmarked for these grants. An amount up to \$25,000 may be awarded for each funded proposal

III. Acceptance Guidelines

A. For a proposal to be accepted for consideration, it must:

- directly provide original, collaborative scholarship opportunities where students and faculty work together as colleagues.
- address the mission, purposes, and objectives of this initiative;
- be able to be completed within 11 months of the award date and contain all of the proposal elements listed below.

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- include evidence of institutional support for the mini-grant proposal, in the form of a letter of support from the Department/Division Chair. The chief academic officer also must sign the required proposal cover sheet.

B. Proposal Elements

Proposals should be prepared in 12 point double-spaced type with 1 inch margins and conform to the page limit recommendations listed below. Sections 2-4 may not exceed ten pages. A completed full proposal consists of a single hard copy and a copy submitted via email, and must include the following:

0. Standard Cover Sheet (printable from the ACS web site)

- Title of Project.
- Name(s) of the department/division chair submitting the request.
- Institution and mailing address.
- Phone, Fax, and e-mail information.
- Date of submission and date of proposed period of grant.
- Signatures of department chair(s) and chief academic officer(s).

0. Summary recommended not to exceed one page:

- Issue, topic, problem, or process addressed by the proposal.
- Goals and objectives of the collaborative scholarship.
- Description of how the goals and objectives will be accomplished.
- Anticipated outcomes and benefits.
- Description of collaborative relationships.

0. Project Description recommended not to exceed six pages that describes:

- Goals and objectives.
- Background and campus context.
- Detailed collaborative scholarship plan [for opportunities other than planning grants], demonstrating adequate planning and preparation for student/faculty collaboration .
- Prior activities or research related to proposal.
- Projected timetable.
- Requested budget, with justification for each line item: reassigned time, equipment, supplies, travel, etc. Faculty stipends for summer work may be included. Indirect costs, including any employment benefits or taxes, are NOT permitted.
- Context of collaborative scholarship in curriculum and /or faculty's research agenda.

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- Anticipated impact on the discipline and on the institution.

- Evidence of institutional support.
0. Evaluation, Dissemination, and Continued Support recommended not to exceed three pages including:
- A description of evaluation/assessment process. How will success be measured?
 - Plans for dissemination of results. Include a plan to showcase the results of the project. For example, presentation of results at ACS and other conferences and workshops; publications in appropriate journals.
 - Personal/Departmental/Institutional plans for continued support of this scholarship [beyond this proposal].

0. Literature Cited

List all references cited in the proposal. Each reference must include the title, names of all authors, book or journal, volume number, page numbers, and year of publication.

2. C.V. of Department/Division Chair(s)

Maximum of two pages. If multiple departments within one institution or multiple institutions are involved, include a c.v. for each of the principle department/division chairs involved in the proposal.

3. Disclosure Statement

Please list other on-going grant activities or activities that will coincide with the submitted proposal. Each applicant is further requested to include current and pending funding information relevant to these activities.

C. Interim Progress Report

Unless otherwise specified when the grant is awarded, an Interim Progress Report will be expected about mid-way between the receipt of the mini-grant and the due date for the final report. A due date for the Interim Report will be included with the award notification. Guidelines for the Interim Report will be posted on the ACS Undergraduate Research & Engagement website and will be sent to the grant recipients as part of the award/acknowledgement/acceptance confirmation.

D Final Report

It is expected that a detailed written report will be submitted within 30 days of the end of funding time frame, addressing activities, outcomes, lessons learned, finances, and any follow-up plans. Final Report Guidelines will be posted on the ACS Undergraduate &

Appendix E.1

Engagement website and will be sent to the grant recipients as part of the award and acknowledgement confirmation.

For grants awarded in March 2006, the final report will be due no later than March 25, 2007. For grants awarded in October 2006, the final report will be due no later than October 8, 2007

IV. Proposal Deadlines and Submission Schedule

The deadlines for proposal submissions are

March 7, 2006

October 3, 2006

Submit an electronic copy by the proposal deadline to Thom Moore, tmoore@rollins.edu, chair of the Grant Review Committee, **AND** a single hard copy (by mail, UPS, FEDEX, etc.), postmarked by the submission deadline, to:

Dr. Thomas Moore
Department of Physics
Rollins College
1000 Holt Avenue
Winter Park, FL 32789
(407) 646-2349

Proposals will be reviewed by a sub-committee of the Undergraduate Research & Engagement Task Force. Awards will be announced by the end of March 2006 and October 2006.

V. Project Evaluation Criteria

- Does the project address the ACS goals as outlined in item I of this document?
- Does the proposal meet the submission guidelines and provide the requested information?
- Is the approach or design of the project appropriate to the goals and feasible?
- Is the project innovative and a potential model for adaptation?
- Are there adequate plans for evaluation and dissemination?
- What is the context of the activity within the curriculum?
- What is the impact of the proposal on the discipline and on the institution?

VI. Committee Review Process

Proposals will be read and discussed by a review committee of 3 [three] members of the Undergraduate Research & Engagement Task Force. The following guidelines will be used to ensure that the review and selection process is fair and unbiased:

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- Review committee members who are directly or closely involved in any project must remove themselves from participation in the review process to avoid a conflict of interest
- Campaigning on behalf of any one project by members of the larger planning committee or the review committee is discouraged.
- The designated ACS staff person will coordinate/facilitate the submission and review process.
- The review process will be confidential.
- Feedback will be provided to the applicants.

VII. Questions

If at any time there is a question related to the preparation of the proposal, please contact the chair of the Grant Review Committee, Thom Moore, tmoore@rollins.edu, (407) 646-2349.

Undergraduate Research & Engagement Grants
This consortial program is supported by the Robert W. Woodruff Foundation

Proposal Cover Sheet

Unless otherwise requested, please type/print the following information

Project Title:

Name of Department/Division Chair Submitting Proposal :

Department/Division:

Institution:

Address:

Phone:

Fax:

E-mail:

Amount requested:

Date grant submitted:

Proposed grant period:

Type of project:

Signature of Dept/Division Chair _____

Date:

Name of Chief Academic Officer:

Title of Chief Academic Officer

Signature of Chief Academic Officer

Date

For Committee use only

Date received _____ By _____

Date sent to review Committee _____

Action _____ Notification sent _____

Undergraduate Research & Engagement Mini-Grants

Interim Report Guidelines

For Grants Awarded March 2006 and October 2006

NOTE: Reports may be mailed or e-mailed to Dr. Thom Moore, Department of Physics, Rollins College, 1000 Holt Avenue, Winter Park, FL 32789, tmoore@rollins.edu, Phone: (407) 646-2349.

Please address the following points in your report:

Name of Person Submitting Report

E-mail Phone

Department/Division

Institution

Title of Project

Date(s) of Project

Amount Awarded

8. Original Goals and objectives
9. Any changes made in goals/objectives to date
10. Activities underway and/or completed to date
11. Any snags or unanticipated delays encountered
12. Approved budget
13. Financial Accounting from receipt of funds through [designated date], showing amounts spent to date and for what it has been spent.
14. Any other information you think will be helpful to include and/or information that impacts your progress.

Send your report to
Dr. Thom Moore
Department of Physics
Rollins College
1000 Holt Avenue
Winter Park, FL 32789
Phone: 407-646-2349
e-mail: tmoore@rollins.edu

Undergraduate Research & Engagement

Final Reporting Guidelines

For Grants Awarded March 2006 and October 2006

NOTE: A detailed written report is expected to be submitted by the Primary department or division contact within thirty (30) days of the end of the funding time frame: no later than March 5, 2007, for grants awarded in March 2006, and no later than October 8, 2007, for grants awarded in October 2006. Final reports may be mailed or e-mailed to Dr. Thom Moore, Department of Physics, Rollins College, 1000 Holt Avenue, Winter Park, FL 32789, tmoore@rollins.edu, phone: (407) 646-2349

Please address the following points in your report:

Name of Person Submitting Report
 E-mail Phone
 Department
 Institution
 Title of Project
 Date(s) of Project
 Amount Awarded

1. Original Goals and objectives
2. If goals/objectives changed during the course of the project, please state the revised goals/objectives.
3. In what ways were the goals/objectives met? Please give examples.
4. Describe the evaluation/assessment process used. Summarize the results of this process? Include any instruments used to evaluate/assess your collaborative scholarship/research activity.
5. If you were to redesign your collaborative scholarship/research efforts, what would you do differently and why? (What are the “lessons learned?”)
6. How have you shared the results with ACS colleagues and beyond ACS?
7. What are the next steps (follow-up) in your project?
8. A complete financial statement, showing original budget (the breakdown of the amount awarded) and expenditures.

Send your report to:
 Dr. Thom Moore
 Department of Physics
 Rollins College
 1000 Holt Avenue
 Winter Park, Florida 32789
 Phone: (407) 646-2349
 e-mail: tmoore@rollins.edu

APPENDIX F

**Diversity Mini-Grants
Student Led Collaboration With
Faculty/Staff
Submission & Selection Criteria
& Proposal Cover Sheet
Interim Report Guidelines
Final Report Guidelines
Rhodes Funded Proposal**

**Diversity Mini-Grants for Student Led Collaboration with Faculty/Staff
Submission and Selection Criteria
Proposal Cover Sheet**

General Information

The Diversity Program Planning Committee of the Associated Colleges of the South invites students, in collaboration with faculty/staff, at all sixteen ACS member institutions to submit proposals for mini-grants made possible by funding from the Robert W. Woodruff Foundation of Atlanta, GA. The purpose of these grants is to encourage new and collaborative models of campus diversity efforts that will address the critical diversity challenges faced by our member institutions.

While ethnic diversity and campus climate are the primary foci of the current ACS Diversity Initiative, proposals may be submitted for any type of diversity issues/concerns that affect and challenge campus climate.

Collaborative opportunities, those engaging two or more campus groups, cross-generational activities, curricular and co-curricular activities, or two or more ACS campuses, are especially encouraged. The kinds of projects that may be considered for funding include, but are not limited to, workshops, research, internships, service projects, campus leadership projects, conferences, summer activities, etc.

I. Availability and Amounts of Mini-Grants

There will be at least four opportunities to submit proposals for these mini-grants. The current schedule of submission deadlines is 11/14/05, 2/3/06, 4/7/05, and 10/6/06. Any changes in this schedule will be posted on the ACS Diversity Website and announced in the ACS *Palladian*.

Up to \$1,800 per awarded grant will be available. Additional funds may be available if justified. A maximum of 2 grants per institution may be awarded for the entire mini-grant period.

II. Acceptance Guidelines

A. For a proposal to be accepted for consideration, it must:

- Identify and directly address a diversity issue that is affecting campus climate
- Be initiated
 - by a student or students and clearly identify the role and involvement of the student(s) and the faculty/staff sponsor(s) **OR**
 - jointly by student(s) and faculty/staff member(s) and clearly indicate the role and involvement of each of the co-initiators in the project.
- Be able to be completed and a final report submitted no later than October 1, 2007.
- Contain all of the proposal elements listed below.
- Provide evidence of institutional support for each mini-grant proposal in the form of (1) a joint letter of support from the proposal author's senior student affairs officer and the academic dean and (2) a letter from the faculty/staff collaborator/sponsor outlining his/her specific involvement and support.

B. Proposal Elements

Proposals should be prepared in 12 point double-spaced type with 1 inch margins and conform to the page limit recommendations listed below. Sections 2-4 may not exceed seven [7] pages. A completed full proposal consists of a single hard copy and a copy submitted via email, and must include the following:

1. Standard Cover Sheet (printable from the ACS web site)
 - Title of Project.
 - Name(s) of student(s) submitting the request, e-mail address, phone number, class year, and name of student group(s) sponsoring the project.
 - Name(s) of faculty/staff collaborator/sponsor, phone, e-mail address, department/office.
 - Institution and mailing address, and relationship to project.
 - Date of submission and date of proposed period of grant.
 - Signatures of applicant (s), faculty/staff collaborator(s), and chief academic officer and senior student affairs officer.

2. Summary recommended not to exceed one [1] page that includes:
 - Issue, topic, problem, or process addressed by the proposal.
 - Goals and objectives of the activity.
 - Description of how the goals and objectives will be accomplished and evaluated.
 - Anticipated outcomes and benefits to the campus.
 - Description of collaborative relationships, if any.

0. Project Description recommended not to exceed four pages that describe:
 - Goals and objectives
 - Significance and campus context
 - Role of student(s) and the faculty/staff mentor(s) proposing the project
 - Detailed project plan for the activity, demonstrating adequate planning and evaluation
 - Prior activities related to proposal
 - Projected timetable
 - Requested budget, with justification for each line item
 - Impact on the institution, including number of students per year
 - Evidence of institutional support

0. Evaluation, Dissemination, and Continued Support recommended not to exceed two [2] pages including:
 - A description of evaluation/assessment process. How will success be measured?
 - Plans for dissemination of results. Include a plan to showcase the results of the project. For example, presentation of results at ACS and other conferences and workshops; publications in appropriate journals.

0. Literature Cited

List all references cited in the proposal. Each reference must include the title, names of all authors, book or journal, volume number, page numbers, and year of publication.

6. Student Biographical Statement and C.V. of Faculty/Staff collaborators

- Maximum of one (1) page for a short biographical statement about the primary student, including class year and campus activities.
- Maximum of two (2) pages for faculty/staff. If multiple institutions are involved, include a c.v. for the principle faculty and at least one faculty c.v. from each collaborating institution.

7. Disclosure Statement

Please include with the proposal information regarding any other grants, either being sought or already received, that will coincide with the submitted proposal. Each applicant is further requested to include current and pending funding information relevant to these activities.

C. Interim Progress Report

A specific due date and Guidelines for the Interim Report will be sent to the mini-grant recipients as part of the award/acknowledgement confirmation. The Interim Report Guidelines also will be available on the ACS Diversity website.

D. Conditions of Mini-Grant Acceptance and Final Report

When a mini-grant is awarded and as conditions of acceptance, the recipient(s) will agree:

- (1) to submit an interim report on or before the due date noted in the grant award notification.
- (2) to submit a detailed written report within 30 days of the end of the funding time frame, addressing project activities, outcomes, lessons learned, finances, and any follow-up plans. Final Report Guidelines will be sent to the mini-grant recipients as part of the award/acknowledgement confirmation and will be posted on the ACS Diversity Website.
- (3) to participate in the Diversity Gathering in 2007, to share information about the funded project and the results.

III. Submission Schedule

Proposal Submission Deadlines:

November 14, 2005

February 3, 2006

April 7, 2006

October 6, 2006

Submit an electronic copy of your proposal to bowser@colleges.org and a single hard copy (by mail, UPS, FEDEX, etc.) to:

ACS Diversity Mini-Grants
Associated Colleges of the South
1975 Century Blvd., Suite 10
Atlanta, GA 30345
Phone: 404-636-9533; FAX: 404-636-9558

Proposals will be reviewed by a sub-committee of the ACS Diversity Program Committee and the designated ACS staff person(s). Awards will be announced as soon as possible after receipt of the necessary documents.

IV. Project Evaluation Criteria

- Does the project address the goals of the ACS Diversity Initiative? (See <http://www.colleges.org/diversity/>)
- Does the proposal meet the submission guidelines and provide the requested information?
- Is the approach or design of the project appropriate to the goals and is it feasible?
- Is the project innovative and a potential model for adaptation?
- Are there adequate plans for evaluation and dissemination?
- Is this a one-time event, seed money to begin a new program/activity, or enhancement of an existing program/activity? If this is to be a continued activity, how will future offerings be supported?
- What is the context of the activity on the campus?
- Is the proposal cost effective?
- What is the projected impact of the proposal on the Institution?

V. Committee Review Process

Proposals will be read and discussed by a review committee. The following guidelines will be used to ensure that the review and selection process is fair and unbiased, review committee members who are directly or closely involved in any project must remove themselves from participation in the review process to avoid a conflict of interest

- Campaigning on behalf of any one project by members of the larger planning committee or the review committee is discouraged.
- The designated ACS staff person will coordinate/facilitate the submission and review process.
- The review process will be confidential.
- Feedback will be provided to the applicants.

VI. Questions

If at any time there is a question related to the preparation of the proposal, please contact Jim Hunt, huntj@southwestern.edu, chair of the ACS Diversity Planning Team and this Mini-Grant Review Committee.

**ACS Diversity Mini-Grants for Student Led Collaboration with Faculty/Staff
Proposal Cover Sheet**

Please print or type all information

Project Title:

Student Name:
Class year:

E-mail:
Representing

Name of student organization

Institution:

Phone:

Faculty/Staff Name:

Department/Office:

Phone:

Fax:

E-mail:

Amount requested:

Proposed grant period:

Signature of student submitting proposal _____

Signature of faculty/staff collaborator _____

Name of Senior Student Affairs Officer

Name of Chief Academic Officer:

Signature of Sr. Student Affairs Office

Signature of Chief Academic Officer

Date _____

Date _____

Evidence of institutional support is required for each mini-grant proposal in the form of a joint letter of support from the proposal author's senior Student Affairs Officer and senior Academic Dean. The faculty/staff collaborator also needs to include a letter outlining his/her involvement and support.

For ACS Office use only

Date received _____

By _____

Date sent to Review Committee _____

Notification sent _____

Action _____

Award Accepted _____

ACS Diversity Mini-Grants

Final Reporting Guidelines

Final reports are due within 30 days of the end of the grant period and may be mailed, faxed or e-mailed to ACS Diversity Initiative, 1975 Century Blvd., suite 10, Atlanta, GA 30345. Fax: 404-636-9558.

Please address the following points in your report:

Name of Person Submitting Report

E-mail Phone

Institution

Name of project/event. Clearly indicate whether this report is for

- Diversity Mini-Grants for Student Led Collaboration with Faculty/Staff
- Diversity Mini-Grants for Campus Diversity Leadership Models

Date(s) of Project

Amount Awarded

15. Original Goals and objectives
16. If goals/objectives changed during the course of the project, please state the revised goals/objectives.
17. In what ways were the goals/objectives met? Please give examples.
18. Describe the evaluation/assessment process used. Summarize the results of this process? Include any instruments used to evaluate/assess your project.
19. If you were to redesign your project, what would you do differently and why? (What are the “lessons learned?”)
20. How have you shared the results with ACS colleagues and beyond ACS?
21. What are the next steps (follow-up) in your project?
22. A complete financial statement, showing original budget (the breakdown of the amount awarded) and expenditures.
23. Please include a summary of your work that may be included on the ACS Diversity website.

Send your report to
 Diversity Initiative Student Led Mini-Grant
 Associated Colleges of the South
 1975 Century Blvd., Suite 10
 Atlanta, GA 30345
 Fax: 404-63609558

**Diversity Mini-Grants for Student Led Collaboration with Faculty/Staff
Proposal Cover Sheet**

Please print or type all information

Project Title: Safe Zones at Rhodes

Student Name: Laura Vargo

E-mail: varla@rhodes.edu

Institution: Rhodes College

Phone: (901) 843-3323

Faculty/Staff Name: Robert Dove

Department/Office: Student Counseling Center

Phone: (901) 843-3128 Fax: (901) 843-3134

E-mail: dove@rhodes.edu

Amount requested: \$1800.00

Proposed grant period: Through Spring Term 2006

Signature of student submitting proposal _____

Signature of faculty/staff collaborator _____

Name of Senior Student Affairs Officer

Name of Chief Academic Officer:

Signature of Sr. Student Affairs Office

Signature of Chief Academic Officer

Date _____

Date _____

Evidence of institutional support is required for each mini-grant proposal in the form of a joint letter of support from the proposal author's senior Student Affairs Officer and senior Academic Dean. The faculty/staff collaborator also needs to include a letter outlining his/her involvement and support.

For ACS Office use only

Date received _____ By _____

Date sent to Review Committee _____

Action _____ Notification sent _____

Award Accepted _____

The signed cover sheet is on file in the ACS Office

SUMMARY

A. Gay, Lesbian, Bisexual, Intersexed, and Transgender (GLBTI) Diversity

Rhodes College requests \$1800.00 to fund the implementation of the Safe Zone program with funds being directed toward initial training costs and printed Safe Zone guides and recognition stickers.

B. Goals & Objectives

Safe Zones at Rhodes seeks to uphold the college's commitment to diversity with "a campus-wide climate of respect" and "nondiscriminatory campus community" by actively combating heterosexism, homophobia, and transphobia and providing accurate information about GLBTI persons.

C. Accomplishing & Evaluating the Goals

Safe Zones at Rhodes aims to fulfill its goals through training, education, and active involvement by Safe Zones in combating the problems faced by GLBTI individuals. Through multiple campus climate surveys adapted to the appropriate group, the Safe Zone program will evaluate and monitor the effects of Safe Zones.

D. Anticipated Outcomes & Benefits

First, by increasing GLBTI individuals sense of belonging and safety on campus, Safe Zones hopes to increase the academic success and retention of these individuals. Second, by decreasing negative attitudes and perceptions of the GLBTI community, Safe Zones hopes to increase respect and decrease prejudice against GLBTI persons.

PROJECT DESCRIPTION

I. Goals & Objectives

In keeping with Rhodes College's commitment "to fostering a community in which diversity is valued and welcomed," the Safe Zone program through education and training aims to decrease any harassment and discrimination from members of the Rhodes community directed toward GLBTI persons. As outlined in the Rhodes College Safe Zone Guide, the goals of the program include (1) increasing the campus community's understanding and awareness of gay, lesbian, bisexual, intersexed, and transgender issues, (2) providing a greater sense of safety for the gay, lesbian, bisexual, intersexed, and transgender Rhodes College community, (3) providing relevant information to allies of gay, lesbian, bisexual, intersexed, and transgender persons, and (4) acting as a resource of information related to combating homophobia, transphobia, heterosexism, and other GLBTI misinformation and misconceptions.

II. Significance & Campus Context

While diversity at Rhodes continues to increase each year, the Safe Zone program recognizes that national statistics show the need for campus programming for GLBTI individuals. A 2001 survey of 1,669 LGBT undergraduate students indicated that twenty percent of GLBTI student feel for personal safety because of their sexual identity or gender identity and fifty percent concealed their sexual orientation or gender identity to avoid intimidation (Gay Lesbian Task Force, [The Task Force - The Issues](#)). In an effort to support Rhodes College's commitment to a "diverse learning community," the Safe Zone program

aims to promote the benefits of diversity and to increase the safety of GLBTI persons at Rhodes.

III. Detailed Project Plan

Over the course of two academic years, multiple universities and colleges were contacted to inquire about the success of their Safe Zone programs, how to address faculty, staff, and students concerns about Safe Zones, and how to successfully implement a Safe Zone program. With this information, those involved in Safe Zones addressed concerns and adapted a Safe Zone program and guide specific to the Rhodes community.

Between January 7 and 12 of 2006, Western Carolina University's Counseling Center director, Safe Zone program coordinator, and a campus gay-straight alliance student leader will provide the initial training for Safe Zones at Rhodes and future Safe Zone training facilitators. Fifteen future facilitators from the Rhodes College faculty and staff have already been confirmed. Also, approximately 25 of the 136 full-time faculty members and 25 staff members have already attended an initial meeting toward becoming Safe Zones. If the demand exists, Safe Zone training will occur at least once per academic semester for faculty and staff committed to Safe Zone goals and beginning in the 2006-2007 academic year to students.

Besides training for faculty, staff, and student leaders, Safe Zones at Rhodes will provide a comprehensive guide to Safe Zone members that provides (1) education about how to address misinformation and misconceptions about GLBTI persons, (2) tools for combating homophobia, transphobia, and heterosexism, and (3) an extensive list of local and national resources for GLBTI persons and their allies.

IV. Prior Activities

Since the fall of 2003, student leaders from the campus GLBT-straight student alliance group have been working extensively for approval to implement the Safe Zone program, which they received during the 2004-2005 academic year. These students also developed a college-approved Safe Zone sticker that represents the Rhodes College community. An extensive Safe Zone manual encompassing nearly 90 document pages has been developed to aid Safe Zones in achieving the goals of Safe Zones at Rhodes. Campus-wide recruitment of faculty and staff members to serve as Safe Zones and future Safe Zone training facilitators has also occurred.

V. Projected Timetable

Early December 2005	Campus Climate Survey of GLBTI Issues
Early December 2005	Manuals & Safe Zone Stickers to Print
January 8-10, 2006	Safe Zone Facilitator Training
January 8-10, 2006	Safe Zone Training Sessions for Faculty & Staff (1 & 2)
January 11-12, 2006	Campus Recognition of Safe Zones & Sticker Presentation
Late February 2006	Announcement of Safe Zone Training in March
March 20-21, 2006	Safe Zone Training Session for Faculty & Staff (3)
March 23-24, 2006	Campus Recognition of Safe Zones & Sticker Presentation
Late April 2006	Campus Climate Survey of GLBTI Issues Follow-up (1)
Late April 2006	Safe Zone's Evaluation of Safe Zone Impact (1)
Late April 2006	Safe Zone Training Announcement for August 2006
Early August 2006	Manuals & Safe Zone Stickers to Print (if needed)
August 18-21, 2006	Orientation for New Students to Safe Zones
August 13-17, 2006	Safe Zone Training Session for Students (1 & 2)
August 17-18, 2006	Safe Zone Training Session for Faculty & Staff (4)
August 24-25, 2006	Campus Recognition of Safe Zones & Sticker Presentation
Late November 2006	Campus Climate Survey of GLBTI Issues Follow-up (2)
Early January 2007	Safe Zone Training TBD
Late April 2007	Campus Climate Survey of GLBTI Issues Follow-up (3)
Late April 2007	Safe Zone's Evaluation of Safe Zone Impact (2)

VI. Requested Budget

	Reasons for Total	Total
Facilitator Training		
Travel Costs by Car	20 mi/gal @ \$2.50/gal for 1100 miles	\$187.50
Lodging	2 Hotel Rooms @ \$160/room for 3 nights	\$640.00
Food	\$24 stipend/person for 3 days	\$216.00
Safe Zone Materials		
Manual	\$9.25/manual for 75 manuals	\$693.75
Stickers	residual monies will go toward sticker funds	\$62.75
		\$1,737.25

VII. Impact on Rhodes Campus

Within the first year, the Safe Zone program will affect at minimum 50 faculty and staff members through education and training and 20 active members of the campus gay-straight alliance. In keeping with the statistic that 10% of the population identifies as part of GLBTI community, approximately 163 of the 1663 students at Rhodes will be directly impacted by the Safe Zone program. At the same time, the entire campus community will be impacted as respect and understanding increases about GLBTI issues.

VIII. Evidence of Institutional Support (signed copies on file in ACS Office)

A. Letter from Deans

To Whom It May Concern:

In accordance with the Rhodes College Vision, “to attract and retain a talented, diverse student body and engage these students in a challenging, inclusive and culturally-broadening college experience,” Rhodes College supports the implementation of the Safe Zones program.

We recognize the immediate benefits of creating a supportive environment free from judgment. Safe Zones will also allow us to connect students with relevant resources and provide educational materials for members of the gay, lesbian, bisexual, intersexed, and transgender Rhodes community. Heterosexism and prejudice create an atmosphere of intolerance that harms

all students. Safe Zones will help us create a more inclusive environment that encourages full participation in all aspects of campus life by all members of our community.

Safe Zones programming will support the College's efforts to promote a culturally, ethnically, and racially diverse student body. Safe Zones at Rhodes has the potential to increase the success of individual students and to improve student retention. All Rhodes students deserve a campus where every student is safe to express their sexual orientation and gender identity.

Sincerely,

Robert Llewellyn
Dean of the College

William Stackman
Dean of Students

C. Director's Letter (Signed letter on file in ACS Office)

November 11, 2005

To Whom It May Concern:

I strongly support Rhodes' participation in Safe Zones and our commitment to diversity. Safe Zones will allow Rhodes to expand our commitment to a "campus-wide climate of respect" and to a "nondiscriminatory campus community" by actively combating heterosexism, homophobia, and transphobia and by providing accurate information about gay, lesbian, bisexual, transgendered and intersexed students.

Robert Kennedy once said that, "when you teach that those who differ from you threaten your freedom or your job or your family, then you also learn to confront others not as fellow citizens but as enemies – to be met not with cooperation but with conquest, to be subjugated and mastered." Safe Zones will help create a campus where heterosexual students recognize GLBTI individuals as fellow students, as fellow members of our community. Safe Zones will also provide the allies and support GLBTI students need in order to safely experience all aspects of campus life.

I am honored to be a part of Safe Zones and to help Rhodes translate our commitment to diversity and tolerance into effective action.

Sincerely,
Robert Dove, L.C.S.W.
Director
Student Counseling Center

IX. EVALUATION, DESSEMINATION, & CONTINUED SUPPORT

1. Evaluation & Assessment Process

In order to evaluate the success of the Safe Zone program, a survey will be sent campus-wide to students, faculty, and staff in early December 2005 to evaluate current experiences of GLBTI persons on campus and to evaluate other's perceptions and information of GLTBI persons and GLBTI experiences. At the end of each academic semester thru May 2007, a follow-up survey will be conducted to measure any initial progress in reaching the goals of Safe Zones at Rhodes. In conjunction with the campus climate survey, members of the Safe Zones will be asked to report the approximate number of students, faculty, and/or staff to whom they provide information related to Safe Zones and the approximate number of incidents in which they actively combated heterosexist, homophobic, or transphobic attitudes, speech, and/or actions.

2. Plans for Dessimation

After the first follow-up survey's results are interpreted and compared to the initial campus climate survey to be performed in early December 2005, results will be provided to all Safe Zones and all known members of the GLBTI campus community and its allies to show any initial impact of the Safe Zone program. Results will also be given specifically to the Office of Multicultural Affairs and to the Office of Student Affairs and will be available for all other offices and departments that inquire. If the initial impact is significant, the Safe Zone program with approval from the college will send results to all ACS institutions, the ACS members of "Diversity Officers" and "Diversity Planning Team," and to other

universities and colleges that inquire about Safe Zones at Rhodes and will provide any support that can be offered to encouraging the development of similar programming.

After the campus climate follow-up survey of April 2007 and results comparison to previous follow-up surveys and the initial campus climate survey, results and any recommendations will be provided to all who received the results from the first year of programming, the National Consortium of Directors of LGBT Resources in Higher Education, the National Gay and Lesbian Task Force, and the Gay, Lesbian, and Straight Education Network. Other possibilities for dissemination include but are not limited to a relevant ACS conference and the Journal of Student Development.

WORKS CITED

“The Issues: Campus.” National Gay and Lesbian Task Force. 2005.

“Mission of MultiCultural Affairs.” The Office of Multicultural Affairs. Rhode College. 2005.

ACS Diversity Mini-Grants

Final Reporting Guidelines

A final report is due June 1, 2006, and may be mailed or faxed to the ACS Diversity Initiative, 1975 Century Blvd., Suite 10, Atlanta, GA 30345. Fax: 404-636-9558.

Please address the following points in your report:

Name of Person Submitting Report
E-mail Phone
Institution

Name of project/event. Clearly indicate that this report is for Diversity Mini-Grants for Student Led Collaboration with Faculty/Staff

Date(s) of Project

Amount Awarded

24. Original Goals and objectives
25. If goals/objectives changed during the course of the project, please state the revised goals/objectives.
26. In what ways were the goals/objectives met? Please give examples.
27. Describe the evaluation/assessment process used. Summarize the results of this process? Include any instruments used to evaluate/assess your project.
28. If you were to redesign your project, what would you do differently and why? (What are the "lessons learned?")
29. How have you shared and will you share the results with ACS colleagues and beyond ACS?
30. What are the next steps (follow-up) in your project?
31. A complete financial statement, showing original budget (the breakdown of the amount awarded) and expenditures.
32. Please include a summary of your work that may be included on the ACS Diversity website.

Send your report to
Diversity Initiative Student Led Mini-Grant
Associated Colleges of the South
1975 Century Blvd., Suite 10
Atlanta, GA 30345
Fax: 404-63609558

APPENDIX G

Application Information & Form For Workshop Mini-Grants For Campus Diversity Leadership Models

Workshop Mini-Grants for Campus Diversity Leadership Models**

1. **General Information**

The ACS Diversity Program Planning Committee is offering mini-grants to offset expenses associated with hosting a campus workshop to develop and to promote staff, faculty, and student Diversity Leadership. Diversity Leadership models include, but are not limited to, NCBI, the Anti-Defamation League, Training for Social Change, and the National Conference for Community and Justice. Other models also may be used. **[**Please note that these grants are different from the Diversity Mini-Grants for Student Led Collaboration with Faculty/Staff.**]**

The purposes of these small grants are fourfold:

1. To encourage ACS member institutions to develop ongoing models for training and maintaining active diversity leadership teams on campuses.
2. To support diversity leadership models that already exist or are newly being implemented on campuses.
3. To promote leadership models that provide a campus structure for diversity leadership continuity [through staff, faculty, and administrators], while including student participation and helping them to develop leadership skills.
4. To create a pool/core of persons in ACS who are available to support/assist their own and other ACS campuses in prejudice reduction and education for leadership sessions.

2. **Availability and Amounts of Mini-Grants**

Up to \$1,500 per awarded grant is available for approximately six mini-grants. Additional funds may be available if justified. Funds may be used to cover leadership and local expenses related to an organizational or training workshop, with the exception of indirect costs [which are not permitted]. Host campuses will cover any additional leadership and local expenses related to the event.

Host campuses also may invite other ACS campuses to participate in a diversity leadership workshop and charge a nominal fee to cover meals, breaks, materials, etc. In this scenario, participating non-host institutions are encouraged to cover the cost of travel and lodging for any of their representatives attending the workshop.

3. **Application**

A. **Complete the Application Form and submit it by the deadline, via e-mail, fax, or U.S. Mail, to**

Ms. Idella Glenn
 Director of Multicultural Affairs
 Furman University
 3300 Poinsett Highway
 Greenville, SC 29613
idella.glenn@furman.edu
 Phone: 864-294-3104
 Fax: 864-294-3096

The Application Form is found online at
<http://www.colleges.org/diversity/programs/leadershipmodelsgrants.html>

- B. Application Submission Deadlines [received by]:**
December 9, 2005
January 10, 2006
March 15, 2006
October 20, 2006

4. Final Report

Acceptance of a mini-grant means agreement to submit a final report no later than 30 days after the end of the training or organizational workshop. Final Reporting Guidelines will be included with the award notification. The final report should be e-mailed, mailed, or faxed to:

5. Disclosure Statement

Please include with the proposal information regarding any other grants, either being sought or already received, that will coincide with the submitted proposal. Each applicant is further requested to include current and pending funding information relevant to these activities.

1. **Questions** - If at any time there is a question related to the preparation of the application, please contact Idella Glenn at Furman University (idella.glenn@furman.edu) or Jim Hunt at Southwestern University (huntj@southwestern.edu)

**Application Cover Sheet for
ACS Workshop Mini-Grants for
Campus Diversity Leadership Models**

Please send the completed, 2 page form, via e-mail, U.S. Mail, or fax to: Ms. Idella Glenn, Director of Multicultural Affairs, Furman University, 3300 Poinsett Highway, Greenville, SC 29613. idella.glenn@furman.edu. Phone: 864-294-3104 Fax: 864-294-3096

Please print or type and insert space between items as needed

Person Submitting Form:

Department/Office:

Institution:

Phone:

Fax:

E-mail:

Amount requested:

Proposed event date(s):

Event Leader:

Company/Organization Affiliation:

Phone:

E-mail:

Webpage URL:

Signature of person submitting proposal _____

Name of Diversity Officer

Name of Chief Academic Officer

Signature of Diversity Officer

Signature of Chief Academic Officer

Date _____

Date _____

Signatures of the Diversity Officer and the Chief Academic Office indicate institutional support for this program.

Continued on next page

