Generating Interdisciplinary
Institutional Buy-In

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**Hollins' General Education Program:
Education through Skills and Perspectives (ESP)**

ESP Skills
Writing
Oral Communication
Quantitative Reasoning
Information Technology
ESP Perspectives
Aesthetic Analysis
Creative Expression
Ancient and/or Medieval Worlds
Modern and/or Contemporary Worlds
Social and Cultural Diversities
Scientific Inquiry
Global Systems and Languages

**Basic Quantitative Reasoning Requirement (q)
Fall 1998**

**Applied Quantitative Reasoning Requirement (Q)
Fall 2001**

**Hollins Q-Courses from the Mathematical,
Natural, and Physical Sciences**

Biology:	Ecology
Chemistry:	General Chemistry I and II;
	Principles of Chemistry; Experience Chemistry;
	Analytical Chemistry
Computer Science:	Computer Science I
Mathematics:	Precalculus; Intuitive Calculus;
	Calculus I and II; Linear Algebra
Physics:	Physical Principles I and II;
	Analytical Physics I and II
Psychology:	Human Memory
Statistics:	Introduction to Statistics; Statistical Methods

Hollins Q-Courses from the Social Sciences

Business:	Investments; International Finance;
	Corporate Finance
Communications:	Research Methods in Communication
Economics:	Economics of Health Care; Public Finance;
	Money, Credit and Banking;
	Macroeconomic Theory and Policy
International Studies:	Global Systems;
	French for International Business
Political Science:	Research Methods in Political Science;
	International Political Economy
Sociology:	Sociology of Health, Illness and Medicine;
	Methods of Social Research

**Hollins Q-courses from
the Humanities, and Fine Arts**

Classics/Art:	Ancient Art
Dance	Multimedia; Sound Design
English	New Media and Literature
Environmental Studies	Environmental Analysis
History:	US Social History; European Empires;
	France Since the Revolution; The Renaissance
Humanities:	France and the French
Music	Structure and Chromatic Harmony
Philosophy:	Symbolic Logic
Spanish	Latin American Culture and Civilization
Theatre:	Lighting Design; Scene Painting
Women's Studies:	Women and Economics

The History of Quantitative Reasoning at Hollins

Spring '98   Idea for a two level, basic (q) then applied (Q), quantitative reasoning requirement

Fall '98   q   Basic QR Requirement
             QR Assessment   q-proficient
                                  Intro to QR, QR in Today's
                                  World, Precalculus via Modeling

   98-99   QR Workshops (Hollins)
   99-00   QR Reading Group (Hollins)
   00-01   QR Faculty Development Activities (NSF)
   03-04   Pilot Site for NSF QL Assessment Grant

Fall '01   Q   Applied QR Requirement
             Students complete one Q course
             Each Q course contains at least 2 QR Projects
             Q courses across the curriculum

First Guideline

– Build a program that fits your campus

We have a very successful writing program and used the "writing across the curriculum" program as our model.

Second Guideline

– Find some colleagues you want to work with

Talk with your colleagues. Go out to lunch with friends from other disciplines. Listen to what they do. Mesh your goals with their needs. Build via infiltration and/or conspiracy.

Third Guideline

– Start small and dream large

We have small grants (Sowell Grants) available for faculty development that allow faculty members to test new ideas.

In developing QR, we proposed and received Sowell Grants for two consecutive years.

These "in house" efforts were important in our application for the NSF CCLI grant.

Fourth Guideline

– Secure Administrative Support

Our dream had a good match with our new general education program.

Fifth Guideline

- Secure Funding

Attend meetings/workshops off campus.

An NSF officer gave a talk at the 1998 Dartmouth Partnerships workshop, which outlined current NSF programs. It helped me understand how our "idea" might fit into the CCLI A&I program.

Lessons Learned

Multiple Visits –

Helped with schedule conflicts

Variety of Activities –

Allowed faculty members to commit at their "comfort" zone

Be Patient –

The time spent on informal, small things helped faculty from partner disciplines accept and support our plans.

Sixth Guideline
-Have a plan to sustain the program

Recruiting Brand New Faculty Members
Relying on Q Faculty to Encourage Colleagues to get on Board

Traveling with Colleagues
To give invited presentations
To talk at meetings/attend workshops
To write about their experiences

Look for new opportunities

Guidelines – a summary

1 – Build a program that fits your campus.

2 – Find some colleagues to work with.

3 - Start small and dream large.

4 – Secure administrative support

5 – Secure funding

6 - Have a plan to sustain the program.