



Chairs Council Working Group on Interdisciplinary Initiatives Final Report | September 2023 (Revised November 2023)

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Background

During a March 2023 Chair's Council Meeting, participants (1) brainstormed about four areas of opportunity interdisciplinary (hereafter, "ID") development (learning & connecting, academic programs & teaching, research & scholarship, and community engagement), (2) considered several types of stakeholders (students, staff, faculty, and external partners), and (3) commented on **three interdisciplinary themes (sustainability, health, and creative arts & media)** identified by the Office of the Provost through a 2022-2023 survey of chairs [see **APPENDIX A: Chairs Council Conversation Notes**]. Building on these conversations, a short-term Interdisciplinary Initiatives Working Group was established and tasked during the summer of 2023 by the Office of the Provost to propose several ID initiatives—many of which could be implemented in the next 12-18 months—with a potential budget of \$30,000. The Working Group primarily focused on the previously identified "learning & connecting" and "research & scholarship" areas (and to "community engagement" to the extent of identifying resources on the societal impact of research) and to collaborative ID activities (as opposed to solo, interdisciplinary research) among faculty. The Working Group gathered additional information by researching institutions and/or interviewing scholars associated with 20 model ID initiatives in and outside of the United States [see **APPENDIX B: Model Initiatives**, excerpt from [Chairs Council Interdisciplinary Initiatives Working Group Interviews](#)] and surveying MSU faculty about ID activities and interests [see **APPENDIX C: Summary of Current and Planned Faculty Interdisciplinary Activities**, summarized results of 96 faculty responses to [Interdisciplinary Initiatives Survey](#)]. Specifically, faculty were asked to list and describe the ID work they are or plan to be engaged in, identify barriers, and propose any additional ideas. In the survey, "interdisciplinary," was defined as "collaborations with scholars and practitioners from fields or disciplines that are different from your own, such as with someone from a different school or college at MSU or elsewhere."

Executive Summary

The Working Group's findings and prior knowledge indicate there is a moderate level of collaborative ID work and interest among faculty; there are also many faculty engaged in solo, ID research. Most collaborative, interdisciplinary research and initiatives are not among MSU faculty but between MSU faculty and off-campus faculty and partners. **A selection of several ID themes that emerged from the model institutions interviews and survey include: Artificial Life and Intelligence, Eco-diversity & Climate Change, Disability & Neurodiversity, Urban Poverty and Forestry, Genetics, Public Affairs, and Aging. The research themes that emerged from the 96 MSU faculty responses reporting current and aspirant research pursuits are a combination of two or more of the following: Arts (Performing and Language), Health, Environment, various identity groups, and Science & Technology.** The recommendations in this report were formulated with collaborative ID activities among full-time, tenure-track or tenured faculty in mind; however, independent ID scholarship and sub-discipline work as well as part-time and contingent faculty face some of the same ID challenges and can also benefit from the recommendations herein.

The common approaches/best practices of many model ID initiatives were to provide opportunities for faculty to connect with each other and drive innovation, incentivize participation (time releases and compensation), fund projects, establish formal ID agreements, and award prizes to students and faculty for outstanding ID work. The most cited barriers to ID teaching and research were administrative red tape/lethargy, lack of formal support/valuing/recognition of ID work, discipline purity and fear of losing students, low interest in/lack of knowledge about ID programs, finding a common ID language among disciplines, lack of knowledge about other faculty's research, and limited time and resources. These barriers are outlined under **Section I: Challenges to Collaborative Interdisciplinarity in Research and Teaching** and are grouped under three broader issues: (1) *Knowledge and grammar deficits*, (2) *Structural/policy inadequacies* and (3) *Investment challenges*. Suggestions for addressing these challenges at the Office of the Provost and Dean levels are listed in **Section II. Best Practices & Policy/Procedural Recommendations with Suggested Actions** and **Section III. Initiatives and Events with Suggested Personnel and Budget**. The last section, **Section IV. Resources Suggested by Model Institution Interviewees**, is organized by type of resource: Literature; Networks and Toolkits; ID Policies and Values; Reports, Repositories, and Assessments; Consultants/Speakers/Workshop Leaders; and Referrals by Interviewees (experts not contacted by the Working Group).

Barriers, Recommendations, and Resources

I. Challenges to Collaborative Interdisciplinarity in Research and Teaching

- (1) *Knowledge and grammar deficits*: Little knowledge of or no common language/definition of interdisciplinarity; unawareness of the research interests of fellow MSU faculty; unawareness of how, and avenues for, pursuing interdisciplinarity at MSU; lack of access to or absence of institutional data for faculty, students, and alumni
- (2) *Structural/policy inadequacies*: Lack of formal agreements between departments for joint hires and ID work; no articulated recognition and incentives through awards or criteria for reappointment, tenure, and promotion (RTP) evaluation; team-taught course high enrollment threshold for courses to run and reduced SSH allocation
- (3) *Investment challenges*: Reluctance to dedicating the copious amounts of time required for ID work; lack of funding and resources to encourage and support ID labor; inadequate student interest

II. Best Practices & Policy/Procedural Recommendations with Suggested Actions

Top-down policy approaches, events, and initiatives are recommended in order to cultivate an expectation of interdisciplinarity by formally incentivizing, facilitating, and recognizing ID activities. The *best practices* that undergird these ID recommendations are providing opportunities for bottom-up/organic pursuits; clearly communicating expectations and criteria for evaluation; establishing effective intra- and inter agreements and budgeting; consistent dissemination of, and announcements about, ID work; affording faculty the necessary time, resources, and funding; consistently offering training and professional support; valuing lone and collaborated ID pursuits; assuaging concerns about a loss of students and disciplinary integrity; understanding that the fruits of ID work take time and may not always be conventionally “successful,” and connecting teaching and research.

Policy/Procedural Recommendation (Office of the Provost and/or Deans)	Suggested Actions (indirect costs of faculty/staff time)
Removal of barriers to ID courses	<ul style="list-style-type: none"> *Allowing ID courses to run with low enrollment *Assignment of entire course SSHs to each faculty member for team-taught courses *Co-listing and cross-teaching classes
Formal recognition of ID scholarly and teaching activities	<ul style="list-style-type: none"> *Articulated RTP ID criteria (including recognizing ID work, diversity of publication outlets, and valuing ID publications and conference presentations) *Training/guidance for evaluators to recognize ID work *Recognition of energy and commitment to ID, regardless of outcome/allow trial and error (e.g., whether an external grant application is funded or not) with an articulation of what expected and unexpected goals were met *Providing a safety net/close advising of junior faculty to be sure ID activities benefit rather than detract from securing RTP
Clear intra- and inter-department/college/school agreements	<ul style="list-style-type: none"> *Scheme for accounting for loss of labor to home department/labor for both departments *Articulated agreement for joint-hires, affiliate faculty *Shared, centralized, or trans-budget funding model
Centralized and consistent communication and support	Dedicated website featuring faculty ID work, opportunities, resources, and successful initiatives
Creating and implementing a comprehensive ID plan underpinned by values, areas of excellence, and MSU-specific data (e.g. our majority minority student population, location in northern New Jersey, faculty interests and strengths)	<ul style="list-style-type: none"> *Adoption of Washington University in St. Louis' foundational areas and pillars (with the addition/integration of MSU's strength in the Performing Arts) and other appropriate tweaks *Gathering of data from students, alumni, and community and business partners regarding ID interests and curriculum relevancy *Create ID advisory board
Curriculum development and curated, co-curricular experiences that exposes students to/support ID	<ul style="list-style-type: none"> *Intentional infusion of ID into GenEd courses and Montclair Experience *Connecting ID preparation to career readiness *Funding for student-initiated ID activities *Articulation of agreements with surrounding universities and colleges regarding course enrollments

	*ID program (majors and minors) with dedicated advising
Established process for tracking progress, societal impact, and assessments with timelines for re-evaluation	*Self-report by faculty and staff of experiences (satisfaction and awareness) *Adoption of toolkits (see "Resources" section) *Post-award reports *Attempted and funded grants and other work *Adoption of ID vocabulary by students and faculty *Increased number of ID courses (individual and team taught)
External Funding	*Collaborating with Development and Alumni Office to identify donors *Brokering inter-university grant opportunities

III. Initiatives and Events with Suggested Personnel and Budget

Initiatives	Suggested Personnel and Budget
Course releases for supporting the exploration and execution of ID research and grants	Monetary implication of course releases (e.g. compensation for an adjunct and cost of time for personnel to make arrangements)
Stipends for individuals and groups to support the planning of single and cluster ID courses offered in a semester on a theme/call, grant writing/funding support, research, events and projects (during academic year or summer)	Varies (\$1,000-\$3,000), with additional incentives/support for community-engaged projects (share cost with community partners and establish mechanism for the community to identify priorities and challenges) and campus-engaged research (using the university campus as a living lab and including collaborations with non-academic entities); salary for ID grant writing position to assist faculty
Incubation/seed and implementation grants	\$2,000/\$4,000
Stipend pipeline/automatic award for faculty who team-teach a course to write a grant or fund a project related to course content	\$2,000-\$3,000
Semester or AY ID fellows program	\$1,000/semester or \$2,000/AY for faculty member (additional funding for faculty partnerships)
University infusion of scholars with ID interests	Varied salary costs. Cluster hires, post-docs, visiting faculty positions and/or exchanges, increased participation in Collaborative Online International Learning (COIL)

Additional travel funding to attend ID teaching and research conferences or a different field/discipline	\$2,000/year
Train the trainers program and “knowledge brokers” (inspired by Ghent University)	\$1,000/semester for faculty members to undergo training on ID best practices and \$1,000/semester for training other faculty; \$2,000/semester to undergo training and act as a knowledge broker that coordinates various faculty, students, and community stakeholders in a project/initiative
Umbrella and/or focused ID Initiatives Center (physical or virtual)	\$10,000 stipend and course releases for faculty member(s) or new salaried position; dedicated support staff; consider reviving MSU’s Creative Research Center
Events	Suggested Budget
Faculty meet & greet (e.g. speed dating-style, brainstorming sessions)	\$250 x 4 meetings per AY = \$1,000 for catering
Research/topic-specific meetings (during or after business hours)	no cost
Faculty presentations of research or model programs and courses	no cost
In-person and virtual workshops/keynote speakers/consultants (e.g. facilitated workshop on tackling a wicked problem; how to engage in ID work; how to find a common language between/among disciplines) *include targeted/cross-workshops that cater to non-tenure track faculty, contingent faculty, and graduate teaching assistants	\$1,000/\$2,500/\$3,5000 fee
Public/community presentations of paired faculty with multiple perspectives on a theme	\$250/faculty member
Awards ceremonies and spotlights for scholarly activity (with and without undergraduate and graduate students), students, and teaching	\$2,000 for catering and awards

IV. Resources Suggested by Model Institution Interviewees

Literature

- **History of ID field** | “Alliances for Interdisciplinarity and Transdisciplinarity: 7 A Call for Response,” Julie Thompson Klein. *Issues in Interdisciplinary Studies*. Spring/Fall 2021, Vol. 39, 1-2
- **Dated but rich list of works by scholars who continue to publish** | Klein, J. T. (1994). *Finding interdisciplinary knowledge and information*. *New Directions for Teaching and Learning*, 1994(58), 7–33. doi:10.1002/tl.37219945803
- [Interdisciplinarity: History, Theory, & Practice](#), Julie Thompson Klein. Wayne State University Press (1991)
- [Beyond Interdisciplinarity: Boundary Work, Communication, and Collaboration](#). Julie Thompson Klein. Oxford University Press (2021)
- [Ghent University’s interdisciplinary SSH-consortia : a strategy to enhance the societal impact of research](#), Noel Klima, Stefan Meysman, Julie Carlier, Alexis Dewaele, and Esther De Smet. *fteval Journal for Research and Technology Policy Evaluation*, JULY 2019, Vol. 48, pp. 133-138. DOI: 10.22163/fteval.2019.381 (entire 2018 proceedings/all articles of the conference: “Impact of Social Sciences and Humanities for a European Research Agenda Valuation of SSH in mission-oriented research” is also available).
- “[Building the concept of research impact literacy](#),” Julie Elizabeth Bayley and David Phipps. *Evidence & Policy* (2019),15(4), 597-606.

Networks and Toolkits

- [Network for Transdisciplinary Research](#) | global network for the study of interdisciplinarity)
- [Advancing Research Impact in Society \(ARIS\)](#) | community provides professional development and toolkits
- [The Declaration on Research Assessment \(DORA\)](#) | recognizes the need to improve the ways in which researchers and the outputs of scholarly research are evaluated.
- [Imagine America](#) | scholars and artists in public life
- [National Science Foundation \(NSF\): NSF 101: Five tips for your Broader Impacts statement](#)
- [The Macrosystems Ecology For All Research Coordination Network \(MEFA\)](#) | for faculty in teaching-focused positions to gain the training necessary to become full participants in macrosystems science. Help develop collaborative, multi-institution projects that address macrosystems questions, use existing environmental datasets, and serve as vehicles for teaching undergraduate students macrosystems concepts and data

science. All projects include Diversity, Equity, Inclusion, and Justice (DEIJ) components and many emphasize community involvement.

- [Advancing and Evaluating the Societal Impact of Science \(AESIS\)](#) | Network that shares best practices for developing effective instruments for evaluating and advancing the societal impact of science.

ID Policies and Values (Ghent University)

- Introduction to and Increasing Interdisciplinarity | [interdisciplinary consortia aimed at societal impact](#)
- **Professional Evaluation that Promotes Collaboration and Innovation** | [Career path and evaluation policy for professional staff \(ZAP\)](#), see portfolios too for research and teaching)
- **Pillars and Frameworks for Societal Impact** | [Value Creation and Impact of Research](#)

Reports, Repositories, and Assessments

- **Research impact (ENLIGHT)** | [Repository of Good Practices on Research Impact & Institution Self-Assessment Toolkit](#)
- **Definitions and understandings of ID research** | SHAPE-ID [report](#) from systematic literature review found that understandings are plural. There is an interesting OECD [report](#). This is also how SHAPE-ID explained it in their [survey](#).
- **Evaluating ID work** | SHAPE-ID have curated and created a number of resources on this on the [evaluation section](#) in the toolkit. This [recent paper](#) is also interesting – it’s a comprehensive academic overview of work on evaluating IDR.
- **Integration expertise (Dedicated position to how to do ID)** | [Recent article](#) on ‘integration experts’ as an emerging profession, and on the SHAPE-ID [webinar recording](#) on the subject of integration expertise.

Consultants/Speakers/Workshop Leaders

- [Verónica A. Segarra](#) | Goucher College | Biological Sciences, Biochemistry and Molecular Biology | participates in several funded projects designed to support diversity, equity, and inclusion in STEM fields, particularly by uniting scientific societies to exchange promising practices and data, and by creating and implementing innovative professional development programming for early-career scientists.
- [Rick Szostak](#) | University of Alberta Economics | [Consultant: Association for Interdisciplinary Studies](#) | has provided advice on interdisciplinary research process to research groups as diverse as evolutionary/developmental evolution and applied physical activity. visit
- [Pauline Gagnon](#) | Professor and Interim Dean, College of Arts and Humanities, University of West Georgia | [Consultant: Association for Interdisciplinary Studies](#)

- [Esther DeSmet](#) | Ghent University | Senior Research Policy Advisor | Societal impact, knowledge brokers, faculty incentives and evaluation
- [Knowinnovation.com](#) | company that facilitates scientific innovation and collaborations

Referrals by Interviewees (experts not contacted by the Working Group)

- **Grace Morris** | University of Connecticut | Director of Research Training and Development for Institute for Collaboration on Health, Intervention, and Policy (InCHIP) | expertise in seed grants.
- **Susan Dixon Renoe** | Missouri School of Journalism, University of Missouri | Associate Vice Chancellor for Research Development & Strategic Partnerships | chosen to serve on the Committee on Equal Opportunities in Science and Engineering (CEOSE), a congressionally mandated advisory committee of the National Science Foundation (NSF); advance contributions of women, underrepresented minorities and persons with disabilities.
- **Michael O'Rourke** | Michigan State University | Director of the Toolbox Project | an NSF-sponsored research initiative that investigates philosophical approaches to facilitating interdisciplinary research.
- **Beverly McGuire** | UNCW Quality Enhancement Program | Oversees a five-year Quality Improvement Plan (QEP) that focuses on interdisciplinary learning to increase student achievement in three common goals: disciplinary grounding, perspective taking and integration.

Appendices

APPENDIX A: Chairs Council Conversation | March 2023

Who?	Learning & Connecting	Academic Programs & Teaching	Research & Scholarship	Community Engagement	Other/Notes
Faculty	<ul style="list-style-type: none"> -Host gatherings of interested faculty -Market studies Education for shared understanding of “interdisciplinary” -Partner w/indeed.com about requested jobs skills etc. That could inspire programs. -Seed money for cross-disciplinary. - Seminars/conferences/ workshops on campus -Develop interdisciplinary programs. -Grant funding for interdisc. groups. -Have a coordinator as point person; avoid duplication of program development. 	<ul style="list-style-type: none"> -Market studies -Seed grants -Not focused seriously on one CIP -Better management of data -Models of feasible scheduling, course offerings, team teaching. -Figure out the credit allocation to do a interdisciplinary course. -Co-teaching -Tenure – double duty to 2 depts/programs -Minor embedded w/gen eds. -Decide/define credit load allocation 	<ul style="list-style-type: none"> -Support special lecture on topic -Develop seed grant program -Seed funding for collaborative research -Addition travel -Thematic seminar program for faculty research & presentation (e.g. Social theory & Social Justice) 	<ul style="list-style-type: none"> -A minor fair? Just minors to promote interdisciplinary. -Identify community mentors or liaisons. -Bring together existing programs on campus -Funding for community related town hall events. 	<ul style="list-style-type: none"> -Identify other institutions who have developed programs -Opportunities to teach courses collaboratively.
Students	<ul style="list-style-type: none"> -Funding of clubs -Funds for student -Clubs for interdisciplinary program - Workshop/modules - Health and Wellness: Later 	<ul style="list-style-type: none"> -Minor in interdisciplinary Health Studies. -1/2 semester, couple courses that are on a common theme. -Money for market surveys that help us brainstorm about developing new programs rather than having faculty 	<ul style="list-style-type: none"> -Opportunities for cross-disciplinary research and advising -Coupled courses to tackle a common issue in two different disciplines for a part of the semester. 	<ul style="list-style-type: none"> -Some access to library resources should be available. 	<ul style="list-style-type: none"> -Seed grants for student clubs -Student clubs -Annual interdisciplinary workshops for students. -Career-graduate school option. -Interdisc. panel

Who?	Learning & Connecting	Academic Programs & Teaching	Research & Scholarship	Community Engagement	Other/Notes
Students	<p>professional practice – for univ. community but not limited to, nutrition, audiology, public health, speech pathology, social work, counseling, etc. (e.g. health fair). Set up events on campus for students to get experience & community to get services costs – supplies, advertising events.</p> <ul style="list-style-type: none"> -Students travel funding for interdisc. Conferences. -Visit gen ed classrooms w/faculty from diff. departments in a given program. -Creation of student honor society. -Funds for students + work on interdisc. group research. -Lunch with faculty to get similar interests together. -Information sessions -Interdisciplinarity & Career Workshops; connect w/businesses. -Support student clubs that are interdisciplinary. 	<p>develop programs and then run market surveys.</p>			<ul style="list-style-type: none"> -Interdisc. minors embedded within the gen ed. -Student ID's should remain active after graduation.

Who?	Learning & Connecting	Academic Programs & Teaching	Research & Scholarship	Community Engagement	Other/Notes
Staff	-Host gathering of staff from different departments to share experiences.				-Montclair Public Libraries Patron should get access to the University Library online resources.
External	-Invite current industry and NGO partners to roundtable -Help with partnerships. -Admin help with paperwork for interdisc. programs.	-Faculty loads credits – make this easier – take away disincentives. -Outside scholar series events/seminars for faculty development.	-Support day-long visit + seminar by external faculty/expert.	-Sponsor public-oriented talks, events	-Health & Wellness fair
Comments Specific to Theme SUSTAINABILITY	-Cultural organizations/advocacy -Environmental campaign groups.				
Comments Specific to Theme HEALTH	-Ex. Data Analytics Sustainability Creative Arts & Media				
Comments Specific to Theme CREATIVE ARTS, MEDIA	-Recognize strain on individuals who have feet in more than one dept/program, etc.				

**APPENDIX B: Model Initiatives | From Summer 2023 [Chairs Council](#)
[Interdisciplinary Initiatives Working Group Interviews](#)**

Institution/organization Contact Information	Initiative Name & Description and/or website link
Stephen Patnode	STS(Science and Technology) Program from SUNY Framingham
Kelly Delany - Asst Director kellydel@andrew.cmu.edu	Carnegie Mellon Ideate - https://ideate.cmu.edu/index.html
Sara Compion, Ph.D., Director Location: CAS 409 Telephone (908) 737-0427 Email scompion@kean.edu	Center for Interdisciplinary Studies, Kean University https://www.kean.edu/academics/college-liberal-arts/center-interdisciplinary-studies/resources
Cherubim Quizon Associate Professor of Anthropology, Department Chairperson	https://www.shu.edu/arts-sciences/interdisciplinary-programs.html
Jack Tchen	Director Clement Price Institute and Public History Program, Rutgers-Newark
Irina Silber	Chair. Dept of Anthropology and Interdisciplinary Programs, City College of New York
Melissa Lane Director of the University Center for Human Values Class of 1943 Professor of Politics (609) 258-4860, mslane@princeton.edu Laura Wooten Hall, Room 302 St. Francis College/Jennifer Wingate Utah State University Interdis. Degree Contact Tom Liljegren tom.liljegren@usu.edu Veronica Armour, Director, IDEA Emailveronica.armour@rutgers.edu	https://www.princeton.edu/research/interdisciplinary-approach Saint Frances College https://www.sfc.edu/academics/departments/interdisciplinary-studies Utah State University https://www.usu.edu/degrees-majors/interdisciplinary-studies_bs_ba IDEA Rutgers New Brunswick https://newbrunswick.rutgers.edu/idea
Interdisciplinary Humanities Center UC Santa Barbara, Susan Derwin, Director T: (805) 893.8538 Office: 6046A HSSB derwin@ihc.ucsb.edu admin@ihc.ucsb.edu	https://ihc.ucsb.edu/about/

<p>Ester De Smet Interdisciplinary Research Consortia Esther.DeSmet@UGent.be Gent University</p>	<p>https://www.ugent.be/en/research/science-society/idc interdisciplinary research projects application</p>
<p>Amy Gorin Vice Provost for Health Sciences and Interdisciplinary Initiatives amy.gorin@uconn.edu</p>	<p>Interdisciplinary Research Center and Institutes (eight of them) https://provost.uconn.edu/provosts-office/centers-institutes</p>
<p>Pauline Gagnon Professor and Interim Dean, College of Arts and Humanities University of West Georgia (678) 839-4876 w 678-925-1957 (m) pgagnon@westga.edu</p>	<p>Consultant: Association for Interdisciplinary Studies. https://interdisciplinarystudies.org/consultants/</p>
<p>Rick Szostak (Professor of Economics, University of Alberta, AIS President 2011-14) https://sites.google.com/a/uAlberta.ca/rick-szostak/ 780-492-3306 rszostak(at)ualberta.ca</p>	<p>Consultant: Association for Interdisciplinary Studies. https://interdisciplinarystudies.org/consultants/</p>
<p>Binghamton University</p>	<p>https://www.binghamton.edu/research/division-offices/strategic-research-initiatives/interdisciplinary-collaboration-grants.html The Division of Research established the Interdisciplinary Collaboration Grants (ICG) Program to provide funds to facilitate the development of collaborations at Binghamton University. This program is for investigators who seek to enhance their research opportunities through collaboration and may include projects that represent a new research agenda. Proposals from all areas of scholarship are encouraged.</p>
<p>Vermont State University</p>	<p>https://vermontstate.edu/academic-programs/interdisciplinary-studies/?gad=1&gclid=CjwKCAjw44mlBhAQEiwAqP3eVtp5121-22uVxm4GV7_ewFljvL_OrQQD2v4gycnpz0PVE3_UOoyBoCeg_UQAvD_BwE</p>
<p>Fordham University</p>	<p>https://www.fordham.edu/academics/research/office-of-research/initiatives-and-infrastructure/internal-funding-opportunities/interdisciplinary-research-grant/ Fordham has an internal interdisciplinary research award for faculty. “The objective of this Interdisciplinary Research Grant (IRG) is to provide pilot funds to stimulate interdisciplinary research projects.</p>
<p>North Carolina State University</p>	<p>https://research.ncsu.edu/initiatives/interdisciplinary-initiatives/</p>

APPENDIX C: Summary of Current and Planned Faculty Interdisciplinary Activities | From Spring 2023 [Interdisciplinary Initiatives Survey](#)

96 Faculty Respondents

Survey Questions

1. What interdisciplinary initiatives are you **already engaged in**? Please include a brief description of the initiative(s) including all of the disciplines or fields involved.
2. What interdisciplinary initiatives are you **thinking about developing**? Please include a brief description of the initiative(s) including all of the disciplines or fields involved.
3. **What issues did you encounter (or do you anticipate)** in creating interdisciplinary initiatives, and how did you (do you) plan to overcome or mitigate these issues?
4. **Please share any questions or additional thoughts.** This may include: additional interdisciplinary themes that interest you, model interdisciplinary initiatives at other institutions/organizations that you know of, or other matters not covered by the survey.

Summary of Responses

Courses/training:

1. LASER: linking art and science through education and research
2. Honors course linking Math and Anthropology
3. IT technology and sustainability; Earth and Env. Studies and Business
4. MSU-Kessler internship
5. MSU-Dolphin Research Plus Internship
6. HIST/NUFD202 Food in World History
7. Irish writing
8. HIST333
9. Research on Interdisciplinary Global Studies (RIGS)
10. Honors program in Medical Humanities
11. SASE210
12. Intro to Poetry Writing

Degrees:

1. Minor in Neuroscience
2. Major in Neuroscience
3. ENSM PhD program
4. Minor in Leadership Development and Civic Engagement
5. Urban Humanities Minor
6. American Studies major/minor
7. Major and minor in Policy Studies
8. Major in Languages in the Creative and Cultural Industries
9. Major in Jurisprudence
10. MA in Law and Governance
11. Latin American Studies

12. East Asian Studies
13. Audio Description (track for now)
14. MS in Computational Linguistics
15. Minor in CogSci, language engineering track
16. Minor in Native America and Indigenous Studies
17. Minor: Social Justice Writer's Toolkit
18. MA in Digital Humanities – not active
19. Minor in International Business
20. BA in Recording Arts and Production
21. Certificate in Developing Neuro-inclusive Practices

Research

1. Research with colleagues in multiple countries and states
2. HEAL fellowship
3. Cognition and Leadership lab
4. Interdisciplinary research among faculty
5. The Norman Sicily Project
6. Research on Interdisciplinary Global Studies (RIGS)
7. Montclair's Medieval and Early Studies
8. Collaboration between non-profits and MSU to mitigate jelly fish invasions
9. "Consuming the City"
10. Collaborations with Tufts, Northern Illinois and Boston Public Health Commission
11. Collaborations between Biology, Chemistry, and AMNH
12. Undergraduate Research Steering Committee
13. Interdisciplinary proposal to use mindfulness in policing

Centers/Initiatives

1. Humanities Center
2. Interdisciplinary working group on reproductive rights
3. COSMO: Interdisciplinary examination of media literacy and misinformation
4. Global Human Trafficking Center
5. Next Generation Service Corp Steering committee
6. Interdisciplinary Center for Geographic Information Science
7. Center for Heritage and Archaeological Studies
8. Medical Humanities and Nursing collaboration
9. Collaboration between Biology and School of Communication
10. Community Engaged Teaching and Learning Fellows Program
11. Women's leadership, DEI, Special Education and Curriculum
12. Team Redhawk Interprofessional Education Group
13. HOLA: Historia Oral de los Latinos y Archivo Digital
14. Medieval and Early Modern Seminar
15. NAIS Summer Field School
16. Interdisciplinary International Initiative (Study Abroad program)
17. Circle of Arts
18. Autism Interdisciplinary Group

Miscellaneous

1. Spanish Language Journalism certificate program (launches Fall 2023): Partnership with the Dept. of Spanish and Latino Studies. Curriculum initiative is supported by an inter-unit faculty joint hire.
2. 2. Fall 2023 special topic course: The Business and Programming of Streaming (FMTV 437): Co-taught by Steve Sherman (SBUS) and Mark Effron (SCM)
3. 3. Fashion Show partnership between Dept. of Art and Design and SCM; and related #Focus Fashion news piece produced by the Montclair News Lab
4. Hawk+ streaming network content verticals for SBUS, Cal School of Music, and Arts and Cultural Programming (Galleries)
5. Red Hawk Sports Network in collaboration with the Athletics Department (a non-academic unit)
6. The SCM's Joetta Di Bella and Fred C. Sautter III Center for Strategic Communication partnership with the Justice Studies Dept., on the topic of online misinformation
7. Dance Film (FMTV 372) interdisciplinary course with SCM and the Dept. of Theatre and Dance (offered annually) 8) Television Production Company (FMTV 454) partners with CART departments and Arts and Cultural Programming to produce and stream video of artistic productions and events.
8. Ghetto Film School (summer program) partners with the Dept. of Theatre and Dance (which provides actors for film projects).
9. 2/16/23 partnership with SBUS to conduct an event of the MBA Speakers Series, with Vice Media CEO Nancy Dubuc
10. Participants in the Social Media and Influencers pre-college program (Summer 2023) are producing multi-media campaigns for all four other MSU pre-college programs.
11. CMST 350/GLQS 302, The Role of Media, Public Relations, and Communication Strategies for LGBTQ+ Equity and Advocacy: Fall 2023 cross-listed course offered by the Dept. of Gender, Sexuality, and Women's Studies
12. Various collaborations between faculty on various projects

*Plans for the future (includes additional themes)

1. Interactive Campus Map
2. Circle of Arts Program
3. Crisis Intervention Program
4. Urban Community Forestry
5. Math and Music
6. Interdisciplinary capstone projects (Sustainability Science and Geography)
7. Digital Humanities course with comp sci, library, and history
8. Asian American Teaching Group
9. Argumentation and Cognitive Psychology
10. Nursing simulation and Theater
11. EdFoundations and Gender Studies
12. Bilingual Creative Writing
13. Food Sustainability
14. Center for studying Artificial Life
15. Campus as a welcoming sculpture park
16. Joint CSAM and CEEL STEM Education collaboration
17. Disabilities Studies
18. Program for Indigenous youth
19. Environmental History course

20. Interdisciplinary challenged-based course focused on happiness
21. Middle East Studies Program
22. Writing in context of Disabilities Studies
23. Make Team Red Hawk official
24. Machine learning and business
25. Graphic Narratives course
26. Develop public training sessions

***Broadly, all of the above are a combination of one or more of the following: Arts (Performing and Language), Health, Environment, various identity groups, and Science & Technology.**

Barriers

1. Low interest among faculty for scholarship,
2. more interest in teaching courses if compensation is equitable. How courses are offered cross-listing or co-seating can help. Administrative red tape to code courses ***
3. Low interest among students; lack of knowledge on part of students about programs**
4. Administrative buy-in; Valuing interdisciplinary initiatives by administration ***
5. Funding issues resolved through grants
6. Administrative requirements
7. Time, money, motivation, and energy
8. Finding a common language to use between disciplines **
9. Existing biases/stereotypes
10. Knowing colleagues' interests **
11. Resistance to new ways of thinking
12. Presenting and publishing papers
13. Coherent approach to a new program
14. Institutional lethargy
15. Turf protection; fear of losing students ***
16. Financial support to initiate programs ***
17. Misalignment of valuing how and where scholarship is published
18. Adjunct participation and initiation of projects is not rewarded or valued

Additional Thoughts

1. Don't force interdisciplinary projects
2. Art and Science is a natural
3. Create an office to support Interdisciplinary initiatives
4. It has to be okay to fail at an initiative
5. Don't assume that just because you put people together in the same location, that they will automatically form interdisciplinary collaborations
6. Projects are initiated, but there is no mechanism to invite others to review and give feedback
7. Make all GenEd courses interdisciplinary
8. How will AI play a role?
9. How does one get started or involved?
10. Different Webmasters create silos
11. Budget process should not get in way of initiatives
12. Provide an online platform that gives examples of successful interdisciplinary initiatives
13. How can we use interdisciplinary initiatives to help the community at large.