



BRYN MAWR
COLLEGE

TOWN HALL MEETING

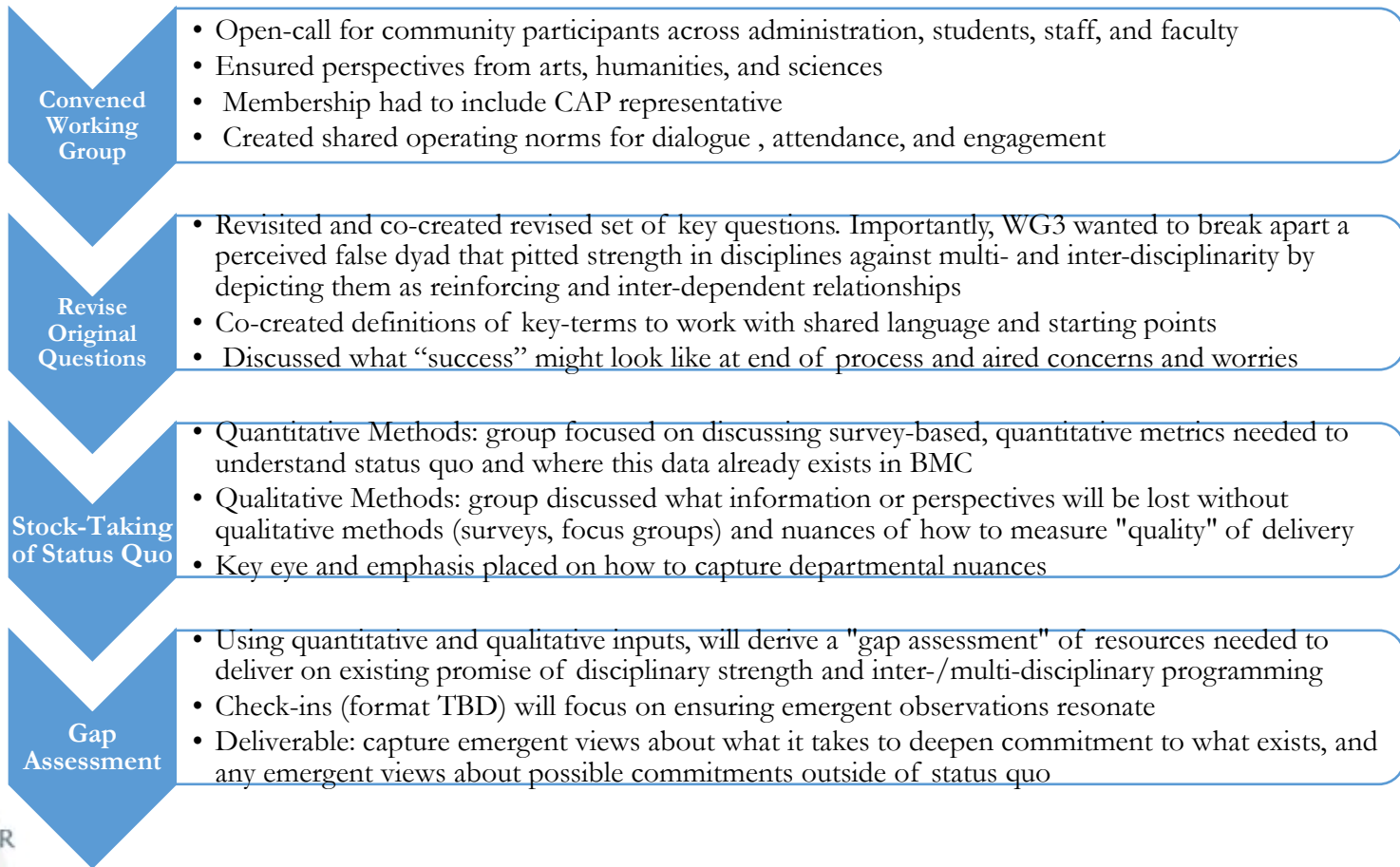
JANUARY 25, 2023

Working Group #3: seeding premise & question

“As knowledge has become increasingly interdisciplinary, we have worked with our faculty size and historical departmental structures to add interdisciplinary majors and minors.

What could it look like to make a deeper commitment to interdisciplinary work, or conversely, to the major disciplines? ”

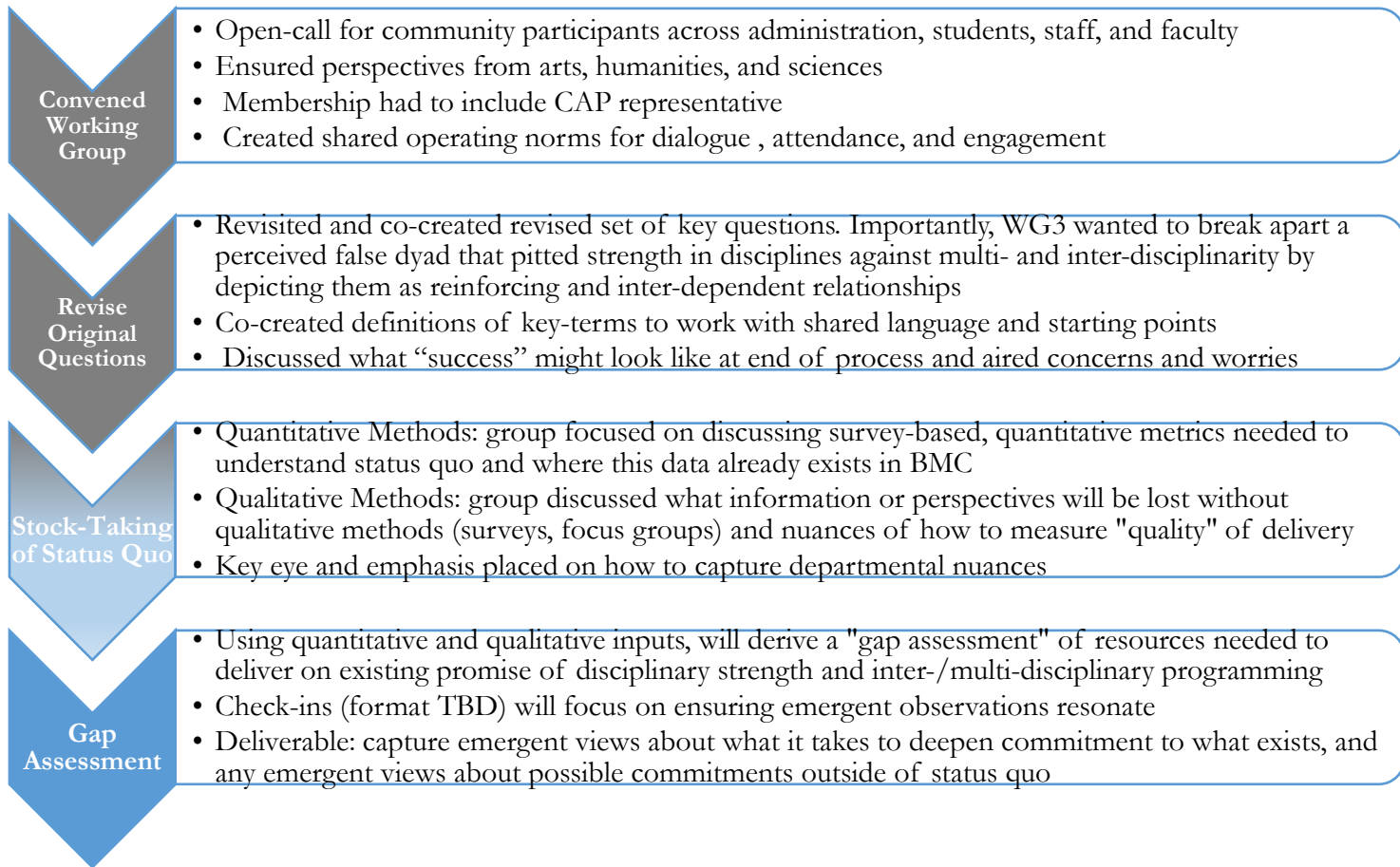
WG3: Co-creation of key questions, definitions, & overall work plan



WG3: Focus on shared definitions

[Placeholder for Lisa Saltzman's and Madhavi
Kale's sub-group]

WG3: what has been done, what remains



WG3: community engagement during stock-taking and gap-assessment phases

Stock-Taking of Status Quo

- Quantitative Methods: group focused on discussing survey-based, quantitative metrics needed to understand status quo and where this data already exists in BMC
- **Qualitative Methods: group discussed what information or perspectives will be lost without qualitative methods (surveys, focus groups) and nuances of how to measure "quality" of delivery**
- Key eye and emphasis placed on how to capture departmental nuances

Gap Assessment

- Using quantitative and qualitative inputs, will derive a "gap assessment" of resources needed to deliver on existing promise of disciplinary strength and inter-/multi-disciplinary programming
- **Check-ins (format TBD) will focus on ensuring emergent observations resonate**
- Deliverable: capture emergent views about what it takes to deepen commitment to what exists, and any emergent views about possible commitments outside of status quo

Appendix A: revised questions (1/2)

Our Working Premise

1. The interrelationship between strong academic disciplines (in undergraduate and graduate programs) and interdisciplinary and multidisciplinary endeavors (minors, departments, programs); emphasizing the way the strength of this relationship fosters connections, for students, faculty, and staff, and supports a vibrant intellectual community.
2. As we approach our work, we are keeping in mind the academic mission and values of Bryn Mawr College, and how these are manifested in the formal curriculum, and in extra- and co-curricular opportunities; both disciplinary and interdisciplinary in nature.

Our Revised “Key” Questions

1. How do we invest in our departments so that faculty can train students in their disciplinary areas of expertise and, should they so desire, also contribute to the courses and programs that connect our curricular endeavors and inspire interdisciplinary inquiry across our campus?
2. How do we support interdisciplinary programs without diluting/depleting departments and departmental resources? In other words, how do we staff interdisciplinary programs?
3. What do we need for such programs to work?
4. Are there ways that Bryn Mawr College’s relatively small size helps us to foster interdisciplinary inquiry?

Appendix A: revised questions (2/2)

Our Revised “Sub-Questions” to Guide Data-Gathering

1. How do we disaggregate all that has been placed together under the rubric of interdisciplinarity and clarify the different forms that such inquiry and pedagogy take? And, at the same time, how do we articulate that interdisciplinary work also happens within the contexts of departments?
2. How do we clarify the pathways through departments and programs, majors and minors, so that students understand the distinctions between and among such academic opportunities and decide on the sorts of courses and contexts that will enrich their undergraduate experience and position them for different post-graduate trajectories?
3. Are there programs that should be strengthened, reconsidered, eliminated, consolidated? Are there new areas of inquiry, be they disciplinary or interdisciplinary, that we should be pursuing?
4. What are the implications of any of the above for our students and our faculty? Can we predict if any of the above will impact recruitment and retention, be it of students or faculty?
5. Do we need to consider the implications for our collaboration with Haverford?
6. Are there other questions we should be considering?

Appendix B: 2022-23 work plan detail (1 / 2)

Phase 1: Co-created questions, definitions, and work plan

1. Framing of guiding questions
2. What types of data or input do we need? Identify where/how to get relevant information:
 - a. Provost's Office
 - b. IR
 - c. Outreach to faculty, staff and students
3. Establish a working framework of definitions: Pre-disciplinary, Disciplinary, Interdisciplinary, and Multi-disciplinary
 - a. Facilitation tool for our work
 - b. Help us to be create alignment in talking with others

Phase 2: Stock taking through (quant-, and qualitative) data gathering & community engagement

1. Gather & harmonize pre-existing data sets on status quo offering, resourcing levels
2. Describe the status quo for our working group's understanding of disciplinary and interdisciplinary/multidisciplinary opportunities
 - a. Share with community and gather community input to get a more nuanced understanding from the perspective of different constituencies?
 - b. Check-in with community about accuracy of our understanding
 - c. Are there sets of information that we are missing?

Appendix B: 2022-23 work plan detail (2/2)

Phase 3: Gap assessment

1. What is our capacity to offer what we currently provide? What are the challenges and trade-offs? How many people and in what roles do we need in order to achieve balance of disciplinary and interdisciplinary opportunities?
2. When we support new programs and approaches, how do we attend to disciplinary and departmental needs for staffing and support?
3. Are there new ideas and approaches emerging from our community conversations and connections?
4. Synthesize our work
5. Report back to the community



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