

Models and Strategies for Interdisciplinary Collaboration at Private Research Institutions

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I. RESEARCH PARAMETERS AND METHODOLOGY

Project Challenge:

A private master's university in the Midwest approached the council with the following questions of other institutions:

How do institutions structure and organize interdisciplinary programs for undergraduate students? Specifically:

- *What governance and administrative structures are used to support interdisciplinary program collaboration across various colleges and schools (i.e. are programs administered through the office of the provost, by an advisory committee, etc.)?*
- *Do offices of interdisciplinary study operate as independent centers? Are they separate colleges with their own deans and administrative structures? In what other ways is interdisciplinary curricular programming organized?*
- *If an institution has a director of the interdisciplinary program, is this role a staff or faculty member?*
- *What budget models do institutions use to fund interdisciplinary programs across colleges and schools? What are the various funding streams that support interdisciplinary curricular programming?*
- *Do institutions' interdisciplinary offerings have dedicated faculty or do they rely on volunteer faculty from across colleges and schools? If institutions do rely on faculty from across colleges and schools, how are those faculty recognized or rewarded for their efforts within the promotion and tenure system?*
- *What models or incentives (workload, promotion and tenure) have institutions used to encourage faculty to collaborate on interdisciplinary curricular programming, in particular to draw faculty to develop general education courses and minors and majors that are interdisciplinary?*

Sources:

- National Center for Education Statistics <http://nces.ed.gov>
- The Chronicle of Higher Education <http://chronicle.com>
- Various university websites

Research Parameters:

- As requested, the Council focused its research primarily on private research universities.
- The majority of contacts interviewed for this brief were associate deans of arts and sciences, deans of arts and sciences, and directors or associate provosts of interdisciplinary studies.

I. RESEARCH PARAMETERS AND METHODOLOGY

A Guide to the Universities Profiled in this Brief

Institution	Location	Type	Approximate Enrollment (Total/Undergraduate)	Carnegie Classification
University A	South	Private	5,000/4,000	Master's Colleges and Universities
University B	Midwest	Private	6,000/5,000	Master's Colleges and Universities
University C	Midwest	Private	4,500/4,000	Master's Colleges and Universities
University D	Midwest	Private	7,000/4,000	Master's Colleges and Universities
University E	Northeast	Private	7,500/6,000	Master's Colleges and Universities
University F	West	Private	4,500/3,000	Master's Colleges and Universities

Source: National Center for Education Statistics

II. EXECUTIVE SUMMARY

Key Observations:

- **Interdisciplinary programs are generally administered out of the office of the provost, usually by an associate provost and/or director of interdisciplinary programming.** One contact institution, **University A**, has an interdisciplinary program in Music-Business that became a separate college five years ago.
- **Administrators of interdisciplinary programs are usually associate provosts in charge of interdisciplinary programming or deans of the college of arts and sciences.** If the institution has directors of individual interdisciplinary programs they are generally faculty members.
- **Funding for interdisciplinary programs is primarily drawn from the budget for the office of the provost.** Across contact institutions, interdisciplinary programs that are administered out of the office of the provost receive their funding from the central administration. Contacts state that interdisciplinary programs are rarely linked directly to a college (except at **University A**) due to a lack of defined ownership among departments.
- **No contact institutions offer faculty members incentives for teaching interdisciplinary courses.** Institutions classify interdisciplinary courses the same as regular department courses in tenure and promotion considerations. Contacts agree that there may be need to experiment with the faculty incentive structure for promotion and tenure in order to grow interdisciplinary programs in the future.
- **The majority of institutions rely on volunteer faculty from the college of arts and sciences to teach interdisciplinary courses.** As such, faculty members are generally not appointed as designated interdisciplinary faculty (except at **University A** and **University B**).
- **Some institutions require faculty members to follow a specific model when developing an interdisciplinary program.** For example, **University E** requires faculty to follow a specific sequence of courses at certain levels (i.e. three introductory courses, two intermediary courses, etc.) without prerequisites to ensure consistency across interdisciplinary programs.

III. ADMINISTRATION AND FUNDING OF INTERDISCIPLINARY PROGRAMS

The following table outlines the governance and funding structures for interdisciplinary programs across contact institutions. More detailed descriptions of each program can be found on pages 7-10.

Institution	Interdisciplinary Programs	Administrative Governance	Budgeting for Interdisciplinary Programs
University A	<ul style="list-style-type: none"> • Social Entrepreneurship • Asian Studies • Interdisciplinary Honors • Music Business (separate college—see page 10) 	<ul style="list-style-type: none"> • Heads of the programs report to the associate provost/dean of university college • College of Entertainment and Music Business has an academic dean (see page 10) 	<ul style="list-style-type: none"> • Programs are incorporated into to the provost office's budget • The budget offers subsidy for a director, a staff member for administrative support, a physical office on campus and an ongoing budget to sustain the program
University B	<ul style="list-style-type: none"> • Administration of Criminal Justice • American Studies • Environmental Science • Women's Studies 	<ul style="list-style-type: none"> • All programs are housed within the college of arts and sciences • Faculty members affiliated with the program rotate as program chairs • Chairs generally do not receive a course release or a stipend (though this varies based on the size of the program) 	<ul style="list-style-type: none"> • Programs have no separate budgets • Any additional funding required for the program is negotiated between the dean and the program chair
University C	<ul style="list-style-type: none"> • China Studies • Classical Studies • Foreign Language & Business • Gender Studies • International Studies • Science, Technology and Society • Peace Studies • Public and Corporate Communication • Urban Affairs 	<ul style="list-style-type: none"> • The majority of programs are housed within the college of arts and sciences • Four programs are housed within the associate provost's office (see page 9) 	<ul style="list-style-type: none"> • Programs in the college of arts and sciences receive funding from the dean's office similar to traditional academic departments • Programs housed within the provost's office are incorporated into to the office's budget
University D	<ul style="list-style-type: none"> • African Studies • American Studies • Asian Studies • Atmospheric Sciences • Black Studies • Communication Studies • Environmental Studies • Exercise Science • Justice and Peace Studies • Native American Studies • Military Science • Women's Studies 	<ul style="list-style-type: none"> • All programs are housed within the college of arts and sciences • Programs are administered by a faculty chair • Faculty chairs are appointed by the dean of the college of arts and sciences • Interdisciplinary chairs do not rotate as frequently as traditional department chairs 	<ul style="list-style-type: none"> • Program chairs generally do not receive a stipend or course release • Program budgets are negotiated directly with the dean • Depending on size of program, administrative support comes from the department secretary of the program director's traditional academic department
University E	<ul style="list-style-type: none"> • Asian Studies • International Studies • Latin American Studies • Middle Eastern Studies • Science and Values • Sports Studies • Women's Studies 	<ul style="list-style-type: none"> • All programs are housed within the college of arts and sciences • Programs are administered by a faculty chair • Faculty chairs report to the chair of their home department 	<ul style="list-style-type: none"> • Program budgets are negotiated directly with the dean

III. ADMINISTRATION AND FUNDING OF INTERDISCIPLINARY PROGRAMS

Institution	Interdisciplinary Programs	Administrative Governance	Budgeting for Interdisciplinary Programs
University F	<ul style="list-style-type: none"> • Liberal Studies • Asian Studies • Race and Ethnic Studies • Latin American Studies • Women and Gender Studies • Environmental Studies • International Relations 	<ul style="list-style-type: none"> • All programs are housed within the college of arts and sciences • Programs are administered by a faculty program director • Program directors are dedicated faculty members officially affiliated with the interdisciplinary program 	<ul style="list-style-type: none"> • Programs are budgeted similarly to traditional academic departments • All funding is negotiated between the program director and the dean of the college of arts and sciences

III. ADMINISTRATION AND FUNDING OF INTERDISCIPLINARY PROGRAMS

Administering Decentralized Interdisciplinary Programs

University B, University D, University E and several programs at University C use a structure similar to traditional departments within the college of arts and sciences to administer interdisciplinary programs. Most programs use some version of the following administrative structures:

- **Interdisciplinary programs housed within the college of arts and sciences.** All interdisciplinary programs at University B were formed within the college of arts and sciences because the majority of the courses offered for the programs are courses from the college.
- **Interdisciplinary programs are almost entirely composed of cross-listed courses already offered across academic departments.** Interdisciplinary programs are developed by faculty advisory committee that compiles curricular requirements and negotiates with traditional departments about cross-listing courses. All credit for courses that are cross-listed as interdisciplinary goes to the traditional department that offers the course. University C has several courses—usually no more than two or three per program—designed specifically for interdisciplinary programs; however, all other courses for interdisciplinary programs are cross-listed.
- **Interdisciplinary programs have no separate budget.** Because interdisciplinary courses do not require additional faculty, but rather make use of preexisting courses, the school does not require funding significant enough to warrant a separate budget for each interdisciplinary department.
- **Faculty members affiliated with the interdisciplinary programs rotate as program chairs.** Faculty members involved in an interdisciplinary program serve on a program committee specific to each interdisciplinary program. Members of the program committee rotate as the program chair; the chair calls and directs meetings, acting in a capacity similar to a chair of a traditional department. The program committee engages in the same kind of business as a traditional department, looking over issues with regard to the major, making curricular decisions, developing scholarships, overseeing assessment, etc. Program chairs generally do not receive a course release for the position, though this varies based on the size of the program and is at the discretion of the dean.
- **Program chairs report to the chair of their home department.** Program chairs are not attached to the interdisciplinary program beyond their administrative duties and their traditional department is still their “home department.”

As is the case at University E, the same general model can be utilized for offering interdisciplinary minors. At University E, courses are cross-listed with existing courses and are coordinated by the faculty member who designed the program.

III. ADMINISTRATION AND FUNDING OF INTERDISCIPLINARY PROGRAMS

Avoiding Departmental Bureaucracy

Contacts at **University B** said that administering interdisciplinary programs as unofficial departments is an easy way to avoid the managerial bureaucracy associated with traditional academic departments. Contacts note that interdisciplinary programs generally suffer from being halfway departments, with confusion about administrative duties, problems with class scheduling, and so forth. By developing interdisciplinary majors from pre-existing courses in the college:

- No additional faculty or adjunct faculty are required to teach courses
- No formal administrative structure is necessary
- No separate budget is required

Though lacking in formal structure, traditional departments are generally eager to accept more student credit hours by cross-listing preexisting courses. Additionally, faculty members do not feel as if they are detracting from their own department's credit hour delivery by teaching interdisciplinary courses.

"The model we have is fairly archaic, but it's stable. It works for developing and sustaining programs over long periods of time and doesn't have the administrative hassle of developing an entire department."
- Associate Dean of the College of Arts and Sciences
University B

Instituting Oversight Committees for Interdisciplinary Programs

Contacts at University B note that the downside to a decentralized organizational structure is that traditional departments often have competing incentives. Because their chief affiliation is with their home departments, faculty members can often push their own departmental agendas over the interdisciplinary programs.

Contacts note that departmental agendas are most effectively managed with program oversight committees. At University B, each academic department that has any courses cross-listed as interdisciplinary is required to have a faculty member representative on the interdisciplinary program's committee. Generally, these are faculty members affiliated with interdisciplinary programs (i.e. faculty who have taught interdisciplinary and cross-listed courses) and who volunteer to serve on a committee for the interdisciplinary program. For example, the environmental sciences program has representation from the various science departments across the college, including chemistry, biology, and molecular biology. Committees meet regularly to discuss faculty evaluations, course load assignment, and managing program budgets.

University A also utilizes advisory councils for all interdisciplinary programs administered out of the provost's office. Interdisciplinary programs with several concentrations within the program also have a corresponding faculty member who directs the concentration, acting as a deputy program chair and assisting with course scheduling and other administrative duties.

"There's always going to be push and pull between departments' agendas, but these committees are great for keeping the lines of communication open, figuring out what courses can be offered when, and making sure the program aligns with the university's mission. It also keeps faculty from other departments involved in the program directly; there's no risk of one of the programs getting swept aside."

- Associate Dean of the College of Arts and Sciences
University B

III. ADMINISTRATION AND FUNDING OF INTERDISCIPLINARY PROGRAMS

Problems in Encouraging Cross-College Collaboration

University B recently developed an interdisciplinary program intended to involve STEM faculty as well as faculty from the liberal arts in the department of teacher education. The program was designed to offer science courses for education majors that promote the skills necessary for students intending to teach science. Contacts note that, at the time, this program was a very different kind of science pedagogy and required a substantial rethinking of the traditional science discipline.

Requiring a Home Department for Interdisciplinary Faculty

The university formed a committee from a variety of STEM faculty to oversee the program and all instruction, evaluation and program/faculty assessment. Contacts note that integral to the committee makeup were faculty members from outside the college of arts and sciences.

As they were building the program, contacts realized they needed a dedicated faculty member to model the effective pedagogies necessary for the courses. The committee hired an interdisciplinary faculty member to teach several courses designed specifically for the program. Originally, the position was supposed to exist outside of the departmental structure. Contacts said they were reluctant to assign the faculty member to a specific home department as they thought this might defeat the purpose of having an interdisciplinary faculty member. As such, the faculty member was housed within the college of arts and sciences without being affiliated with an academic department.

Because the program was not an official department, the chair of program committee did not have any budgetary authority. Additionally, because the dedicated faculty member was not assigned to a department, she was often missed by the college for mailing lists, payroll, and other administrative purposes. Contacts note that without a defined department, the program lacked certain necessities, such as a distribution mechanism for the program's funding and mail. Within a year, the faculty member was officially assigned to the biology department.

"I'm disappointed at having to assign her to the biology department, but in the end it was best for her. We wanted to break down silos with the program, not build new ones. But without the kind of advocacy and budgetary mechanisms of a department, faculty members can fall through the cracks. It's really hard to break the departmental barrier because colleges are so wedded to them administratively."

Associate Dean of the College of Arts and Sciences
University B

III. ADMINISTRATION AND FUNDING OF INTERDISCIPLINARY PROGRAMS

Shifting Oversight for Interdisciplinary Programs to the Provost's Office

Until recently all interdisciplinary programs at **University C** were housed within the college of liberal arts and sciences. Last year, the provost and associate provost made the decision to move several interdisciplinary programs from the college of liberal arts and sciences into the office of the provost. These programs include:

- Gender Studies (minor)
- Peace Studies (minor)
- International Studies (major and minor)
- Science, Technology and Society Studies (major and minor)

Until the move, interdisciplinary programs were classified as programs instead of departments, with faculty acting as directors instead of chairs. As a result, contacts state, department interests often trumped those of interdisciplinary programs. Moving several growing programs to the provost's office presented the following advantages:

- Interdisciplinary programs would receive dedicated and reliable funding
- Department interests within the college of liberal arts and sciences would not overshadow interdisciplinary programs
- New administrative support would foster sustainable growth for interdisciplinary programs

To accommodate the change, the associate provost for faculty affairs became the associate provost for faculty affairs and interdisciplinary programs.

Dedicated Meetings with Program Directors

Contacts at **University C** note that one significant advantage of the new organization is the ability to coordinate meetings among directors of the various interdisciplinary programs. The new strategy for communication between programs includes:

- Associate provost meets monthly with all directors in a group setting
- Associate provost meets individually with all directors one per month

Contacts said that already these meetings have succeeded at helping directors share practices, generate ideas, and generally learn about each other's programs.

Problems with Administrative Infrastructure

Though they are now located in the provost's office, the interdisciplinary programs at **University C** have not themselves been structurally modified; courses are still cross-listed with the same nomenclature identifying them as interdisciplinary, and the same courses are still offered and taught by faculty members in the college of liberal arts.

Additionally, the interdisciplinary programs maintain an association with a department in the college of arts and sciences. Contacts note that the provost's office lacks sufficient infrastructure to handle all curricular and faculty issues associated with the interdisciplinary programs. For example, curricula for all interdisciplinary programs are still approved by curriculum committees in the college of arts and sciences. Currently, the program chair of the gender studies program is submitting a request to bring the program from a minor to a major. If approved, gender studies would become a college of liberal arts degree; however, all administrative oversight and budgeting would still come from the provost's office.

III. ADMINISTRATION AND FUNDING OF INTERDISCIPLINARY PROGRAMS

Managing Political Fallout

Contacts at University C said that there was some significant political fallout associated with moving the interdisciplinary programs into the office of the provost. The dean of the college of liberal arts, as well as faculty members from the college, expressed concern about programs being moved from the college into the provost's office. The college of liberal arts also lost a portion of its funding as the budgets for the interdisciplinary programs were moved into the provost's office. As a result, contacts report that there is lingering frustration on behalf of the faculty members that the college is being punished with the revocation of the degree.

"The programs are benefiting from the additional attention that the provost's office can give; however, we're still trying to deal with some resentment of the faculty—losing programs is tough for colleges."

- Associate Provost for Faculty Affairs and Interdisciplinary Programs
University C

Experimenting with Dedicated Interdisciplinary Faculty Members

Prior to the 2010-2011 academic year, all faculty members teaching interdisciplinary courses were assigned to a traditional academic department. However, the associate provost is in the process of hiring University C's first dedicated interdisciplinary faculty member in gender studies for the following reasons:

- **Dedicated faculty members necessary for growing the interdisciplinary program.** Contacts said that in order for the program to grow organically there must be a faculty member dedicated to teaching and developing courses specifically designed for the program.
- **Growing need for instructors to take on dedicated interdisciplinary courses.** Currently, there are only two or three courses designated as "gender studies" (all other gender studies courses are cross-listed with other departments' courses). Though most faculty members teach these courses on a voluntary basis, there is a growing concern about waning interest among faculty members for teaching interdisciplinary courses. Contacts said that the gender studies faculty member will be able to take on this responsibility in addition to designing new courses.

The tenure-track faculty member in gender studies will report directly to the provost and have no affiliation with a traditional academic department.

"Though it's great that faculty feel an affinity for interdisciplinary programs, we want to be able to ground them in more than just a desire to teach—this is a step toward more fully legitimizing our interdisciplinary programs."

- Associate Provost for Faculty Affairs and Interdisciplinary Programs
University C

III. ADMINISTRATION AND FUNDING OF INTERDISCIPLINARY PROGRAMS

Dedicating Faculty Members to the Honors Program: University A

In a move to improve the strength and standing of the interdisciplinary honors program, University A recently moved the honor's program from a department within the college of arts and sciences into a free-standing department with administrative oversight provided by the provost's office.

Hiring Dedicated Honors Faculty

To initiate the change, the provost's office hired four full-time tenure-line faculty members to teach interdisciplinary honors courses, as well as a program director (also a faculty member). Honors courses are now taught exclusively by honors faculty members and the director of the program reports to the associate provost and dean of the university college.

Problems Making the Transition

Contacts report that, though faculty were initially supportive of moving the honors program to the provost's office, the move has resulted in waning interest among faculty members from the college of arts and sciences to participate in the honors program. The provost's office has had difficulty encouraging faculty members to participate in honors tutorials, a weekly hour-long mentorship program for all honors students. Contacts state that this is symptomatic of a steady decline in support of the honors program from the arts and sciences faculty members.

"For years we just had a faculty member in the college of arts and sciences running the honors program with a course release. When they ceded ownership of the program it really did fall out of favor with arts and sciences faculty. We're trying to get them involved again, but it has been difficult."

Associate Provost and Dean of the University College
University A

III. ADMINISTRATION AND FUNDING OF INTERDISCIPLINARY PROGRAMS

Expanding an Interdisciplinary Program into a College

About ten years ago, the music-business major—an interdisciplinary music and business program—at **University A** was expanded into independent college of entertainment and music business. Music-business was originally an interdisciplinary major that was started by a music school faculty member and was housed within the college of business administration.

The primary reasons for the transition were:

- **Improving access to resources:** Before the transition, music-business was larger than any other major in the college of business and demanded enough resources and administrative support to justify becoming a separate college.
- **Providing increased programmatic direction:** Contacts said that the independence of the college enabled the creation of new majors of the same interdisciplinary orientation.
- **Fulfilling the request of a major program donor:** The primary external donor of the program offered substantial financial support to the program contingent upon its conversion into a separate college.

The college of entertainment and music business now has 1,200 of the university's 4,200 undergraduate students (about 30%).

Problems during the Transition

Contacts said that the transition was a difficult process and took several years to complete for a number of reasons:

- **Issues surrounding the curricular make-up:** Since becoming its own college, music-business has shifted away from musical performance and is now a degree focusing on strictly business-in-music. Contacts said that this caused severe pushback from music faculty members who thought that they would lose students in the process. Additionally, many faculty members expressed resentment at the ideological shift from a music focus.
- **Managing the influx of student enrollment in the college of business administration:** Students in the college of entertainment and music business are still required to get a bachelor's in business administration, and as a result, must enroll in general education and business courses through the college of business administration. Contacts said this transition, although ultimately valuable to the college of business administration, initially caused frustration for faculty in the college of business administration, as it meant having to offer more courses in finance and accounting to account for the additional student enrollment.
- **Negotiating matters between separate deans:** Contacts noted that negotiating programmatic offerings across the two colleges occasionally leads to awkward conflicting initiatives between the deans of the college of entertainment and the college of business administration. Contacts said that this has improved over time, yet necessitates consistent communication between the two administrators.

Contacts at **University A** said that these issues were mollified over time by communication across the colleges and cooperation between administrators. The college of business administration now serves more students and delivers substantially more credit hours. Additionally, the music school did not experience the anticipated decline in student enrollment. Contacts said that removing the music requirement meant that the music school's courses attracted more serious musicians.

III. ADMINISTRATION AND FUNDING OF INTERDISCIPLINARY PROGRAMS

Fostering Innovation within the Music Business Program

As the music business program gained independence the college was then able to experiment with degree offerings. One issue the program had been dealing with for several years pertained to the nature of the music business degree. The core programming for the bachelor's in business administration component of the degree, along with the college of entertainment's core major courses, left students with very little flexibility to enroll in another major. As an independent college, contacts said there were resources available to create a bachelor's in fine arts and a bachelor's in science in the following areas:

- Entertainment industry studies
- Songwriting
- Audio engineering technology

These options also provide students with the ability to take an additional 40 hours of credits in lieu of the core business courses. Since implementing these degree options, students are increasingly double-majoring in degrees offered through the music school and the college of arts and sciences.

"It took years to get the college to a stable place, and there was a lot of bad blood for a while. Basically, when you make a move like this, you risk alienating faculty in departments that are going to lose students."

- Associate Provost and Dean of the University College
University A

IV. ENCOURAGING FACULTY TO TEACH INTERDISCIPLINARY COURSES

Removing Barriers to Teaching Interdisciplinary Courses

Contacts agree that faculty members are often motivated to teach interdisciplinary courses, yet are unable to do so due to the variety of obstacles in their way. Some examples from contact institutions include:

- **Problems borrowing faculty from other disciplines.** At **University A**, growth of the university has severely reduced the amount of time faculty members have to participate in teaching courses outside their home departments. Contacts at **University B** and **University C** note that faculty who take a load reduction from their department are often seen as less productive within their departments.
- **Difficulties associated with dedicated interdisciplinary faculty.** Contacts at **University B** and **University C** note that there are serious administrative hang-ups associated with either attaching faculty members to an interdisciplinary program or leaving faculty members unattached to a traditional academic department.
- **Interdisciplinary programs generally do not resonate with incoming freshmen.** Contacts at **University A**, **University C**, and **University D** agree that very few incoming freshmen express interest in interdisciplinary programs. Most students choose a traditional major, and either adopt an interdisciplinary major as a second area (or minor) of study or transfer to the interdisciplinary program in their second or third year at the institution. Contacts said that though interdisciplinary programs are designed to appeal to faculty members teaching the courses, the programs do not necessarily attract the levels of incoming students that would warrant programmatic expansion. As a result, faculty members are disinclined to teach interdisciplinary courses or to help expand programs.

Strategies for Encouraging Faculty Members to Teach Interdisciplinary Courses

Though no contact institutions offer specific incentives to faculty members to teach interdisciplinary courses, contacts recommend the following strategies for institutions reconsidering their current incentive structure:

- **Update the faculty handbook to include interdisciplinary courses as a tenure-promotion consideration.** Contacts at **University A** and **University C** agree that one of the fundamental reasons why faculty members do not teach interdisciplinary courses is that there is no formalized means of acknowledging their efforts in the tenure and promotion process. Contacts at **University D** also note that, upon surveying their academic departments within the college of arts and sciences, administrators found that the approaches that departments take to factoring in teaching interdisciplinary courses in tenure and promotion considerations differ significantly (including not factoring such courses in at all). As a result, **University C** and **University A** are currently revising their faculty handbooks to include language describing interdisciplinary courses and their value to the institution. Contacts at **University C** predict that interdisciplinary teaching will count toward teaching duties, whereas **University A** reports that they are moving to make interdisciplinary teaching and program direction count as service to the university. Additionally, contacts at **University F** note that counting interdisciplinary teaching as service to the university is effective at encouraging faculty to teach interdisciplinary courses.
- **Utilize primarily cross-listed courses:** The majority of contact institutions opt for cross-listing courses as interdisciplinary instead of creating exclusively interdisciplinary courses. At **University A**, **University B**, **University C** and **University E**, faculty members are encouraged to cross-list their courses with interdisciplinary programs because it improves student credit hour delivery for their home department.

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