

New York City College of Technology
Interdisciplinary Committee
November 12, 2015

Reneta D. Lansiquot, Founding Chair
Sean P. MacDonald, Secretary

Present: Reneta D. Lansiquot, Sean P. MacDonald, Amanda Almond, Dionne Bennett, Monica Berger, Gwen Cohen-Brown, Candido Cabo, Jean Hillstrom, Janet Liou-Mark, Lauren Park, Rebecca Shapiro, Andleeb Zameer, Laina Karthikeyan, Paul C. King, Olufemi Sodeinde

Absent: Dionne Bennett, Ezra Halleck

Excused: Reginald Blake, Aida Egues

On leave: Johannah Rodgers

Meeting Agenda:

1. Approval of minutes from October 29, 2015
Motion to accept minutes: Paul; seconded: Gwen; 2 abstentions
2. Spring 2016 Interdisciplinary course updates
Spring 2016 updates: 23 sections of interdisciplinary courses will be offered in spring 2016; PYHS 1102 The Physics of Natural Disasters course will be offered.
3. ID Mini-Conference planning

This will be a conference/symposium scheduled for April 15. We also want to ask the GenEd Committee to co-sponsor. Four panels are being proposed: Knowing Brooklyn - which we would ask Richard Hanley to moderate; Weird Science, which Reneta would moderate, with short presentations from anyone who has guest lectured in the course; Special topics courses, which we will ask the Provost to moderate; and Publishing/efforts to publish ID research which we will ask the Associate Provost to moderate. Sean will raise the subject of the Gen Ed Committee co-sponsoring the event at the next Gen steering committee meeting on Nov. 13, and Reneta will also bring this up when she attends the Nov. 20th Gen Ed meeting. We want to encourage faculty from across the college to attend along with Gen-Ed and to highlight what has been done in these courses; we want to hear from faculty interested in teaching ID courses.

Amanda suggested a survey to assess what people got out of the symposium. We need to talk to Julia about promoting it to new faculty, and we need to start publicizing the conference before Thanksgiving.

Paul suggested we include some discussion of how to start an ID course at this event. It would also highlight how the committee works and reviews applications and demonstrate the website. He indicated that he would work on putting this together.

In terms of a location, there are problems with acoustics in N-119; other options: Hospitality Mgmt. has a small amphitheater; the Dining Room is another possibility. Reneta suggested that we need to work on title ideas, which is important if we want to start promoting the event before Thanksgiving.

Possibilities: Interdisciplinary Symposium? Why ID Matters?
Or: Making ID Matter: Connections to Research, Teaching and Service

Rebecca suggested that faculty can discuss their experiences teaching ID courses, which might fit well with the panel that Paul is coordinating.

Amanda Almond suggested a session at the conference/symposium on how to create a rubric and assess ID assignments workshop, Spring 2016. Reneta suggested this could be organized as a table discussion during the symposium.

4. Dionne Bennett (Chair, Social Outreach subcommittee), ID projects student showcase, Gen Ed IDC theme, Knowing Brooklyn Panel
Interdisciplinary Research Mixer, December 2, 2015

Dionne was unable to attend today's meeting.

Reneta suggested that perhaps Aida or Sandra could present what they are doing in their course: The Visual Culture of Medicine; we could also possibly get a student to present so the ID Committee will be represented.

Reneta announced information on the CUNY Interdisciplinary Research Grant Program. The grant can include seed money; applicants must work with someone within a different discipline or department; it also requires that PI's contact other governmental agencies to inquire about further funding for a project. Although seed money is provided, it is necessary to reach out to one of the listed agencies for further funding possibilities and requests. The grant will make up to 8 to 10 awards for one year. Applications are due on March 4 and a notice of intent to apply by Feb. 4. Awards are \$40,000 each. There must be two or more faculty on each proposal.

5. Finalize special topics interdisciplinary course report requirements, Laureen Park (Chair, Course Development subcommittee)

Laureen brought copies of the Learning Places course description; one suggestion was a student survey to get feedback about how the course went. Most questions would be addressed to course content.

Reneta pointed out that we need to address questions that the Provost suggested: 1) What did you cover? 2) Did you do what you said you would do? 3) Would you do it again? There is a need to collect some data about the courses.

Other suggestions were to answer these questions and then answer course specific questions. This way, the information can be shared with someone else interested in teaching the special topics course.

There is also a need to incorporate student feedback. The student data can be used to supplement the questions answered by faculty who have taught the courses. Next semester all of the special topics courses will be running.

Laureen came up with an evaluation for all ID courses; discussion- how many of these questions might we want to include?

Reneta suggested we elaborate on the Provost's questions; we give everyone - faculty - some version of the questionnaire that Laureen came up with. This can be used to think about how ID courses are evaluated in class observations, since there is no way to enter information on co-teaching, etc. There is also nothing on the forms that students can answer about ID co-taught courses or courses with a lot of guest lecturers. There is no consistency in how this is done.

Laureen suggested a student survey may be useful. Should we provide guidance for student surveys of ID courses? Reneta pointed out that some of the wording of the questions needs to be in terms that students would understand. Laureen will go back and re- work the questions re: our learning outcomes for ID translated for students.

Reneta suggested simple questions for the special topics courses, but as a committee we need to think about how ID courses are evaluated.

Paul brought up a question that came up in an advisement meeting of their faculty: students may need to take more credits because of increasing requirements (WI, ID, etc.) and suggested that if an ID course is writing intensive, we should include the WI designation so that students don't end up having to take additional courses. A WI course needs at least 15 pages of writing and should be scaffolded to some extent; this could be over the course of several assignments.

6. Next meeting: Thursday, December 10 at 1PM in Faculty Commons.
Motion to adjourn: Reneta