

Cross-College Teaching: End of Year Report

Fall 2014 – Spring 2015

Committee's Charge

- To inventory current practices and gauge interest in expanding opportunities
- Identify barriers
- Explore incentives and models

Value of Initiative

- Wide spread interest in it among faculty in all schools
- Offers chance to teach creative courses that can advance discovery and learning
- Students will have an opportunity to learn important subjects from diverse perspectives
- Advances One Vanderbilt
- Advances educating the whole student and lifelong learning

Assessment of Existing CCT

Types:

1. Faculty teaching outside of their home department and/or school
2. Co-teaching with faculty from different colleges

An inventory of CCT across campus revealed numerous examples across campus in each school with a significant number in Peabody, Law, and Nursing. Interest in developing new CCT courses is very high among current faculty.

Potential Barriers

PERCEPTUAL ISSUES

- Bureaucratic barriers (“too much hassle”).
- Not (yet) supported financially by the administration

COLLEGE-DEPARTMENT BARRIERS

- Registrar as gatekeeper. (e.g. have to argue to let students of a particular school into classes)
- Calendars differ across the schools.
- Comparability: definitions of “a class” and “a semester” can also vary among the schools (e.g. Owen’s mods, Medicine’s intersectional courses)
- Faculty credentialing. (Joint appointments might be a solution)
- Definitional: cross-campus includes team teaching, but also includes out-of-department teaching, dual listed courses, interdisciplinary programs, and so on. (We should expand on this list.)
- Coverage of local courses could be an issue, particularly in smaller departments where “losing someone” to a cross-campus obligation interferes with their meeting departmental need. Backfill will need attention.

FACULTY CONCERNS

- The broad question of promotability and value in yearly assessments of faculty.
- Better communication about opportunities for such courses
- How will the course count within the faculty member’s load?
 - (Class size and therefore educational experience can be affected by assumptions about load.)
- Ensuring team teaching advances scholarship

Models

Initial conversations were had regarding possible approaches to overcoming the bureaucratic and funding hurdles.

1. Allocation of funds to the effort
2. Each college allocates a proportion of classes to CCT
3. A combination of 1&2

Next Steps

- Explore business minor as a possible model
- Draft an articulation of the goals and motivations (i.e. mission statement)
- Develop administration and funding model
- Develop communications and promotion plan