

Methodology: The committee gathered information from faculty in a variety of formats, chiefly through an on-line survey (attached).

Results:

I. Quantitative data from the on-line survey (approximately 60 respondents across depts.):

- Is interdisciplinary teaching valued? Overall respondents leant to **no**
- Is co-authorship with faculty across disciplines valued? Leant to **yes**
- Is interdisciplinary work at the department level valued? Leant to **yes**
- Other questions received **neutral** responses overall (publications in other disciplines count for promotion and tenure; interdisciplinary work is valued at the administrative level; interdisciplinary research is valued at BMCC).

II. Barriers to interdisciplinary activities identified from verbal survey data and other outreach at department meetings, etc.:

- Institutional support missing from administration
- Evaluation - no mechanism or clear guidelines for Chairs & P&B to judge work
- Creative works or hard to categorize works are not evaluated as equal to more conventional productions
- Co-teaching/interdisciplinary teaching – onus for recruitment of students put on the individual
- Payment for teachers doing paired work in Learning Academy has been cut for Fall 16
- Workload (the insoluble)
- Collaborations with faculty from institutions in other regions is limited by travel fund restriction
- Territoriality re teaching schedules and teaching across departments prevents cross-department teaching
- Public spaces don't enhance interdepartmental interaction

III. Suggestions:

- Support for co-teaching/team teaching – could be RFP or we could come up with suggested subjects:

This could emanate from OAA or other entities whether departments or special programs.

- Evaluation – establish mechanism for outside departments to evaluate interdisciplinary scholarship as necessary when it is deemed of benefit to the faculty member to do so:

Work with Chairs to determine the best practice for cross-department evaluation.

- Learning Communities – work with ASAP and Learning Academy to ensure paired/block programming and with commensurate remuneration.

Enhance cooperation with learning communities and departments on mutual interests.

- Social Activities – beyond the FIG's and CETLS; brown bag lectures; structured mingling between departments.

Through CETLS or in other venues, stage events with specific goal of being interdepartmental.

- Social Space on Campus – enhance faculty and staff dining area to be more for faculty.

In the past, faculty and staff dining was a gathering place for faculty. Short of that, some other center for faculty should be established.

- Administration to support interdisciplinary endeavors through RFP and through official statement.

OAA to examine this possibility.

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Survey Results

A total of 60 people responded to the COACHE survey on interdisciplinary work at BMCC. Table 1 shows that a total of 13 academic departments (Math, Academic Literacy and Linguistics, Music & Art, Health Education, Center for Ethnic Studies, Modern Languages, Computer Information Systems, Science, Social Science, Speech, English, Teacher Education, and Business) responded. Table 2 summarizes respondents by rank. Teaching faculty of all ranks responded to the survey: Full, Associate, Assistant Professors, Instructors, Lecturers, and Adjuncts.

Table 1

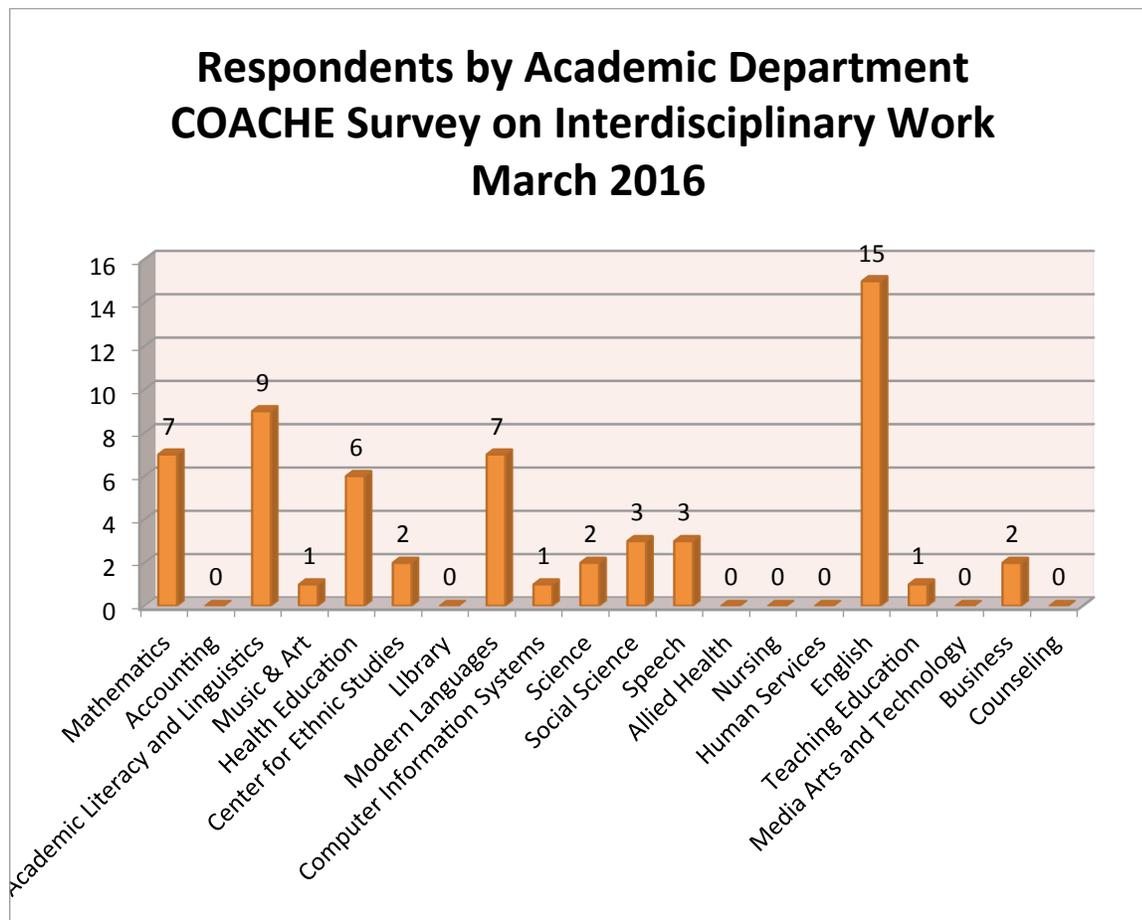
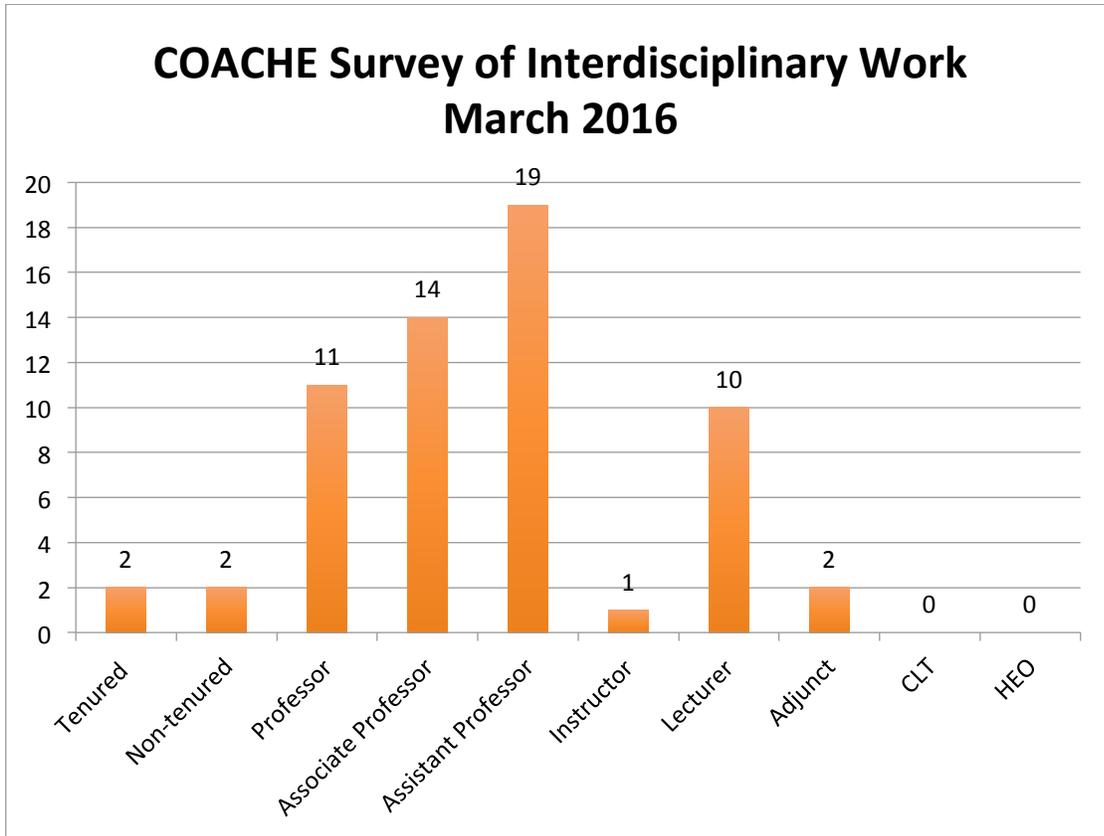
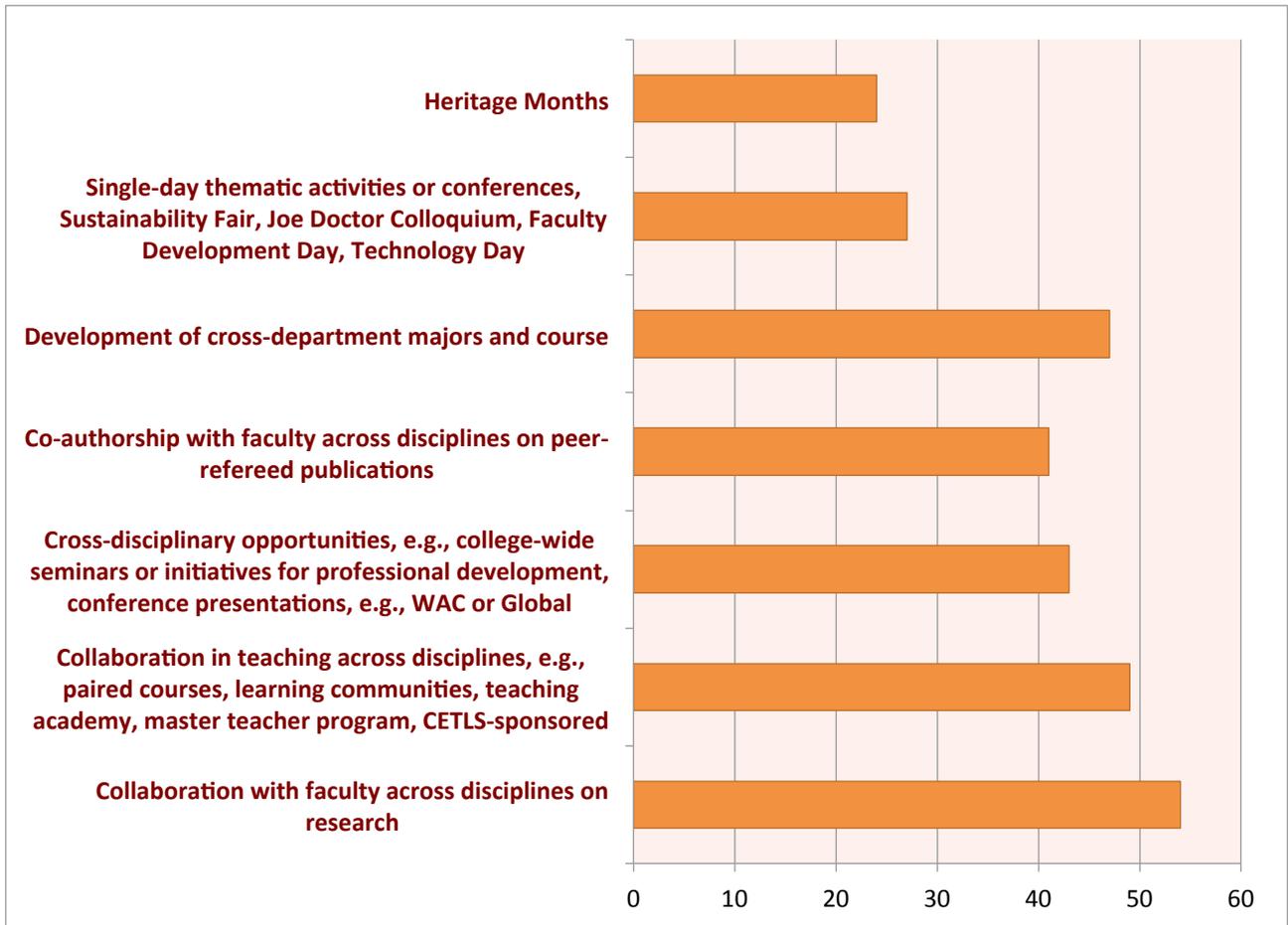


Table 2



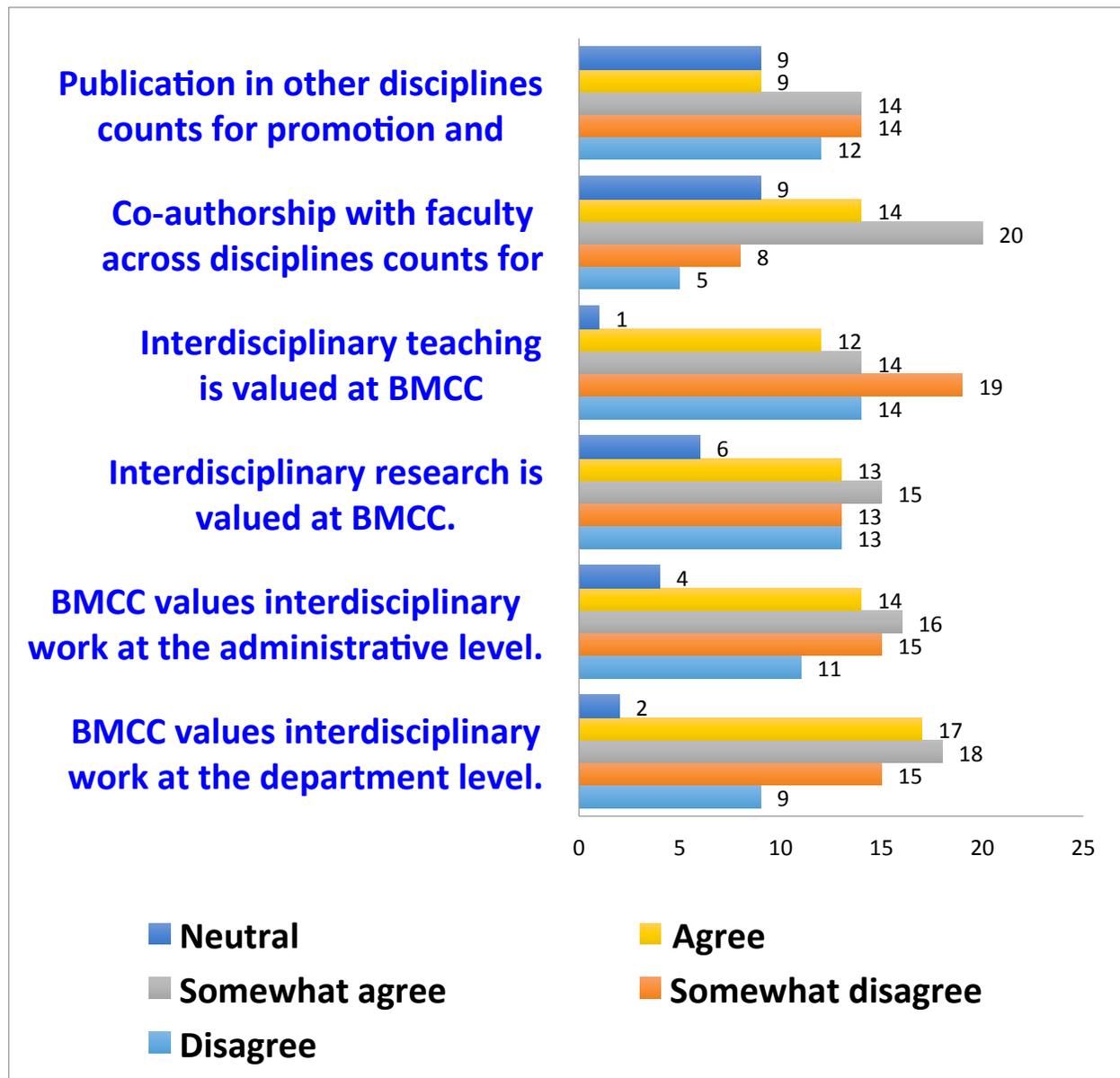
Respondents were asked how they conceptualized or defined interdisciplinary work at BMCC, as reported in Table 3. Some faculty identified interdisciplinary work as encompassing a variety of activities at BMCC but a large number of faculty viewed interdisciplinary work as focused on teaching and scholarship through collaboration across disciplines on research, collaboration in teaching across disciplines, and the development of courses and majors across disciplines.

Table 3



Respondents were asked to what extent BMCC values interdisciplinary work. Table 4 summarizes respondents' perceptions regarding how the college views interdisciplinary work. Respondents somewhat agree that BMCC values co-authorship with faculty across disciplines for promotion and tenure and to a lesser extent that BMCC values interdisciplinary teaching and interdisciplinary research. Respondents somewhat disagreed that interdisciplinary teaching is valued at BMCC. This is reflected in the response regarding how respondents perceive to what extent interdisciplinary work is valued at the department and administrative levels. Responses demonstrate a similar number comparing those who somewhat agree as those who somewhat disagree.

Table 4



Respondents identified several barriers to interdisciplinary work based on past experiences at BMCC. Several trends emerged as summarized in Table 5: Lack of institutional support, both at the administrative and department level; no clear guidelines or precedents to follow; workload makes collaborative efforts unrealistic; no clear guidelines from departments; and interdisciplinary research/work does not count equally towards tenure and promotion.

Table 5

Lack of institutional support; red tape involving chairs and administration; I would like more institutional support recognizing the additional time required to research and write; we need release time fellowship for faculty doing collaborative, interdisciplinary work; institutional support; administration has decided that interdisciplinary work does not count for promotion or tenure; institutional support and paperwork are problematic; assumption that the best path for publication and scholarly inquiry is the work you are hired in
Lack of precedent to follow; no clear guidelines; no formal structure ; somewhat ad hoc activity; self-initiated by faculty; leg work falls on faculty to recruit studies for paired courses; unclear guidelines on teaching; <i>retaliation for anyone who voices a disagreement</i> ; unclear guidelines for external evaluations or department support for using interdisciplinary teaching
No opportunity for team teaching; Few opportunities to teach across disciplines
Paired classes are cancelled because of low enrollment and puts untenable burden on faculty who develop the course, recruit students, have a new schedule/new class upon cancellation; huge administrative barriers to cross-discipline course development – huge bureaucracy by institution and huge perceived competition barriers expressed by department chairs
Interdisciplinary work does not seem to be valued – no item on annual evaluation
Department chairs want publications to be in the discipline; publications in other disciplines should count toward promotion. We need better access to scholarly journals; all professors in CUNY should access to the same journals that CUNY grade Center has.
Workload makes it difficult to meet faculty across departments; lack of time to collaborate and meet with teachers and staff; teaching load is so heavy and classes are too large so there is little time to spare for extraneous activities; workload makes it impossible to do anything but teach and grade. Lack of release time is serious issue. Workload; work involved exceeds resources and rewards. Time and access to my fellows in different fields are a barrier. No time provided to truly develop and nurture projects with a heavy teaching load. Presentations are not hands on.
No barriers; have not encountered any barriers. None of these are barriers for me.
Negative feedback on research outside my discipline; told to refrain from conducting research with other faculty for tenure since it becomes a hassle trying to prove how much one contributed;
Initiatives like WAC or Art Across the Curriculum cross disciplines. CETLS offers opportunities for collaboration.

Respondents offered suggestions for increasing interdisciplinary activities within their departments, among departments, and/or from outside the college. Table 6 summarizes these suggestions.

Table 6

Value interdisciplinary work in the classroom and support research rather than service and teaching
Allow team teaching, not paired courses; co-teaching
Sponsor and organize interdisciplinary social events
Support time for planning and research, lesson incredible burden of committee work at department and college wide; encourage virtual meetings
Encourage collaborations across departments
CETLS is place for conversations across disciplines
Collaboration with faculty from other CUNY colleges
More coffee hours
Create incentives for departments and chairs
Develop protocols for interdisciplinary activities across departments that will help rather than hinder
Interdisciplinary writing experiences for students requiring they write papers for non-English courses which are edited and reviewed by English faculty
Reduce class size, reduce workload, make more release time available
Value on interdisciplinary and collaborative work must come from the top; chairs need to know specific ways to value work for tenure and promotion from administration; administration must provide money/release time
Create opportunities to communicate and know each other outside departments
Release time and money
Create a category called interdisciplinary work and vertical collaboration on annual evaluation tenure and promotion process forms
More visibility of value
Change chairs
More support in writing research with other faculty; we should not experience a backlash for producing published materials with other faculty
Stop interfering with faculty
Faculty development on how interdisciplinary work enriches the curriculum needs to be introduced for faculty to recognize its value at BMCC
Training Math across the Curriculum
Convince the administration that interdisciplinary work is valuable; create venues for CUNY publication across disciplines in peer reviewed journals and funding for cross campus conference initiatives
Publicize that interdisciplinary work is valued; more funds/awards for collaboration work; create easy-access opportunities for faculty to network online or in person; encourage deans, chairs, faculty to introduce colleagues who may have common interests; encourage departments to reach out to one another to find possible ways of

collaborating; encourage instructors in paired courses to publish on matters related to the collaboration

Clear guidelines on how these activities will or won't count towards tenure

Opportunities are presented but without time —provide a course release
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