

# Summary report

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*Lists all the questions in the survey and displays a summary with chart for each question. Text input is not included.*

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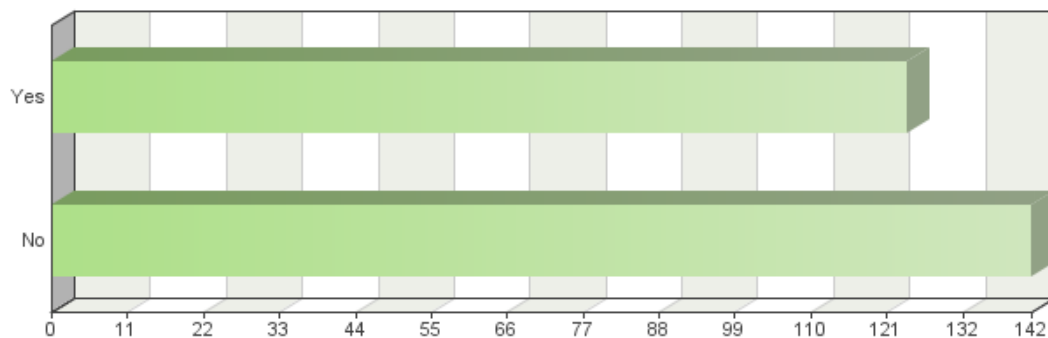
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## Report info

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|---------------------------------------|---|
| <b>Report date:</b>                   | Monday, February 8, 2010 9:03:39 PM EST |
| <b>Start date:</b>                    | Monday, February 8, 2010 9:03:00 PM EST |
| <b>Stop date:</b>                     | Friday, March 5, 2010 5:00:00 PM EST    |
| <b>Stored responses:</b>              | 314                                     |
| <b>Number of completed responses:</b> | 249                                     |
| <b>Number of invitees:</b>            | 538                                     |
| <b>Invitees that responded:</b>       | 314                                     |
| <b>Invitee response rate:</b>         | 58%                                     |

## Question 1

Do you have knowledge or skills for teaching or research in environmental topics?



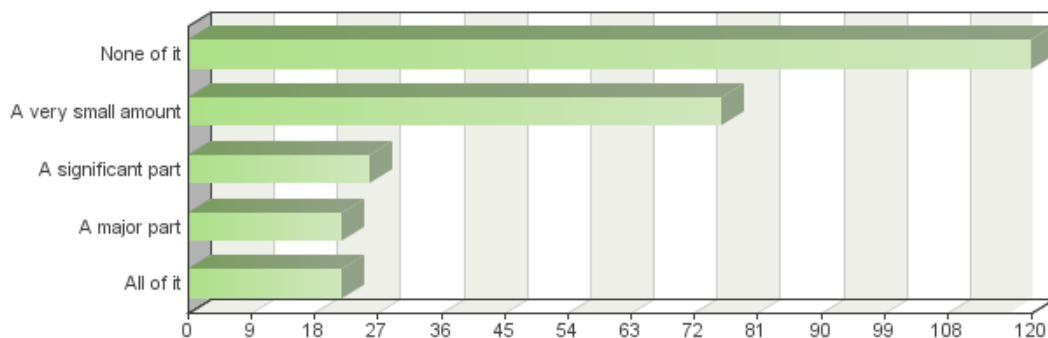
Frequency table

| Choices       | Absolute frequency | Relative frequency | Adjusted relative frequency |
|---------------|--------------------|--------------------|-----------------------------|
| Yes           | 124                | 39.49%             | 46.62%                      |
| No            | 142                | 45.22%             | 53.38%                      |
| Not answered: | 48                 | 0%                 | -                           |
| <b>Sum:</b>   | <b>314</b>         | <b>100%</b>        | <b>100%</b>                 |

Total answered: 266

## Question 2

How much of your current research, consulting or other work is relevant to environmental topics?



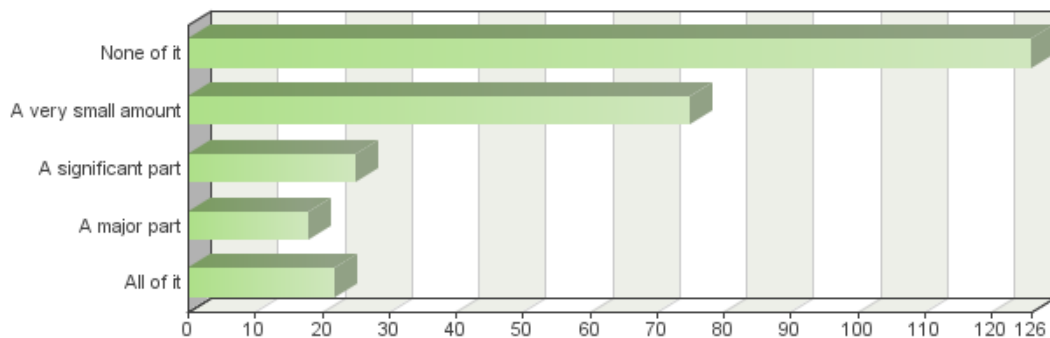
Frequency table

| Choices             | Absolute frequency | Relative frequency | Adjusted relative frequency |
|---------------------|--------------------|--------------------|-----------------------------|
| None of it          | 120                | 38.22%             | 45.11%                      |
| A very small amount | 76                 | 24.2%              | 28.57%                      |
| A significant part  | 26                 | 8.28%              | 9.77%                       |
| A major part        | 22                 | 7.01%              | 8.27%                       |
| All of it           | 22                 | 7.01%              | 8.27%                       |
| Not answered:       | 48                 | 0%                 | -                           |
| <b>Sum:</b>         | <b>314</b>         | <b>100%</b>        | <b>100%</b>                 |

Total answered: 266

### Question 3

Over the past five years, how much of your research, consulting, or other work is relevant to environmental topics?



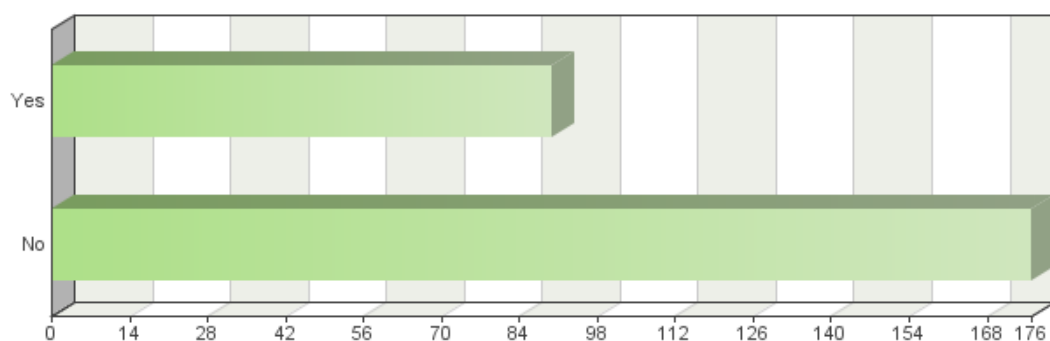
Frequency table

| Choices             | Absolute frequency | Relative frequency | Adjusted relative frequency |
|---------------------|--------------------|--------------------|-----------------------------|
| None of it          | 126                | 40.13%             | 47.37%                      |
| A very small amount | 75                 | 23.89%             | 28.2%                       |
| A significant part  | 25                 | 7.96%              | 9.4%                        |
| A major part        | 18                 | 5.73%              | 6.77%                       |
| All of it           | 22                 | 7.01%              | 8.27%                       |
| Not answered:       | 48                 | 0%                 | -                           |
| <b>Sum:</b>         | <b>314</b>         | <b>100%</b>        | <b>100%</b>                 |

Total answered: 266

### Question 4

Have you published papers, books, and/or articles that might be relevant to those interested in the environment?



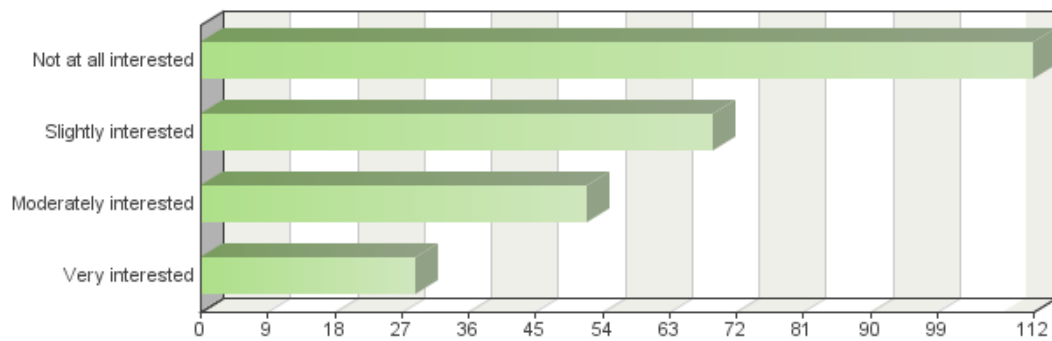
Frequency table

| Choices       | Absolute frequency | Relative frequency | Adjusted relative frequency |
|---------------|--------------------|--------------------|-----------------------------|
| Yes           | 90                 | 28.66%             | 33.83%                      |
| No            | 176                | 56.05%             | 66.17%                      |
| Not answered: | 48                 | 0%                 | -                           |
| <b>Sum:</b>   | <b>314</b>         | <b>100%</b>        | <b>100%</b>                 |

Total answered: 266

## Question 5

How interested would you be in taking time to draft proposals to agencies or foundations to support environmental research?



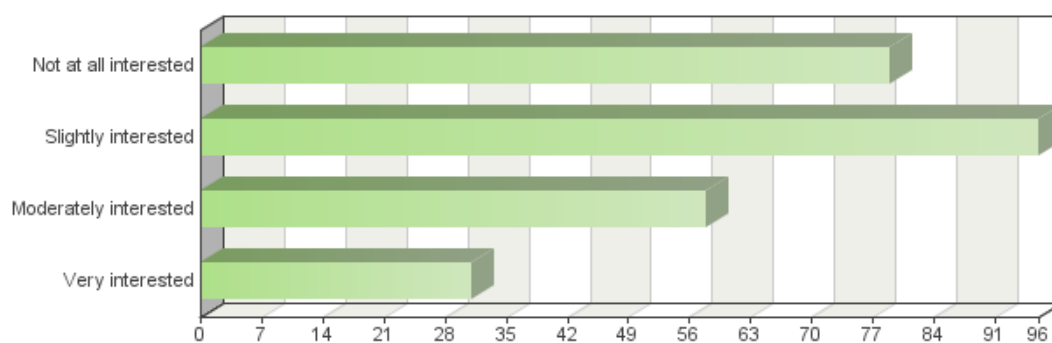
Frequency table

| Choices               | Absolute frequency | Relative frequency | Adjusted relative frequency |
|-----------------------|--------------------|--------------------|-----------------------------|
| Not at all interested | 112                | 35.67%             | 42.75%                      |
| Slightly interested   | 69                 | 21.97%             | 26.34%                      |
| Moderately interested | 52                 | 16.56%             | 19.85%                      |
| Very interested       | 29                 | 9.24%              | 11.07%                      |
| Not answered:         | 52                 | 0%                 | -                           |
| <b>Sum:</b>           | <b>314</b>         | <b>100%</b>        | <b>100%</b>                 |

Total answered: 262

## Question 6

How interested would you be in taking time to participate in research seminars on environmental topics?



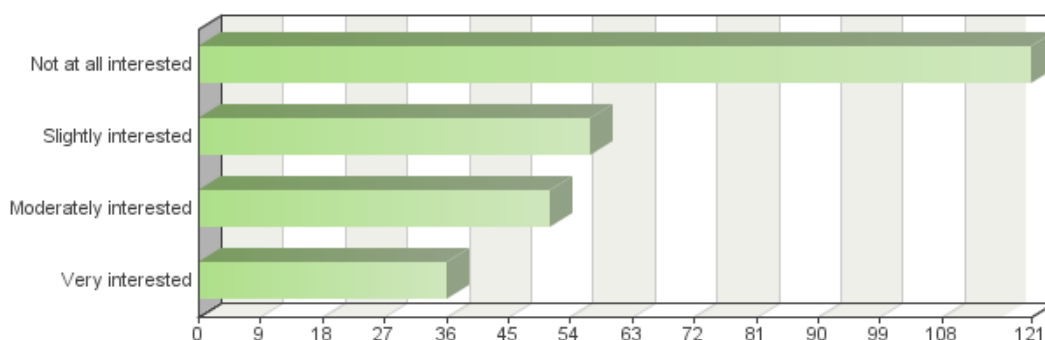
Frequency table

| Choices               | Absolute frequency | Relative frequency | Adjusted relative frequency |
|-----------------------|--------------------|--------------------|-----------------------------|
| Not at all interested | 79                 | 25.16%             | 29.92%                      |
| Slightly interested   | 96                 | 30.57%             | 36.36%                      |
| Moderately interested | 58                 | 18.47%             | 21.97%                      |
| Very interested       | 31                 | 9.87%              | 11.74%                      |
| Not answered:         | 50                 | 0%                 | -                           |
| <b>Sum:</b>           | <b>314</b>         | <b>100%</b>        | <b>100%</b>                 |

**Total answered: 264**

### Question 7

How interested would you be in serving as an investigator, or as an internal consultant, to projects on environmental topics.



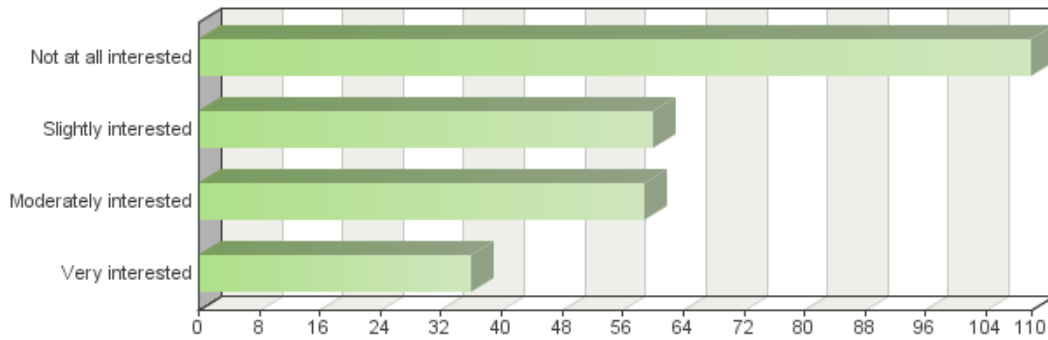
Frequency table

| Choices               | Absolute frequency | Relative frequency | Adjusted relative frequency |
|-----------------------|--------------------|--------------------|-----------------------------|
| Not at all interested | 121                | 38.54%             | 45.66%                      |
| Slightly interested   | 57                 | 18.15%             | 21.51%                      |
| Moderately interested | 51                 | 16.24%             | 19.25%                      |
| Very interested       | 36                 | 11.46%             | 13.58%                      |
| Not answered:         | 49                 | 0%                 | -                           |
| <b>Sum:</b>           | <b>314</b>         | <b>100%</b>        | <b>100%</b>                 |

**Total answered: 265**

### Question 8

How interested would you be in taking time to teach, or team-teach, cross-listed (across schools) interdisciplinary classes on environmental topics?



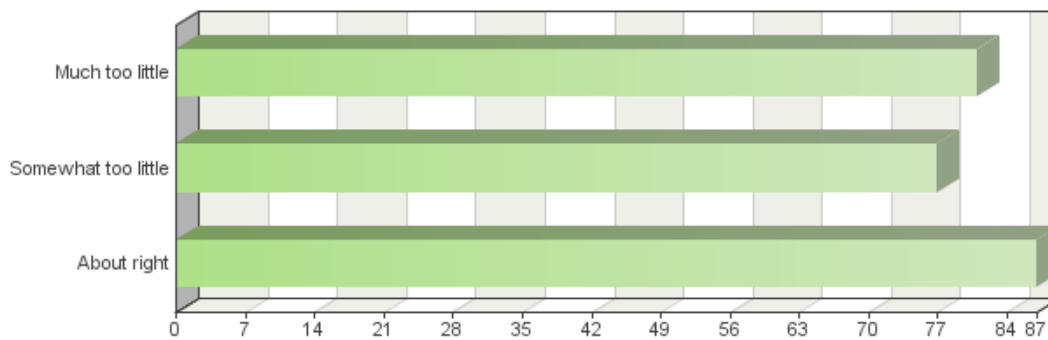
**Frequency table**

| Choices               | Absolute frequency | Relative frequency | Adjusted relative frequency |
|-----------------------|--------------------|--------------------|-----------------------------|
| Not at all interested | 110                | 35.03%             | 41.51%                      |
| Slightly interested   | 60                 | 19.11%             | 22.64%                      |
| Moderately interested | 59                 | 18.79%             | 22.26%                      |
| Very interested       | 36                 | 11.46%             | 13.58%                      |
| Not answered:         | 49                 | 0%                 | -                           |
| <b>Sum:</b>           | <b>314</b>         | <b>100%</b>        | <b>100%</b>                 |

**Total answered: 265**

### Question 9

Do you think that, compared with other academic programs, support and resources committed to faculty engaging in interdisciplinary and cross-disciplinary research and teaching is:



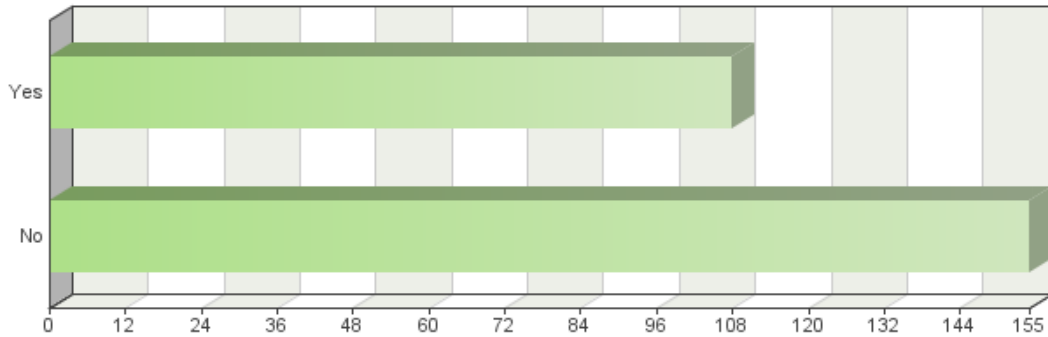
**Frequency table**

| Choices             | Absolute frequency | Relative frequency | Adjusted relative frequency |
|---------------------|--------------------|--------------------|-----------------------------|
| Much too little     | 81                 | 25.8%              | 33.06%                      |
| Somewhat too little | 77                 | 24.52%             | 31.43%                      |
| About right         | 87                 | 27.71%             | 35.51%                      |
| Not answered:       | 69                 | 0%                 | -                           |
| <b>Sum:</b>         | <b>314</b>         | <b>100%</b>        | <b>100%</b>                 |

**Total answered: 245**

### Question 10

I would be willing to be listed as one of the college's assets in this area.



Frequency table

| Choices       | Absolute frequency | Relative frequency | Adjusted relative frequency |
|---------------|--------------------|--------------------|-----------------------------|
| Yes           | 108                | 34.39%             | 41.06%                      |
| No            | 155                | 49.36%             | 58.94%                      |
| Not answered: | 51                 | 0%                 | -                           |
| <b>Sum:</b>   | <b>314</b>         | <b>100%</b>        | <b>100%</b>                 |

Total answered: 263

### Question 11

Please enter your full name.

### Question 12

Please enter your contact phone number.

### Question 13

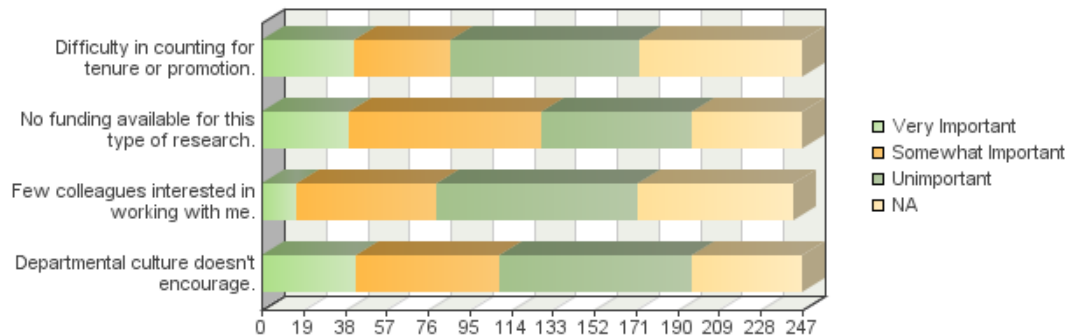
Please enter your e-mail address.

### Question 14

From your perspective, how important is each of the following in preventing you from engaging in interdisciplinary research and scholarship (both in general as well as specifically related to collaboration on environmental topics)?



## Main cell group



|  | Very Important        | Somewhat Important    | Unimportant           | NA                    | Sum                  |
|--|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| <b>Difficulty in counting for tenure or promotion.</b> | 42<br>17%<br>4.27%    | 44<br>17.81%<br>4.47% | 87<br>35.22%<br>8.84% | 74<br>29.96%<br>7.52% | 247<br>100%<br>25.1% |
| <b>No funding available for this type of research.</b> | 40<br>16.19%<br>4.07% | 88<br>35.63%<br>8.94% | 69<br>27.94%<br>7.01% | 50<br>20.24%<br>5.08% | 247<br>100%<br>25.1% |
| <b>Few colleagues interested in working with me.</b>   | 16<br>6.58%<br>1.63%  | 64<br>26.34%<br>6.5%  | 92<br>37.86%<br>9.35% | 71<br>29.22%<br>7.22% | 243<br>100%<br>24.7% |
| <b>Departmental culture doesn't encourage.</b>         | 43<br>17.41%<br>4.37% | 66<br>26.72%<br>6.71% | 88<br>35.63%<br>8.94% | 50<br>20.24%<br>5.08% | 247<br>100%<br>25.1% |
| <b>Sum</b>   | 141<br>-              | 262<br>-              | 336<br>-              | 245<br>-              | 984<br>-             |
|  | 14.33%                | 26.63%                | 34.15%                | 24.9%                 | 100%                 |

\*Sequence of numbers in a cell

Absolute frequency

Relative frequency row

Relative frequency

## Question 15

Are there steps you would recommend to remove barriers or to provide incentives to enhance interdisciplinary work in studies of energy or the environment?

# Comment report

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*Lists all the questions in the survey and displays all the comments made to these questions, if applicable.*

## Table of contents

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| <b>Invitee response rate:</b>         | 58%                                     |

## **Question 1**

Do you have knowledge or skills for teaching or research in environmental topics?

## **Question 2**

How much of your current research, consulting or other work is relevant to environmental topics?

## **Question 3**

Over the past five years, how much of your research, consulting, or other work is relevant to environmental topics?

## **Question 4**

Have you published papers, books, and/or articles that might be relevant to those interested in the environment?

## **Question 5**

How interested would you be in taking time to draft proposals to agencies or foundations to support environmental research?

## **Question 6**

How interested would you be in taking time to participate in research seminars on environmental topics?

## **Question 7**

How interested would you be in serving as an investigator, or as an internal consultant, to projects on environmental topics.

## **Question 8**

How interested would you be in taking time to teach, or team-teach, cross-listed (across schools) interdisciplinary classes on environmental topics?

## **Question 9**

Do you think that, compared with other academic programs, support and resources committed to faculty engaging in interdisciplinary and cross-disciplinary research and teaching is:



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[Redacted text]

### Question 12

Please enter your contact phone number.

Text input

[Redacted text]

[REDACTED]



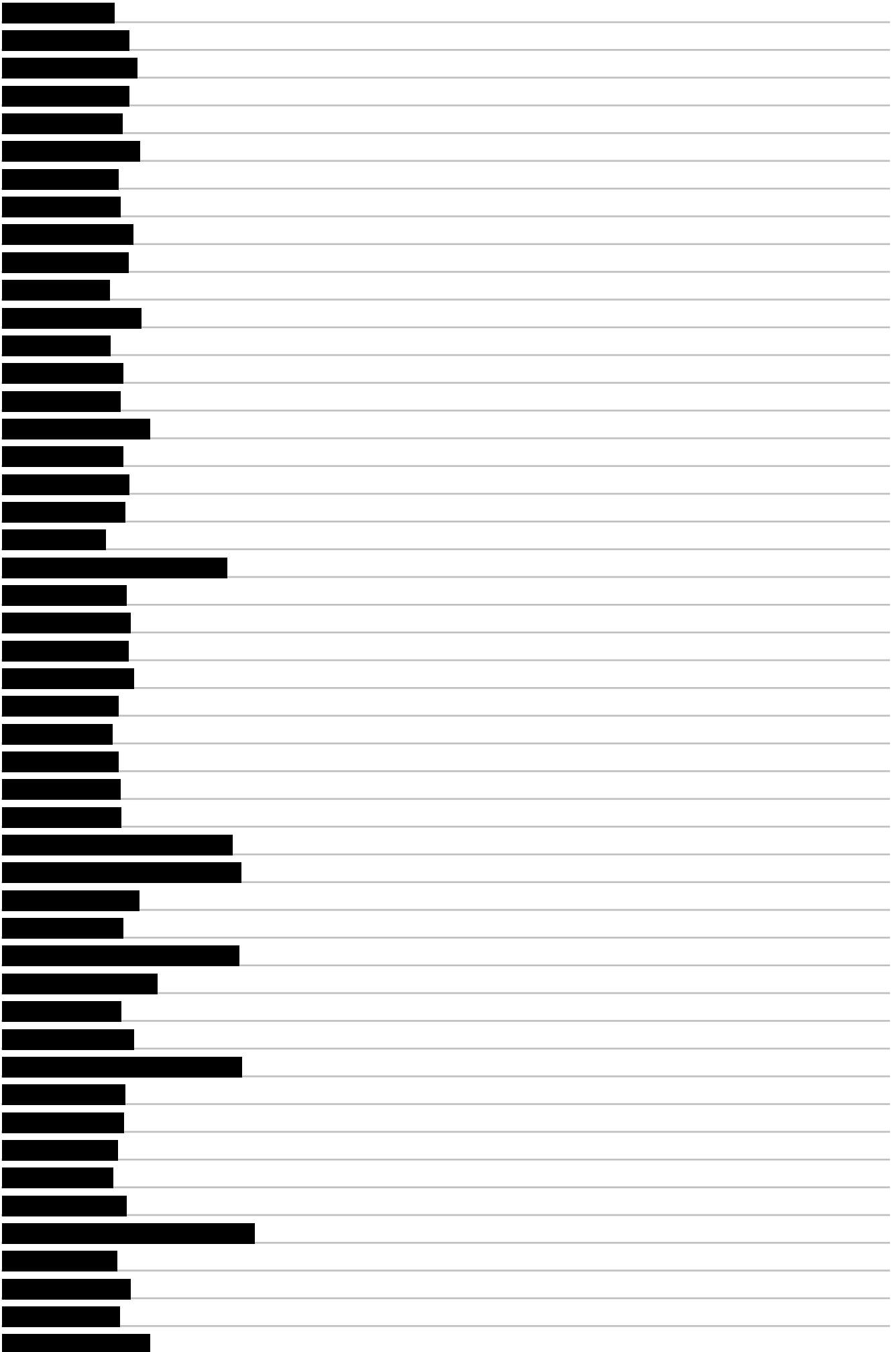
[Redacted text]

### Question 13

Please enter your e-mail address.

Text input

[Redacted text]



[Redacted content]

### Question 14

From your perspective, how important is each of the following in preventing you from engaging in interdisciplinary research and scholarship (both in general as well as specifically related to collaboration on environmental topics)?

### Question 15

Are there steps you would recommend to remove barriers or to provide incentives to enhance interdisciplinary work in studies of energy or the environment?

**Text input**

Why are studies of energy or the environment the only topics to which interdisciplinary research is being advocated?

Yes, I am already doing interdisciplinary work that is primarily literary that calls for establishing conversations with communities of scholars across disciplines to relate to the environment (and each other) in a more responsible way. This work draws on Ecology, Ethics and other fields. Research seminars, summer research money, course buy outs and support for team teaching could help. I can easily imagine ways of bringing environmental concerns into the classroom through literature and film. A gardener at home, I would also like to see a sustainable garden on campus. I have seen first hand how important a sustainable garden can be for students.

---

Incorporate initiatives or participation in initiative like this and other important areas with high potential for attracting external funding (due to national priorities) like health care into the merit review criteria. This is a must, for the PH.D. granting departments, where one can see Teaching Assistantships and other financial support as an investment for taking initiatives like this.

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I would recommend that you employ somebody with some knowledge of surveys before you send something like this out. Re-read 14 above. You assume the answer in the question. Think harder ex ante about how you will interpret the results. I can see how you will use 14 in a marketing campaign, but not if you want to understand that barriers to interdisciplinary research.

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To answer your question, I like the idea of providing tenured faculty members with "university professorships" for 5 years terms. These individuals would be relieved of departmental responsibilities and be asked to lead up interdisciplinary projects that involve teaching, research, and the pursuit of external funds. The department from which these university professors are drawn would be given a new line in their discipline. This is a win-win for departments, for individuals interested in providing public goods, for individuals interested in interdisciplinary research, and for the university if it wants some high profile break-through research that would require an interdisciplinary approach. This will take resources. But if you could create 5 of these and spread them across the university, we would all benefit.

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This survey seems to be encouraging what the School of Marine Science already does extremely well. I don't think the SMS needs to be improved or changed in this regard. However, I would be very happy to see other components of the University emulate this model.

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Reward those who are excellent in these areas more than at present

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When tenure and raises favor publication in disciplinary journals, it is difficult for non-tenured faculty to be actively involved in inter-disciplinary research projects. One way around this would be to make interdisciplinary departments actual tenure homes for faculty.

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Improve awareness and communication between schools, departments and students.

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The culture of most universities does not favor more than a modest amount of engagement in interdisciplinary activities. Relative to nonteaching tasks, it is most effective to focus on funded research projects along one or a few themes in which the professor is an expert. This provides a stable research setting for the professor and her students. Most professors are motivated first to provide such a stable setting in which her immediate associates can be successful.

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no

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As a professor of American literature and American studies, I am engaged with a vital American tradition of environmental exploration. My courses "count" for the Environmental Studies major. From this perspective, I am engaged with and committed to an interdisciplinary exploration of environmental subject. [REDACTED]

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In my opinion, question 9 answers are leading. I would have answered "too much" if available as a choice. Based on the bias in the survey design, I question whether the survey designers have an agenda. Looking over the survey, I'm fairly certain that the results can almost certainly be cast as the faculty supporting more resources for interdisciplinary research. I am very much against such a redirection of resources. Top journals in my field will not consider interdisciplinary research. Against a backdrop of limited resources, I view resources devoted to interdisciplinary research as misdirected.

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Publish a web page with a list of faculty in various schools interested in doing research relating to the environment. Have everybody on that list enter, among other possible data fields, what their specific interests were regarding the environment. This would allow everybody to peruse the list and find possible research fits among colleagues in other schools/departments.

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One of the biggest challenges in the IT world is finding sustainable ways to maintain the massive data centers required for current computing and communication needs. Since we can't build them all next to hydroelectric plants we need find other systematic ways, but that requires a level of planning and cooperation that is difficult for university cultures.

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Funding, of course, particularly in the area of undergraduate research support. Release time for faculty participation. Have academics leave their egos at the door. PS. my area of interest and research is in human physiology at environmental extremes (e.g. high altitude, heat, cold, air pollution, biometeorology, etc.). Therefore, this may not be an area of significant interest to those whose focus is on environmental "greening".

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Generally the Dept. of Music is open to interdisciplinary courses. I have a great interest in teaching a course about Music and Nature, which could be cross-listen with environmental studies.

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Just a note: I didn't answer the question about how many resources are devoted to interdisciplinary research b/c it didn't include the answer I would have liked to have seen: Too much!! I am all for making resources available for interdisciplinary research, which I support and in which I engage, but I have found it extremely frustrating how the College staffs the interdisciplinary programs by taking faculty away from their disciplinary teaching responsibilities. Our department is really suffering because of people who either have dedicated one of two of their courses to interdisciplinary programs or who have been granted course releases to administer interdisciplinary programs. As a result, there is a tremendous amount of pressure to find enough seats for our undergraduate majors and/or GER seekers, and morale is declining because people are getting course reductions to do work comparable to what many people do within the department as part of our basic responsibilities. This survey, based on how the questions are phrased, seems to presume that the hardships faced are by those who engage in interdisciplinary teaching and scholarship alone. (And I do interdisciplinary scholarship, and my teaching draws on multiple disciplines, too--just not environmental issues.) Unless the College administration is willing to fund the interdisciplinary programs with new faculty lines, there is going to be a severe drain (already started) on the existing departments. Already, this has created serious morale issues in my department. (I was, frankly, surprised by the leading nature of these questions, as unless someone seizes the opportunity to use this comment box for something for which it was not intended, you will have no mechanism for gathering the opinions of anyone who thinks that our current efforts to encourage interdisciplinary scholarship and teaching are admirable but deeply flawed. Thanks!

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Most the impediments have to deal with departmental cultures and a lack of communication about research between departments. You should think of concrete steps that can be taken to promote communication and otherwise break down these barriers. One approach would be to build on existing interdisciplinary lecture and seminar series.

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opening process to entire campus community, i.e., don't limit it to the "chosen few" of the administration!!!

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I do not see major barriers within my department. That is why I checked "unimportant" above. Should I have checked NA?

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It is possible that I am getting dinged for my environmental work not being closely enough ties to physics, but until we have raises again, who knows?

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Incentives are there, I put N/A for all points in #14 because

1. I am a full professor
  2. There is ample funding for environmental research
  3. All my colleagues in my dept and institute would be eager to work on such.
  4. We are the department of "Environmental" and Aquatic Animal Health, i.e. its even in our name, ergo it IS our culture!
- 

Deceminate information on who is doing what, the approaches they take, and the types of collaboration envisioned. This questionnaire does not ask what we do or HOW we might be an asset. One that does -- with shared results - would be a place to start. We should also receive teaching release time and service credit for proposal planning and writing. I have envisioned-- and set aside-- several proposal ideas because there is no way to make time to follow through-- especially for interdisciplinary faculty. Usually such faculty already have service and teaching responsibilities in two or three units. Create an analog to the May seminar for team proposal planning.

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As a psychologist I think most scholars who identify themselves as environmental scientists associate the topic far more with the hard sciences (e.g., chemistry, biology, physics) which is understandable, but any solutions are mediated by human action, and psychological knowledge can sometimes be quite helpful in facilitating such changes.

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Explain to people why this initiative isn't just political correctness, in light of recent scandals in the scientific global warming community that cast serious doubt on just about everything that environmental groups have argued over the past decade.

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We need an office or individual whose job is to broker such teams.

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As an environmental scientist I know that working in the environment by definition requires an interdisciplinary approach. I would establish an interdisciplinary group that would first identify and promulgate what interdisciplinary work is now being done, what major environmental problems are now being or need to be addressed within the existing capabilities of the schools, and what opportunities exist where these capabilities can be merged to address environmental problems, develop new funding sources and meet evolving educational needs.

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For me it is not the departmental culture per se but rather a more widespread "culture" and lack of resource issue. Because of the limited support for modern instrumentation in the molecular fields within biology, we have to devote a significant proportion of our time making sure we can maintain our own research programs. It is hard to reach out when so much time is devoted to making sure we can stay even moderately current. Also, many of us using molecular tools want to collaborate, but it often depends on individual students; when they leave, the projects often do not continue. Finally, time is the greatest problem; there are lots of possible interdisciplinary environmental courses the molecular faculty could develop but our enrollments and teaching loads are so high in these fields already. I am sure that this aspect is true for many faculty.

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In my department, the biggest barrier to truly cross-disciplinary work is a culture that doesn't understand its significance. translated as: how does one establish the merit of cross-disciplinary work when one's publications don't appear in traditional journals?

also, cross-disciplinary doesn't simply mean a fusion of expertise across departments. it means the creation of new languages for scholarship and investigation.

many of us teach in the environmental science and policy program, usually for [REDACTED] my department has no mechanism for recognizing this.

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ok, so this is coming out as a rant. my suggestion: perhaps a recognition of our efforts at levels beyond departments, at the dean's level say. part of the annual merit can be a summary of our interdisciplinary work and teaching that goes to the dean directly.

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top down guidance on faculty rewards for interdisciplinary environmental work and teaching

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central (administrative) development of funding opportunities and/or funded projects that engage multiple faculty from multiple disciplines

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A cultural shift is needed so that interdisciplinary work is viewed as being valuable and is rewarded. This must be supported at the top, and perhaps the Deans can meet with the Provost to discuss further specific strategies to make this happen. In my 5+ years at VIMS, I do not recall many discussions of this at Deans meetings, although everyone seems to agree that there is a problem. A top-down approach with a heavy hand will not work but many small individual steps over time to break down barriers by changing the culture could add up to something significant. Discussions on interdisciplinary work are part of the strategic planning process (Challenge 1 Subcommittee), so sharing ideas from that process may also be helpful.

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One thing that would enhance incentives is to ensure that research includes attention to K-12 health standards recently developed by the Virginia Department of Education. I am interested in addressing these in my research and teaching and have begun to do so. My current research addresses health and wellness across the lifespan. My teaching addresses health standards to a certain extent, but current course descriptions limit the attention to this area. Broadening course offerings would be another way to remove barriers.

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The term, "environment" is so broad that I am uncertain as to whether or not my work and expertise are relevant. I have approached the survey as though it mainly pertains to the natural environmental impacts on humans and the human management of natural resources. My expertise here is non-existent in the latter and narrower for the former than is my knowledge of, for example, influences of social environment on human health in industrial societies. Having said that, I have abundant experience with interdisciplinary work which, to be productive, must involve 1) a collective research project that engages the practical activity of researchers toward commonly agreed goals and 2) leadership that understands the "languages" of the different disciplines and that can serve as a "traffic cop" preventing disciplinary chauvinism, over-reaching, petty competition, and the like from surplanting a rational course of development. The approach must be at once democratic and structured. The University will need to provide space and time for researchers to use their funding efficiently. At best, the institution can build long-range pedagogical and research capacity in the wake of successful projects. At worst, the institution can undermine such programs by not attending to calls for help when PIs make them.

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The difficulty of evaluating interdisciplinary work goes beyond simply environmental topics. There are (understandable) differences in the appropriate metrics for quality work in different sub-disciplines (eg. what journals are top-notch? How big is a "big" grant? How important is graduate student mentoring?) that will always pose challenges for people crossing traditional departmental and discipline lines.

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Perhaps the best thing is to encourage the different departments/programs to re-evaluate their merit review systems, and experiment with bringing input from people outside the traditional confines of the discipline to provide input.

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Provide regular paid workshops and seminars

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Think broadly, it's not all about global warming.

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Almost by definition, it is harder to publish research on interdisciplinary topics in top journals. My department prefers research in top journals, and that's what I need to get tenure. Somehow we need to make it clear that the final tenure decision maker - the Provost - values interdisciplinary research (in topical journals, which may not be the "top" journals in individual fields) so that our own tenure committees and faculties support this type of research. Personally, I think research focused on solving real problems is much more important than publishing in our individual top journals.... (and we are uniquely qualified to do interdisciplinary research, so let's emphasize it....). Good luck with this effort! I am excited to know these things are being discussed at W&M.

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Allow tenure to be held in interdisciplinary areas. Departments hold all of the resources and rightly protect their own interests. Interdisciplinary programs are starved of resources yet expected to function like departments--this doesn't make sense. Give them personnel, a decent budget, and space.

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Space is also essential to facilitate cross-school collaboration. For example, VIMS faculty have nowhere to work on the Williamsburg campus and vice-versa.

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Much funding in this area is non-traditional, i.e. from foundations and corporations. Therefore, promoting closer ties between those elements of our Development Office and groups of faculty and students will be important. I would even suggest that we think about "internal sabbaticals" where faculty can devote a large amount of time to working with Development officers--this will likely give great financial returns as then the faculty are working hand-in-hand with the fund raisers.

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As we engage in a curriculum review we should consider curricula links between the Schools and Arts and Sciences.

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We need to address, systemically, our merit/tenure/promotion system to better align with interdisciplinary work.

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Assure that participants receive credit when being reviewed for tenure/promotion.

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Clear reward structure for interdisciplinary teaching/research; seed funds to allow teams to meet, build trust, and design projects.

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What do you mean by 'environment?' Environment/energy can be approached from a number of perspectives (natural science, social science), and the answer to this depends on what you're talking about.

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Good interdisciplinary work stems from a problem that requires expertise from several fields to address. One needs a compelling problem and the requisite expertise across disciplines in house. Without an engineering department at W&M we will lack the later with respect to problems associated with energy and the environment.

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Director of Research and Advisory Services could work with main campus counterparts to and detail staff to track these opportunities and invite logical faculty to meet and plot strategy to capture them.

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W&M needs to radically rethink their approach to interdisciplinary "programs." Right now, ENSP (and other programs) only exist because a handful of faculty contribute way above and beyond the call of duty to teaching and advising students in the program. For absolutely no pay off. In most cases, these faculty are actively discouraged from participating by their home departments--there is no incentive for home departments to encourage interdisciplinary activities whatsoever. In several cases, participating in interdisciplinary programs has significantly hurt faculty performance in merit evals and tenure decisions. If the College really wants to encourage interdisciplinary activities, they need to find a way to provide an incentive for faculty and departments to participate.

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In the case of geology, our department has graciously and generously supported ENSP for years, often at the expense of the teaching and curriculum we can offer within our own department. We are so overloaded with teaching and additional responsibilities that, although we'd like to offer more courses and research opportunities for ENSP, we simply can't juggle it all.

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What do you really expect to learn out of this simplistic and ill-conceived survey? How will you have any conception of what is in my mind when I answered the last question? A first semester research methods student could determine the inadequacies of the structure of the question.

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Just because the President decides that environmental issues are important (finally), we should all jump -- dump our own research agendas? How will you know who is interested if this is truly the finish of the survey. What a waste of time!

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- 1) Revamp the curriculum so that distribution requirements do not mandate courses be taught regularly, freeing faculty to attempt to work across disciplines and to develop new research interests
- 2) Hire MANY more faculty to have the same effect.

Change the way faculty are rewarded for this sort of work. In the Mason School, talk is cheap, raises and promotions go to traditional, silo-specific research and nothing else (mostly to FINANCE silo-specific research).

Starting new projects has to take a backseat to completing my current projects.

I can't speak specifically to the fields of energy and environment, but in my own discipline there has to be more of a conversation about how to evaluate and reward such scholarship.

I think the biggest factor is understanding the expertise within our community that is available to bring to the research/teaching project. In general, if I'm involved in a research project and need specific expertise I will search out the best collaborator to accomplish the goal. Are they at another institution or are they here? Forced collaboration almost never works well, it's too much like a blind date. If enthusiastic dedicated people bring a diverse skill set to tackle a problem from all angles it can become very rewarding and very successful.

- 1) Would be useful to have information on funding agencies/foundations/corporations that are receptive to such interdisciplinary work.
- 2) A W&M center, cluster, or institute, with affiliated faculty, could be useful in focusing attention and effort in these areas.
- 3) Identify existing graduate degree programs in which students can receive training and conduct research in these areas, and then market/recruit in these areas.

No. I'm actually a lot more concerned about the deterioration of basic infrastructure in Arts & Sciences and supporting the programs we already have than I am about creating new interdisciplinary programs. Quite frankly, spending money on projects like this when our buildings are (quite literally) literally falling apart and faculty salaries continue to decline relative to inflation and other institutions seems trendy and frivolous. It's nice that the business school and ed school have or will be getting new facilities, and the sciences have the new integrated science center but the humanities, arts, and social sciences seem to be treated like poor stepchildren at this university, even though W&M recruitment rhetoric focuses heavily on the strength of the liberal arts education that the College provides.

I am a minority discipline in a science based department. There are no peers and publications expectations are different.

I imagine that preparing an interdisciplinary class would take an enormous amount of time to prepare. Such work would necessarily require a reduction in regular research.

I have no specific expertise in environmental aspect of science. I do collaborate significantly with external people, but the specific interests and experimental capabilities of others here rather limits what makes sense collaboratively. Still, I have an ongoing collaboration with one person in Applied Science and a hopefully soon to develop one with an individual in Physics.

These are institutional problems (both at W&M, and in the academic world more generally). Evaluation of multidisciplinary work is hard (reviewers often fail to understand it; P&T committees don't want to count "foreign" publications in other areas' journals). Having a consensus list of "A journals" across areas, such that publication in any of them counts, would help: so, too, would favorable attention to those already doing multidisciplinary work. These are especially cogent issues now, because the old academic disciplinary boundaries are to an extent breaking down, and new areas arising -- as information/knowledge becomes levers in business; as students' job prospects more frequently involve occupations not in existence just a few years ago; and as the serious issues (economy, global warming, poverty, education, drinking water for all) become more interconnected. Huge issues demand broadly-based deep thinking, and W&M should be fostering it.

I do not see any serious barriers to this kind of work in my department (Biology).

More e-GIGs would help, along with seed funding for faculty summer support, equipment purchases, travel, and student support - both graduate and undergraduate. Matching funds would help to make proposals more competitive. The Development Office could help with identifying private foundations or corporations who might be willing to support this work. There are strong connections with economic development as well. Support for these topics should be considered during the curriculum review, and the review of the merit system and incentives as called for in the strategic plan.

I work on migration and this topic, with a vast and interdisciplinary literature, is rarely considered in the College's conception of the environment. It seems to me that any study of the environment would include scholars who consider the vast movement of people into urban areas who then compete for resources. If the migrants are poor and black--and I study and write about poor and black people--the availability of resources has been very limited.

So the barriers to my research at this College begins with the conception of the field, the disdain for interdisciplinary research and teaching--I have to do this work as an overload--and even in the assumptions this survey conveys.

Strengthen working relations with VIMS

Set up a formal college-wide system that allows for team teaching

Help with making the cross-disciplinary connections

My sense at the law school is that the main obstacle to interdisciplinary work is that we have too few faculty to cover our baseline courses, and thus can't afford to lose any to teach elsewhere in the university. For untenured faculty, there are also significant barriers to taking part of co-authored projects.

increase the number of faculty in Applied Science

no comment

Provide funding incentives.

Have a special pool of funds for interdisciplinary work, especially for young faculty.

Is "interdisciplinary work" ever genuinely interdisciplinary? More often than not, such phrases tell us more about our dreams than our practices.

top support  
clear messaging regarding tenure and promotions  
weaker departmental structure and more rewards and teaching assignments transferred to integrating center

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Much of the research at VIMS is interdisciplinary in nature and is strongly encouraged. I would encourage more interdisciplinary work cross campuses and believe both the main campus and VIMS would benefit. In the past many W&M faculty did not feel that they would benefit from interdisciplinary research efforts with VIMS colleagues. I believe that attitude is changing.

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The main barrier to interdisciplinary teaching, from my perspective, is the difficulty in staffing other courses which are part of the disciplinary program. If I teach an interdisciplinary course, who will teach the other courses which my majors need to graduate and which I otherwise would have ?

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Most departments cannot have their faculty participate in interdisciplinary work--too many in-house obligations to satisfy. Non-traditional, team-taught courses that could satisfy core requirements in each department and be cross-listed across departments would be needed. Then, faculty participation would need to be acknowledged formally via MOUs. In other words, development of interdisciplinary research would need to be tied to interdisciplinary teaching to make the faculty time investment worthwhile.

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ENSP needs more lines and funding to hire dedicated faculty and develop a Humanities track. We need more assistance from Development to identify and pursue potential donors.

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Huge need to promote cross-talk between the various science departments. One way to start would be to have more dual-taught courses between science departments - but these need to be recognized as complex courses that are not carried out as an overload course - particularly in the development phases.

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I need more time to consider this question.

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Establish guidelines for merit and promotion evaluations, provide course load reduction or give full course credit for team taught course, provide funding for pilot programs in an open-ended way, do not impose projects or topics from the "top down"

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more funding for basic research in energy related areas

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no

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1. Interdisciplinary research is too risky before tenure. Who get the credit for success. How is credit shared/diluted? How does one establish that he is an independent scientist/scholar.
  2. After tenure, how is credit distributed in light of the merit system and promotion criteria?
  3. Who is the lead author on a paper? The one who primarily had the idea? The one who did the bulk of the work? Collaboration often leads to interpersonal tensions. These are much more easily resolved in industry than academe.
  4. Cooperative research sounds good and is good and is important. I don't think it flies well in an academic environment with limited resources for research and with very limited funds for salary/remuneration coupled with intense competition for such funds.
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THE COLLEGE SHOULD FUND MUCH MORE RESEARCH INTERDISCIPLINARY AND OTHERWISE ON ITS OWN BEFORE CASTING ABOUT TO FIND NEW AREAS OF OPPORTUNITY TO DIVERT FACULTY. I AM AN INTERDISCIPLINARY RESEARCHER AND FRANKLY THERE IS NO SUPPORT HERE EXCEPT FOR YOUNG FACULTY - I CAME HERE MID CAREER AND WAS GIVEN NO SUPPORT AND TOLD DECEPTIVELY THAT IT WOULD BE POSSIBLE TO INCLUDE YEARSLY FUNDS FOR ARCHIVAL RESEARCH TRAVEL ETC IN MY PACKAGE - THE LIE IS BAD ENOUGH BUT THE COLLEGE'S CONTINUED INSISTENCE OF PRETENDING TO BE A UNIVERSITY WITHOUT RAISING AND COMMITTING BASIC FUNDS TO SUPPORT MID AND SENIOR LEVEL FOLKS AS WELL AS JUNIOR IS DISHEARTENING IF NOT ANTI INTELLECTUAL. I CAN TEACH IN ENVIRONMENTAL TOPICS BUT I HAVE NO INTEREST IN WHORING AFTER MONIES THAT ARE NOT THERE WHEN THE COLLEGE IS UNWILLING TO DO ITS PART TO SUPPORT US FOR THE WORK WE ALREADY DO.

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If we hired faculty that had environmental issues as their primary focus, they could serve as "flashpoints" for developing interest among other faculty. I realize that resources are scarce, but it is difficult for faculty to "retool" as a function of changes in priorities that are not self-initiated, particularly when it is not clear how strong (in terms of length and other resources) the College's commitment is. In contrast, it is not that difficult for faculty to work with someone who has an established interest, contributing their expertise in some way. For example, environmental responsibility is about (at least in part) acting or behaving in a responsible fashion. As a discipline, psychology focuses on the hows and whys of behavior, including behavioral change. Although many of us in the department could contribute to courses and research projects that focus on environmentally responsible behavior, we were not hired because of our expertise regarding environmentally responsible behavior per se, and we have developed careers and professional identities that do not include environmental issues. On the other hand, there are psychologists who do focus on environmental issues, and if one of them was a member of our faculty, other faculty could work with such a person, contributing their expertise to research project or other activities within a framework provided or primarily shaped by this focal person. As much as I personally might want to work on environmentally relevant issues, I have too much invested in and existing commitments to my present research program (in the form of editorships, papers, chapters, collaborative relationships, etc.) to change course that dramatically. My sense is that the barriers are less structural than they are psychological. We hire people (in part) because we think they have strong research interests and foci. We do not want, and don't have dabblers. As a faculty, most members of our department have strong professional identities that were not shaped by an interest in environmentally responsible behavior. Changing those identities would be difficult.

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I have not made many serious attempts at interdisciplinary collaborations, so I do not have any strong recommendations at this point. However, if this is deemed important by the College as a whole, then some emphasis should be placed on interdisciplinary collaboration in the promotion and tenure process at the level of each department.

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Collaborative and interdisciplinary research will likely flow from strong relationships between departments.

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support to prepare grants for funding such ventures

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Grants and course reductions allowing faculty to "re-tool" to learn something outside their area of specialization.

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Interdisciplinary teaching vs. departmental teaching requirements.

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Yes, the whole VIMS-W&M relationship needs re-tooling. Lot of missed opportunities there. We clearly still don't count in the College's mind, as evidenced by the 16 layoffs at VIMS versus 0 for the rest of the College. It's all about money, of course, and who benefits from undergraduate tuition \$. VIMS has already lost huge research capability from budget cuts and we will be unable to effectively partner unless we find resources to rebuild.

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I would recommend that, next time, you draw up a less blatantly biased survey. Several of these questions are phrased in such a way that they clearly steer those responding into the answers that you want. Question 11, in a rather paranoid fashion, assumes and suggests that dark forces are arrayed against faculty members who want to participate in interdisciplinary programs. An earlier question regarding support for these programs gives only three options, one of which is "sufficient," and two of which are variations on "insufficient." A fair survey would have given faculty members the option of stating something along the following lines: that the College has introduced more interdisciplinary programs than it can support, some of which are excellent and should be nurtured, some of which are not and cost more than they are worth; that many of these programs serve extremely small numbers of students and, in fact, merely reshuffle existing course offerings without adding any value; and that these programs, while on the surface seemingly inexpensive (because they have tiny M&O budgets), in fact incur very high administrative costs on account of the course releases given to their directors, their directors of undergraduate studies, their directors of graduate studies, not to mention the countless faculty work hours spent on committee meetings associated with those programs. I do not expect you to believe that, in fact, I hold several interdisciplinary programs in the highest regard, ENSP among them, or that I cross-list my courses with some of them and even teach a required course for one program. But the siege mentality so evident in this survey is one of the reasons why faculty members who appreciate (without abandoning our capacity for critical thinking) interdisciplinary studies, find themselves out of sympathy with those programs' zealous proselytizers.

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n/a

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Recognizing undergraduate research mentorship as formal teaching.

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team-taught research seminars - vetted with an eye to future publication and grants - can be the basis for interesting research projects.

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I don't generally attend College-wide meetings on topics such as this due to the workload within my own responsibilities in the School of Education. If there were a specific small group focused on a specific topic, e.g., collaborations among Geology faculty, Env. Policy faculty, and SOE faculty to teach about X, I'd be more likely to participate. Would prefer initial meetings to be more potentially productive than just general brainstorm/sounding out the territory meetings.

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Provost should set aside funds to support interdisciplinary ventures. Reinstatement of the environmental cluster or similar program.

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Some of us have been "burned" by so-called collaborations. Ultimately if I want to succeed (get results, publish, get promoted) I know I can count on ME, not a collaborator who may have other priorities.

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Nothing I can think of.

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Need to make it count more within the individual departments

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I am interested and qualified in multi-disciplinary work in a very different area - cognitive neuroscience, psychology, and philosophy - and would be delighted to see serious resources for such work.

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Departments must value interdisciplinary work in the promotion process - both teaching efforts and in research publications.

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Too much emphasis is being placed on interdisciplinary work and I believe it is costing the quality and quantity of basic research in the core areas

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Have the administration move to turn the campus green. For instance, (1) recycling receives a low priority--in Morton Hall, some clerical staff do recycling on their own but there are no specified receptacles nearby; (2) a free bike system (just leave a college bike outside the building where your classroom is located and others will do the same to cut down on driving); (3) reward the housekeeping personnel for recycling; and (4) lower parking permit fees for faculty, staff, and students who use fuel-efficient vehicles. Our motto should be "We are turning Green to Gold." I'm interested in the area and will do my part, but have other research projects.

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I feel that in the departmental and School culture at VIMS/SMS, interdisciplinary work is well supported and encouraged. In marine science, interdisciplinary connections are common and often expected in proposals to some federal funding agencies.

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A change in the institutional culture regarding the meaning of a Liberal Arts education in the 21st C. Its a big deal.

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Why is this particular area (energy) the focus of this survey? There are many other very exciting and productive interdisciplinary research projects underway on campus. We should strengthen and promote what we existing collaborations that have come about naturally through mutual interests, not artificially force collaborations based on what someone thinks is the latest hot topic.

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