

1

BUILDING SUPPORTIVE INSTITUTIONAL STRUCTURES FOR INTERDISCIPLINARITY

How do we align institutional structures with interdisciplinary and arts-integrative values? How do we ensure that the arts have an equitable role? How do we bridge different administrative systems across campus to reduce the “silo” effect? What systems (scheduling? credit allocation? others?) directly impact interdisciplinary collaboration? If those systems were to support and promote interdisciplinary collaboration, what would they look like? What are the resources (time? space? money? personnel? others?) that cross-campus collaborators need? How do we create structures that prevent the scarcity of resources that many interdisciplinary initiatives face? What university systems (tenure and promotion? degree requirements? others?) indirectly affect cross-campus collaboration? How can they be aligned with arts-integrative values to incentivize collaboration? What sort of leadership will support the institutional structures we propose?

If institutional structures supported interdisciplinarity, what would be accomplished?

2

FACILITATING INTERDISCIPLINARY COLLABORATION

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What does an ideal interdisciplinary partnership or team look like? What are the stakes if such a collaboration goes well, or goes poorly?

3

DEVELOPING INTERDISCIPLINARY COURSES AND CURRICULA

What sorts of relationships (personal? intellectual? institutional? others?) are involved in interdisciplinary curricula? How do faculty get interested, and how do interested faculty get involved? What differences (language? expectations? assumptions? administrative systems? others?) must be reconciled for interdisciplinary curriculum to work? How is a syllabus shaped? What are the challenges and rewards of working together? What sorts of resources (funding? unique space? others?) does interdisciplinary teaching require? If some of those resources go to interdisciplinary teaching, what other people and programs are affected? How does time (scheduling grids? course load? others?) factor into the equation? How are co-teachers credited for their team-teaching? How does an interdisciplinary course meet degree requirements for students? What really helps the development of interdisciplinary courses and curricula? What stands in the way?

What are the goals of innovative interdisciplinary courses and curricula? What impact would we like such courses to have?

4

FOSTERING RELATIONSHIPS AND IGNITING COLLABORATION

How does the potential for collaboration differ from campus to campus? How do potential partners from different disciplines find each other? What structures or systems influence these potentials? How could structures and systems be optimized for interdisciplinary collaboration? What motivates people to collaborate? What university structures and systems incentivize collaboration? What makes interdisciplinary collaboration easier? Harder? With what other entities (museums? libraries? performing arts presenters?) might the university collaborate? What are the challenges and rewards of such collaborations? How can they be promoted? What works really well at bringing together interdisciplinary partnerships or teams? What stands in the way? What doesn't exist, but should?

What do we hope to gain by fostering relationships and encouraging collaboration across disciplines? What would be the impact of increased interdisciplinary collaboration?

5

DESIGNING AND IMPLEMENTING NEW INTERDISCIPLINARY PROGRAMS

What shape (single course? degree? major? community project? institute or center? others?) can new interdisciplinary programs take? What existing systems and structures support the creation of a new program? Where would existing systems and structures prove challenging? Who are the different players coming together for the new program? From where are they coming? What sorts of differences among them (administrative? epistemological? others?) need to be bridged? What are their expectations and assumptions? What resources (time? money? space? personnel? good will? others?) are needed to make the new program a success? What are the potential reactions to the new program? Are the value and impacts of the program understood? What sort of education, case-making, or advocacy might be called for? What would really help the design and implementation of a new interdisciplinary program? What would stand in the way?

Why create a new interdisciplinary program? What impact do we hope it will have?

6

PROMOTING DIVERSE WAYS OF KNOWING

What “ways of knowing” (scientific? arts-based? collaborative? others?) are accepted on campus? Do any of these ways dominate? Are any absent? How does teaching and research grounded in one way of knowing differ from teaching and research grounded in another? What university structures and systems (tenure and promotion? degree requirements? funding guidelines? others?) promote certain ways of knowing? How could these structures and systems be optimized? How are ways of knowing implicitly supported or dismissed (expectations of time and effort? language? others?) on campus? How can stakeholders effectively demonstrate the value and impacts of arts-integrative initiatives? Where does this case-making need to be targeted? What promotes diverse ways of knowing? What stands in the way?

What would be the impact of a university that supported diverse ways of knowing equally? What is the goal of such equitable inclusion?