

Report and Recommendations: Interdisciplinary Studies in CHASS

North Carolina State University

Submitted to Linda Brady, Dean
College of Humanities and Social Sciences

May 2003

Prepared by

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Executive Summary

May 2003

CHASS ad hoc Task Force on Interdisciplinary Studies

Charge to the Task Force

Dean Linda Brady established the CHASS ad hoc Task Force on Interdisciplinary Studies in December 2002, in order to review the current status of interdisciplinary programs in CHASS and to make appropriate recommendations for their future development. The overarching charge was to consider how CHASS might most effectively “organize and structure the development and delivery of interdisciplinary programs with emphasis on existing and future undergraduate and graduate degrees.” The Task Force was specifically charged to consider issues related to programmatic structure and implementation; staffing and financing; evaluation and assessment; and space.

Activities of the Task Force

During the 2003 spring semester, the Task Force gathered information through several different types of activities, which served as the basis for our review and discussion, as well as the subsequent report and recommendations.

- 1) Subcommittees were formed to focus on particular dimensions of interdisciplinarity.
 - The Subcommittee on Conceptual and Pragmatic Foundations considered the historical, intellectual, and practical bases for the formation and maintenance of interdisciplinary programs.
 - The Subcommittee on Internal Practices documented the range of programs and activities currently in place at NC State.
 - The Subcommittee on External Models considered current models for interdisciplinary programs at peer, aspirant, and other institutions.
 - The Subcommittee on Administration considered the range of factors and issues that needed to be explored in organizing and managing interdisciplinary programs.
- 2) Several surveys were conducted.
 - In cooperation with University Planning & Analysis (UP&A), the Subcommittee on Internal Practices compiled a web-based, University-wide survey on interdisciplinary programs to document the nature and range of interdisciplinary activity at NC State.
 - The Subcommittee on Internal Practices surveyed all interdisciplinary programs in CHASS, and conducted follow-up interviews with selected department and program heads to gather further information about their experiences with interdisciplinarity at NC State.
 - The Subcommittee on External Models surveyed interdisciplinary programs at 25 peer and other institutions, in order to ascertain the range of available administrative models.
- 3) The Task Force also held two open meetings for interested faculty members, interviewed selected heads of programs and departments, and met with an external consultant.

Description of Findings

The results of the Task Force's deliberations are presented in several different sections.

- The discussion of conceptual and pragmatic foundations of interdisciplinary studies provides historical, intellectual, and practical context for the description. The boundaries between academic disciplines have always been permeable and fluid, and the challenge for CHASS is to balance an awareness of the inherent dynamism of academic disciplines against the need to create, implement, and administer programs of study with internally coherent, intellectually rigorous curricula.
- Survey data indicate that CHASS is a major site of interdisciplinary activity, housing 28 programs that cover a wide array of fields; approximately half of these are currently housed in the Division of Multidisciplinary Studies (MDS). These programs are centered around four broad areas: *diversity and ethnic studies* (Africana Studies, Center for International Ethnicity Studies, Geriatric Enrichment of Social Work Education, NC Family-Centered Meetings Project, and Women's & Gender Studies); *science studies* (Cognitive Science, Environmental Science, Health Studies, Research Ethics, and Science, Technology & Society); *art, language, and media studies* (Arts Studies, Film Studies, Center for Information Society Studies, Rhetoric, Communication, & Digital Media, and Speaking & Writing); and *international studies* (International Studies, International Study Abroad, South Asia Studies, and World Literature). Altogether, these programs offer seven majors, 11 minors, two graduate concentrations, one graduate minor, two master's degrees, and one doctorate, plus a range of supplemental programs and activities.
- The survey of interdisciplinary studies programs at peer and other selected institutions describes four basic models for administering interdisciplinary programs at NC State's peer and aspirant institutions:
 - (a) an administrative division within a College, e.g., the Division for Interdisciplinary Studies housed within the counterpart to CHASS at the University of Iowa, Emory University, and the University of Illinois;
 - (b) a single, overarching department, as is the case with MDS here at NC State and the Department of Interdisciplinary Studies at Appalachian State University;
 - (c) a "hybrid" division like that found at Virginia Tech, where some participating faculty are based in particular departments, but others have appointments through Centers where interdisciplinary research and teaching are conducted;
 - (d) and a higher-level administrative office within the university, as at Duke University, where the administration of interdisciplinary initiatives is coordinated at the university level by a Vice Provost for Interdisciplinary Studies.

Recommendations

Based on its deliberations, the Task Force offers a set of recommendations for the future administration of interdisciplinary programs and activities in CHASS. The Task Force recommends that:

- CHASS shift from its current, *departmental* model for interdisciplinary scholarship and teaching to a model whose central administrative unit is a new *division* of interdisciplinary studies;
- the new interdisciplinary division be directed by an *Associate Dean*, rather than by an *Assistant Dean* or the equivalent of a department head;

- the new CHASS Division of Interdisciplinary Studies form an Advisory Council to oversee and guide the organization of the Division and to help develop policies and procedures for Interdisciplinary Studies;
- the new Associate Dean of Interdisciplinary Studies, in consultation with department Heads and program directors, confer with each current tenure-track MDS faculty member about reassignments within CHASS under the division model;
- future appointments in Interdisciplinary Studies should be made in accordance with the “cluster hire” concept. New faculty should hold their primary appointment in an academic department, with a specific percentage of their time allocated to one or more interdisciplinary programs based in the Division;
- tenure decisions for faculty involved in interdisciplinary programs conform to the model used in hiring interdisciplinary faculty;
- standardized guidelines be developed for the allocation of student credit hours in interdisciplinary courses;
- MDS and MLS courses be administered by the Associate Dean of Interdisciplinary Studies, through the Division of Interdisciplinary Studies;
- operational definitions be developed for the following aspects of interdisciplinary research and scholarship in CHASS: *programs, courses, majors, minors, centers (and/or institutes)*;
- the primary funding for the new Director and other programs and activities should come from the reallocation of current resources;
- The Division of Interdisciplinary Studies have adequate support staff;
- sufficient space near the CHASS Dean’s Office be allocated to the new Division in order to house the Associate Dean of Interdisciplinary Studies and staff, to accommodate advising, and to enhance the visibility of the new Division

The final report was approved by a vote of 8-3. A minority report that included the recommendation that MDS be retained as a department has been submitted by Task Force members Chuck Korte and Bob Patterson.

For more information, see http://www.chass.ncsu.edu/chass/new_initiatives

The CHASS ad hoc Task Force on Interdisciplinary Programs

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Introduction

1.1 Charge to the Committee

The College of Humanities and Social Sciences (CHASS) ad hoc Task Force on Interdisciplinary Programs was established by Dean Linda Brady in December, 2002, to review the current status of interdisciplinary programs in CHASS and to make appropriate recommendations for their future development. Dean Brady articulated the primary question driving our deliberations as follows:

“How best can we organize and structure the development and delivery of interdisciplinary programs with emphasis on existing and future undergraduate and graduate degrees?” (Minutes for Meeting 4, 11 February, 2003)

Subject areas for consideration were set forth in a series of questions posed by Dean Brady:

- How should interdisciplinary programs be implemented and structured?
- How should interdisciplinary programs be staffed and financed?
- How should faculty be appointed, rewarded, and evaluated for promotion and tenure?
- How should CHASS envision the appropriate space to encourage interdisciplinary activity, support existing programs, and provide an incubator environment in which new programs will emerge? (Minutes for Meeting 4, 11 February, 2003)

During the 2003 spring semester, the Task Force gathered information and collected and analyzed data related to these questions. These data provided the basis for our discussion and, subsequently, the recommendations set forth in this report. The report is a collaborative achievement of the entire Task Force and offers recommendations consonant with our charge. At the same time, the Task Force is fully cognizant of the magnitude of both the challenge confronting the burgeoning field of interdisciplinary studies, and of the limited time frame in which the committee conducted its deliberations.

While interdisciplinary programs offer exciting potential for cross-disciplinary fertilization and integration, their structural status and administrative role in post-secondary education and research are still very much in dispute. The Task Force recognizes the complexity of the issues associated with interdisciplinary studies in a university setting, and offers our conclusions and recommendations simply as a step toward implementing a framework in which CHASS's interdisciplinary programs might thrive.

1.2 Task Force Activities

In order to fulfill its mission, the Task Force formed subcommittees and developed a timetable for the completion of reports and other documents that contributed to this final report. Between January 2003 and May 2003, the whole committee convened 15 times to discuss issues in interdisciplinary studies and to plan appropriate activities related to our charge. Minutes of all

full committee meetings are available at the CHASS web site, http://www.chass.ncsu.edu/chass/new_initiatives.

Four subcommittees were established related to our charge: (1) the Subcommittee on Conceptual and Pragmatic Foundations considered historical, intellectual, and practical bases for the formation and maintenance of interdisciplinary programs in CHASS; (2) the Subcommittee on Internal Practices documented the range of programs and activities currently in place at NC State; (3) the Subcommittee on External Models considered current models for interdisciplinary programs at peer, aspirant, and other institutions; and (4) The Subcommittee on Administration considered the set of factors and issues that needed to be explored in organizing and managing interdisciplinary programs. Each of the Task Force members served on at least one subcommittee, and several members served on more than one subcommittee. Subcommittees met apart from the regular Task Force meetings and routinely gave progress reports to the Committee as a whole.

Several surveys were also conducted as a part of our deliberations. In cooperation with University Planning & Analysis (UP&A), the Subcommittee on Internal Practices compiled a University-wide, web-based survey of department Heads on interdisciplinary programs, to document the nature and range of interdisciplinary activity at NC State. In addition, a survey was sent to all CHASS program and center directors in order to compile specific information about each program. Afterwards, open-ended follow-up interviews were conducted with selected program heads to gather further information about their experiences with interdisciplinarity at NC State.

The Subcommittee on External Models surveyed interdisciplinary programs at 25 peer, aspirant, and other institutions, in order to ascertain the range of available administrative models for our consideration. E-mail queries, telephone conversations with strategic personnel, and searches of web-based descriptions of programs constituted the primary data included in the summary table of external practices.

The Task Force also held an open meeting for interested faculty members and solicited written statements and comments on interdisciplinary programs for the Task Force's consideration. Seven (7) prepared statements were delivered at the open meeting held on 18 February, 2003; in addition, a number of e-mail messages were sent to the Task Force for our consideration. The Chair of the Task Force also met with CHASS department heads (7 February, 2003) and made a presentation to the CHASS Faculty on the progress of the Task Force (23 April, 2003). An open meeting with interested CHASS faculty and staff also was held (May 22) to solicit reactions to a draft of the final report.

The Task Force further met with an external consultant, William Newell, Director, Institute in Integrative Studies at Miami University (Ohio) and Executive Director, Association for Integrative Studies. Newell proposed an administrative model for the Task Force to consider and met with the Task Force as a whole, with each subcommittee, with selected representatives from the Multidisciplinary Studies Department (MDS), and with the Dean. His report is included in the appendix (Appendix F).

The breadth of activity described above served as the basis for our review and discussion, as well as the subsequent report and recommendations. Naturally, the Task Force bears sole responsibility for the contents and the recommendations offered in this report.

1.3 Structure of the Report

The results are presented in four sections, as well as in a selected set of appendices. Section 2 introduces the conceptual and pragmatic foundations of interdisciplinary studies and provides historical, intellectual, and practical context for the sections that follow. Task Force members David Herman and Monica Leach assumed primary responsibility for this section, with input from the entire committee. Section 3 offers a profile of interdisciplinary programs at NC State, based on our surveys and interview data. The Subcommittee for Interdisciplinary Practices at NC State, under the direction of Laura Severin, prepared this section. It also includes a summary of the survey data prepared by Nancy Whelchel, Coordinator for Survey Research at UP&A. We are indebted to the staff of UP&A for their support throughout the duration of the Task Force meetings, particularly to Dr. Nancy Whelchel. Section 4 consists of the descriptive summary of interdisciplinary studies programs at peer and other selected institutions, prepared by the Subcommittee on External Programs under the direction of Monica Leach. Finally, we include in Section 5 a set of recommendations, prepared by the committee as a whole, but with individual members assuming responsibility for writing particular recommendations. The appendices include the summary table from the Subcommittee on External Models (Appendix D, E), the summary table from the survey by UP&A (Appendix C), and the consultant's report (Appendix F).

The Task Force realizes that this report is simply an initial stage in the conceptual development and administrative implementation of a framework for interdisciplinary programs in CHASS. As interdisciplinary modes of inquiry, education, and extension assume more central roles within CHASS, it is our hope that this report will provide a foundation for guiding the development of interdisciplinary programs, in keeping with the mission of CHASS in particular and NC State in general.

The final report was approved by a vote of 8-3. A minority report that included the recommendation that MDS be retained as a department has been submitted by Task Force members Chuck Korte and Bob Patterson (See Appendix A).

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2

Interdisciplinary Studies in CHASS: Conceptual and Pragmatic Foundations

2.1 The Historical Context of Interdisciplinarity

Although “interdisciplinarity” has become a watchword in many areas of scholarly activity in recent decades, it is important to remember that the boundaries between academic disciplines have always been permeable and fluid—and thus subject to redefinition and change over time. As Michel Foucault discusses in *The Order of Things*, the history of inquiry is marked by sudden, unpredictable, and sometimes quite drastic shifts between *epistemes*, i.e., broad conceptual frameworks whereby things “make sense” to scholars working in a given historical epoch. Thanks to these frameworks for inquiry, a particular division of scholarly labor will start to seem natural and normal, a reflection of the way the world is—until such time as a new *episteme* begins to take shape and leads to a reconfiguration of disciplines.

Scholastic philosophers of the Middle Ages were working within a particular *episteme* when they divided the field of learning into the *trivium* (grammar, logic, and rhetoric) and the *quadrivium* (arithmetic, music, geometry, and astronomy). Later, a different division of academic labor emerged when scholars studying everything from human physiology and celestial mechanics to geology and botany thought of themselves as “natural philosophers.” Natural philosophy, in turn, under a later disciplinary dispensation, gave way to the separate fields of physics, anatomy, chemistry, and so on—and then, with subsequent shifts, to such mergers (or re-mergers) as biophysics and physical chemistry. Similarly, recent years have witnessed an incipient shift of *epistemes* in connection with the umbrella field of cognitive science, which encompasses a new confederation of disciplines that includes philosophy, neuroscience, linguistics, computer science, and psychology, among others.

2.2 The Dynamic Process of Interdisciplinarity

The recent literature on interdisciplinarity suggests that this ongoing process of redrawing disciplinary boundaries is neither accidental nor haphazard. Rather, as Julie Thompson Klein points out, the transfer of knowledge across domains of study, and the resulting creation of a new, enriched domain that blends properties of its constituent disciplines, may occur for several reasons:

- to help structure a relatively unstructured domain;
- to simplify a domain;
- to complete a domain;
- to explain a domain;
- to enable a domain to get a complete picture of its own framework for inquiry; and
- to allow for experimentation where a domain does not permit it.

Furthermore, theorists have distinguished between *instrumental* and *conceptual* motivations for such knowledge transfers—and for the disciplinary restructuring that they both reflect and

promote. Lisa R. Lattuca, drawing on the work of Liora Salter and Alison Hearn, comments that whereas instrumental interdisciplinarity is a pragmatic approach that emphasizes problem-solving as opposed to the fusion of formerly distinct disciplinary perspectives, conceptual interdisciplinarity stresses the synthesis of knowledge, being a primarily epistemological enterprise that seeks the development of new conceptual categories, the unification of methodologies, and the long-term pursuit of convergent research goals. Clearly, a continuum exists between the *instrumental* and *conceptual* modes of interdisciplinarity, and no disciplinary domain is ever completely free of or finished with the process of knowledge transfer that culminates in new, cross-disciplinary blends. But while it may be impossible to state in absolute terms what “interdisciplinarity” is—i.e., to provide necessary and sufficient conditions for interdisciplinarity scholarly practices—a good rule of thumb is that interdisciplinarity involves a synergistic combination of methods and ideas from diverse fields, resulting in a mode of inquiry that would be impossible without the combination.

2.3 Pragmatic Dimensions of Interdisciplinary Scholarship and Teaching

Beyond the conceptual challenge of attempting to define what constitutes interdisciplinary scholarship, there are important pragmatic issues at stake, too. Acknowledging that academic fields are anchored in evolving frameworks for inquiry has major administrative and pedagogical implications. On the administrative side, it should be recognized that the way in which specific disciplines are administered (and where they are housed) are the artifacts of particular institutional histories. The reconfiguration of scholarly fields may thus require the creation of initiatives and programs that cut across currently existing divisions between departments and even colleges. In consequence, new methods for recruiting and evaluating faculty may need to be developed. Recruitment criteria must be adapted to ensure that faculty are able to teach and do research within emergent areas of cross-departmental and cross-college scholarly endeavor; likewise, protocols for evaluating faculty need to be made more sensitive to new strategic alignments within the disciplines.

From a pedagogical standpoint, the fluidity of disciplinary boundaries suggests the need for faculty to collaborate in designing particular courses as well as entire programs of study. “Modules” consisting of courses in several different fields may need to be nested within degree tracks based in specific departments, especially when it comes to graduate-level programs. At the undergraduate level, mechanisms for facilitating the team-teaching of courses with relevance for multiple degree tracks also need to be explored—perhaps in the form of large sections required for all majors within the college. Further, given the constant translation and adaptation of concepts across domains of study, it behooves us to consider new, cross-departmental and cross-college majors in paradigm-challenging fields. Formal as well as informal mentoring relationships between students and faculty in different disciplines may also afford opportunities for a groundbreaking extension of current scholarly practices—an extension that would benefit faculty and students alike.

In short, rather than being a transparent reflection of “natural” divisions between subject areas, academic disciplines form nodes within an emergent, ever-changing network of scholarly, pedagogical, and administrative practices. The challenge for CHASS is to balance an awareness of the inherent dynamism of academic disciplines against the need to create, implement, and administer programs of study with internally coherent, intellectually rigorous curricula. Indeed, taking the long view of research, teaching, and extension across the disciplines makes it all the more imperative to develop and maintain programs of study marked by a goodness-of-fit with

current practices at other Research I institutions. At the same time, new modes of synergy between fields of study represent new opportunities for CHASS to equip its graduates with the multidimensional skills they will need in the world beyond NC State.

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3

Internal Survey of Interdisciplinary Practices

3.1 Introduction

The Internal Practices Subcommittee conducted two surveys, one of department Heads across campus, and another of directors of interdisciplinary programs within CHASS. The survey instruments and results are attached to this report, along with a table cataloguing all interdisciplinary programs within CHASS. In addition, we asked University Planning and Analysis (UP&A) to prepare some data on dual degree programs for us, which is also attached. Based on the data we gathered, the committee has come to the conclusion that much exciting interdisciplinary work is going on within CHASS, but also that more support and oversight from the College is needed if interdisciplinary programs are to continue to grow and flourish.

3.2 Description of UP&A Survey

On 5 February, 2003, NCSU department Heads were e-mailed and asked to participate in an on-line survey about interdisciplinary activity in their department. After two follow-up email reminders, 29 of the 62 Heads had submitted the survey by the deadline of 25 March, for a final response rate of 47 percent. With the exception of the College of Textiles, at least 25 percent of the department Heads from each college and Student Affairs responded. The College of Humanities and Social Sciences had the highest response rate, with 9 of 10 Heads responding.

The primary purpose of the survey was to gather campus-wide information on interdisciplinary programs, interdisciplinary courses, and faculty involvement in interdisciplinary activity. Department Heads were also asked to describe potential barriers to faculty participation in and administrative coordination of interdisciplinary activities, and to suggest possible solutions to those barriers.

3.3 Summary of UP&A University Findings

Number of Programs:

Department Heads reported having a total of 75 interdisciplinary programs. About one-third of the Heads said there are no interdisciplinary programs in their department, while another third said there are four or more such programs in their department.

Academic Offerings Associated with Program:

Almost all of the interdisciplinary programs include “courses” among their academic offerings. About half offer a “degree” or “minor.”

Faculty Research Activities:

The majority of the interdisciplinary programs include faculty research activity. About two-thirds are reported to include “conferences,” “talks,” or “workshops.”

Administrative Support:

About 10 percent of the programs are reported to have no administrative support. About 40 percent have a director or secretary. Half the programs have some other type of administrative support, such as an assistant director, graduate student assistants, or instructional faculty.

Interdisciplinary Courses:

Department Heads (n=24) reported having a total of 219 interdisciplinary courses in their departments. About half of the Heads reported having more than 5 such courses in their department. Overall, about one-fourth of the interdisciplinary courses are team-taught.

Faculty Activities:

About one-third of the Heads said that at least half of their faculty participate in interdisciplinary programs outside of their home department. About half of the Heads said that at least half of their faculty publish in interdisciplinary journals, attend interdisciplinary conferences, and participate in interdisciplinary research. About one-fourth of the Heads said at least half of their faculty participate in interdisciplinary grant activity.

Student Participation:

While one-fourth of the Heads said that students do not participate in faculty research in their department, about two-thirds said that both undergraduate and graduate students do so.

3.4 Summary of Programs in CHASS

The table below provides a summary of the interdisciplinary programs in CHASS, based on our formal surveys, on our follow-up interviews with selected program Heads, and on the informal collection of data about programs from faculty and staff in CHASS. The table identifies each program, gives the number of students in the program, the number of faculty, the status of programs, current departmental location of the program, and its administrative structure.

Table 3.1 Summary Table of Interdisciplinary Programs

Program/Director	#Students	#Faculty	Programs	Location	Administration
1. Africana Studies Craig Brookins	15-20 total minors 4-6 total majors	3 core 10-13 aff.	Minor Major Talks	MDS	Dir. Release: Yes Space: No Secretary: No/MDS Budget: No
2. Arts Studies David Greene	10 total minors 140 total majors	2 core 80 aff.	Minor Major Symposium/ Talks	MDS	Dir. Release: Per/sm Space: No Secretary: No/MDS Budget: Yes

3. Center for Crime & Justice Research Matt Zingraff	none	12	Grants	CHASS	Dir. Release: No Space: Office for grad students Secretary: No Budget: No
4. Communication, Rhetoric, & Digital Media Carolyn R. Miller Victoria Gallagher	anticipated enrollment 20-25	25 core	PhD	Eng/Comm.	Dir. Release: 1 course per/sm. Space: No Secretary: requested Budget: requested
5. Cognitive Science Ronald Endicott	2 (last year)	14	Minor Talks	Phil./Rel.	Dir. Release: No Space: No Secretary: No/Phil Budget: Yes
6. Dual Degree Prog. Da Vinci: David Greene Franklin: Joe Herkert Hamilton: John Dutton/ David Greene Jefferson: Will Kimler/ Bob Beckmann Pinchot: Sarah Warren Whitney: Erin Malloy- Hanley/Nancy Cassill	20 80-90 25 40 None yet 9	NA	B.A./B.S.	CHASS/Design CHASS/COE CHASS/COM CHASS/CALS CHASS/Nat.ResCHASS/Textiles	DR: No; SP: No; SEC: No; BUD: No DR: Yes; SP: No; SEC: No; BUD: Yes DR: No; SP: No; SEC: No; BUD: Yes DR: Yes; SP: No; SEC: No; BUD: No DR: No; SP: No; SEC: No; BUD: No DR: No; SP: No; SEC: No; BUD: Yes
7. Environmental Science Sarah Warren	29-50 total	3 core 10 aff.	Minor Talks	MDS	Dir. Release: No Space: No Secretary: No Budget: No
8. Ethics Gary Comstock	None yet	15 (proposed)	Minor Talks	CHASS/Grad	Dir. Release: No Space: No Secretary:Prg. asst Budget: Yes
9. Film Studies Maria Pramaggiore	25 minors total 39 majors total; 1 grad conc.	6 core 5 aff.	Minor Major (Arts Applications) English Grad. conc. Proposed undergrad conc. in English Campus cinema events	Eng/MDS	Dir.Release:Per/sm Space: No Secretary:No/MDS Budget: Yes
10. Geriatric Enrichment of Social Work Ed. Cheryl Waites	None	5	Supplement programs	SW	Dir. Release: Summer pay Space: No Secretary: 2 techs Budget: Yes
11. Health Studies Chuck Korte	4 applications	5 core 15 aff.	Minor	MDS	Dir. Release: No Space: No Secretary:No/MDS Budget: No
12. Information Society Studies (Center of) Carolyn Miller Bob Entman	None	6-8 on grant support	Grants/seminars	CHASS	Dir.Release:Per/sm Space: No (ENG) Secretary:1/2 time Budget: Yes
13. Institute of	None yet	6 (steering	Planned	CHASS	Dir. Full Time

Non-Profit Education and Research Brenda Summers		comm.)	minor/cert. program		Space: Yes Secretary: yes Budget: Yes
14. International Ethnicity Studies (Center of) Anthony Lavopa/ Anne Schiller	None	50	Supports Research Workshops/ Conferences	CHASS	Dir. Release: No Space: No Secretary: No/ Office of Research Budget: No
15. International Studies (Master's) Heidi Hobbs	41 total	29	Master's Prog. Talks	Poli. Sci.	Dir Release: Yes Space: No Secretary: No/PS Budget: No
16. International Studies Melissa Johnson (Bob Kochersberger)	25 total	8 core	Minor	CHASS	Dir. Release: Per/sm Space: No Secretary: No Budget: Yes
17. International Study Abroad Chuck Korte	70 per yr.	7 per yr.	7 programs	MDS	Dir. Release: No Space: No Secretary: No Budget: No
18. Liberal Studies (MLS) Chuck Korte	110 total	11 core 60 aff.	Master's Student activities	MDS	Dir. Release: per/sm. Space: No/MDS Secretary: 1/2MDS Budget: Yes
19. Multidisciplinary Studies (MDS) David Greene	108 total B.A. 18 total B.S.	20	B.A./B.S.	MDS	Dir Release: per/sm Space: No Secretary: 1/3 Budget: No
20. North Carolina Family-Centered Meetings Project Joan Pennell	None	1	Training Evaluation Policy formation	SW	Dir Release: No Space: Yes Secretary: Yes Budget: Yes (grant)
21. North Carolina Japan Center Tony Moyer	None directly	9 core	Scholarships; outreach; supports minor in Japanese culture/ Language	CHASS	Dir. Full Time Space: Yes Secretary: Yes Budget: Yes
22. Philosophy & Law Barbara Levenbrook	17 undergrads	2 core	Concentration of Philosophy Major	Philosophy	Dir. Release: No Space: No Secretary: No/Phil Budget: No

23. Science, Technology, & Society Pat Hamlett	16 total	3 core 12-15 aff.	Minor B.A./B.S talks	MDS	Dir.Release:Per/sm Space: No Secretary: No/MDS Budget: No
24. Social Work School Linda Williams	25 applications per/yr	1	Licensing	SW	Dir Release: No Space: No Secretary: No/SW Budget: No
25. South Asia Studies (NC Center) Tony Stewart	200 total (3 classes or more)	36 core 23 aff.	Supplement programs Facilitate cross- disciplinary work	Office of the President	Dir Release:per/sm Space: 2 (NCSU) Duke/UNC as well Secretary: 1 (NCSU) Budget: Yes
26. Speaking & Writing Chris Anson Deanna Daniels	None	3 core	Supplement programs	CHASS/ Provost's Office	Dir. Release: Yes Space: No (ENG) Secretary: ½ time Budget: Yes
27. Women's & Gender Studies Chris Pierce	10 minors/year 3-5 majors 3-5 grad. Minors	20 core 80 aff. 1 line	Minor Major Grad. Minor Programming	MDS	Dir. Release: per/sm Space: 1 Secretary: Lost ½ Budget: Yes
28. World Lit. Mike Grimwood Mary Ann Witt	Minor: small # to date LIT major: 27 Grad. Conc.: 4	12 core 10 aff.	Minor Major Grad. Conc. Summer Institute (99- 02)	Eng/FLL	Dir. Release: No Space: No Secretary: No/Eng. Budget: No

3.5 Strengths of Interdisciplinary Studies at NC State University

The data from our formal and informal surveys indicate that CHASS is a major site of interdisciplinary activity, housing 19 of the University's 75 interdisciplinary programs, as reported in the UP&A University-wide survey of department Heads, and 28 programs in our extended survey of programs. These programs cover a wide array of fields, but concentrate around four different areas: *diversity and ethnic studies* (Africana Studies, Center for International Ethnicity Studies, Geriatric Enrichment of Social Work Education, NC Family-Centered Meetings Project, and Women's & Gender Studies), *science studies* (Cognitive Science, Environmental Science, Health Studies, Research Ethics, and Science, Technology & Society), *art, language, and media studies* (Arts Studies, Film Studies, Center for Information Society Studies, Rhetoric, Communication & Digital Media, and Speaking & Writing), and *international studies* (International Studies (2), International Study Abroad, South Asia Studies, and World Literature). In addition, there are three umbrella programs: Multidisciplinary Studies, MLS (Master of Arts in Liberal Studies), and the School of Social Work. Altogether, these programs offer seven majors, 11 minors, two graduate concentrations, one graduate minor, two master's degrees, and one doctorate, plus a range of supplemental programs and activities. CHASS offers all these programs at a very low cost compared to the budgets of other

interdisciplinary programs across campus. It is clear that the Directors and faculty within these programs are dedicated and committed to improving interdisciplinary work at N.C. State; the return rate on their surveys was 100 percent, and they were eager to provide the Task Force with information.

3.6 Areas of Concern

Despite the obvious success of interdisciplinary programs within CHASS, there are, nevertheless, several areas of concern. The already-difficult lives of interdisciplinary faculty are made all the more difficult due to a lack of consistent and effective administrative structures. Many programs expressed the need for improvement in the following areas:

- *College Commitment:*
Many programs mentioned that they needed more explicit College support. They need budgets they can count on; they need more secretarial support. There was a general feeling that there is much talk of the importance of interdisciplinary programs, but a lack of authentic, concrete support for faculty involved in these endeavors.
- *Program Definition:*
Programs often reported that they would benefit from more autonomy. In order to function well, they need more control of their curriculum, of their faculty, and of their budget. This autonomy is often difficult to achieve in a College arranged by departments, where the needs of interdisciplinary programs can fall by the wayside. Some programs mentioned that it would be helpful to have a College negotiator who could work with department Heads to ensure that interdisciplinary programs have the resources and decision-making capabilities that they need.
- *Communication/Coordination:*
Directors of programs complained that there were no clear channels of communication for interdisciplinary work within the College. They mentioned finding out about faculty members who might be interested in their programs years after these people had been hired. Related programs often do not interact with each other and do not know of projects that might be of mutual interest, such as grant writing or the invitation of speakers.
- *Reward System for Interdisciplinary Programs/Faculty:*
Programs mentioned that there is a need for some kind of systematic review of programs to ensure that their contributions are evaluated and rewarded, as well as some kind of acknowledgment for the work of individual faculty. Interdisciplinary work often runs on “volunteer spirit,” which is not sustainable in the long run.

3.7 Conclusion and Recommendations

Interdisciplinary programs and faculty suffer from a lack of operational definitions; they clearly need a clarification of their role within the College. The subcommittee concludes that CHASS needs to pay special attention to the following areas:

- *Administrative Structures*
Programs need the College models of interdisciplinary work to be clarified. Directors need to know where they report, to whom they report, who is obliged to perform their support work, and who pays their bills. Program directors stress that they need models that suit the particularities of their programs and that flexibility is important. Clarification is needed about the optimal places for the incubation of new programs.
- *Faculty Definitions*
Programs need terminology to describe various levels of faculty involvement. Some interdisciplinary faculty are necessarily more committed and more valuable to their programs than are others, but this does not mean that more minor contributions are not significant. Programs need a way of delineating who belongs to their programs, as well as a way of distinguishing between different kinds and levels of contribution.
- *Teaching Issues*
Interdisciplinary programs need consistent course buyout plans and rates that do not change when individuals leave their positions. Interdisciplinary programs need to be able to count on departmental faculty to teach their courses; if the College/University has approved a program, it should have the basic resources to serve its students. Directors of programs should not be put in the position of begging for courses for their students.
- *Reward System*
Just as faculty members need their involvement in interdisciplinary programs defined, they need to be rewarded for that involvement. Many program directors mention that there is no reward for their time or for that of participating faculty, particularly when it comes to advising students.
- *Program Assessment*
Programs need to be assessed by those who understand the nature of interdisciplinary work. A definition of success needs to be created and those who achieve it should be rewarded. On the other hand, there needs to be a mechanism for terminating ineffective and outdated programs if necessary.
- *Communication Issues*
Programs need some way of staying in better contact with each other, without losing precious time in more faculty meetings. In addition, interdisciplinary events and achievements should be more visible within the College; they need publicity.

Interdisciplinary programs within CHASS definitely could use more resources and better operational definitions of activities and programs related to interdisciplinarity. Support issues continue to be problematic because some programs cannot depend on their budgets and have no permanent staff arrangements. Equally important is the lack of operational definitions for key interdisciplinary notions, such as *programs*, *centers*, *research*, and *courses*. Though there are University-wide definitions for *centers* and *institutes*; all colleges need further guidance in defining these terms with respect to interdisciplinary initiatives. Developing operational definitions as well as articulation agreements between programs and departments would afford more centralized oversight of interdisciplinary studies.

4

External Models for Interdisciplinary Studies

4.1 Overview of Methods Used to Collect Data

Through telephone and e-mail communications, we surveyed administrators and faculty in counterparts to CHASS at a total of 25 peer, aspirant, and other institutions, soliciting information about the administration, funding, and staffing of interdisciplinary programs associated with Colleges, Schools, and Centers dedicated to teaching and research within the humanities and social sciences. (See Appendices D and E for a list of the institutions that were contacted and for data elicited from these institutions). We also queried these institutions about physical space, student-related issues, and matters such as interdisciplinary extension and research. In a second round of queries, we asked our contacts to report on how two particular programs—Women’s and Gender Studies and Africana/African American Studies—are organized and administered at their respective institutions.

The quality, comprehensiveness, and explicitness of the responses that we received varied considerably. Not everyone that we contacted responded to our requests for information; and the replies that we did get were not all equally open about strengths and weaknesses of current administrative arrangements, funding mechanisms, and so on. However, the data we have managed to collect do reveal some fairly robust patterns in the way interdisciplinary studies are handled at other institutions. Our report seeks to highlight some of the more salient, trans-institutional trends that we discovered.

One preliminary note: We use the following taxonomic hierarchy to describe the administrative structures pertinent for a survey of interdisciplinary programs at other institutions:

College/School ► Division ► Program ► Department

It will be noted that Centers (or, to use a cognate term, Institutes) are not included within this list. One of the outstanding issues needing to be resolved is how CHASS-based Centers (such as CISS and CIES) should be coordinated with other interdisciplinary programs and initiatives within the College.

4.2 Overarching Administrative/Organizational Models for Interdisciplinary Programs

Our research uncovered four basic models for administering interdisciplinary programs at NC State’s peer and aspirant institutions: (a) in the context of an administrative division within a College, e.g., the Division for Interdisciplinary Studies housed within the counterpart to CHASS at the University of Iowa, Emory University, and the University of Illinois; (b) in the context of a single, “umbrella” department, as is the case with MDS here at NC State and the Department of Interdisciplinary Studies at Appalachian State University; (c) in a “hybrid” context like that found at Virginia Tech, where some participating faculty are based in particular departments but others have appointments through Centers where interdisciplinary research and teaching are conducted; and (d) in the context of a higher-level administrative office within the university, as at Duke University, where the administration of interdisciplinary initiatives is coordinated at the university level by a Vice Provost for Interdisciplinary Studies. Although model (b) is not

restricted to NC State alone, and although models (c) and (d) are also used, our research suggests that model (a) is not only the most prevalent but also potentially the most efficient of the models used at other institutions.

A variant of model (a), whereby the dean directly administers interdisciplinary programs within the college, can also be found at institutions such as Cornell University and UNC-Greensboro. However, the Iowa version of model (a) involves a director of the division who has the designated role of overseeing interdisciplinary programs, and who can compete with department heads for resources for the programs under his or her purview. Some further particulars of model (a) as it is implemented at Iowa are: whereas the director reports to the dean, individual program directors report to the director of the division; and further, each program director consults with an advisory board comprising faculty from the departments that participate in the program at issue. Thus, the model affords lines of communication between departments, programs, the division, and the college. See section 4.4 below for some of the staffing implications of model (a) and of the other models outlined.

4.3 Funding Models for Interdisciplinary Studies

Among the basic questions that need to be addressed when it comes to funding interdisciplinary programs are the following: How are course buyouts (for faculty participation in interdisciplinary programs) to be handled? How are program directors' salaries to be paid? (See also section 4.4 below.)

As was the case with the overarching administrative models, our data revealed a limited number of funding models for interdisciplinary programs. In the most prevalent and arguably the most effective scenario, the college or school provides interdisciplinary programs with their budget. (This funding method dovetails most closely with the "Iowa" model for administration described in 4.2a above.) At George Washington University, for example, appropriations from the College of Arts & Sciences support interdisciplinary programs. Likewise, the University of Virginia's College of Arts, Humanities, & Social Sciences supports interdisciplinary programs such as Studies in Women & Gender and, through an Institute that also reports to the Dean of the College, African American & African Studies.

In another scenario, the Provost (or a Vice-Provost of interdisciplinary studies, as at Duke) provides the program with an independent budget. Although this is the funding model used at Duke and at Case Western University, our research suggests that funding at the level of the college ensures more efficient oversight of programs with a direct bearing on humanities and social science teaching and research.

Further, it should be noted that a "mixed" model is used in some cases. At Cornell, for instance, the program in Feminist, Gender, & Sexuality Studies is supported by the College of Arts and Sciences, whereas the Africana Studies Center lies outside the college and reports directly to the provost. However, our contact at Cornell suggested the need for a regularization of funding mechanisms, such that program support is handled in a consistent way across all programs.

Finally, in a few special cases where the potential for external funding exists, interdisciplinary programs are expected to fund themselves with the help of grants and/or private sources. MIT's program in Comparative Media Studies, for example, relies on such external funding.

4.4 Staffing Models for Interdisciplinary Studies

Issues of staffing are central to the organization and administration of interdisciplinary research and teaching. Indeed, the distinctions we have drawn among various external models of interdisciplinary programs are founded to a large extent on the ways in which faculty are housed, i.e., whether they are located in traditional disciplinary departments, in a free-standing academic unit devoted to interdisciplinary scholarship, or in some combination of the two. Their very centrality also makes these issues contentious, since they concern allocation of institutional resources as well as the context in which faculty pursuing interdisciplinary work are hired, tenured, promoted, and otherwise evaluated. Although responses were hardly univocal, our study of external models showed a reasonably consistent set of responses describing perceived strengths and weaknesses of the different models under study.

As indicated in section 4.2 above, model (a), in which degree programs are administered through a Dean's office while faculty are hired and housed in disciplinary departments, is the most widespread. The two principal strengths of the model can be summarized as follows.

- Intellectual coherence of programs and high academic standards for faculty are promoted by basing faculty in disciplinary departments. Many respondents voiced the opinion that the best way to promote interdisciplinary study is to assemble from disciplinary departments those faculty who address questions that straddle traditional disciplinary boundaries. The guiding principle here is that interdisciplinary research begins in a specific discipline and proceeds "outward" to take up issues that cross traditional boundaries. If hiring, tenure, and promotion are entrusted to a single "umbrella" department charged with heading up interdisciplinary study, there is a danger that the resulting department is too fragmented to provide a coherent framework for interdisciplinary scholarship and teaching. It is, for instance, difficult to discern a stable organizing principle in a department that would combine ecology, cultural studies, cognitive science, women's studies, African-American studies, and Renaissance literature.
- This model offers a relatively high degree of administrative flexibility. One salient feature of interdisciplinary research and teaching is that new disciplines have emerged out of work that crosses traditional disciplinary boundaries. As certain fields have matured, academic disciplines emerge from what had once been interdisciplinary areas. The trend is most evident in the recent history of the sciences, where there are departments in such fields as molecular genetics or ecology, which had until recently been interdisciplinary efforts; similar developments can be seen in the humanities and social sciences in such areas as film studies or women's studies. On the other hand, enthusiasm for some interdisciplinary areas can wane to the point that degree programs devoted to such fields should be dismantled. In either case, this model allows deans and other administrators flexibility in the allocation of resources.

There is one fundamental concern about this model, namely, that it concedes too much authority to traditional departments and can thereby hamper interdisciplinary efforts. Faculty whose research and teaching cross traditional departmental and disciplinary boundaries voice the

concern that their work will not be appropriately valued within the context of a traditional department. By its nature, interdisciplinary research engages with questions that are not necessarily central to any single traditional discipline or academic department. Thus, there is the worry that faculty with interdisciplinary interests might not be hired by traditional departments, or that, once they are hired, their research will be regarded as marginal. The fear is that the net effect of such dominance by traditional departmental interests may be to frustrate rather than to foster interdisciplinary research and teaching.

Although such concerns should not be dismissed out of hand, the experience of certain institutions that have implemented model (a) (notably the University of Iowa and MIT) shows how to avoid an excessively departmentally organized model for staffing interdisciplinary programs. By requiring program directors (or, alternatively, the director of the entire division) to consult with an advisory board consisting of faculty drawn from all contributing departments, the model ensures that when it comes to the hiring and evaluation of faculty, department-based criteria will not be allowed to trump criteria evolved in the context of interdisciplinary research and teaching.

The strengths and weaknesses of model (b) are, in a fairly obvious sense, the mirror image of those associated with model (a). In a structure in which faculty engaged in interdisciplinary work are all brought together in a single department, concerns about intellectual coherence and academic standards come to the forefront. Likewise, this model has a more rigid administrative structure, since changes in an interdisciplinary program involve reorganizing a department. On the positive side, model (b) offers a greater degree of freedom to individual faculty members with interdisciplinary interests, who need not be concerned to tailor their research and teaching to suit the preferences characteristic of a traditional disciplinary department. Similar comments apply to model (c), which is in essence a hybrid of models (a) and (b). From the point of view of staffing, the fundamental difference between (a) and (d) is whether interdisciplinary programs are administered at the level of the college or the provost's office, but in each case faculty are housed in traditional academic departments. Thus, the staffing issues raised by model (d) do not differ radically from those proposed in model (a) and need not be discussed in detail.

4.5 Space Issues

A central question here is, “what are the necessary facilities and space requirements to support existing programs and to allow for the incubation of new programs?” Although many of our respondents did not directly address this question, we envision three possibilities for the allocation of space. In the first form, interdisciplinary units are centrally located in an office suite or similar accommodation. The administrative head of the interdisciplinary division maintains an office in this designated space. Each program director has an office in the same area and there is also space for administrative support staff. This form creates high visibility and seems most likely to encourage interdisciplinary collaboration around research, teaching, and community extension. High visibility is also important to securing funding. A chief advantage of this model is that, in principle, all interdisciplinary initiatives—ranging from centers and institutes to degree-granting interdisciplinary programs at both the undergraduate and graduate levels—can be housed in one place, allowing for maximum synergy and ease of coordination.

The second form of space allocation places the administrative head of interdisciplinary institutes, centers, and programs in the office of either the Dean or Provost. Interdisciplinary

units (institutes, centers, and programs) then have space dispersed across campus. Institutes and centers usually maintain offices for the director and administrative support staff. While centers

and institutes have independent space, programs are often located in disciplinary departments and share space. Although Case Western's Baker-Nord Center for Humanities uses this approach and has been successful in receiving endowments to support its activities, a centralized space for *all* interdisciplinary initiatives seems to us more conducive to synergistic scholarship and teaching, as well as more likely to promote visibility for interdisciplinary studies.

The third form consists of housing interdisciplinary units in disciplinary departments. With this approach, departments provide facilities, and space and support staff are shared. This form offers even less visibility for interdisciplinary programs than does the second approach.

4.6 Student-related and Curricular Issues

Our survey of peer and other institutions also indicated that, in most cases, courses with an interdisciplinary focus were offered through the home departments of the faculty members involved, and cross-listed with an interdisciplinary program. In nearly all cases, teaching credit hours are assigned to the instructor's home department, since courses are generally cross-listed with departments.

In developing interdisciplinary programs, it is essential to provide expanded academic initiatives and opportunities for students. In our estimation, the Iowa Model provides the fullest range of curricular options within interdisciplinary studies. Iowa offers four certificate programs involving 124 undergraduate students and 9 graduate students. It also houses three major undergraduate and graduate degree-granting programs with 172 students, one being the interdepartmental or individualized major similar to our self-designed (MDS) major at NC State. Another requirement for student success is the advising component. Because interdisciplinary programs can involve a quite complicated combination of courses offered through various departments, it is critical that students be afforded as many opportunities for advising as possible.

Further, we would like to emphasize the importance of dual-degree programs, such as those involving the Franklin Scholars, as a crucial resource for NC State's students. Such programs enhance students' learning experience, and we recommend that they be retained—and if possible, bolstered—in the administrative and curricular structure chosen for interdisciplinary studies within CHASS.

4.7 Other Issues

Most centers and institutes focus on research and engagement; some offer undergraduate, graduate, and certificate programs. Of the centers that have strong research agendas without offering courses, the Poverty Institute for Research at the University of Wisconsin is a prime example. It coordinates multiple research projects, funds small grants, sponsors publications, hosts visiting professors, and offers seminars and symposia. Here again, we return to a question raised in section 4.1 above: namely, how current, planned, or yet-to-be-conceived CHASS-based Centers should be coordinated with other interdisciplinary programs and initiatives within the College.

5**Recommendations:
Interdisciplinary Programs in CHASS**

In this section, the Task Force offers a set of recommendations for the future administration of interdisciplinary programs and activities in CHASS. Recommendations are offered as separate items, but many are interrelated. Included with each recommendation is a brief rationale for our suggestion based on the deliberations of the Task Force.

5.1 Recommendation on a Division-based Model for Administration

Recommendation:

The Task Force recommends that CHASS shift from its current, *departmental* model for interdisciplinary scholarship and teaching to a model whose central administrative unit is a new *division of interdisciplinary studies*. (MDS currently is designated as a division, but functions as a department). Practically speaking, this means that CHASS interdisciplinary programs, including those currently housed within MDS, and overseen by the Head of that department, will instead be brought under the purview of a Division of Interdisciplinary Studies and be overseen by an Associate Dean who serves as the Director of the Division (see 5.2).^{*} There will still be directors of individual interdisciplinary programs such as Women's & Gender Studies and Science, Technology, & Society, with faculty program committees. Directors of these and other interdisciplinary programs will report to the Associate Dean, who will in turn report to the Dean of the College.

Rationale:

The majority opinion of the Task Force is that the recommended model will best promote interdisciplinary studies within CHASS, allowing the College to retain positive aspects of its current practice while also having distinct advantages over the current, departmental mode of organization. The following outline synthesizes key features of our recommendation. The division-based model:

- allows for more consistent and better organized support for the full range of interdisciplinary programs within CHASS, thanks to the Associate Dean who will be dedicated to its administration and work to secure internal as well as external funding for CHASS-based programs;
- enhances the visibility of interdisciplinary programs in CHASS by creating a Division that cuts across departmental lines and makes interdisciplinarity a College-wide concern;
- allows for better coordination of CHASS-based interdisciplinary initiatives as well as interdisciplinary initiatives across the university because of the oversight afforded by the office of the Associate Dean;
- continues to accommodate dual-degree programs and self-designed interdisciplinary majors for undergraduates, as well as the MLS program at the graduate level;
- allows for coordination of interdisciplinary programs currently housed within MDS (e.g., Science, Technology, & Society) and interdepartmental initiatives outside MDS (e.g., Cognitive Science, World Literature);
- allows for better coordination of interdisciplinary programs and initiatives associated with CHASS-based Centers (e.g., CISS, CIES);
- dovetails with Dean Brady's cluster-hiring initiative, and affords opportunities for both disciplinary departments and interdepartmental programs to have input into recruitment of faculty associated with cluster hires;

^{*} Hereinafter, the term *Director of the Division* is used synonymously with *Associate Dean*, as characterized here.

- conversely, prevents duplication of hires that might be caused by the current lack of coordination between individual programs, on the one hand, and between programs and disciplinary departments, on the other hand;
- provides a systematic, program-based mechanism for the evaluation of faculty, enabling the formation of committees with demonstrated expertise in the specific areas of scholarship and teaching to which faculty members under review have contributed; and
- affords an optimal environment for incubating new interdisciplinary programs and for assessing when programs might best function as departments in their own right.

5.2 Recommendation on the Director/Associate Dean of the Division

Recommendation:

The Task Force recommends that the new interdisciplinary division be directed by an Associate Dean, rather than by an Assistant Dean or the equivalent of a department head.

Rationale:

- Establishing the position at the Associate Dean level is consonant with the significance of interdisciplinary activities and responsibilities within the College.
- The level of administration for the Director is appropriate in terms of need to (1) articulate agreements for each program with the appropriate department Heads; (2) negotiate for resources within CHASS and in the University; (3) target resources beyond CHASS and NC State to support the activities of the Division.
- Appointing a full professor with a strong background in interdisciplinary scholarship, at the Associate Dean level, will equip the Director with the authority needed to facilitate interdisciplinary research and teaching within the division.

Responsibilities of the Associate Dean for Interdisciplinary Studies:

Following are some of the responsibilities that might be subsumed under the office of the Associate Dean for Interdisciplinary Studies:

- Set up agreements for each current interdisciplinary program or Center and all future programs.
- Convene the Interdisciplinary Advisory Council on a regular basis.
- Work with the Advisory Council, the Dean, and departments to establish interdisciplinary hiring plans and to set up contractual arrangements for all incoming faculty.
- Collaborate with programs and departments to establish tenure and promotion committees for interdisciplinary faculty.
- Establish guidelines and procedures for the regular assessment of programs and Centers.
- Complete annual reviews for programs and Centers.
- Negotiate budgets for individual programs, based on their Compact Plans and the ongoing evaluation of their effectiveness.
- Work with interested faculty in initiating and incubating new interdisciplinary programs.
- Provide leadership in connecting CHASS's interdisciplinary initiatives with other university initiatives.
- Identify and pursue external sources of funding with CHASS's Director of Development.
- Work with faculty and the office of Development and Engagement to produce interdisciplinary grant proposals.
- Coordinate activities of interdisciplinary programs with those of interdisciplinary centers.
- Sponsor colloquia, symposia, and other presentations by visiting scholars and leaders in interdisciplinary studies.
- Administer the B.A/B.S. interdisciplinary degree or the MLS program.

5.3 Recommendation on the Establishment of an Advisory Council

Recommendation:

The Task Force recommends that the new CHASS Division of Interdisciplinary Studies form an Advisory Council to oversee and guide the organization of the Division and to help develop policies and procedures for Interdisciplinary Studies. The Council of 6-10 members will be composed of faculty from a diverse range of disciplines and interdisciplinary fields representing departments and programs contributing to the college's Division of Interdisciplinary Studies. The advisory council will:

- consist of members appointed for a fixed term by the Dean of CHASS, in consultation with the Associate Dean of Interdisciplinary Studies;
- offer advice and recommendations to the Associate Dean concerning policies and procedures that facilitate an optimal environment for incubating new interdisciplinary programs, the coordination of CHASS-based interdisciplinary initiatives, and guidance on the status of programs;
- support the Associate Dean in conducting program reviews, in recommending policies and procedures for hiring and evaluation, and in carrying out other administrative oversight activities;
- assess needs and provide administrative guidance that will enhance the development and coordination of CHASS-based interdisciplinary initiatives;
- participate in development activities that support, publicize, and maintain the visibility of CHASS-based interdisciplinary programs;
- assist in developing policies and procedures for evaluation of faculty participating in interdisciplinary programs and initiatives; and,
- support Division activities by identifying internal as well as external sources of support for CHASS-based programs.

Rationale:

- There is a need to ensure regular and consistent coordination among different programs in the administration of Interdisciplinary Studies.
- There is a need to solicit a diverse range of perspectives and a full complement of expertise and resources in the effective implementation and development of the new Division of Interdisciplinary Studies.
- There is a need for an administrative body to help the Associate Dean coordinate input from both disciplinary departments and interdisciplinary programs when it comes to recruiting and evaluating faculty who are contractually affiliated with the Division, thereby guaranteeing an equitable hiring and evaluation process for faculty engaged in cutting-edge, discipline-challenging scholarship and teaching.

5.4 Recommendation on the Status of Current Tenure-Track Faculty in MDS

Recommendation:

The Task Force recommends that the new Associate Dean of Interdisciplinary Studies, in consultation with department Heads and program directors, confer with each current tenure-track MDS faculty member about reassignments within CHASS under the division model. Statements of Mutual Expectations should be defined on a case-by-case basis.

Every effort should be made to find acceptable arrangements that enable faculty to continue their interdisciplinary work. Possible arrangements include joint appointments between departments and interdisciplinary programs or positions housed within the new division.

Rationale:

- Some current faculty in MDS may not fit within established departments within CHASS.
- Contractual arrangements for MDS faculty should be honored in the spirit in which they were negotiated, and any reassignment should be made with the consent of the individual faculty member.

5.5 Recommendation for Future Appointments in Interdisciplinary Studies

Recommendation:

The Task Force recommends that some future appointments in Interdisciplinary Studies be made in accordance with the “cluster hire” concept; other faculty members participating in interdisciplinary initiatives may be hired independently within individual departments. New faculty should hold their primary appointment in an academic department, with a specific percentage of their time allocated to one or more interdisciplinary programs based in the Division. The new Associate Dean, in consultation with the Dean, may choose to appoint interdisciplinary faculty in dedicated lines within the division. The amount of time to be dedicated to Interdisciplinary Studies will be defined in the faculty member's contract at the time of appointment. Contracts will also specify term-limited affiliations with interdisciplinary programs, affording a mechanism for periodic review of faculty contributions to IDS.

Rationale:

- Future appointments in Interdisciplinary Studies within the parameters of cluster hiring will take advantage of the existing disciplinary strengths of CHASS departments.
- The deliberations of the new Advisory Council will afford a systematic means for identifying and pursuing clusters of faculty members doing interrelated work, despite their being based in different home departments.
- Cluster hiring will most readily encourage CHASS departments to collaborate on research and academic programs.
- Cluster hiring enables genuine interdisciplinary contributions from discipline-based departments.
- Cluster hiring expands possibilities for interdisciplinary initiatives in current areas of common CHASS interests.
- Cluster hiring allows new interdisciplinary research and academic programs to emerge naturally from discipline-based departments.
- Cluster hiring most effectively protects the ability of new faculty to pursue their interest in interdisciplinary work.
- Input from program directors, special qualifications of individual candidates, or the transition from programs to departments may necessitate hires within the Division as opposed to within existing departments.

5.6 Recommendation on Tenure and Evaluation Procedures

Recommendation:

The Task Force recommends that tenure decisions for faculty involved in interdisciplinary programs conform to the model used in hiring interdisciplinary faculty (see 5.5).

Specifically, the tenure process will take input from the department in which the faculty member is housed as well as from faculty engaged in the relevant interdisciplinary program. In the case of Division-based faculty appointments, the Advisory Council, in consultation with the Associate Dean, will be charged with constituting an appropriate tenure committee.

Rationale:

- Many faculty engaged in interdisciplinary scholarship and teaching are concerned that their work will not be adequately evaluated if they are housed in traditional disciplinary departments. The Task Force recognizes these concerns, and the model we advocate institutionalizes safeguards to protect interdisciplinary faculty from being judged by unfair or overly narrow criteria.
- The constitution of such interdisciplinary tenure committees—a process to be coordinated by the Director of the Division, the Program Director, and the Division’s Advisory Council—will ensure that faculty whose research and teaching cross traditional disciplinary boundaries can, nevertheless, be evaluated fairly. For instance, a sociologist hired with a joint appointment in the program in Women’s & Gender Studies would be evaluated for tenure by a committee consisting of the tenured faculty of the Department of Sociology & Anthropology, together with tenured faculty involved in the Program for Women’s & Gender Studies.
- Faculty evaluation for annual performance reviews and for comprehensive post-tenure review will likewise contain an interdisciplinary component. Faculty who participate in interdisciplinary programs will be evaluated by the Head of the department in which they are housed, with input from the relevant Program Director. Comprehensive Review Committees will also be required to consider input from Program Directors in their assessments of interdisciplinary faculty.
- The new model thus guarantees two kinds of input into the process by which faculty are evaluated (and, for that matter, recruited). On the one hand, it provides input from disciplinary departments vested in interdisciplinary programs via faculty members with joint appointments in the departments and the Division. On the other hand, the model also provides for input from the programs themselves, such that paradigm-challenging modes of scholarship and teaching will not be penalized simply because they push against the boundaries of individual departments or depart from discipline-based norms for research and pedagogy.

5.7 Recommendation on Allocating Student Credit Hours for Interdisciplinary Courses

Recommendation:

The Task Force recommends the development of standardized guidelines for the allocation of student credit hours for interdisciplinary courses. The method for allocating credit hours should be determined by the Interdisciplinary Advisory Council, in discussion with the Associate Dean and individual program directors but should take into account the status of courses in Interdisciplinary Studies, the contract of the instructor(s), and the role/responsibility of the instructor(s) in teaching courses.

Rationale:

- Consistent guidelines and procedures for allocating student credit hours are necessary for general accounting purposes in calculating credit hours for departments, for CHASS, and for the university.
- Guidelines are necessary for the equitable distribution of credit hours; it is essential to allocate credit hours in a consistent way, so that departments and individual faculty members engaged in interdisciplinary teaching can be acknowledged.
- Guidelines are necessary in order to assess fairly the needs for personnel and physical resources in Interdisciplinary Studies.
- Guidelines will enable CHASS to follow and assess the growth of Interdisciplinary Studies in a consistent and transparent way.

5.8 Recommendation on the Administration of Current MDS/MLS Courses

Recommendation:

The Task Force recommends that current MDS and MLS courses be administered by the Associate Dean of Interdisciplinary Studies, through the Division of Interdisciplinary Studies. Program advisory committees will play a lead consultative role on course actions pertaining to MDS/MLS courses central to their programs, including courses that meet related general education requirements (i.e., the STS and VPA requirements). Specifically, actions on these courses will require approval by the faculty program committee and the Associate Dean before being considered by the CHASS curriculum committee.

Rationale:

- MDS and MLS courses are central to a number of interdisciplinary programs and satisfy important college and university general education requirements. Besides providing for specific courses in different areas, these course numbers provide for course incubation (through special topic numbers), independent study, graduate registration for Teaching Assistants in the MLS program, registration for the MLS final project, as well as a few other purposes (e.g., First Year College).
- Nearly all of these courses are linked to one or more interdisciplinary programs and each of these programs has a faculty advisory committee that oversees the program. It is essential to retain the important role of these committees in the initiation and modification of courses that are central to their programs.

5.9 Recommendation on Developing Operational Definitions

Recommendation:

The Task Force recommends that operational definitions should be developed for the following aspects of interdisciplinary research and scholarship in CHASS: *programs, courses, majors, minors, centers (and/or institutes)*.

Rationale:

Although the University has established definitions for terms such as *center* and *institute*, it serves CHASS's purposes to define these (and other) terms in the context of interdisciplinary studies. Such definitions will:

- facilitate an inventory of existing interdisciplinary activities in CHASS, so that current practices can be registered and existing arrangements and activities can be recognized and accommodated within the new division-based model;
- enable institutional planning and analysis units (e.g., UP&A) to keep track of student-credit hours, modes of faculty participation, and other resources devoted to interdisciplinary teaching and research;
- relatedly, allow CHASS to receive full credit for its part in dual-degree and other interdisciplinary programs that benefit students who major or double-major in fields outside of CHASS;
- promote more efficient coordination of the full range of interdisciplinary activities within CHASS and prevent the duplication of programmatic, center-based, or other initiatives;
- create new opportunities for coordination of CHASS-based interdisciplinary initiatives with initiatives based in other Colleges;
- help evaluate the extent and the effectiveness of faculty participation in interdisciplinary activities, and;
- ensure the optimal implementation and administration of the new Division of Interdisciplinary Studies, whose Director needs to have agreed-upon definitions information when working with Program Directors and the Advisory Council.

5.10 Recommendation on Budget and Funding

Recommendation:

The Task Force recommends that the primary funding for the new Director and other programs and activities should come from the reallocation of current resources. The position of the Associate Dean could be funded through the conversion of the MDS Headship line if the appointment is internal, with any necessary supplement provided by monies currently paid to the MDS Assistant Head. (Both the MDS Head and the Assistant Head currently have twelve-month positions). The Associate Dean of Interdisciplinary Studies will need a budget separate from that of the program directors in order to provide course buyouts. The Associate Dean of Interdisciplinary Studies will also need support staff, some of whom may be provided by current MDS administrative support lines. Directors of centers or programs with majors will continue to need course releases in order to direct programs. Most of these programs already have course releases for this purpose. The Associate Dean of Interdisciplinary Studies will need to review the workload of other program directors in order to assess whether additional course releases are needed.

Centers and programs with majors will need their own budgets for faculty travel, operating expenses, and special lectures. Many programs already have budgets. The Associate Dean of Interdisciplinary Studies will need to review all program budgets for appropriateness of funding and the possible reallocation of funds.

Rationale:

- Current University constraints (and cutbacks) call for realistic budgets that maximize current resources, rather than requesting additional state funding. These restrictions call for the creative reallocation of existing funds, rather than the expectation of new funds from the University and/or State Legislature for the implementation of a new administrative model for interdisciplinary programs.
- There is a need to balance programmatic, bottom-up budget autonomy with top-down fiscal allocations and accounting in the administration of interdisciplinary programs.

5.11 Staffing of the Division of Interdisciplinary Studies

Recommendation:

The Task Force recommends that the Division of Interdisciplinary Studies have adequate support staff. To the extent possible, the new division will need to draw on currently available support staff within the College and the Dean's office. At least two basic administrative functions are essential to the operation of the new Division: (1) an administrative assistant with general accounting skills, and (2) an assistant to provide advising and administrative support to students as well as the Director. Substantial administrative support will also be necessary for individual programs in the Division, in order to handle matters such as scheduling, arranging speakers, providing information about the program to prospective students, and other general administrative matters.

Rationale:

- Initial organizational tasks and administrative tasks for the Division are critical to ensure a successful programmatic infrastructure of the Division.
- The coordination of advising responsibilities is a major concern in the transition from a department-based to a division-based model. MDS currently assumes this burden, but it will have to be assumed by the Division Office under the new model.
- Maintaining financial records will be a major challenge in the transition from the department-based to the division-based model. It is essential that a qualified assistant be responsible for the accounting; furthermore, this assistant must work closely with the Assistant Dean for Finance & Administration in order to ensure fiscal responsibility.

Partial List of Responsibilities of Administrative Assistants

(Division Assistant)

- Provide administrative support to the Division of Interdisciplinary Studies and to the Associate Dean and faculty.
- Serve as receptionist for Division.
- Assist the Associate Dean with budget analysis.
- Develop brochures and promotion documents.
- Set up meetings of the IDS Advisory Council and take minutes.
- Assist students with information about programs.
- Maintain the division's website.

(Advisor Assistant)

- Coordinate advising initiatives and ensure that students receive consistent, well-informed advising.
- Monitor enrollment of students in IDS programs.
- Assess progress toward degree.
- Collaborate with departments regarding the degree matriculation of students.
- Coordinate with IDS faculty on matters that impact students.

5.12 Recommendation on the Allocation of Space

Recommendation:

The Task Force recommends that sufficient space near the CHASS Dean's Office be allocated to the new Division in order to house the Associate Dean of Interdisciplinary Studies and staff, to accommodate advising, and to enhance the visibility of the new Division. The space should have at least one conference room for regular meetings between the Associate Dean, program directors, and the Advisory Council, as well as a suite of offices for the purposes of student advising, meetings between students and participating faculty, et cetera. At the same time, clusters of interdisciplinary programs may be located contiguous to disciplinary departments in order to promote interdisciplinary teaching and research and to avoid isolating individual programs.

Rationale:

- It is imperative that the Division have enough space to carry out basic administrative functions, afford opportunities for synergy between programs, and give students and faculty the opportunity to congregate, interact, and hold symposia, colloquia, and other Division-sponsored events.
- Visibility will be enhanced by physically locating the main offices in a location that is as central and accessible as that of CHASS's other administrative offices.
- Clustering groups of at least two interdisciplinary programs adjacent to existing departments will maximize available space, without marginalizing dispersed programs. For example, Women's & Gender Studies and Africana Studies might be located with Sociology & Anthropology and Social Work in the 1911 Building.

Appendices:

- A. Minority Report
- B. Survey Questions for Directors of Multidisciplinary Programs in CHASS
- C. Inventory of Interdisciplinary Activity at North Carolina State University: A Web-based Survey for Department Heads
- D. Survey Questions for Peer, Aspirant, and Other Institutions
- E. Summary Table of Interdisciplinary Studies at Other Institutions
- F. Report of the Consultant to the Task Force

Appendix A:

Minority Report

DATE: May 23, 2003

TO: Dean Linda Brady

FROM: Chuck Korte
Bob Patterson

RE: Minority Report from Dean's Task Force on Interdisciplinary Programs

This recommendation comes from the above-named members of the Task Force who do not support the recommendation being submitted by the Task Force. We believe that the presence of a department dedicated to interdisciplinary studies, combined with a new Division of Interdisciplinary Studies and a new Assistant or Associate Dean of Interdisciplinary Studies, as described below, best serves the interests of CHASS interdisciplinary programs and research. Such an arrangement also best serves the interests of CHASS and NCSU students and faculty who are involved in CHASS interdisciplinary programs. We believe that what will be lost if there is no longer a department dedicated to interdisciplinary studies (which would operate as described below) is not sufficiently justified by the benefits of the administrative model being recommended by a majority of the Task Force. We believe it is possible to combine the best features of both the "departmental" and the "divisional" model into a hybrid model.

There is a significant diversity in present, not to mention future, CHASS interdisciplinary programs which have very different needs. Diverse administrative arrangements are needed to fit this array of programs, and there is a critical mass of programs that need the departmental model for their continued development and success. Therefore, a department of interdisciplinary studies is needed and it will enable CHASS

a) to help recruit, retain, and serve as a departmental home for present and future interdisciplinary faculty in particular interdisciplinary programs ; this is especially important for certain programs and is also important for interdisciplinary faculty who do not or will not have a CHASS department that could serve as an effective and appropriate departmental home;

b) to serve as an academic home for a number of interdisciplinary programs, including those that are large and/or that serve the large number of students currently doing graduate or undergraduate individually-designed degrees; and

c) as a place for discussion, dialogue, research, and service on the nature of interdisciplinarity, developments and innovations in interdisciplinary teaching, and the incubation of new areas of interdisciplinary study.

We are thus proposing below a hybrid model, which allows CHASS interdisciplinary programs and faculty to be located either in a newly formed Department of Interdisciplinary Studies or in the arrangement described in the Task Force recommendation. As you will note, we are proposing that the new Assistant or Associate Dean of Interdisciplinary Studies will have

overall responsibility for CHASS interdisciplinary programs and faculty, including those that would be located in the new Department of Interdisciplinary Studies.

We fear that significant changes are being considered for the reorganization of interdisciplinary studies in CHASS because of a “perception problem” with MDS that in fact does not reflect the current reality and that has not reflected the reality for quite some time. The current level of MDS faculty scholarship, research productivity, and grantsmanship is commendable and appears to be at about the mean for CHASS. It would seem better to educate our colleagues as to the value of interdisciplinary work, the level of success of the interdisciplinary faculty we currently have, and the realities of the current interdisciplinary department rather than undertake a risky administrative reorganization in order to eliminate the problem of a perception that is in fact without base.

Here is our recommendation for your consideration:

Summary: A newly appointed Associate or Assistant Dean for Interdisciplinary Programs will have responsibility for the initiation, support, oversight, and review of CHASS interdisciplinary programs. This Dean will chair a new Committee on Interdisciplinary Programs which will consist of the directors of all CHASS interdisciplinary programs. This committee will facilitate communication and collaboration between programs as well as advising the Assistant/Associate Dean on issues related to the initiation of new programs, modification (or termination) of existing programs, standards for and review of interdisciplinary programs and faculty, and support for interdisciplinary programs and faculty. Interdisciplinary programs and interdisciplinary faculty will be housed in appropriate departments, including a new Department of Interdisciplinary Studies, whose mission is defined later in this document.

Associate/Assistant Dean for Interdisciplinary Programs

Appointment to this position will be the responsibility of the college Dean. The Associate/Assistant Dean for Interdisciplinary Programs will be charged with

- 1) fostering and supporting excellent interdisciplinary programs in the College,
- 2) setting and maintaining standards for interdisciplinary programs and approving new programs and the modification of existing programs,
- 3) participating in regular reviews of interdisciplinary programs,
- 4) participating in the regular reviews (e.g., tenure and promotion) of program directors as well as faculty who are in interdisciplinary positions or who serve as core faculty in interdisciplinary programs,
- 5) supporting grant activity and fund-raising within interdisciplinary programs,
- 6) chairing the college Committee on Interdisciplinary Programs,
- 7) reviewing annual reports from program directors (that come via the department heads) and issuing an annual report on the state of interdisciplinary programs, and
- 8) working with department heads whose departments contain interdisciplinary programs and/or core faculty in interdisciplinary programs so as to a) foster excellence in these programs, b) assure that these programs have appropriate and stable budgets, staff support, and space, c) maintain appropriate recognition and reward for faculty engaged in interdisciplinary teaching, research, and service, d) assure fair and equitable treatment of faculty in interdisciplinary positions, and e) maintain appropriate rewards to departments for making their courses and faculty available to students in interdisciplinary programs.

CHASS Committee on Interdisciplinary Programs

This college committee, chaired by the Assistant/Associate Dean and composed of directors of CHASS interdisciplinary programs, will meet at least twice a semester. Its charge will be to advise the Assistant/Associate Dean on a number of issues:

- a) provision of adequate support - budget, staff, space - for interdisciplinary programs,
- b) setting and implementing standards for interdisciplinary programs and participating in program reviews,
- c) advising on the initiation, modification, and termination of interdisciplinary programs,
- d) initiation and maintenance of appropriate rewards and recognition for faculty and departmental involvement in interdisciplinary teaching, research, and service and for departmental cooperation with interdisciplinary programs.

This committee will also be an important means for communication and collaboration between programs in planning, course scheduling, faculty participation, and advancing mutual interests.

Department of Interdisciplinary Studies

This new department will fulfill several objectives, including to

- 1) play an instrumental role in college and university-wide work on the pedagogy, curricular development, management, and incubation of interdisciplinary courses and interdisciplinary programs,
- 2) promote curricular and programmatic links between CHASS and the other Colleges,
- 3) be a college and university resource in the area of interdisciplinary teaching and curriculum, e.g., providing internal sabbaticals to university faculty working on interdisciplinary projects,
- 4) foster the application of the “engaged liberal studies” model to interdisciplinary programs,
- 5) administer interdisciplinary courses and programs that are most appropriately located in an interdisciplinary department or that are not sponsored/housed by a disciplinary department,
- 6) administer the BA/BS programs in Multidisciplinary Studies, the MA program in Liberal Studies, and several of the dual-degree scholar programs and to serve as an academic home for students in these programs as well as nurturing the loyalty and support of the alumni of these programs,
- 7) serve as a home for interdisciplinary faculty who are core faculty in the programs administered by this department and who are significantly engaged in work on interdisciplinary teaching, research, and curricular development,
- 8) incubate interdisciplinary courses and programs recommended by the Assistant/Associate Dean and the CHASS Committee on Interdisciplinary Programs that are judged to be best located in an interdisciplinary department.

The Head of this new department will be appointed by and will report jointly to the Dean and the Associate/Assistant Dean for Interdisciplinary Programs. The Head will be responsible, in the usual way in CHASS, for the faculty appointed to this department, for the courses, curricula, and programs of this department, for the support staff, and for the departmental budget. The Head will be an ex officio member of the Committee on Interdisciplinary Programs.

College Interdisciplinary Academic Programs

Interdisciplinary academic programs are defined as programs that offer interdisciplinary courses or that offer academic programs consisting of courses from two or more disciplines or disciplines. The Assistant/Associate Dean will be charged with identifying officially recognized college interdisciplinary academic programs. To qualify under this designation, a program must

- 1) be interdisciplinary,
- 2) offer an academic program with a clear mission and clear need,
- 3) have a program director who has adequate support and who is appointed to a set term by the department head or heads in which the program is housed, with this appointment subject to the approval by the Assistant/Associate Dean,
- 4) have an adequate number of appropriate core and affiliated faculty who are appointed to the program by the department head(s), with this appointment subject to the approval of the Assistant/Associate Dean; these faculty will constitute the program advisory committee , and
- 5) have adequate budget, staff support, and space to fulfill its mission.

The core and affiliated faculty of a program, under the leadership of the program director, will have responsibility for program, course, and/or curricular development, maintenance, and modification; student advising; publicity; grant-writing and fund-raising; participation in the appointment of and regular reviews of the program director as well as faculty whose appointments include a significant involvement in the program. Key program decisions will be forwarded for appropriate review to the department head(s) , the Assistant/Associate Dean, and on to higher levels as required and appropriate.

College Interdisciplinary Research Programs

Interdisciplinary research programs will also receive official designation by the Assistant/Associate Dean and will share many of the same features and benefits accruing to the interdisciplinary academic programs. Program directors will report to the relevant department head(s), will be members of the new college Committee on Interdisciplinary Programs, and receive support and oversight from the Assistant/Associate Dean.

Appendix B:

Survey for Directors of Multidisciplinary Programs

Internal Practices Subcommittee
CHASS ad hoc Task Force on Interdisciplinary Studies

Name of Program:

Director/Directors of Program:

1. How old is the program?
2. What kinds of academic programs are offered?
3. How many undergraduates/graduates are there in the program?
4. How would you describe the trajectory of the program over the last five years? (i.e. growing, steady, declining; feel free to include relevant numbers)
5. Does the Director of the program get release time?
6. To whom does the Director report?
7. Where is the program housed?
8. How many faculty participate in the program?
9. How are faculty identified as belonging to the program?
10. What role does the program play in hiring and tenure?
11. How many faculty in the program have their primary appointment in the academic area represented by this program? (If so, in what departments do they hold their appointments?)
12. Does the program have a budget?
13. Where does the budget come from?
14. How is office support provided?
15. What kinds of activities (such as talks, etc) are offered?
16. Are there organizational institutional changes that could make this program more effective?
17. Are there similar programs at other institutions organized differently (more effectively)?

Appendix C:

Inventory of Interdisciplinary Activity at North Carolina State University: A Web-based Survey

Instructions:

The following questions ask for some fairly specific information about interdisciplinary activity in your department. We need this level of detail to adequately meet our charge to appraise the status of interdisciplinary scholarship and teaching at NC State, and to ultimately make appropriate recommendations on this matter to CHASS and to the University. We greatly appreciate your time, and that of those in your department whom you might need to consult, in sharing information about your department with us.

Once you have answered all the questions, you must hit the SUBMIT button at the end of the form to submit your answers. If you have any technical problems with the survey, please email nancy_welchel@ncsu.edu for assistance. For more information about the CHASS Task Force on Interdisciplinary Studies, contact the Chair, Walt Wolfram, at walt_wolfram@ncsu.edu.

Section A: Background Information

Q1. Your name:

Q2. Your title:

Q3. Your department:

Q4. Your college:

Q5. How many faculty are currently in your department? (Include both tenure and non-tenure track members): N=

Section B: Interdisciplinary Programs

Q6. We understand that there is little or no consensus on what constitutes an "interdisciplinary program." Please briefly describe what you think characterizes an interdisciplinary program.

Q7. How many interdisciplinary programs, as you define the term, are in your department? N=

IF YOU HAVE NO INTERDISCIPLINARY PROGRAMS IN YOUR DEPARTMENT, PLEASE CLICK HERE TO SKIP TO QUESTION 9.

The section below provides room for you to give us specific information for up to three interdisciplinary programs. If you have more than 3 interdisciplinary programs in your department, you will be asked to provide information about the remaining programs in question 8D at the end of this survey.

Q8A. Name of interdisciplinary program #1:

Academic offerings associated with this program (check all that apply)

<input type="checkbox"/>	None
<input type="checkbox"/>	Courses
<input type="checkbox"/>	Minor
<input type="checkbox"/>	Degree
<input type="checkbox"/>	Other (please specify)
<input type="text"/>	

Faculty research activities associated with this program (check all that apply)

<input type="checkbox"/>	None
<input type="checkbox"/>	Conferences
<input type="checkbox"/>	Talks
<input type="checkbox"/>	Workshops
<input type="checkbox"/>	Other (please specify)
<input type="text"/>	

Administrative support for this program (check all that apply)

<input type="checkbox"/>	None
<input type="checkbox"/>	Secretary
<input type="checkbox"/>	Director
<input type="checkbox"/>	Other (please specify)
<input type="text"/>	

Source(s) and dollar amount(s) of budgetary support for this program:

Name(s) and rank of faculty member(s) with greatest responsibility for this program

IF YOU HAVE NO OTHER INTERDISCIPLINARY PROGRAMS IN YOUR DEPARTMENT, [PLEASE CLICK HERE TO SKIP TO QUESTION 9.](#)

Q8B. Name of interdisciplinary program #2:

Academic offerings associated with this program (check all that apply)

<input type="checkbox"/>	None
<input type="checkbox"/>	Courses
<input type="checkbox"/>	Minor
<input type="checkbox"/>	Degree
<input type="checkbox"/>	Other (please specify)
<input type="text"/>	

Faculty research activities associated with this program (check all that apply)

<input type="checkbox"/>	None
<input type="checkbox"/>	Conferences
<input type="checkbox"/>	Talks
<input type="checkbox"/>	Workshops
<input type="checkbox"/>	Other (please specify)
<input type="text"/>	

Administrative support for this program (check all that apply)

<input type="checkbox"/>	None
<input type="checkbox"/>	Secretary
<input type="checkbox"/>	Director
<input type="checkbox"/>	Other (please specify)
<input type="text"/>	

Source(s) and dollar amount(s) of budgetary support for this program:**Name(s) and rank of faculty member(s) with greatest responsibility for this program**

IF YOU HAVE NO OTHER INTERDISCIPLINARY PROGRAMS IN YOUR DEPARTMENT, [PLEASE CLICK HERE TO SKIP TO QUESTION 9.](#)

Q8C. Name of interdisciplinary program #3:**Academic offerings associated with this program (check all that apply)**

<input type="checkbox"/>	None
<input type="checkbox"/>	Courses
<input type="checkbox"/>	Minor
<input type="checkbox"/>	Degree
<input type="checkbox"/>	Other (please specify)

Faculty research activities associated with this program (check all that apply)

<input type="checkbox"/>	None
<input type="checkbox"/>	Conferences
<input type="checkbox"/>	Talks
<input type="checkbox"/>	Workshops
<input type="checkbox"/>	Other (please specify)

Administrative support for this program (check all that apply)

<input type="checkbox"/>	None
<input type="checkbox"/>	Secretary
<input type="checkbox"/>	Director
<input type="checkbox"/>	Other (please specify)

[Empty text box]

Source(s) and dollar amount(s) of budgetary support for this program:

[Empty text box with scrollbars]

Name(s) and rank of faculty member(s) with greatest responsibility for this program

[Empty text box with scrollbars]

IF YOU HAVE OTHER INTERDISCIPLINARY PROGRAMS IN YOUR DEPARTMENT, PLEASE CLICK HERE NOW TO GO TO QUESTION 8D AT THE END OF THE SURVEY WHERE THERE IS SPACE FOR YOU TO PROVIDE INFORMATION ABOUT THEM. OTHERWISE, PLEASE CONTINUE WITH QUESTION 9.

***** ALL ANSWER *****

Q9. About how many of your faculty participate in interdisciplinary programs outside your department? N=

If any, please list the programs and departments in which they participate.

[Empty text box with scrollbars]

Section C: Interdisciplinary Courses

Q10. Again, there is probably little consensus on what constitutes an "interdisciplinary course." Please briefly describe what you think characterizes an interdisciplinary course.

[Empty text box with scrollbars]

Q11. How many interdisciplinary courses, as you define the term, are in your department?

N=

IF YOU HAVE NO INTERDISCIPLINARY COURSES IN YOUR DEPARTMENT, [PLEASE CLICK HERE TO SKIP TO QUESTION 13](#). OTHERWISE, PLEASE CONTINUE WITH QUESTION 12

Q12. How many of the interdisciplinary courses in your department are team taught?

N=

IF NONE OF THE INTERDISCIPLINARY COURSES IN YOUR DEPARTMENT ARE TEAM TAUGHT, [PLEASE CLICK HERE TO SKIP TO QUESTION 13](#). OTHERWISE, PLEASE CONTINUE WITH QUESTION 12a

Q12a. How many of the interdisciplinary courses in your department that are team taught are cross-listed? N=

Q12b. How are FTE hours allocated for team-taught courses in your department?

Section D: Interdisciplinary Research

Q13. Please indicate about what percentage of the faculty in your department engage in the following activities:

- a. publish in interdisciplinary journals %
- b. attend interdisciplinary conferences %
- c. participate in interdisciplinary grant activity %
- d. participate in interdisciplinary research %

IF NONE OF THE FACULTY IN YOUR DEPARTMENT PARTICIPATE IN INTERDISCIPLINARY RESEARCH, [CLICK HERE TO SKIP TO QUESTION 15](#). OTHERWISE, PLEASE CONTINUE WITH QUESTION 14.

O14. Do students in your department participate with your faculty in their

interdisciplinary research?

<input type="radio"/> No	
<input type="radio"/> Yes - undergraduate students only	
<input type="radio"/> Yes - graduate students only	
<input type="radio"/> Yes - both graduate and undergraduate students	

Q15. Please describe to what extent interdisciplinary research is taken into consideration in promotion review in your department.

Q16. Please describe to what extent interdisciplinary service work (e.g., developing interdisciplinary programs) is taken into consideration in promotion review in your department.

Section E: Conclusions

Q17. Please describe any barriers you see for faculty participating in interdisciplinary activities (e.g., programs, courses, research, etc.).

Q18. What do you think would make it easier for faculty to participate in interdisciplinary activities?

Q19. Please describe any barriers you see for administrators in overseeing interdisciplinary activities.

Q20. What do you think would make oversight of interdisciplinary activities easier for administrators?

Q21. Please feel free to comment on any aspect of interdisciplinary scholarship and teaching that you believe is important for the Task Force to be aware of.

 ***** **Thank you for providing us with this important information!** *****
 ***** **Please click on the 'submit ' button to submit your responses.** *****
 ***** *****

If you do not see a "Thank you" message after you hit SUBMIT, your survey results were not saved. You can SUBMIT again, re-enter your answers at another time, or let us know about the problem at (919) 515-4184 or nancy_welchel@ncsu.edu.

QUESTION 8D

SHOULD BE ANSWERED ONLY BY THOSE DEPARTMENTS WITH MORE THAN 3 INTERDISCIPLINARY PROGRAMS. DEPARTMENTS WITH 3 OR FEWER INTERDISCIPLINARY PROGRAMS DO NOT NEED TO ANSWER THIS QUESTION

Q8D. Please use this space to provide information for all other interdisciplinary programs in your department that you did not describe above in questions 8A, 8B, and 8C. Be sure to include not only the name of the program, but information about academic offerings, research activities, administrative and budgetary support, and faculty associated with each program. **AFTER FILLING IN YOUR RESPONSE, PLEASE CLICK ON THE LINK BELOW TO CONTINUE THE SURVEY AT QUESTION 9.**

IF YOU RESPONDED TO QUESTION 8D, [PLEASE CLICK HERE TO CONTINUE WITH THE SURVEY AT QUESTION 9.](#)

Department Head Survey:
Detailed Tables of Results

Table 1:
Number of Faculty, Interdisciplinary Programs, & Interdisciplinary Courses in Department,
& Number of Faculty Participating in Interdisciplinary Programs Outside of Home Department

		#	# Interdisc	# Interdisc	# Faculty	% Faculty
College	Department	Faculty	Programs*	Courses*	Participate Outside Dept*	Participate Outside Dept
CALS	Agricultural and Extension Education	13	0	1	0	0%
	Food Science	25	3	3	2	8%
	Microbiology	12	0	0	12	100%
	Soil Science	24	10	2	20	83%
	<i>total</i>	74	13	6	34	46%
CED	Curriculum and Instruction	18	0	0	1	6%
	Mathematics, Science and Technology Education	29	2	20	20	69%
	<i>total</i>	47	2	20	21	45%
CHASS	Communication	30	3	8	8	27%
	Division of Multidisciplinary Studies	14	9	35	14	100%
	English Department	116	1		28	24%
	Foreign Languages and Literatures	70	1	6	10	14%
	History	55		30	21	38%
	Philosophy and Religion	28		4	11	39%
	Psychology	31	1		2	6%
	Social Work Program	12	4	8	5	42%
	sociology and anthropology	49	0	8	27	55%
	<i>total</i>	405	19	99	126	31%
CNR	Forestry	56	6	10	50	89%
	<i>total</i>	56	6	10	50	89%

continued

**Table 1:
Number of Faculty, Interdisciplinary Programs, &
Interdisciplinary Courses in Department, & Number of Faculty
Participating in Interdisciplinary Programs Outside of Home
Department (continued)**

		#	# Interdisc	# Interdisc	#Faculty	% Faculty
College	Department	Faculty	Programs*	Courses*	Participate Outside Dept*	Participate Outside Dept
COE	Civil Engineering	38	0		1	3%
	Computer Science	42	4	15	40	95%
	Electrical and Computer Engineering	56	3	11	3	5%
	Materials Science and Engineering	19	6	0		
	<i>total</i>	155	13	26	44	28%
COM	Business Management	42	5	2	20	48%
	Economics	22	0	9	0	0%
	<i>total</i>	64	5	11	20	31%
CVM	FAHRM	46	9	30	46	100%
	<i>total</i>	46	9	30	46	100%
Design	Graphic Design	7	0	2	0	0%
	School of Architecture	32	1	1	0	0%
	<i>total</i>	39	1	3	0	0%
PAMS	MEAS	37	2	13	15	41%
	Mathematics	65	0			
	<i>total</i>	102	2	13	15	15%
Student Affairs	Music	9	2	1	1	11%
	Physical Education	39	3		9	23%
	<i>total</i>	48	5	1	10	21%

* A blank field indicates that the department did not provide any information for the question.

Table 2: Interdisciplinary Program Academic Offerings

College	Department	Program	Academic Offerings				
			None	Courses	Minor	Degree	Other
CALs	Food Science	Southeast Dairy Food Research Center	Yes	No	No	No	No
		Center for Advanced Processing Studies	Yes	No	No	No	No
		Graduate Food Safety Minor	No	Yes	Yes	No	No
	Soil Science	ON-site (septic waste) management	No	Yes	No	No	No
		Water quality - Wetlands	No	Yes	No	No	No
CED	Mathematics, Science and Technology Education	Mathematics Education	No	Yes	Yes	Yes	Yes
		Science Education	No	Yes	Yes	Yes	Yes

continued

Table 2: Interdisciplinary Program Academic Offerings (continued)

College	Department	Program	Academic Offerings				
			None	Courses	Minor	Degree	Other
CHASS	Communication	Campus Speaking and Writing Program	No	Yes	No	No	Yes
		Center for Information Society Studies	Yes	No	No	No	No
		Rhetoric, Communication and Digital Media (PhD Planning)	No	No	No	No	Yes
	Division of Multidisciplinary Studies	B.A. and B.S. in Multidisciplinary Studies (the self-designed major)	No	Yes	No	Yes	No
		Arts Applications	No	Yes	Yes	Yes	No
		Science, Technology and Society	No	Yes	Yes	Yes	No
		Film Studies	No	Yes	Yes	No	No
		Africana Studies	No	Yes	Yes	Yes	No
		Environmental Studies	No	Yes	Yes	No	No
		Womens and Gender Studies	No	Yes	Yes	No	No
		Health, Medicine and Human Values	No	Yes	Yes	No	No
		International Programs: Study Abroad	No	Yes	No	Yes	No
	English Department	World Literature	No	Yes	Yes	Yes	No
	Foreign Languages and Literatures	Program in World Literature [in collaboration with the Department of English]	No	Yes	Yes	Yes	No

continued

Table 2: Interdisciplinary Program Academic Offerings (continued)

College	Department	Program	Academic Offerings				
			None	Courses	Minor	Degree	Other
CHASS	Philosophy and Religion	Women and Gender Studies -- (Directorship and some faculty)	No	Yes	Yes	Yes	Yes
		Ethics Program	No	Yes	Yes	No	No
		Cognitive Science	No	Yes	Yes	No	No
		Law and Philosophy	No	Yes	Yes	No	No
		National Resource Center in South Asia	No	Yes	No	No	No
	Psychology	Ergonomics (at the graduate level)	No	Yes	No	Yes	No
	Social Work Program	Geriatric Enrichment of Social Work Education	No	Yes	No	No	No
		North Carolina Family-Centered Meetings Project	No	No	No	No	Yes
		School Social Work	No	Yes	No	No	No

continued

Table 2: Interdisciplinary Program Academic Offerings (continued)

College	Department	Program	Academic Offerings				
			None	Courses	Minor	Degree	Other
CNR	Forestry	Environmental Technology degree	No	Yes	No	Yes	No
		Fish and Wildlife Program	No	Yes	Yes	Yes	No
		Natural Resource Degree Programs - Ecosystem Assessment and Policy and Administration also Environm	No	Yes	Yes	Yes	No
COE	Computer Science	Operations Reserach	No	Yes	No	Yes	No
		Computer Networking	No	Yes	No	Yes	No
		Bioinformatics	No	Yes	No	Yes	No
		Intellimedia Initiative					
		Computer Science, English, and Communications					
	Electrical and Computer Engineering	Nanoelectronics	No	Yes	No	No	No
		Biomedical Engineering	No	Yes	No	No	No
		Computer Networking	No	Yes	No	Yes	No
	Materials Science and Engineering	Phil Russell Sabbatical at Appalachian State University Physics Department	No	Yes	No	No	No
		NASA Funded Research with Georgia State Univ. and Spelman College	Yes	No	No	No	No
		TEC Program	No	Yes	No	No	No
		STTR					
ONR Multu-University grant							
research with ECE and Physics departments							

continued

Table 2: Interdisciplinary Program Academic Offerings (continued)

College	Department	Program	Academic Offerings				
			None	Courses	Minor	Degree	Other
COM	Business Management	Ecommerce consortium	No	Yes	No	Yes	Yes
		MS Computer Networking	No	Yes	Yes	Yes	No
		Supply Chain Management Resource Consortium	No	Yes	No	Yes	Yes
CVM	FAHRM	Epidemiology and Environmental Health	No	Yes	No	No	No
		Pharmacology and Risk Assessment	No	Yes	No	No	Yes
		Pig Health and Production	No	Yes	No	No	No
		Poultry Health Management					
		Theriogenology					
		Parasitology					
		Microbiology and Immunology					
Design	School of Architecture	Manufacturing Design	No	No	No	No	Yes
PAMS	MEAS	Environmental Sciences (air quality and geology concentrations)	No	Yes	No	Yes	No
		Natural Resources (Marine and Coastal Resources)	No	Yes	No	Yes	No
Student Affairs	Music	Art Studies undergraduate degree	No	Yes	Yes	No	No
		United Arts class	No	Yes	No	No	No
	Physical Education	Dance	No	Yes	No	No	No
		Coaching Education	No	Yes	Yes	No	No
		Outdoor Leadership/Sport Management/Golf Course Management	No	Yes	Yes	No	No

Table 3: Faculty Research Activities Associated with Interdisciplinary Program

College	Department	Program	Faculty Research Activities				
			None	Conferences	Talks	Workshops	Other
CALs	Food Science	Southeast Dairy Food Research Center	No	Yes	Yes	Yes	Yes
		Center for Advanced Processing Studies	No	Yes	Yes	Yes	Yes
		Graduate Food Safety Minor	Yes	No	No	No	No
	Soil Science	ON-site (septic waste) managemetrn	No	Yes	Yes	Yes	No
		Water quality - Wetlands	No	Yes	Yes	Yes	No
CED	Mathematics, Science and Technology Education	Mathematics Education	No	Yes	Yes	Yes	Yes
		Science Education	No	Yes	Yes	Yes	Yes

continued

Table 3: Faculty Research Activities Associated with Interdisciplinary Program (continued)

College	Department	Program	Faculty Research Activities				
			None	Conferences	Talks	Workshops	Other
CHASS	Communication	Campus Speaking and Writing Program	No	Yes	Yes	Yes	Yes
		Center for Information Society Studies	No	Yes	No	No	No
		Rhetoric, Communication and Digital Media (PhD Planning)	No	Yes	No	No	Yes
	Division of Multidisciplinary Studies	B.A. and B.S. in Multidisciplinary Studies (the self-designed major)	No	Yes	Yes	Yes	No
		Arts Applications	No	Yes	Yes	Yes	No
		Science, Technology and Society	No	Yes	Yes	Yes	No
		Film Studies	No	No	No	No	No
		Africana Studies	No	Yes	No	Yes	No
		Environmental Studies	No	Yes	No	Yes	No
		Womens and Gender Studies	No	Yes	No	Yes	No
		Health, Medicine and Human Values	No	Yes	No	No	No
		International Programs: Study Abroad	No	Yes	No	Yes	No
	English Department	World Literature	No	No	Yes	No	No
	Foreign Languages and Literatures	Program in World Literature [in collaboration with the Department of English]	No	Yes	No	No	Yes

continued

Table 3: Faculty Research Activities Associated with Interdisciplinary Program (continued)

College	Department	Program	Faculty Research Activities				
			None	Conferences	Talks	Workshops	Other
CHASS	Philosophy and Religion	Women and Gender Studies -- (Directorship and some faculty)	No	Yes	Yes	Yes	No
		Ethics Program	No	Yes	Yes	Yes	Yes
		Cognitive Science	No	No	Yes	No	No
		Law and Philosophy	No	No	No	No	No
		National Resource Center in South Asia	No	No	Yes	Yes	Yes
	Psychology	Ergonomics (at the graduate level)	No	No	Yes	No	No
	Social Work Program	Geriatric Enrichment of Social Work Education	No	Yes	Yes	Yes	No
		North Carolina Family-Centered Meetings Project	No	Yes	Yes	Yes	No
		School Social Work	No	No	No	No	No

continued

Table 3: Faculty Research Activities Associated with Interdisciplinary Program

College	Department	Program	Faculty Research Activities				
			None	Conferences	Talks	Workshops	Other
CNR	Forestry	Environmental Technology degree	No	Yes	Yes	Yes	No
		Fish and Wildlife Program	No	Yes	Yes	Yes	No
		Natural Resource Degree Programs - Ecosystem Assessment and Policy and Administration also Environm	No	Yes	Yes	Yes	No
COE	Computer Science	Operations Reserach	No	Yes	Yes	Yes	No
		Computer Networking	No	Yes	Yes	Yes	No
		Bioinformatics	No	Yes	Yes	Yes	No
		Intellimedia Initiative					
		Computer Science, English, and Communications					
	Electrical and Computer Engineering	Nanoelectronics	No	Yes	Yes	Yes	No
		Biomedical Engineering	No	Yes	Yes	Yes	No
		Computer Networking	No	Yes	Yes	Yes	No
	Materials Science and Engineering	Phil Russell Sabbatical at Appalachian State University Physics Department	No	No	Yes	No	Yes
		NASA Funded Research with Georgia State Univ. and Spelman College	No	No	No	No	Yes
		TEC Program	No	No	Yes	No	Yes
		STTR					
ONR Multu-University grant research with ECE and Physics departments							

continued

Table 4: Faculty Research Activities (continued)

College	Department	Program	Faculty Research Activities				
			None	Conferences	Talks	Workshops	Other
COM	Business Management	Ecommerce consortium	No	Yes	Yes	Yes	Yes
		MS Computer Networking	No	No	No	No	No
		Supply Chain Management Resource Consortium	No	Yes	No	Yes	Yes
CVM	FAHRM	Epidemiology and Environmental Health	No	Yes	Yes	No	No
		Pharamcology and Risk Assessment	No	Yes	Yes	Yes	Yes
		Pig Health and Production	No	Yes	Yes	Yes	No
		Poultry Health Management					
		Theriogenology					
		Parasitology					
		Microbiology and Immunology					
Design	School of Architecture	Manufacturing Design	No	No	No	No	Yes
PAMS	MEAS	Environmental Sciences (air quality and geology concentrations)	No	Yes	Yes	Yes	Yes
		Natural Resources (Marine and Coastal Resources)	No	Yes	Yes	Yes	Yes
Student Affairs	Music	Art Studies undergraduate degree	Yes	No	No	No	No
		United Arts class	Yes	No	No	No	No
	Physical Education	Dance	No	Yes	Yes	Yes	Yes
		Coaching Education	No	Yes	Yes	Yes	Yes
		Outdoor Leadership/Sport Management/Golf Course Management	No	Yes	Yes	Yes	No

Table 5: Administrative Support Associated with Interdisciplinary Program

College	Department	Program	Administrative Support			
			None	Secretary	Director	Other
CALs	Food Science	Southeast Dairy Food Research Center	No	Yes	Yes	No
		Center for Advanced Processing Studies	No	No	Yes	No
		Graduate Food Safety Minor	Yes	No	No	No
	Soil Science	ON-site (septic waste) management	No	No	No	Yes
		Water quality - Wetlands	No	No	No	Yes
CED	Mathematics, Science and Technology Education	Mathematics Education	No	Yes	Yes	Yes
		Science Education	No	Yes	Yes	Yes

continued

Table 5: Administrative Support Associated with Interdisciplinary Program (continued)

College	Department	Program	Administrative Support			
			None	Secretary	Director	Other
CHASS	Communication	Campus Speaking and Writing Program	No	No	No	Yes
		Center for Information Society Studies	No	No	No	Yes
		Rhetoric, Communication and Digital Media (PhD Planning)	No	No	No	Yes
	Division of Multidisciplinary Studies	B.A. and B.S. in Multidisciplinary Studies (the self-designed major)	No	Yes	Yes	No
		Arts Applications	No	Yes	Yes	No
		Science, Technology and Society	No	Yes	Yes	No
		Film Studies	No	No	Yes	No
		Africana Studies	No	Yes	Yes	Yes
		Environmental Studies	No	No	No	Yes
		Womens and Gender Studies	No	No	Yes	Yes
		Health, Medicine and Human Values	No	No	Yes	Yes
		International Programs: Study Abroad	No	No	Yes	Yes
	English Department	World Literature	No	No	No	No
	Foreign Languages and Literatures	Program in World Literature [in collaboration with the Department of English]	No	No	No	Yes

continued

Table 5: Administrative Support Associated with Interdisciplinary Program (continued)

College	Department	Program	Administrative Support			
			None	Secretary	Director	Other
CHASS	Philosophy and Religion	Women and Gender Studies -- (Directorship and some faculty)	No	Yes	Yes	No
		Ethics Program	No	Yes	Yes	No
		Cognitive Science	No	Yes	Yes	No
		Law and Philosophy	No	Yes	No	No
		National Resource Center in South Asia	No	No	Yes	No
	Psychology	Ergonomics (at the graduate level)	No	No	No	Yes
	Social Work Program	Geriatric Enrichment of Social Work Education	No	No	No	Yes
		North Carolina Family-Centered Meetings Project	No	No	No	Yes
		School Social Work	Yes	No	No	No

continued

Table 5: Administrative Support Associated with Interdisciplinary Program (continued)

College	Department	Program	Administrative Support			
			None	Secretary	Director	Other
CNR	Forestry	Environmental Technology degree	No	Yes	Yes	No
		Fish and Wildlife Program	No	Yes	Yes	No
		Natural Resource Degree Programs - Ecosystem Assessment and Policy and Administration also Environm	No	No	Yes	No
COE	Computer Science	Operations Reserach	No	No	No	Yes
		Computer Networking	No	Yes	Yes	No
		Bioinformatics	No	No	No	Yes
		Intellimedia Initiative				
		Computer Science, English, and Communications				
	Electrical and Computer Engineering	Nanoelectronics	No	Yes	Yes	Yes
		Biomedical Engineering	No	Yes	No	Yes
		Computer Networking	No	Yes	No	No
	Materials Science and Engineering	Phil Russell Sabbatical at Appalachian State University Physics Department	No	No	No	Yes
		NASA Funded Research with Georgia State Univ. and Spelman College	No	No	No	Yes
		TEC Program	No	No	No	No
		STTR				
		ONR Multu-University grant				
research with ECE and Physics departments						

continued

Table 5: Administrative Support Associated with Interdisciplinary Program

College	Department	Program	Administrative Support			
			None	Secretary	Director	Other
COM	Business Management	Ecommerce consortium	No	No	Yes	Yes
		MS Computer Networking	Yes	No	No	No
		Supply Chain Management Resource Consortium	No	Yes	No	Yes
CVM	FAHRM	Epidemiology and Environmental Health	Yes	No	No	No
		Pharmacology and Risk Assessment	No	Yes	Yes	No
		Pig Health and Production	Yes	No	No	No
		Poultry Health Management				
		Theriogenology				
		Parasitology				
		Microbiology and Immunology				
Design	School of Architecture	Manufacturing Design	No	No	No	Yes
PAMS	MEAS	Environmental Sciences (air quality and geology concentrations)	No	No	No	Yes
		Natural Resources (Marine and Coastal Resources)	No	No	No	Yes
Student Affairs	Music	Art Studies undergraduate degree	Yes	No	No	No
		United Arts class	No	No	No	Yes
	Physical Education	Dance	No	No	Yes	No
		Coaching Education	No	Yes	Yes	No
		Outdoor Leadership/Sport Management/Golf Course Management	No	Yes	Yes	No

Table 6: Faculty Activities

College	Department	% Publish in Interdisc Journals	% Attend Interdisc Conferences	% Participate in Interdisc Grant Activity	% Participate in Interdisc Research	Student Participation in Faculty Research
CALS	Agricultural and Extension Education	15	0	8	0	
	Food Science	75	75	75	75	Grad & Undergrad
	Microbiology	60	75	20	20	Grad & Undergrad
	Soil Science	50	40	70	70	Grad & Undergrad
CED	Curriculum and Instruction	2	3	3	2	Grad only
	Mathematics, Science and Technology Education					Grad only
CHASS	Communication	25	40	10	40	Grad & Undergrad
	Division of Multidisciplinary Studies	79	71	50	79	Grad & Undergrad
	English Department	50	50	3	50	Grad only
	Foreign Languages and Literatures	30	30	0	30	No
	History	66	60	40	66	No
	Philosophy and Religion					No
	Psychology	100	80	60	80	Grad & Undergrad
	Social Work Program	60	60	80	60	Grad & Undergrad
	sociology and anthropology	80	80	50	80	Grad & Undergrad
CNR	Forestry	75	75	50	90	Grad & Undergrad
COE	Civil Engineering					
	Computer Science	90	90	90	90	Grad & Undergrad
	Electrical and Computer Engineering	12	8	12	8	Grad & Undergrad
	Materials Science and Engineering	100	100	50	50	Grad & Undergrad
COM	Business Management	50	40	15	50	No
	Economics	25	20	5	25	Grad only

continued

Table 6: Faculty Activities (continued)

College	Department	% Publish in Interdisc Journals	% Attend Interdisc Conferences	% Participate in Interdisc Grant Activity	% Participate in Interdisc Research	Student Participation in Faculty Research
CVM	FAHRM	100	100	100	100	Grad & Undergrad
Design	Graphic Design	10	20	0	0	
	School of Architecture	5	5	15	20	No
PAMS	MEAS			46	60	Grad & Undergrad
	Mathematics					
Student Affairs	Music					
	Physical Education	3	6	3	5	No

Appendix D:

Questionnaire for Peer, Aspirant, and Other Programs

External Practices Subcommittee CHASS ad hoc Task Force on Interdisciplinary Studies

Questions concerning Interdisciplinary Studies

I. Programs Offered

- What programs for interdisciplinary study does your institution offer at the undergraduate level? What are the fields covered in those programs?
- What programs for interdisciplinary study does your institution offer at the graduate level? What are the fields covered in those programs?
- Briefly, what led to the formation of your interdisciplinary programs, and what is their current status? In other words, why were the programs constituted in favor of leaving the relevant area(s) of study divided between several departments? How are the programs faring in terms of enrollment, faculty and student interest, and so on?

II. Administration and Funding

- Where are these interdisciplinary programs housed—e.g., in one of the departments involved in the program, or in a college where one or more of the participating departments is based?
- How are the programs funded?
- Briefly, what are some of the advantages of your institution's current method of administering and funding its interdisciplinary programs? What are some of the disadvantages?

III. Faculty-related Issues

- What criteria do you use for recruiting faculty who participate in your institution's interdisciplinary programs? What sorts of credentials are they expected to have?
- How are faculty hires typically handled in this context? Are faculty participating in interdisciplinary programs usually given dual (or multiple) appointments?
- What criteria do you use to evaluate faculty who participate in interdisciplinary programs? For instance, what sorts of publishing venues are they expected to target when it comes to earning promotion and tenure? Does their work need to appear in journals with an explicitly interdisciplinary focus?

IV. Student-related Issues

1. How are student credit hours computed vis-à-vis courses offered as part of your interdisciplinary programs? Do particular departments get credit for offering specific courses in the program, or are the credit hours spread between the participating departments?
2. In what ways have students been involved in the creation and maintenance of your interdisciplinary programs?
3. What mechanisms are used to establish mentoring relationships between faculty and students?

Appendix E

Summary Data for External Models

External Practices Subcommittee

CHASS ad hoc Task Force on Interdisciplinary Studies

Table 1. Overall Results of Survey

Institution	Programs	Administration and Funding	Faculty, Recruitment, Appointments, and Evaluation	Student-related Issues
Appalachian State	16 majors and 7 minors. Many of the University's interdisciplinary programs, but by no means all, are housed in the Department of Interdisciplinary Studies. We are primarily responsible for a residential college providing most of the general education program for a cohort of 120 first year students/year and continuing into their sophomore year, and a B.A. in Interdisciplinary Studies with fifteen concentrations, including an Individually Designed option which is favored by about half our 110 or so majors. These programs are flourishing.	There are many other interdisciplinary efforts on campus. Some, like the University Honors Program and the Masters Program in Appalachian Studies, have independent administrative structures. Others are more loosely held together through informal consortia of faculty members and/or chairs from the departments involved. Others, like the University's efforts in freshman learning communities are supported directly out of the Office of Academic Affairs.	IDS is a department within the College of Arts and Sciences, with its own tenure-line faculty (currently 12) and a number of temporary faculty members. Tenure in the department is won by doing interdisciplinary work. Although this might result in publication in more than one disciplinary venue, we distinguish between "multi" and "inter" disciplinary work, and our faculty earn tenure by working in such a way that the various disciplinary streams of their work cannot easily be separated. We also work with faculty from many departments throughout the	Credits are assigned to the College with the internal distribution being accorded to the dept. or program offering the course. These courses are usually cross-listed and then the credit hours are assigned according to the dept. of registration by the students.

Recently the University has established a Provost's Cabinet for Cross disciplinary Activity whose purpose is to advise the Provost as to how best to facilitate cross disciplinary teaching, scholarship and research on campus. This Cabinet is chaired by Associate Vice Chancellor for Academic Affairs Wilber Ward, III, and I have sent him a copy of this correspondence.

University, sometimes providing their departments with "buyouts" so that they can teach in IDS. The curricula of our concentrations make use of courses throughout the University, in every College and department, which are supplemented by a core of IDS courses required of every major in the department. A number of the concentrations are related to interdisciplinary faculty interest groups, such as Women's Studies and Latin American Studies. These faculty groups meet independently of the department and develop research agendas and proposals for courses and/or curricula. The former proceed primarily according to the level of support from the various departments, while the latter primarily move through the faculty of the Department of Interdisciplinary Studies. However, from time to time IDS provides funds for research and, when the committees request department based courses in support of their interests (e.g., Latin American History) those proposals go through departmental channels.

Cornell

Cornell's website lists many programs, including Africana

No administrative officer charged with overseeing interdisciplinary

A few programs, including the ones mentioned in column two, own faculty

Student credit hours are, for most

Studies, American Studies, Asian Studies, Cognitive Studies, German Areas Studies, Independent Major, Near Eastern Studies, Russian and East European Studies, Romance Studies, Science and Technology Studies, Women's Studies

programs in the College of Arts and Sciences. Most of the College's interdisc. programs have a budget of their own; in a few cases (Women's Studies, Asian-American Studies, Latino Studies, American Studies) the appropriations are substantial, i.e., more than 200K. Area studies programs, which report to a Center (the Einaudi Center for International Studies) for which the college is responsible, also have substantial budgets.

positions. However, they can only fill them through joint appointments with a department since faculty must have their "tenure home" in a department. When such a joint appointment is vacated, control of the position reverts to the program. Most programs recruit faculty who are already holding positions in various departments. Faculty are evaluated according to criteria internal to their home departments, but their work for programs is evaluated by the programs at issue, whose recommendations have much weight in departmental evaluations. Regarding the expectation for publication of scholarship in journals with an explicitly interdisciplinary focus, this varies from field to field.

purposes, allocated to the faculty member's home department, but the Dean says that "we do not pay much attention to this when allocating resources."

Duke

The university has approximately 60 interdisciplinary research centers, institutes and programs. They include the John Hope Franklin Center for Interdisciplinary and International Studies. This center houses a consortium of programs including the John Hope Franklin Humanities Institute.

The administration of the interdisciplinary initiatives is coordinated at the university level by the Vice Provost for Interdisciplinary Studies. The Vice Provost provides leadership in promoting interdisciplinary exchange across the University's eight schools, has oversight of approximately sixty interdisciplinary research centers and institutes, and works to promote innovative research and teaching

Faculty associated with the centers and interdisciplinary programs are housed in a disciplinary department and may hold a joint appointment or a shared appointment. Joint appointment refers to appointments in which both academic units agree to share in financial remuneration, and the phrase secondary appointment to appointments in which the unit of secondary appointment does not share in financial remuneration. Joint or

Student credit hours are usually allocated to the faculty member's home department.

across disciplinary bounds. The Provost office funds interdisciplinary units.

secondary appointment procedures are normally initiated by the academic unit in which the appointment is to be made. When a joint or secondary appointment is recommended, letters of concurrence setting forth the terms of the appointment are required from the heads of the academic units involved. All joint or secondary appointments require that one academic unit be designated as responsible for the primary appointment. This responsibility includes any action in regard to academic advancement, termination, and determination of salary level.

Emory

The Graduate Institute of Liberal Arts (ILA) is the university center for comparative and interdisciplinary studies across the social sciences and humanities. ILA offers both undergraduate and graduate programs. The undergraduate components are American Studies and Interdisciplinary Studies in Culture and Society. The affiliated programs are: African American Studies, Center for the Study of Public Scholarship, Film Studies, Journalism, Medieval Studies,

ILA functions as a department with their own budget line but is designated as a Graduate Institute. The institute has 13 core and 25 affiliate faculty members.

The ILA core faculty members are clustered in two major working groups, American Studies and [Comparative Studies in Culture, History and Theory](#). Each working group offers a seminar for graduate students concentrating in one of these two areas.

Although the ILA operates as an autonomous program, it also has long-standing connections to many other departments and programs at Emory, to other area universities, and to public and private institutions in Atlanta. The

Student credit hours are usually allocated to ILA. When courses are cross-listed credit assignments are negotiated between departments.

Psychoanalytic Studies Program, and Women's Studies.

Interdisciplinary Studies in Culture and Society is the only major at Emory University that allows students to structure their own program of study around a field of interests that they themselves define. As part of the major, students are permitted to take courses in a number of departments, provided they meet appropriate departmental prerequisites. The Graduate Institute of the Liberal Arts is a Ph.D program and admits students whose proposed work crosses disciplinary lines.

**George
Washington**

GW's website reports that, within the Columbian College of Arts and Sciences, undergraduates can choose from among 40 departmental majors and may also develop double majors, interdisc majors, or individualized degree programs. Established interdisc programs at the graduate level include the interdisc Ph.D program in the Human Sciences (drawing broadly on faculty across the College) and the new Graduate Certificate in Women's Studies (for students enrolled in graduate degree programs as well as qualified non-degree students).

There is no special administrative office or assignment of deans or staff specifically to interdisc programs. The largest programs, e.g., Women's Studies, operate just like departments. They have one or two tenure and/or contract lines associated with them and normal departmental accoutrements. The middle sized programs, e.g., Human Sciences, have a program office, with at least a shared or part-time secretary, and a program director who is from a constituent dept. and who is paid a stipend with some teaching release. Smaller programs,

faculty members collectively present a broad range of teaching and [research interests](#). Many are affiliated with other departments and programs at Emory, including African Studies, African-American Studies, American Studies, Anthropology, Asian Studies, Comparative Literature, English, Film Studies, History, Journalism, Linguistics, the Psychoanalytic Institute, Urban Studies, Southern Studies, and Women's Studies.

Faculty associated with the program on a full-time basis are evaluated by the qualified full-time faculty of the program augmented by committee members selected by the Dean. Faculty from constituent departments are recruited by the interdisc program director and are evaluated by their home dept. with some input from the interdisc program director.

The faculty associated with programs on a full-time basis are hired directly into the programs. Usually, but not always, if it is a tenure-track or tenured appointment, the tenure line will lie in

Student credit hours not much of an issue within the College. All the credits are assigned to the College with the internal distribution being accorded to the dept. or program offering the course. Often, these courses are cross-listed and then the credit hours are assigned according to the

e.g., Africana Studies, are staffed by a faculty member from a constituent dept. who is given some course release only and the effort is supported by his or her dept. All the expenses are underwritten by the College.

a more traditional dept. The others are sometimes hired by a dept. with the thought that they can contribute to a particular interdisc program, but this is usually considered ancillary to meeting the basic needs of the home dept.'s programs. They may be given courtesy appointments in the interdisc program (the name of the program is added to their title) and/or asked to serve on the program committee.

Evaluations of faculty are conducted by the home dept., taking into account the faculty member's work in the interdisc program. There are no stated rules about how these various factors are to be weighted and, occasionally, this can become an issue.

dept. of registration by the students. The instructional expense is borne by the dept. offering the course or, if the interdisc program is offering the course, by that program's budget. Interdisc program directors need to be entrepreneurial and good advocates for their program so that they can convince constituent departments to offer and staff the courses needed for the interdisc program. No additional information provided.

U of Georgia

The college offers an interdisciplinary option but there is no formal program or department. Students who have academic interests for which no major is offered or which combine several major areas within the Franklin College of Arts & Sciences can pursue an Interdisciplinary Studies

An Associate Dean coordinates the Interdisciplinary Studies Program.

No additional information provided.

(IDS) major. The Women's Studies and African American Studies are separate departments.

Georgia Tech	No information provided.	No information provided.	No information provided.	No information provided.
Iowa	<p>Advantages of administrating the program, director has a lot of experience, with 2 administrative assistants, and advisors specifically for IDS</p> <p>Disadvantages—that some have lost their autonomy.</p> <p>Marketing strategy brochures handed out within courses in the college)</p> <p>Buy in from the faculty</p> <p>Hiring as a joint appointment with home department and division.</p> <p>8 faculty Brochures for each program Student does web work</p> <p>8 programs—2000 students</p> <p>Recommendations: Advisors</p>	<p>Funded through the provost for the 1st 3 years (\$100,000). Director is up for next 3 year appointment.</p> <p>Reduce cost by cross-listing so it's part of faculty load</p> <p>Literature, Science and the Arts all the courses are team-taught. Leadership Studies is a major as well.</p>	<p>Currently working out logistics in P&T, division reviewing annual probationary faculty, peer review of faculty going up for promotion. Faculty in the various disciplines work together.</p> <p>The Director writes: "Tenure resides in a department, which we call the primary home. So, for example, one of our faculty has a joint appointment in History and American Indian and Native Studies. Her tenure home is History. When it comes time for her to be promoted, she will have a committee consisting of faculty from History and faculty from American Indian and Native Studies. Also, the annual probationary evaluations are conducted jointly."</p> <p>Regarding Faculty Lines, the Director</p>	<p>No information provided. The Director writes: "Since academic year 2000-01 (the pilot year of the Division), course enrollment has increased substantially in virtually every program. In Literature, Science and the Arts enrollment has doubled from 205 students two years ago to 423 students this past year. Sexuality Studies also experienced a doubling in enrollment, from 203 students two years ago to 459</p>

specifically for IDS, for all the programs

Structure-- Director, Curricula, Academic Coordinators in charge of advisory board in charge of program. Attend meetings as well about each of the 8 programs.

Developed a Departmental Manual of Operations and Procedures for the Division of Interdisciplinary Programs—(draft available)

writes: “First, we have only a handful of faculty with lines or partial lines in the Division. I inherited these folks. The plan for growth in the Division is to hire joint appointments, with the new faculty having their primary appointment in the Department (which is their tenure home) and their secondary appointment in the specific program in the Division in which they have expertise. For example, we just made an offer to someone who will have 50% of her line in Social Work and the other 50% in Aging. I am insisting, however, that all probationary reviews be done by faculty who are in the Program as well as the Department. (You will remember that we have advisory boards composed of faculty who are affiliated with the program; that is, they teach for the program and do research in that area.)”

students this past year. In Museum Studies, enrollment has quadrupled from 83 students in 2000-01 to 283 students in 2002-03. Most notable of all is the enrollment in Aging Studies, which has increased from 230 students two years ago to a whopping 947 students this past year. The number of students pursuing the individualized major is holding its own, with 7 students graduating and 7 new students accepted in the program. I should add that there are approximately 40 students who are in various stages of preparing plans of study to be reviewed by the

Interdepartmental advisory committee who approve all proposals for the individualized major. The enrollment in courses offered by American Indian and Native Studies remains quite healthy and continues to grow (we had 633 students enrolled this past year, which is an increase of 161 students from 2000-01). I am happy to announce that Museum Studies will be joining this ceremony next year. As early as fall 2003, students may be able to pursue a certificate in this area of specialization. All in all, I think the Division is doing a

Iowa State	19 Cross-disciplinary programs (African-American Studies, American Indian Studies, Asian American Studies, Bachelor of Liberal Studies, Biological/Pre-Medical Illustration, Classical Studies, Continuing Education, Criminal Justice, Environmental Science, Environmental Studies, Gerontology, Interdisciplinary Studies, International Studies, Linguistics, Secondary Education, Speech Communication, Technology and Social Change, U.S. Latino Studies, Women's Studies)	Faculty are housed in primary disciplinary departments, programs are funded through the College of Liberal Arts & Sciences (i.e. program coordinators advisors, and staff are paid out of Dean's funds). Program Directors report to the Dean.	All hiring is within home academic departments, as are promotion and tenure decisions. Advice on hiring, tenure, and promotion is sometimes sought from affiliated faculty, but they have no formal role in hiring, tenure, or promotion.	good job of increasing the visibility of the interdisciplinary programs and of attracting students.” In nearly all cases teaching credit hours are assigned to instructor's home department, since courses are generally cross-listed with departments. Some introductory courses are not cross-listed, but credit is assigned to home department of the instructor.
MIT	Dean reported that there are only a small number of interdisc. programs in the School of Humanities, Arts, and Social Sciences, namely: Women's Studies, Comparative Media studies, and a Center for International Studies. However, MIT's website lists, as well, American Studies, Ancient and Medieval Studies, Middle East Program, an interdepartmental	Comparative Media Studies and Center for International Studies have strong links with specific departments; only Women's Studies has direct dealings with the School. In general, funding handled through departmental ties. Sometimes, basic funding handled through Dean's office (never the Provost). Expectation is that CMS and CIS will be largely self-funded through	All hiring is purely within home academic units, as are promotion and tenure decisions. Faculty are hired into particular departments, with programs hoping new hires (or some fraction of them) will participate in interdisciplinary programs. CMS and CIS, with their strong departmental ties, can more automatically integrate new hires into their programs than Women's Studies. Although faculty	Two of the three programs offer classes, which are mostly re-numberings of existing classes in established departments. For planning purposes, all credit for teaching is assigned

Program in Psychology, and a Minor in Public Policy. Also, a long list of “Centers, Labs, and Programs” is provided.

grants and gifts.

are assessed by their home academic unit, the success of interdisc. programs “rests on the fact that some faculty find it to their advantage to participate in them.”

to the “home” academic departments. Also, MIT’s website describes its Undergraduate Research Opportunities Program (UROP), which enables students to apply for opportunities “to work with MIT faculty on research-based intellectual collaborations.” Approximately 80% of undergraduates participate at least once during their careers at MIT. No additional information provided.

Penn State

The [Institute for the Arts and Humanities](#) supports innovative, interdisciplinary work across the boundaries of departments, schools, and colleges. With wide-ranging, inclusive programming and funding of both individuals and groups, the Institute strives to take a leadership role on issues of multi-disciplinary and multi-cultural relevance and

No additional information provided.

No additional information provided.

importance in the arts and humanities. Support of individual projects, of interdisciplinary groups, and of planned programming such as lectures, symposia, conferences, exhibitions, and performances builds a vibrant interdisciplinary community.

Purdue	14 interdisciplinary programs within the College of Liberal Arts: African-American Studies, American Studies, Asian Studies, Classical Studies, Comparative Literature, Film Studies, Italian Studies Jewish Studies, Linguistics, Medieval Studies, Philosophy & Literature, Religious Studies, Science & Culture, Women's Studies	No additional information provided.	Faculty have appointments in home departments.	All students are advised at School of Liberal Arts Undergraduate Advising and Career Services.
Rensselaer	Degree Programs in Interdisciplinary Science & Multidisciplinary Science (MS & PHD), Department of Cognitive Science (which is interdisciplinary), Department of Language Literature and Communication (LL&C) (an international center for interdisciplinary education, research, theory development	No additional information provided.	22 fulltime and 6 adjunct faculty in LL&C department.	No additional information provided.

Rutgers	PHD in Communication & Rhetoric The College of Arts and Sciences offers an interdisciplinary option but there is no formal program or department.	No additional information provided.	No additional information provided.	No additional information provided.
San Francisco State	Center for Interdisciplinary Programs with 6 Departments: Criminal Justice, Environmental Studies, Human Sexuality studies, International relations, Labor Studies, and Social Science (MS in interdisciplinary studies) 7 minors	Directors of each program report to the dean.	Each department has its own faculty	No additional information provided.
Texas A&M	Two interdepartmental degree programs at the undergraduate level (American Studies, International Studies), plus M.A. in Comparative Literature and Culture. In addition, a program in Women's Studies offers an undergraduate minor and a graduate certificate.	All faculty housed in disciplinary departments. Program directors report to the Dean. Funding for programs from Dean's Office.	Hiring, tenure, and promotion are within departments. Faculty with interests relevant to interdepartmental programs are contacted by program directors.	All credit hours reported to home department of instructor responsible for the course. All courses cross-listed in disciplinary departments.
UC-San Diego	No information provided.	No information provided.	No information provided.	No information provided.
UNC-Greensboro	9 interdisciplinary programs total, including African American Studies, Archaeology, Environmental Studies, Gerontology, Honors, Linguistics, Women's Studies, and Genetic	Directors of interdisc. programs report to the Dean (Dean reports extensive contact only with WGS and African American Studies); WGS and African American Studies receive funding from the College;	No systematic recruitment of faculty for interdisc. programs. New faculty with relevant interests are contacted by program directors and encouraged to participate. Willingness of dept. Heads to support such participation varies	Student credit hours (SCH) are reported in two ways on department/program instructional

Counseling (grad. level).

others are run by faculty committees with no special funding

considerably. This is a problem for long-term viability of programs. No tenure-track appointments in the programs (sole or joint). W/r to evaluation of participating faculty, departments are asked/encouraged to take such participation into account and to get evaluations from program directors if applicable.

analysis reports (IARs). Instructors' home departments are credited in a section marked "faculty teaching outside dept." and the other program is credited in a section marked "faculty from other departments."

Usual concern from departments about faculty teaching in the programs is not loss of total SCH, but the difficulty of staffing specific courses in the dept's curriculum. Since all I.S. courses are, in fact, the regular courses offered to all UIUC students, so the credit hours are computed as usual.

University of Illinois

Perceived interest in Interdisciplinary Studies among students. Enrollment in Spring 2000 was 7; current enrollment is 160. Since I.S. is a multidisciplinary program, all related courses are taught in established departments, e.g., history, economics, and political science.

I.S. is located in the College of Liberal Arts and Sciences and an assistant dean serves as academic advisor. Since faculty in established departments teach the related courses and since an assistant dean on staff serves as advisor, there is no need for additional funding. The disadvantages: Majors in I.S. do not have a high visibility department office or instructors whose academic

The I.S. program does not have any faculty.

UVA	Programs administered by degree committees rather than departments include the following:	expertise lies in international studies; using a dean already on staff as advisor is leading to an excessive load for the dean.	Faculty are usually recruited by the interdisc program itself, using a committee chaired by the program director and made up of members of the program and members of departments considered to be likely tenure homes for the prospective hire. In these cases, the burden is on the interdisc program to build bridges with the departments to insure that candidates will have a reasonable chance of being accepted. Departments are allowed to vote on whether to accept a candidate before an interdisc offer is made. In the cases of the few programs with half-lines, most of these appointments have more or less permanent tenure homes (e.g., African American Studies program has a long-standing joint appointment with Anthropology). These searches are generally led by the department, rather than the program, though the program has critical input along the way and is well-represented on the departmental search committee. Once hired, faculty are generally	Student credit hours are computed based on the course mnemonic. Many interdisc courses are cross-listed between the program and a traditional dept., and so have two mnemonics. Each mnemonic has an associated enrollment cap (e.g., in a class of 30, 15 might be for AAS XXX and 15 for ANTH XXX). Each program/dept. then gets credit for students who enroll under their mnemonic.
	African American and African Studies; American Studies; Comparative Literature; Russian Studies; Areas Studies Programs; Archaeology; Cognitive Science; Jewish Studies; Linguistics; Media Studies; Medieval Studies; Political and Social Thought; Women's Studies.	UVA has one senior Associate Dean for Arts, Humanities, and Social Sciences and one for the other Sciences. Most interdisc programs fall within the disciplinary scope of one of these two Deans. Thus, they serve as the first point of contact for directors of interdisc programs in their area, just as they do for traditional departments.		
		Typically funding budgeted to the interdisc programs includes: faculty salaries, basic operating costs, student wages, salaries for TA's or temporary lecturers. In most cases, the salaries of tenure-track faculty are paid by the budgets of the interdisc programs, but their tenure home is in a traditional department. UVA policy dictates that a faculty member can only have tenure in a department—i.e., not in a program. When a faculty member is hired for an interdisc program, that person is assigned a tenure home within a traditional department, but the Assoc. Deans budget them 100% to the		

interdisc program. The Deans usually have to reassure departments that this will not count against them in the future allocation of faculty lines. The line “lives,” however, within the interdisciplinary program.

There are a few cases of interdisc programs (mostly the older ones) that do not have their own full lines. Instead, they have half-lines they can use to make joint appointments with traditional departments. In these cases, the faculty show up as 50% on the departmental budget and 50% on the program budget.

expected to contribute 50% to the interdisc program and 50% to the home department. That means that their teaching load is usually split equally (though cross-listing often makes all courses available to students in both programs and depts.), as is their service load (with a slight preference toward the interdisc program, which usually has more trouble covering all its service obligations).

All interdisciplinary faculty must meet the standards for promotion and tenure in their home departments. That said, it is also understood that there must be some flexibility to the account for the often interstitial nature of the work they do. This is not a simple matter, of course. It is crucial for the department and the program to agree on standards and expectations, and to communicate these to candidates when they are hired. They vary widely from case to case, so it is difficult to generalize. Departmental T & P committees are expected to solicit assessments of interdisc candidates' work from the program director and, occasionally, from associated faculty. In the final analysis, however, the department, rather than the program, is ultimately

Virginia Tech	Eight interdisciplinary programs (Black Studies; Humanities; Humanities, Science and Technology; Interdisciplinary Studies; Judaic Studies; Religious Studies; Science and Technology Studies; Women's Studies). Some offer only minors, others are majors, some offer graduate degrees. A Center for Interdisciplinary Studies (CIS) coordinates the programs.	The majority of faculty are housed in disciplinary departments. Some hold joint appointments in the CIS and disciplinary departments, some are housed in specific programs (Women's Studies, Science & Technology Studies).	empowered to make the recommendation for promotion and/or tenure. Hiring is generally done in disciplinary departments, but some lines are hired directly into the CIS and connected to specific interdisciplinary programs. In cases where hiring is done by the CIS, the decision is made by faculty in the relevant program. Tenure decisions for interdisciplinary faculty not located in traditional departments are made by tenured faculty who teach in the program where the tenure case arises. Moreover, tenure cases are reviewed by a college-level tenure and promotion committee and the Dean's office.	All student credit hours for courses crosslisted are determined by the specific number students signed under. For ex., if a crosslisted course has 30 students and 20 signed under Women Studies and 10 under Sociology and a Women Studies faculty is teaching then WS would get credit for 30. The home dept. of the faculty teaching the course would get the credit. All credit hours reported to home department of instructor responsible for the course. All courses cross-listed in disciplinary
William & Mary	Seven interdisciplinary undergraduate programs (Biological Psychology, Black Studies, Environmental Science/Studies, Linguistics, Literary & Cultural Studies, Medieval & Renaissance Studies, Women's Studies); seven undergraduate minors (Biochemistry,	All faculty are housed in disciplinary departments. Undergraduate programs are coordinated through the Roy Charles Center, which is dedicated to enhancing undergraduate teaching.	Hiring, tenure, and promotion are within departments. Faculty with interests relevant to interdepartmental programs are contacted by program directors.	

departments.

Black Studies, Film Studies, Italian Studies, Literary & Cultural Studies, Medieval & Renaissance Studies, Women's Studies). In addition, our contact person notes, "a student, working in consultation with a faculty advisor, may formulate an interdisciplinary concentration that is uniquely tailored to his or her interest. The responsibility for formulating a sound academic program of interdisciplinary study lies with the individual student and the advisor, and the proposed concentration must be approved by the Committee on Honors and Interdisciplinary Studies." At the graduate level, interdisciplinary programs in American Studies and computational operations research. The College of Letters and Sciences offers interdisciplinary programs housed in the School/Division of Social Sciences and the School/Division of Humanities. In the Social Sciences area they include: Industrial Relations Research Institute, American Indian Studies, Asian American Studies, Center for Development, Chicano/a Studies, and the Poverty Research Institute. In the Humanities they

Wisconsin

The College of Letters and Sciences sponsors two interdisciplinary departments one focused on the humanities the other social sciences. The college seems to provide the funding for the departments.

The university initiated cluster hiring in 1998. The cluster Hiring Initiative is designed to facilitate interdisciplinary strategic hiring of faculty.

All credit hours reported to home department of instructor responsible for the course. All courses cross-listed in disciplinary departments.

include: The Center for Humanities, Folklore, Max Kade Institute for German-American Studies, Global Cultures, Institute for Research in the Humanities, Intergraded Liberal Studies, Jewish Studies, Medieval Studies, Religious Studies, and Women's Studies.

The Institute for Research in the Humanities supports research in the study of literature, philosophy, history, culture, and the arts; it also promotes interdisciplinary scholarship, while cultivating methodological diversity and breadth. Its activities include lectures, seminars, symposia, and scholarly lunches. The Institute, a unit of the College of Letters and Science, cooperates with humanities departments of the University of Wisconsin-Madison in sponsoring lectures, conferences, and visiting professorships.

The Center for the Humanities is the campus forum for coordinating and sponsoring interdisciplinary activities and events in the humanities. Through its initiatives and support and by focusing broadly on issues of

both local interest and global importance, the Center seeks to foster the inquiries and creative projects that make up the disciplines called "the humanities." The Center sponsors a wide variety of interesting programs on campus, including lectures, panel discussions, workshops and an undergraduate prize.

**Table 2. Results of Survey Concerning Women's & Gender Studies
and African American/Africana Studies**

Institution	Women Gender Studies	Africana/African American Studies
Appalachian State	A student may earn a Bachelor of Arts in Interdisciplinary Studies (IDS) with a concentration in Women's Studies. By means of a woman-centered interdisciplinary and cross-cultural analysis, this concentration seeks to rectify the omission of women from traditional university curricula. The goal is to broaden student knowledge about women in history, society, literature and culture. Both historic and contemporary materials are used and a variety of methodologies -- both theoretical and practical -- are employed. Faculty are in several departments throughout the university	No African American Studies program.
Case Western	Women's Studies is an interdisciplinary program that prepares students to think critically and creatively by employing gender as a primary category of analysis. The program is set up to examine a variety of issues of specific interest to women and of general interest to scholars of gender studies across a variety of diverse cultural and historical settings. The Women's Studies Program offers a major leading to the Bachelor of Arts degree. It may be elected as a second major only. As a double major, the program offers a sound course of study, with a disciplinary concentration grounding the	Does not offer a program in this area.

interdisciplinary program objective. To declare a Women's Studies major, students must have already declared their first major. Up to six hours credit in required or elective courses for the first major may be applied to the Women's Studies major with the exception of two Women's Studies core classes.

The program in Women's Studies also offers an undergraduate minor. Fulfillment of the minor requires completion of eighteen credit hours. To help insure a comprehensive course of study in a particular area of interest, the specific combination of courses must be approved by the program advisor.

Faculty come from 23 different departments throughout the university.

Cornell

Budget (described as “substantial”) provided directly by College of Arts and Sciences.

Feminist, Gender, and Sexuality Studies (the name is new; it was adopted by the former Women's Studies Program last year, when a new curriculum and major were also produced) is a program administered by Arts and Sciences; the Program in Gay, Lesbian and Bi-Sexual Studies lies inside of FGSS, which handles its budget and provides administrative

The Africana Studies Center lies outside the college and reports directly to the provost. The center's curriculum is however handled by the college's Educational Policy Committee and the college supply some administrative support beyond that, e.g., computer support. The center's faculty members usually belong to a graduate field in Arts and Sciences, but occasionally in some other college, and they accept advising assignments in Arts and Sciences. However, the college does not see their budget or oversee appointments. The provost usually asks the college to assume responsibility for tenure deliberations when a

support. The program budget includes a half-dozen half-lines that enable FGSS to make joint appointments with departments that furnish the other half of a faculty line. The departments serve as the tenure-home of the appointees.

junior faculty member in Africana comes up for promotion.

The center insists that it is not an ethnic studies program and does not want to be placed inside the college, on a footing comparable to that of Asian-American Studies or Latino Studies. The key faculty issue that stems from this anomaly is that in Africana there is nothing akin to the oversight of appointments by the deans that prevails in the Arts College. In the seven colleges at the university, there is no other arrangement of this kind, and both the administration and the faculty senate feel that the center needs to be set on an equal footing with other interdisciplinary programs/units.

Duke

In 1983 Duke created Women's Studies in response to the recommendations from many faculty and students who had been incorporating feminist scholarship into their teaching and research. As of 1994, students can either major, or minor in Women's Studies. With 35-50 undergraduate majors and minors and 15-25 graduate minors completed each year, Women's Studies is Duke's largest interdisciplinary program. Women's Studies contain both core and affiliated faculty. More than 100 Duke faculty members affiliate with Women's Studies, and there is a large and energetic body of alumni/ae supporters.

African American Studies Programs (AAASP) is designed to establish coordinated interdisciplinary study of history and culture, social and economic issues, and the political institutions and processes that have shaped the experiences of people with African ancestry. The program serves as an interdisciplinary intellectual center that encourages research and scholarship in the many dimensions of African and African-American Experiences

AAASP offers a major, minor and graduate certificate program. Students enrolled in the program are encouraged to participate in all African and African-American Studies Program events, including the Program's lecture series and symposia. African & African-American Studies at Duke has a specific interdisciplinary focus on Diaspora Studies and Gender Studies. This emphasis characterizes both our faculty's strength and the curriculum's critical

Emory

The Institute for Women's Studies is an affiliate program of the Graduate Institute of Liberal Studies. They offer an interdisciplinary undergraduate major, and minor, as well as a PhD, and a certificate program for students enrolled in other graduate programs within Emory. The programs emphasizes the interdisciplinary study of women and gender, and an inclusive study of women that acknowledges differences such as race, class, sexuality, and national belonging.

The institute is composed of both core and affiliate faculty. The 10 core faculty members have expertise in areas of women's studies connected to literature, cultural studies, history, sociology, anthropology, political science, and philosophy. In addition to rigorous interdisciplinary course work and writing,

interdisciplinary strategy. AAAS at Duke University is committed to a new model of Black Studies, one which sees race as inevitably intertwined with other social hierarchies and one which forces attention to continuities and disjunctures of social experience across the Diaspora.

AAASP faculty are disciplinary specialists and interdisciplinary scholars who offer classes in both undergraduate and graduate curricula. In addition to the program's core faculty group, over 70 Duke University faculty, whose teaching, research, and cross-listed courses contribute to scholarship at Duke in African & African-American Studies, are designated as faculty affiliates. African American Studies is a multidisciplinary program and is an affiliate of the Graduate Institute of Liberal Studies. There is a designated director as well as 5 core and 23 affiliated faculty members.

Student may concentrate for the Bachelor of Arts degree. Study abroad is deemed an important part of the program of study for all majors, as well as an internship embodying appropriate practical experience in both public and private institutions, as well as community projects. Majors are encouraged to explore the interrelationship between class, gender, race, sexuality and theories of culture as they influence the formation of identity and community.

students train in feminist pedagogies and receive opportunities to teach within our program. The 63 associate faculty members of Women's Studies represent most of the departments of the Graduate School of Arts and Sciences as well as other Schools within Emory, including Anthropology, Art History, Comparative Literature, English, Film Studies, History, the Institute of Liberal Arts, Philosophy, Psychology, Religion, Sociology, Spanish, and Public Health.

George Washington

The Women's Studies Program at GW operates as though it were a department. It has a chair and a deputy chair and reports to the Dean just like any other department. The Program has an operating budget, just like all GW's other departments. The full-time faculty are recruited in the same manner as all other full-time faculty using the same criteria and procedures. Their faculty are evaluated annually just as all other faculty are. Since it is a small group, for promotion and tenure, the program's faculty is augmented by the Dean to provide for an ad hoc committee that would serve as the "department" in making evaluations and recommendations. Faculty in other programs are sometimes hired with the expectation that they will make a contribution to the Women's Studies Program. This is made clear in all of the hiring literature and Women's Studies faculty participates in these searches. The "credit" for course registrations is given to

This "program" is very small and is run by a committee chaired by a member of the faculty in another department (English) who was hired with this task as part of the search criteria. Except for the Director, committee members are not compensated in any way for their service on this committee. The Director has a stipend and a reduction in teaching load. Only an undergraduate minor is offered and there are no courses associated specifically with the "program." As far as Africana Studies matters are concerned, the Committee Director reports to the Dean. The Director's job, primarily, is to organize the offerings that are related to Africana Studies from other departments in such a way that students can take them and complete their minor in Africana Studies. The Director has to also prevail upon other departments to offer appropriate courses to support the minor; this is usually not a problem because the other chairs do want to support this effort. The Director is evaluated as a faculty member of the English Department in the usual way; his directorship is evaluated by the Dean in the usual way. Since there are no courses directly offered by Africana Studies, there are no

Women's Studies for its courses, just as though it were a department.

tuition dollars that can be designated as being for Africana Studies. The Program's operating expenses are borne by the College, in essence, and they are really quite modest.

Georgia

The University of Georgia's Women's Studies Program, established in 1977, is celebrating 25 years as an academic program providing a feminist interdisciplinary perspective on women and gender. Administratively a program in the Franklin College of Arts and Sciences, the Women's Studies Program cooperates with departments of all schools and colleges of the University in developing its curriculum and programming.

The Institute for African American Studies has evolved at The University of Georgia as an academic program of study since 1969. It is dedicated to the production of creative research on the achievements of African Americans and to exciting instruction for a diverse community of thinkers. Since 1992, African American Studies at The University of Georgia has rapidly developed in quality and quantity. Of the thirty-six courses that are either singularly or jointly sponsored, nearly all have had steadily increasing enrollments, bringing program enrollment to well over two hundred undergraduates a year. Students wishing to earn a certificate or undergraduate degree in African American Studies can do so by taking the recommended courses approved by the Director. The intent is to be both intellectually exciting and rigorously challenging. Many students of the Institute are interested in professional study and scholarly research beyond the undergraduate level. Others might begin to layout a systematic plan for thoughtful public service.

The Women's Studies Program offers an undergraduate certificate as well as a major and minor. They also offer a 15-hour graduate certificate in Women's Studies. The certificate is available to students who are currently pursuing a graduate degree or who already have a graduate degree. The purpose of the certificate is to expose students to the rapidly expanding interdisciplinary scholarship on women that might otherwise be neglected in their traditional curricula.

Georgia Tech

No information provided.

No information provided.

Iowa

The Women's Studies Program was established at the University of Iowa in 1974 and is one of the oldest programs in the United States. Our initial strength in joint appointments in the social

The African Studies Program (ASP), a constituent program of the University of Iowa International Programs, was established in 1979 to promote the interdisciplinary study of Africa at The University of Iowa. It helps students

sciences made the program unique within an interdisciplinary field most often drawn from the humanities.

Our recent appointments give us strength in both social sciences and the humanities and enable us to continue to develop the breadth of interdisciplinary strength we believe to be the cornerstone of a strong women's studies program. Certainly, the interdisciplinary nature of the program evokes strong support from faculty and students who consider themselves part of the Women's Studies community even though their ties are informal and their rewards intrinsic.

Since 2000, Women's Studies has had departmental status. Women's Studies has grown dramatically in the last 15 years. Starting with only one half-time faculty member, the Department now has one full-time appointment and eight faculty with joint appointments. About 55 other faculty at the University are affiliated with Women's Studies and regularly cross-list their feminist courses with Women's Studies, supervise graduate students or serve on Women's Studies thesis committees.

The Women's Studies Program at Iowa State University offers both a major and a minor in Women's Studies as well as a graduate minor. Students who choose to do a major must declare either a second major or a minor. Women's Studies may be defined as the critical and

gain a broader understanding of traditional and contemporary life in Africa and provides an environment of cooperation and collaboration among students and faculty that leads to increased opportunities for research and teaching. BA in African Studies/BS in Global Studies.

Iowa State

The African American Studies Program offers an undergraduate major and minor. The program is headed by a Director who reports to the Dean of the College of Liberal Arts and Sciences. Other staff include a program coordinator responsible for student issues, and an assistant to the director. The program has a steering committee of

scholarly pursuit of knowledge about women from feminist, interdisciplinary perspectives.

eight faculty drawn from departments across the College of Liberal Arts and Sciences and from other colleges.

The program has a director, who reports to the Dean of the College of Liberal Arts and Sciences, a program coordinator responsible for student issues, and two support staff. There are two faculty with joint appointments in Women's Studies and other departments, and over fifty affiliated faculty who teach courses in the Women's studies program.

MIT

Not closely tied to a particular department and thus receives support from the School for Humanities, Arts, and Social Sciences. MIT's website says "most Women's Studies subjects are cross-listed with other departments and are available to students in a wide range of fields of study."

Has an arrangement comparable to the one for WGS.

Penn State

The Women's Studies Program at Penn State was established in 1979 and is housed in the College of Liberal Studies. The program offers an undergraduate and graduate minor, and an undergraduate major. The nearly fifty faculty members are active in Women's Studies teaching and research.

African and African American Studies Department at Penn State is housed in the College of Liberal Studies. The department is composed of seven core faculty and twenty affiliate faculty and offers an undergraduate major and minor.

This interdisciplinary major is designed to give students an integrated and critical understanding of the experiences and contributions of peoples of African descent. Students are encouraged to research and evaluate the relationship between the political, social, and economic developments in Africa and the African Diaspora. There are two options

available to students enrolled in the major: African American Studies and African Studies.

The African American Studies Option provides students with the opportunity to explore the experiences of African Americans using theories and methods originating in the field along with those from various disciplines. The curriculum also promotes greater understanding of the relationship between African Americans and other ethnic groups. The African Studies Option examines the geographical, cultural, historical, political, and economic aspects of Africa. This option allows students to focus on political and economic developments in various countries and regions of Africa.

Three minors are also available in African Studies, Afro-American Studies, and Black Diaspora Studies.

Purdue

Women's Studies at Purdue Women's Studies offers students a transformative approach to liberal education through systematic attention to gender and to women's experience in all aspects of life. Women's Studies represents one of the major curricular innovations in contemporary higher education. The Purdue Women's Studies Program, established in 1979, is an interdisciplinary academic program of the School of Liberal Arts. The program offers interdisciplinary courses and undergraduate and graduate minor curricula. It provides information and resources to students, staff and community; sponsors many performances, lectures, and other

The AASRC offers a wide range of interdisciplinary courses. As a student in the program you will have the opportunity to take classes in the departments of History, English, Sociology, Political Science, Performing Arts and others. The program, located in the School of Liberal Arts, is dedicated to the study of the history, culture, and literature of African Americans and the African Diaspora in the Caribbean and Latin America.

educational events for the campus and the public; and links Purdue University with the rapidly growing nationwide community of women's studies scholarship.

Rensselaer

No program.

No program.

Rutgers

Recently identified as one of the top three programs among more than 700 nationally, the Department of Women's and Gender Studies began from a single course in 1969 called "The Educated Woman in Literature." Today, 30 faculty and 90 affiliated faculty teach over 2,000 students annually in the department's undergraduate major, M.A., and graduate certificate program. The curriculum has grown to over 100 courses that explore the connections between feminist theory and practice; consider the dynamics among gender, sexuality, race, class, ethnicity, culture, and religion from both interdisciplinary and disciplinary perspectives; and investigate women's and gender issues in a global context. In fall 2002, the department inaugurated a Ph.D. in Women's and Gender Studies.

The Center for African Studies (CAS) is the major institution for African studies in the state of New Jersey. CAS is committed to promoting scholarly research on Africa while increasing public understanding of the continent. The Center consists of faculty and staff throughout the three campuses of Rutgers University in New Brunswick, Camden and Newark. Faculty members conduct research in many African countries and in a variety of fields.

CAS promotes the teaching of Africa through curricular and faculty development. It informs a broader public through a vigorous outreach program of community projects and educators' workshops for K-12 teachers and coordinates a large offering of Africa-related courses throughout the university system. CAS also supports faculty research in Africa and builds linkages with Africa-based scholars, institutions of higher-learning and non-governmental organizations.

San Francisco State

A department housed in the College of Humanities. The B.A. is a liberal arts/humanities degree that focuses on women's issues in literature, history, sociology, anthropology, cultural and ethnic studies. The major provides the incentive, knowledge, and skills that prepare students for a variety of graduate programs; and for careers in traditional and alternative social

No program.

and educational institutions, as well as in national and international organizations that require expertise in women's issues. Some students have used the degree as a foundation for graduate work in professional degree programs such as teaching, counseling, social work, law, public health, administration, and advocacy.

Women Studies provides a framework for examining women and gender in relation to race, class, sexuality, colonialism, multiculturalism and globalization. Students examine the ways in which women are gendered in diverse societies and discuss their lives, roles and contributions.

Texas A&M

The Women's Studies program offers an undergraduate minor and graduate certificate. Courses are taught by faculty from disciplinary departments, one of whom is assigned the role of director of the Women's studies program. The program works closely with the Women's Center, which provides staff assistance for the director of the program. 31 faculty from departments in three colleges teach courses in the Women's studies program.

No formal program in African or African-American Studies. An undergraduate minor in Comparative Cultural Studies with a focus on United States cultures comes closest to a standard African-American studies program.

UC-San Diego

No information provided.

No information provided.

UNC-Greensboro

Has full-time director funded by the College, which also provides space, secretarial support, an operating budget, and an allocation of temporary salary funds for course staffing. Also has an endowment that pays some costs, plus a separate allocation from the Provost.

Has full-time director funded by the College, which also provides space, secretarial support, an operating budget, and an allocation of temporary salary funds for course staffing.

University of Illinois

Has a director and associate director.

The Women's Studies Program's mission is to provide an educational environment that promotes an awareness of and appreciation for differences created by gender, race, ethnicity, class, global location, and sexual orientation.

The Center for African Studies offers an interdisciplinary minor as a complement to the major for and student enrolled in the College of Liberal Arts and Sciences. The 20 hours selected by students for the African studies minor should form a coherent program of study. This program must be approved by the Center for African Studies.

Graduate Training in African Studies: The Center for African Studies exists to increase and disseminate knowledge about Africa through promotion of research, teaching, and outreach activities. With this broad mission, the Center established a master's program designed to give students an interdisciplinary perspective on the study of Africa. Through the master's program, students are exposed to many facets of Africa and to many ways of looking at various issues relating to the continent. At the same time, the program requires extensive training in an indigenous African language and allows students to pursue disciplinary interests if they wish.

The mix of area studies, disciplinary training, and language training provides skills and knowledge that are useful in a number of settings. Many students earning master's degrees in African studies see the degree as an intermediate step on the path to a doctoral degree in a traditional discipline. The interdisciplinary training at the master's level provides exposure to broad issues and varied approaches as well as technical and language training that often become crucial to successful work in other disciplines.

UVA

The program in Studies in Women and Gender (SWAG) at UVA is an interdisciplinary program

The Program in African-American and African Studies (AAS) is housed within the Carter G. Woodson Institute

(i.e., not a department because it doesn't grant graduate degrees). You can find more information on the website:

<http://www.virginia.edu/womenstudies/home.htm>

The program has 3 tenured/tenure-track faculty, each of whom has a 50% appointment in SWAG and 50% in a home department (e.g., History, Sociology). These lines belong to the program permanently/indefinitely. SWAG has its own administrative support person, its own space, and a few temporary adjunct faculty. Students can major in SWAG, but it offers no graduate degrees. The Director of SWAG serves a term similar to that of a departmental chair and reports to the Associate Dean for the Arts, Humanities, and Social Sciences. For budgetary and administrative purposes (e.g., in allocating incremental resources), it is treated just like a department.

for African-American and African Studies, both of which report to the Assoc. Dean for the Arts, Humanities, and Social Sciences. (See <http://www.virginia.edu/woodson/>).

The Institute

provides a home for the AAS program, supporting pre-docs and post-docs, some of whom teach in the AAS program. The program offers an interdisciplinary major in African-American and African studies, but no graduate degree. AAS has four tenured/tenure-track faculty, three of whom have 50% appointments in AAS and 50% in another department, and one of whom has a 25% appointment in AAS and 75% in his home department. These lines "belong" to the AAS. In addition, they have a full-time non-track faculty member who helps with teaching and administration of the program, as well as a full-time support staff person. The Dean also provides funds to offer a few extra courses with part-time, temporary adjuncts.

Virginia Tech

Women's studies at Virginia Tech offers an undergraduate minor, a graduate certificate, and a minor in Gender, Science, and Technology. There are seven core faculty in Women's Studies (two holding joint appointments in the Center for Interdisciplinary Studies and other departments, the rest housed in CIS). There are nineteen affiliated faculty in disciplinary departments of the College of Arts and Sciences, as well as other Colleges. The director of the program is one of the faculty housed in CIS. There is an advisory committee drawn from tenured faculty in Women's studies (both in CIS and affiliated). This committee oversees the program and makes hiring, promotion, and tenure decisions for lines housed in the CIS. A separate course planning and curriculum committee has general responsibility for curricular matters.

Virginia Tech offers a degree in Black Studies, with courses drawn from several departments as well as a sequence of courses taught by faculty located in the Center for Interdisciplinary Studies (CIS). The program has four staff positions in the CIS: a director and three additional lines located in the CIS. In addition, there are a number of affiliated faculty from departments across the college of Arts and Sciences.

William & Mary

The Women's Studies Program at the College of William and Mary was established in the Fall of 1990 as an undergraduate, interdisciplinary academic unit within the College of Arts and Sciences. The purpose of this field of study is to acquaint students with current scholarship on cultural and cross-cultural studies of women, gender, and feminist theory. The program offers a minor and major, with all faculty housed in disciplinary departments. There are eight core faculty (including the director) and thirty-two affiliated faculty. Two clerical positions report to the director.

Black Studies at William and Mary gathers together faculty and students dedicated to the interdisciplinary study of the past and present experiences of people of African heritage. There are twenty-eight faculty, all housed in disciplinary departments, who teach courses in the program. The program offers an undergraduate concentration, with curricular and administrative matters handled by an advisory committee. The chair of the advisory committee is the director of the program.

Wisconsin

The Women's Studies Program was founded in 1975 and established with a unique structure. Whereas most other women's studies programs of the time were structures designed to coordinate offerings of faculty from different departments, this program had from the start a degree of autonomy and resources that allowed it greater ability to define its own field, curriculum, and process for governance and decision-making. Having begun with a small set of course offerings; the Program now lists 62 courses, 32 of which are cross-listed from other departments. Not counting cross-listed courses, the Program offers 10-12 courses each semester as well as a full summer program. In 1980 the Women's Studies Certificate was offered for the first time. A PhD minor in Women's Studies was added in 1984 and the undergraduate major was established in 1986. In 1977 the Women's Studies Research Center was founded as the arm of the Women's Studies Program devoted to encouraging and coordinating high-quality women's studies research on campus. The Women's Studies Program members function as a university department.

Wisconsin has a department of Afro-American Studies and an African Studies Program.

The Department of Afro-American Studies (AAS) at the University of Wisconsin-Madison offers curricula and programming, and spearheads research that critically engages historical, cultural and social aspects of American and African American life. AAS has a dozen faculty plus four affiliated faculty who hold full-time appointments in other departments, twenty-eight graduate students (including AAS MA students and M.F.A.'s and Ph.D. minors in related programs), 20 undergraduate majors (BA's) and countless others for whom AAS is a double major, and serves a yearly average of 2000 students. A number of our courses are used to fulfill the University-wide undergraduate Ethnic Studies requirement.

The African Studies Program coordinates teaching and research on Africa. The program coordinates an interdisciplinary course introducing undergraduate students to the study of Africa from a variety of perspectives. The course, "Africa: An Introductory Survey," may be taken for credit in the departments of African Languages and Literature, Afro-American Studies, Anthropology, Geography, History, Political Science or Sociology. A Concentration in African Studies is available for undergraduates. Graduate students interested in Africa may earn a Ph.D. minor in African Studies or a certificate in African Studies

Appendix F:

EXTERNAL CONSULTANT'S REPORT

Prepared by William H. Newell on April 15, 2003 for the Dean's Ad Hoc Task Force on Interdisciplinary Programs in CHASS at NC State

Background to this Report:

In preparation for my visit to campus, I read a 20-page summary of draft reports by four sub-committees of the task force. On Sunday, April 13, I asked questions of Chuck Korte who picked me up at the airport, and of the half dozen members of the task force with whom I had dinner. During the day on Monday, April 14, based on the reports and the answers to my questions, I sketched out several variants of a proposal for restructuring interdisciplinary programs when I met (a) with the task force for two hours, (b) separately with three sub-committees, (c) with heads of interdisciplinary programs who are not on the task force, (d) with Dean Brady, and again (e) with the task force. The questions and concerns raised in reaction to each variant were helpful in narrowing the range of options presented below.

National Context:

Your institution is undertaking a comprehensive reassessment of the organization and administration of its numerous interdisciplinary programs (anywhere from 19 to 26 within CHASS, and 75 or more in the University as a whole) at a time when I perceive that the profession of interdisciplinary studies is starting to undergo another shift in focus. This timing gives NC State an exciting opportunity to get out ahead of the curve and organize its interdisciplinary programs in a way that will permit it to contribute to national discussions of interdisciplinarity and its role in a number of interdisciplinary fields

Twenty-five years ago, the key questions regarding interdisciplinary study and its practice were about whether there is a legitimate academic role for interdisciplinary study and whether it should build on the disciplines (instead of trying to replace them). By the 1990s those questions had been answered in the affirmative for most scholars writing on higher education. Interdisciplinary studies had moved from the radical fringe to the liberal mainstream.

In the last dozen years, interdisciplinary study has become the norm in American general education, so that a majority of all colleges and universities now have an interdisciplinary component to their required general education programs. The key questions have shifted to whether integration is essential to interdisciplinary studies and

whether the use of disciplines needs to be explicit. Again, there is a growing consensus that the answer to both questions is ‘yes’.

It is my belief that the issues facing interdisciplinary study have started to shift once more, this time to the identification of the steps comprising the process that defines interdisciplinarity, and to the application of that clarified process to real world problems. You can make it possible for your institution to play a significant leadership role in interdisciplinary studies (both in the profession as a whole and in individual interdisciplinary fields) by establishing an administrative structure for your interdisciplinary programs that encourages (ideally, that necessitates) their faculty to confront these issues.

Organizational Structure:

• Dispersed or Clustered?

The task force examined several models that clustered interdisciplinary programs as well as one that dispersed them among kindred disciplinary departments. If nothing else, I strongly urge you to move in the direction of greater rather than lesser clustering. (a) Faculty in interdisciplinary programs are engaged in an intellectual enterprise that runs against the reductionist grain of the disciplines, and they need as much mutual support as possible—not just for working in their particular field (because it’s easy to slide back into a discipline-driven, divide-and-conquer approach to even an interdisciplinary field) but also from those in other interdisciplinary fields (with whom interdisciplinarity is mostly what they have in common). They gain this support best through day-to-day informal interactions, which comes from having offices nearby. (b) A cluster of interdisciplinary programs that bring together a critical mass of faculty can protect as well as nurture the faculty in individual programs (and, indeed, the programs themselves) and help incubate new programs.

• Who or What Should be Clustered?

The task force and I discussed three options: cluster independent interdisciplinary programs under an associate dean; cluster interdisciplinary program heads in a new department of integrative studies; or cluster all core faculty in interdisciplinary programs—namely those faculty (whether now appointed to a disciplinary department, an interdisciplinary program, or MDS) whose primary allegiance is to their interdisciplinary field (or to interdisciplinarity in general) over their discipline.

Any one of these options would be preferable to dispersal among disciplinary departments, but a new department of integrative studies (which would need an intellectual as well as administrative rationale) would be clearly preferable to the purely administrative arrangement of a loose federation of independent interdisciplinary programs reporting to the Dean’s office.

* Such an organizational arrangement based largely on administrative convenience would give interdisciplinary programs more visibility and promote more communication and coordination among them than if they were dispersed among disciplinary departments, but its success in protecting and advancing interdisciplinary interests would depend too heavily on who is Dean at that moment and on which Assistant or Associate Dean is given the coordinating responsibility. College administrators come and go, and their

commitment to interdisciplinary studies is rarely the determining factor; worse, new deans sometimes make their mark by reorganizing whatever is in their power to change. Interdisciplinary programs would be more secure if some or all of their core faculty members were in a department chaired by a tenured faculty member with an on-going commitment to interdisciplinary studies, especially since decisions about eliminating departments are ultimately made at higher administrative levels.

* An organizational structure perceived by faculty as purely administrative is unlikely to prompt much intellectual examination of their commonalty, specifically the nature of interdisciplinarity and its precise relationship to their particular interdisciplinary field. Faculty appointed to a department of integrative studies, on the other hand, will be keenly interested in exploring the intellectual rationale for the department. Their status within the college and the university will depend on their ability to develop and articulate that rationale, especially to skeptical colleagues in disciplinary departments; and their professional identity will demand it.

* Discussions that probe the nature of interdisciplinarity across diverse interdisciplinary programs would, I am confident, inevitably confront the steps in the interdisciplinary process (which I predicted above will be one of two issues characterizing discussions of interdisciplinarity in the next decade). Thus, faculty prompted by their new departmental status to examine these issues locally would then be ideally situated to play intellectual leadership roles in the interdisciplinary studies profession as a whole, as well as in their individual interdisciplinary fields. Interdisciplinary studies as a whole at NC State would thus be structurally encouraged to move to the cutting edge.

Some of these intellectual benefits could be achieved by clustering heads of interdisciplinary programs in a department of integrative studies and leaving the rest of their core faculty part- or full-time in disciplinary departments, but it is clearly preferable to include all of their core faculty in the new department. (a) In part, this is because heads of interdisciplinary programs identify more closely with their particular interdisciplinary field than they do with interdisciplinarity: given the choice (which they must be) between joining with faculty from other fields or staying with faculty in their own field, they will inevitably choose the latter. (b) In part, it is because there would not be a critical mass of faculty in any one interdisciplinary program who would be imbued with cutting edge thought on interdisciplinarity. (c) And in part, it is because any impact on disciplinary departments of the new insights into interdisciplinarity would necessitate two diffusion processes instead of one, from program heads to the rest of the core faculty, and then from those core faculty to their disciplinary colleagues.

I conclude that CHASS should establish a new department of integrative studies comprised of the core faculty in as many interdisciplinary programs as can be encouraged to cast their lot with it.

* Programs and individual faculty members cannot productively be coerced into joining the department. It takes considerable intellectual labor to ground oneself in the professional literature on interdisciplinarity and to reexamine one's teaching and research in light of what that literature reveals. It

takes more creative effort to collaborate with faculty from a wider range of disciplinary backgrounds and more diverse substantive interests than are represented in any one interdisciplinary program to figure out an understanding of interdisciplinarity appropriate for all. And it is an even more demanding intellectual task to establish standards of excellence consistent with that understanding of interdisciplinarity. Faculty, individually and collectively, have to believe in the viability, validity, and ultimate fruitfulness of such an enterprise to expend the requisite energy.

* On the other hand, it would seem to be in the best interest of the College (indeed, the University) to cluster together as many interdisciplinary programs as possible that at least aspire to be fully interdisciplinary to achieve as much synergy and visibility as possible. That would in turn maximize the intellectual impact on disciplinary departments, and the potential for incubation of new interdisciplinary programs. The Dean could make it known that this new department will be a locus of activity within the College, including some of the new tenure-track lines, and let individual programs and core faculty decide for themselves just how central interdisciplinarity is to their self-definition. Are their careers and their program better served by increasing their attention to interdisciplinarity to get a piece of the action by joining the department of integrative studies, or by remaining autonomous and continuing to casually refer to themselves and their program as interdisciplinary without closely examining what that means. The more central to the College the Dean makes the new department, the more programs and the more core faculty within those programs will opt to join it.

* Since CHASS now has a dean who is highly supportive of interdisciplinary programs and who has initiated a comprehensive review of their organization, now is the time to establish a department of integrative studies.

• **How should concerns about rigor be addressed?**

A key challenge facing the new department would be to establish standards for evaluating interdisciplinary teaching, scholarship, and service. I believe those standards would need to be grounded in a close examination of the steps in the interdisciplinary process and the development of criteria for the conduct of each step. Current procedures for and policies regarding appointment, annual reappointment prior to tenure, third year review, tenure, promotion, and annual salary review all need to be reexamined in light of the distinctive characteristics and challenges of the interdisciplinary approach. Since interdisciplinary study is grounded in the disciplines, inputs would presumably be sought from relevant disciplinary departments at various points in the personnel advancement process, minimally during tenure review. One of the political challenges facing the department would be find ways to inform critics and potential collaborators alike about these standards.

• **Interdisciplinary studies as liberal arts or applied?**

The new department of integrative studies can give structural form to the Dean's goal of 'engaged liberal arts,' and in the process address the other emerging issue confronting the profession, namely how interdisciplinarity can be applied to real-world

problems. Applied and professional programs in other parts of the University routinely confront complex real-world problems, to which liberal arts disciplines can in principle offer valuable insights. The inherently reductionist approach of disciplines is designed to address only single aspects of complex problems, whereas the holistic approach of interdisciplinarity is designed to integrate the insights of individual disciplines into a more comprehensive understanding of a real-world problem in its full complexity. Thus, the department of integrative studies can take on the mission of serving as the intellectual interface between the disciplines of CHASS and the various faculty teams, programs, departments, centers, and institutes in other parts of the University that seek a collaborative interdisciplinary approach.

This mission would go a long way toward justifying the recommendation above that the Dean identify the new department of integrative studies as central to the mission of the College. Indeed, that mission would soon spawn, I suspect, new interdisciplinary programs aimed at integrating interdisciplinary research interests in other parts of the University with conceptual and theoretical insights available from disciplines and interdisciplinary programs within CHASS. And the marriage of theory and application proposed here would promote the Dean's goal of diffusing interdisciplinary studies into the disciplinary departments.

• **What about the existing department/division of Multidisciplinary Studies?**

I believe the MDS faculty can make valuable contributions to the missions proposed here for the department of integrative studies, especially through their insights into interdisciplinarity and their experience in designing fully interdisciplinary courses, but the MDS department itself would no longer be needed. I recommend that it be dissolved, signaling a new start for interdisciplinary studies in the College, and its faculty and interdisciplinary programs be given the option to be included in the new department of integrative studies.

Since the overall thrust of my organizational recommendation is to dissolve a department and create a new one that might include many of the same faculty and programs, one might be excused for wondering if I am really advocating the expansion of MDS under a new name. I am not. The mission of the department of integrative studies would focus on reconceptualizing and applying interdisciplinarity; on collaborating (among interdisciplinary programs within the department, with disciplinary departments and other interdisciplinary programs within CHASS, and especially with applied or professional activities outside the College); and on teaching that leads to research. It is my understanding that the mission, practices, and values of MDS have been fundamentally different.

Indeed, it may be important to take some pains to distinguish the department of integrative studies from MDS. (a) For that reason, I recommend that the name of the department refer to integrative, not interdisciplinary, studies; the fact that the national professional organization is called the Association for Integrative Studies underlines the goal of setting up the University to contribute to the national dialogue on interdisciplinarity. (b) Since the process of dissolving an existing department as well as the process of establishing a new department involves people outside the College, it can serve as a vehicle for communicating to the rest of the University that interdisciplinary studies has undergone a transformation in the College—that it's not business as usual.

• What about interdisciplinary programs that choose not to come into the new department of integrative studies?

The task force needs to recommend administrative procedures that regularize the allocation of resources to interdisciplinary programs outside the department. I suggest establishing criteria involving number of faculty (core and affiliated), number of courses (core and cross-listed), and number of students (enrollment, minors, and majors) for programs to qualify for operating budget, secretarial support, space, and assistance in securing course staffing. Such criteria are needed for existing and prospective programs.

I trust the new department would see the advantages of forging alliances with such programs as part of their collaborative outreach. Once the new department achieves some consensus on its intellectual basis, i.e., on interdisciplinarity in the context of a wide range of interdisciplinary fields, it would want to establish criteria for other interdisciplinary programs and their core faculty to join the department.

If there are enough interdisciplinary programs that opt not to join the department of integrative studies, they may merit some coordination from someone in the Dean's office. The department of integrative studies should be included at least for purposes of communication and cooperation.