

**Keck/PKAL National Colloquium  
Leadership for IDL**

October 15-16, 2010  
Washington, DC







**SMALL GROUP REPORT OUT**  
TIME: 3:20 P.M.

**Report Out - GROUP: # 1**

**Higher Ed Institutions**

- ❖ Achieve a common understanding of goals, values, mission while understanding where the institution is (and its history) with regards to ID
- ❖ Purposeful and intentional establishment of integrating structures (ways to bring different faculty, departments, students, curricular/co-curricular groups, administrators) on campus
- ❖ Encourage/establish joint-appointments

**Funding Agencies & Organizations**

- ❖ Review, modify, strengthen the peer-review process to better accommodate ID (or other really transformative work) proposals
- ❖ Use creativity awards to support transformative, creative, exploratory work
- ❖ Careful, aggressive attention to shoring up the broader impacts of proposed work (also relevant to institutions)

2010 FIDL National Colloquium - Washington, DC

**Report Out - GROUP: # 1**

**Higher Ed Associations**

- ❖ Look for/monitor for the presence/instances of ID and collaborative efforts on campus—make institutions accountable for these efforts

**Disciplinary Societies**

- ❖ More effectively utilize national conferences as a way to connect different faculty, groups
- ❖ Provide access to disciplinary publications to broad audiences, beyond membership of the organization

❖ **Note: missing category, #5 = business, industry** (collaboration needs to occur between higher ed and business/industry communities)

2010 FIDL National Colloquium - Washington, DC

## Report Out - GROUP: # 2

**Higher Ed Institutions**

❖Action 1

- ❖CREATE physical and virtual spaces that bring about conversations. Lunch with content. Poster sessions (showcase research).
- ❖Concentrating change (time, lunch, just-in-time curricular innovation)
- ❖Space becomes territorial. How to make space less so but a place of exchange; neutral ground; via workshops, retreats on an ID topic; hold peers accountable for collaboration and cooperation

❖Action 2

- ❖Conversations, collaboration through non-building space, but virtual space. Temporary space for projects (temp office and work space, but not without giving up one's home turf)
- ❖Take the time, find the money. Stop wishing about resources as necessary.

❖Action 3

- ❖Think about space for ID work
- ❖meetings, poster sessions, explaining research to others beyond the disciplines

**Funding Agencies & Organizations**

- ❖Action 1 Tell NSF (for example) to take notice of assessment schemes that have real data.
- ❖Action 2 Connect K-12 and community college standards and experiences to college expectations.
- ❖Action 3 Follow up seed money or grant with a longer-term interactive relationship, best practices, creating conversations with others who have similar projects.
- ❖Action 4 Put ID experience on disciplinary review panels. Get better representations across disciplines within disciplines on review panels.
- ❖Private funding agencies: Learn about ID in order to fund ID. Maybe AAC&U; for example, could talk to private foundations to do more of what Keck is doing. Publicize best practices from private foundations that do ID granting and follow up.

❖Encourage funding agencies need to think more about furthering sustainability of programs they originally funded.

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: 2

**Higher Ed Associations**

- ❖Action 1 AAC&U, for example, *needs to publicize best practices* in grant-making.
  - ❖ID message needs propagation.
- ❖Action 2 *Integrate K – 12 and community colleges into the ID picture.* e.g. AACCC: what do they have to say about ID.
- ❖Action 3 Educate regional accreditation assocs. They need to learn about ID as they begin to take on all the assessment projects.
- ❖Engage regional consortia in the ID conversation.

**Disciplinary Societies**

- ❖Action 1 Identify some good models of ID work in disciplinary contexts.
- ❖Action 2 *Design symposia at meetings to cover ID topics.* Deliberate effort on the part of disciplinary societies to cut across disciplinary boundaries through ID themes or topics. Journals could do ID work (in one issue out of four in a year, for example). Especially pedagogy journals tend to be disciplinary. Make sure those have ID participants and topics.
- ❖Action 3 The problem of discipline (jargon). The problems of talking past one another because we can't understand one another. Force people to write beyond their own disciplinary codes. Journals can help solve this problem. "*Decode disciplinary thinking*" (cf. *Decoding the Disciplines*, Pace and Middendorf)

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: # 3

**Higher Ed Institutions**

❖Action 1

Focus on local problems for teaching framework. Generates interest in buy-in.

❖Action 2

Selected hiring with clearly defined expectations. P&T.

- a) Mandatory joint appointments for new hires, with agreements before hiring.
- b) Scholarship of teaching and learning given equal weight for P&T.

**Funding Agencies & Organizations**

❖Action 1

Increase the number of awarded smaller seed grants for ID teaching and/or scholarship with an eye on bigger projects.

❖Action 2

Negotiate or adjust indirect costs from ID grants to go to ID faculty development or ID teaching buy-out.

❖Action 3

Educate or promote ID scholarship to private foundations for support of certain projects - advertising.

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: # 3

**Higher Ed Associations**

❖Action 1

Accrediting agencies can determine or develop ID learning outcomes (ABET, ACS).

❖Action 2

Continue synthesis, publication, research of best practices, etc. on ID learning.

**Disciplinary Societies**

❖Action 1

Focus learning outcomes on common skill sets vs. content

❖Action 2

Directed development of ID sub-societies within larger, discipline-specific societies (Biophysical sub-group within American Physical Society).

❖Action 3

Societies can educate and promote ID projects and possibilities .

Action 4

Funded professional development workshops at meetings – ID education training.

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: # 4

### Higher Ed Institutions

- ❖ Action 1: Increase interdepartmental communications through poster sessions, lunches, happy hour.
- ❖ Action 3: Provide resources or policies for faculty development or co-teaching, recognizing that such activities are heavily time intensive.
- ❖ Action 4: Identify ID areas and then focus new hires to flesh out these programs.

### Funding Agencies & Organizations

- ❖ Action 1: Implement a set of grants that stimulate activity on campus by promoting local conversations that can then be followed up by sustained dissemination.
- ❖ Action 2: Encourage interagency conversations that would allow interactions between social sciences and the natural scientists. We need a way to collect, evaluate, and disseminate evidence that IDL efforts are or are not working.
- ❖ Action 3: • Add interdisciplinarity as a criteria for proposal review.

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: #4

### Higher Ed Associations

- ❖ Action 1: Task AACU, American Council of Academic Deans to publish "best practices" document that summarize successful programs.
- ❖ Action 2: Create a statement or guidelines for interdisciplinary hires about what institutional policies should be in place to protect incoming faculty (AAUP)
- ❖ Action 3: Get ID survey items onto instruments like NSSE to monitor interdisciplinary engagement.
- ❖ Action 4: NAS, AAC&U, PKAL should find connections with community colleges, The Association for American Indian Tribal College, Association for Hispanic Serving Institutions, HBCUs, and others.
- ❖ Action 5: PKAL should create program to certify ID-facilitating buildings.

### Disciplinary and Professional Societies

- ❖ Action 1: Create intentional overlap of national meetings to promote disciplinary overlap. (AAAS could be a leader)
- ❖ Action 2: Leverage the activity of the National Science Teachers Association and integration in high schools and a number of college educators to promote ID learning.

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: # 5

### Higher Ed Institutions

- ❖ Support life-long faculty development for improving ID teaching
- ❖ Utilize existing frameworks (e.g. general education) for common learning outcomes
- ❖ Support more project or community based learning experiences

### Funding Agencies & Organizations

- ❖ Support (multi-month) sandboxes where there are opportunities for discipline based faculty and educational researchers to develop interdisciplinary learning activities
- ❖ Support strategies for making ID teaching materials widely available to the education community

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: # 5

### Higher Ed Associations

- ❖ Formalize the language, value and urgency of ID learning
- ❖ Articulate to the disciplinary societies the language, value and urgency of ID learning
- ❖ Develop novel ways to foster and support communities of practice that support ID learning experiences

### Disciplinary Societies

- ❖ Encourage cross- and inter-disciplinary education and research activities
- ❖ Provide leadership of effective practices in ID learning

2010 FIDL National Colloquium -  
Washington, DC

**GROUP: #6 all actions are interconnected and integrated across stakeholders**

**Higher Ed Institutions**

- ❖ Action 1 Participate in supra-society themed meeting
- ❖ Action 2 Create a first year seminar on same theme; use blogs from conference, etc. to contribute to conversation
- ❖ Action 3 Rethink learning communities – based on I.D. themes/grand challenges

**Funding Agencies & Organizations**

- ❖ Action 1 Underwrite the supra-society meeting since faculty/students have limited travel funds
- ❖ Action 2 Create a funding cycle in area of theme of supra-meeting and perhaps open only to those who attend (or participate virtually) in conference
- ❖ Action 3 Figure out how to create/fund a clearinghouse for collective wisdom on ID ideas; pedagogy

2010 FIDL National Colloquium -  
Washington, DC

**Report Out - GROUP: #6**

**Higher Ed Associations**

- ❖ Action 1 AAC&U use network with disciplinary societies to pull together a group to have a “supra-society” meeting based on a theme (poverty, energy, climate change)

- Gordon conference model with faculty, experts and undergraduates  
- A report with recommendations in education, research, solutions to problem – that is effectively disseminated

- Used to drive RFPs for grant funding cycle (based on this theme)

- ❖ Have accreditation agency buy-in, be pro-active in promoting I.D. at institutions; e.g. based on cross-cutting themes

**Disciplinary Societies**

- ❖ Participate in supra-society meeting with cross-cutting theme
- ❖ Outreach; dissemination to constituencies (and others including public) on theme, participation through social networks; publications (journals) – before, during and after conference – TED meeting/talk model

2010 FIDL National Colloquium -  
Washington, DC

**Report Out - GROUP: # 7**

**Higher Ed Associations**

- ❖ Action 1: Have associations such as ACE, AAAS, and AAU outline tenure and promotion guidelines for faculty involved in ID programs
- ❖ Action 2: Have national accrediting agencies explicitly recommend that schools develop interdisciplinary programs that include outcomes-based assessment
- ❖ Action 3: Provide incentives and resources to increase interdisciplinary participation
- ❖ Action 4: Provide concrete examples of best and worst practices with respect to developing and sustaining interdisciplinary programs

2010 FIDL National Colloquium -  
Washington, DC

**Report Out – Group # 7**

• **Disciplinary Societies**

- ❖ Action 1: When hosting teaching institutes, specifically request proposals focused on ID teaching
- ❖ Action 2: Have special issues of journal highlighting the best examples of interdisciplinary research
- ❖ Action 3: Have joint meetings that have at least one session focused on ID topics
- ❖ Action 4: Provide funding for projects that foster ID teaching and research activities
- ❖ Bestow awards that recognize ID efforts in teaching and/or research

2010 FIDL National Colloquium -  
Washington, DC

## Report Out – Group #7

### • Higher Education

- ❖ Action 1: Incorporate all voices (faculty, administrative, and staff) in strategic planning that includes ID programs/teaching/research with feedback incorporated throughout the process
- ❖ Action 2: Provide concrete guidelines and policies for assessing faculty involved in ID activities
- ❖ Action 3: Provide faculty involved in ID programs the resources (physical, financial, and human) to enhance success in these activities
- ❖ Action 4: Make ID activities an institutional priority (clearly articulated by the leadership) that is highly visible and recognized (e.g., with a “rotated” endowed chair, or faculty hires that are institutional rather than departmental)

2010 FIDL National Colloquium -  
Washington, DC

## Report Out – Group #7

### • Funding Organizations

- ❖ Action 1: Foster inter-agency collaboration that focuses on ID teaching and/or research
- ❖ Develop funding mechanisms that require multi-disciplinary collaboration focused on an ID topic
- ❖ Fund more ID projects

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: #8

### Higher Ed Institutions

- ❖ Action 1: Incorporate IDL into strategic planning process
- ❖ Action 2: Support faculty in interdisciplinary endeavors in hiring, tenure and promotion
- ❖ Action 3:

### Funding Agencies & Organizations

- ❖ Action 1: Response by HE institutions to external drivers (e.g. industry and economic development) for ID thinking
- ❖ Action 2: Offering and investing more into industry internships and research experiences that are inherently ID
- ❖ Action 3

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: #8

### Higher Ed Associations

- ❖ Action 1: Establish competency/student learning outcomes for accreditation expectations to drive institutional change
- ❖ Action 2: Create competency based exams (MCAT, AP exam, LSAT) that will drive change in student learning priorities with consideration to authentic assessment strategies (cases and problems)
- ❖ Action 3: Strategic support through lobbying organizations and associations (such as the American Association of Community Colleges and AA and Land Grant Colleges) for ID programs and outcomes

### Disciplinary Societies

- ❖ Action 1: Encourage ID research in high impact journals
- ❖ Action 2: Develop understanding/ common language within a given disciplinary society for what IDL means and report this out to AAAS
- ❖ Action 3

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: # 9

### Higher Ed Institutions

- ❖ Action 1: Clearly define ID goals for program and its outcomes (both learning and structural mechanisms).
- ❖ Action 2: Align curriculum with the way research is conducted.
- ❖ Action 3: Identify/cultivate national leaders: raise visibility.

### Funding Agencies & Organizations

- ❖ Action 1: Examine policies for how funding agencies review and fund ID projects.
- ❖ Action 2: Create more opportunities for funding with fewer specific restrictions- make it more inclusive.
- ❖ Action 3: Assist institutions in training grad students for ID education.
- ❖ Action 4: Encourage agencies to fund ID education programs.

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: # 9

### Higher Ed Associations

- ❖ Action 1: Encourage them to collect data and publicizing- how do we know impact?
- ❖ Action 2: Encourage to take on the message of interdisciplinarity (ie CUR) and offering conferences (like this one) to help us be more effective advocates.
- ❖ Action 3:

### Disciplinary Societies

- ❖ Action 1: Convince them to communicate the ID message.
- ❖ Action 2: Examine how they handle ID work.
- ❖ Action 3: Think about ID in a broad way- what skills do you want from a successful scientist in the end?

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: 10

### Higher Ed Institutions

- ❖ Action 1 Incorporate ID into the strategic plan, leadership structure, and curriculum
- ❖ Action 2 Recognize interdisciplinary teaching as much as you recognize interdisciplinary research
- ❖ Action 3 Designate specific faculty lines, awards, opportunities for internal funding for ID

### Funding Agencies & Organizations

- ❖ Action 1 Offer sources of money specifically set aside for ID research and education
- ❖ Action 2 Support ID "watering holes" or sandboxes as problem-based workshops and follow up with support for team research
- ❖ Action 3 Use Applied Mathematics as a model for organizing interdisciplinary centers
- ❖ Action 4 Enhance opportunities for ID at national labs and institutes

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: 10

### Higher Ed Associations

- ❖ Action 1 Provide good models for tools to assess interdisciplinary learning
- ❖ Action 2 Incorporate trends in ID into accreditation standards

### Disciplinary Societies

- ❖ Action 1 Communicate with each other, making promotion of ID more overt
- ❖ Action 2 Meet jointly or have representation at annual meeting of other society
- ❖ Action 3 Organize have special sessions for ID at annual meetings
- ❖ Action 4 Encourage ID papers in their publications (could be the start of an ID journal), awards, fellowships, grants, or plenary speakers
- ❖ Action 5 Catalog opportunities for ID workshops, courses, etc. that students/faculty could participate in
- ❖ Action 6 Incorporate ID into recommendations for teacher training and curriculum

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: # 11

### Higher Ed Institutions

- ❖ Action 1 – Hire faculty in a way that reflects the value of IDL.
- ❖ Action 2 – Foster faculty learning communities focused on ID funded by admin to build in a reward system.
- ❖ Action 3 – Revise mission statement and/or strategic plan to include IDL values of all stakeholders.
- ❖ Action 4 – Align student recruitment message with IDL programs on campus using inventory of existing ID efforts on campus.

### Funding Agencies & Organizations

- ❖ Action 1 – Increase ID solicitations and compose review panels of people who are involved in ID work.
- ❖ Action 2 – Make clear high profile statement of importance of using ID approach to solve large, important, world problems.
- ❖ Action 3 -- Create focus groups/think tanks to develop mechanisms for encouraging ID work and learning.

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: # 11

### Higher Ed Associations

- ❖ Action 1—Develop specific language that defines the importance of IDL in relation to the mission of assessment groups, accrediting bodies and disciplinary associations
- ❖ Action 2 – Include specific assessment of ID ability of STEM majors.
- ❖ Action 3 – Include IDL at the appropriate level for licensure/certification exams

### Disciplinary Societies

- ❖ Action 1 – Include more global language and IDL goals in curricular standards and competencies.
- ❖ Action 2 – Include and use IDL as a themes/sessions at national meetings.
- ❖ Action 3 – Post or publish (online or in journals) ID research.
- ❖ Action 4 -- Develop mechanisms for intersociety connections e.g. co-conferences, associate memberships

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: 12

### Higher Ed Institutions

- ❖ Action 1: Provide appropriate resources, rewards, and procedures to encourage ID work
- ❖ Action 2: Create and participate in regional networks that reach across the full spectrum of institutions
- ❖ Action 3: Ask students what they want and need
- ❖ Action 4: In potentially shrinking or zero sum situations, reallocate resources to ensure success of targeted outcomes

### Funding Agencies & Organizations

- ❖ Action 1: Increase funding for small projects (the baby steps)
- ❖ Action 2: Specifically support students active in ID work
- ❖ Action 3: Change mandates to federal agencies to include more educational initiatives
- ❖ Action 4: Train reviewers in how to evaluate ID proposals

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: 12

### Higher Ed Associations

- ❖ Action 1: Shift graduate and professional examinations towards core competencies and learning outcomes
- ❖ Action 2: Ask NSSE/AACU/PKAL (and others) to help develop the right tools for assessing ID work, and continue to disseminate results and provide detailed bibliographies
- ❖ Action 3: Ask accrediting agencies to foster ID activities
- ❖ Action 4: Put ID work on the agenda of various associations of university presidents

### Disciplinary Societies

- ❖ Action 1: Create inter-societal meetings and sessions devoted to ID education
- ❖ Action 2: Put ID education on the agenda of the Council for Society Presidents
- ❖ Action 3: Ask societies to develop lists of core competencies and processes that can then be unified

2010 FIDL National Colloquium -  
Washington, DC

## Report Out - GROUP: 13

### Higher Ed Institutions

- ❖ Need to train/educate/mentor faculty or teams to develop as educational leaders on campus
- ❖ Facilitate culture change regarding ID

### Funding Agencies & Organizations

- ❖ Allow for a phased grant application process to facilitate exploratory, low-risk ID proposals
- ❖ Prepare reviewers on ID issues (for NSF and other funding institutions) so they can better appreciate ID objectives and obstacles.

2010 FIDL National Colloquium -  
November 18-19, 2010

## Report Out - GROUP: 13

### Higher Ed Associations

- ❖ Facilitate communication regarding ID among the various associations.
- ❖ Incorporate ID-related content for ACE/HERS/Harvard training programs
- ❖ Facilitate assessment and accreditation on issues pertaining to ID.

### Disciplinary Societies

- ❖ Create opportunities for truly ID interactions (i.e. thematic conferences across disciplines). Perhaps a point of intersection with funding agencies?
- ❖ Create new journals
- ❖ Recognize ID work through awards, regional meetings, and/or special sessions

2010 FIDL National Colloquium -  
November 18-19, 2010