School of Interdisciplinary Arts and Sciences

University of Washington Bothell

Self-Study, March 15, 2019

Bachelor of Arts in American & Ethnic Studies
Bachelor of Arts in Community Psychology
Bachelor of Arts in Culture, Literature & the Arts
Bachelor of Arts in Environmental Studies
Bachelor of Arts in Gender, Women & Sexuality Studies
Bachelor of Arts in Global Studies
Bachelor of Arts in Individualized Study
Bachelor of Arts in Interdisciplinary Arts
Bachelor of Arts in Law, Economics & Public Policy
Bachelor of Arts in Mathematical Thinking & Visualization
Bachelor of Arts in Media & Communication Studies
Bachelor of Arts in Science, Technology & Society
Bachelor of Arts in Society, Ethics & Human Behavior

Minor in Creative Writing
Minor in Ecological Restoration
Minor in Diversity Studies
Minor in Gender, Women and
    Sexuality Studies
Minor in Human Rights
Minor in Policy Studies
Minor in Visual and Media Arts

Bachelor of Science in Environmental Science (will become Bachelor of Science in Conservation and Restoration Science, Starting Winter 2020)
Bachelor of Arts in Interactive Media Design (Jointly Administered by STEM and IAS)
Bachelor of Science in Earth Systems Science (Jointly Administered by STEM and IAS, Starting Fall 2019)

Master of Arts in Cultural Studies
Master of Arts in Policy Studies
Master of Fine Arts in Creative Writing and Poetics
Certificate in Public Scholarship (Jointly Administered by the Graduate School, Simpson Center and IAS)

Last Program Review: April 2008

School Dean: Bruce Burgett

Self-Study Coordinator: Ben Gardner, Associate Dean for Faculty Development and Scholarship

Date Submitted: March 15, 2019

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SCHOOL OF INTERDISCIPLINARY ARTS & SCIENCES
UNIVERSITY OF WASHINGTON BOTHELL
SELF-STUDY

PART A: Background Information for Review Committee

Section I: Overview of Organization

1.1: Mission and Organizational Context

> *The School of Interdisciplinary Arts & Sciences provides a rigorous liberal arts education that draws connections across academic disciplines and links classroom learning to practical experience across diverse fields and sectors. As a faculty and staff, we inspire our students to engage creatively and ethically with the concerns of the region and the world. We dedicate ourselves to integrative research and creative practice, innovative and effective pedagogy, and dynamic curricula that prepare students to live and work in environments that are diverse and complex. We recognize, reflect on, and challenge unequal relations of power and privilege in our curriculum, scholarship and community partnerships. As part of a public university, we seek to build an inclusive and just community of students, faculty, and staff.*

The School of Interdisciplinary Arts and Sciences (IAS) is a dynamic school of pedagogical, scholarly, and institutional innovation at the University of Washington Bothell and within the University of Washington as a whole. The founding unit of the campus, we have designed our undergraduate and graduate degree programs to provide access to higher education to the increasingly diverse populations of the Puget Sound region. We have recruited faculty and staff dedicated to addressing through education and research the opportunities and challenges that are specific to this region, including its many global connections. We are committed to developing an inclusive and just community of students, faculty, and staff.

Our mission demands that we develop intellectually challenging programs of study that are responsive to emerging research questions and pressing student, community, and regional needs. Across our undergraduate and graduate programs, the goal of the faculty and staff is to engage students, both nontraditional and traditional, in ways that allow them to learn, research, and create through modes of inquiry that stretch across disciplinary and sectoral boundaries. This type of education prepares students for professional and civic leadership across the region (90% of UW Bothell students live and work in the State of Washington post-graduation). The result is a school where complex problems and a commitment to social justice shape the directions of student and faculty inquiry.

Since IAS's last self-study and external review in 2007-08, we have grown rapidly, as has the UW Bothell campus. In that time, we have by 2017-18:

1) Increased our full-time equivalent student (FTE) enrollment from 721 to 1384, not including 100-200 FTE produced by teaching in the campus's first-year program
2) Increased our full-time faculty from 39 to 81 (49 tenure-track and 32 lecturer/artist track)

3) Increased our full-time staff from 7.5 to 13.6 (9.6 professional staff and 4 classified), plus 4 student workers (undergraduate and graduate).
4) Increased the number of undergraduate majors we offer from 6 to 15, our undergraduate minors from 3 to 8, and our graduate degrees from 1 to 3, plus 1 graduate certificate
5) Increased our annual budget from $3,874,520 to $10,002,000
6) Contributed significantly to leadership and instruction in the campus's first-year program (FYPP)
7) Transitioned, with the approval of the UW Board of Regents, from being a Program overseen by a Director to a School overseen by a Dean.

This period of expansion has come with both opportunities and challenges. We have been fortunate to be able to grow our faculty and staff, our degree offerings, and our regional, national, and international influence in a historical moment when many educational institutions were downsizing. We have also experienced some of the typical problems of start-ups, including inadequate infrastructure and unsustainable workload demands. Over the past several years, we have turned our attention to these issues by transitioning from a period of growth to one of maturation, from emergent to transformational change.

This external review arrives at an ideal moment for us to reflect on what we have done and to chart a pathway forward as we seek to achieve our mission in the broader context of a campus-wide pause in enrollment growth, and the shift to a Responsibility-Centered Management (RCM) budget model.

1.2: Curriculum

Our current undergraduate and graduate degrees are listed below:

Undergraduate Majors (15) with links to learning objectives:

American & Ethnic Studies (AES)	Individualized Study (IS)
Community Psychology (CP)	Interactive Media Design (IMD)*
Culture, Literature & the Arts (CLA)	Interdisciplinary Arts (IA)
Environmental Studies (ES)	Law, Economics and Public Policy (LEPP)
Global Studies (GST)	Mathematical Thinking and Visualization (MTV)
Society, Ethics & Human Behavior (SEB)	Media & Communication Studies (MCS)
Environmental Science (BS ES)	Science, Technology & Society (STS)
Gender, Women, & Sexuality Studies (GWSS)	

administered jointly with the School of STEM and IAS

Undergraduate Minors (8):

Creative Writing	Ecological Restoration
Human Rights	Gender, Women & Sexuality Studies

Policy Studies	Performing Arts**
Diversity Studies*	Visual and Media Arts

*administered jointly with the School of Educational Studies
**under process of revision

Graduate Degrees (4) with links to learning objectives:

MA in Policy Studies (MAPS)	MFA in Creative Writing & Poetics (MFA)*
MA in Cultural Studies (MACS)	Certificate in Public Scholarship**

* fee-based program, administered with Professional and Continuing Education.
**administered by IAS since 2015, with sponsorship from the Graduate School and the Simpson Center for the Humanities

For a timeline of IAS degree development, see appendix D-5. For data on enrollment/graduation patterns, see appendix D-3. Note: Because this school-wide external review coincides with the 5-year review of the MFA, we are including an extended report on that degree in appendix H.

1.3: Governance

IAS's governance structure reflects and supports our interdisciplinary mission. We are nationally unique in being a fully integrated School of Interdisciplinary Arts and Sciences governed by a single faculty that collectively oversees curricular and faculty personnel issues (hiring, tenure, promotion, and merit). Under new by-laws approved in spring 2018 (see appendix A-2), our administrative leadership consists of a Dean, an Associate Dean for Curriculum Development and Innovation, an Associate Dean for Diversity and Equity, and an Associate Dean for Faculty Development and Scholarship. We are governed by four standing committees: a Faculty Council that serves as the advisory body to the Dean and the faculty as a whole, a Personnel Committee, a Curriculum Committee, and a Diversity Committee.

Our undergraduate majors and graduate degrees are overseen by Curricular Area Working Groups (CAWGs). The CAWGs are steering committees led by CAWG Coordinators (undergraduate) or Academic Directors (graduate). Full-time faculty members normally serve as core members of two CAWGs, and may affiliate with others as appropriate. Members of the school also participate in a wide array of campus and university level committees, while IAS staff participate in many of these decision-making processes in advisory capacities. (See appendix A-1: IAS Organizational Structure).

This structure offers an alternative to traditional disciplinary and departmental modes of organizing academic governance, labor, and collaboration. It allows faculty members and other CAWG affiliates to shift their scholarly investments and engagements over the course of their careers. It also enables IAS to launch (or sunset) degrees without creating new appointments for the purposes of promotion and tenure. While elsewhere the practice of interdisciplinarity is imagined as "bridging" across separate academic departments, the practice of interdisciplinarity in IAS may best be imagined as a network in which degrees act as organizing nodes or hubs.

1.4: Budget and Resources

IAS operates as a single budgetary unit, with three large categories of permanent funding (faculty and instructional; professional and classified staff; operations), along with temporary and carry-forward funds that result largely from biennial cost savings. (See appendix B, Budget Summary.) Decisions about allocation of unit budget and resources are made by IAS leadership in consultation with faculty and staff members. Faculty hiring priorities are determined by an annual process that includes discussion and revision of multi-year hiring plans. A framework for assessing staff hiring needs emerged from the staff-led 2014 LEAN/continuous improvement process and continues, together with the IAS Diversity Plan, to guide staff hiring plans.

The UW Bothell campus began a transition in 2017-18 to a Responsibility-Centered Management (RCM) budget model, with resources coming to units based on the share of student FTE/headcount they manage. This shift parallels a transition at UW Seattle to an Activities-Based Budgeting (ABB) model. While units maintain a significant base budget not currently subject to RCM redistribution, this transition to RCM (which replaced an incremental approach to campus budget planning) has meant that academic and non-academic units on campus have more autonomy to make local decisions about how their resources are used. It also means that decreases in student FTE will result in reduced permanent funding for the unit.

This transition has required (and will continue to require) that IAS faculty and staff members become more knowledgeable about the fiscal implications of the unit's curricular and co-curricular decisions and recommendations. It also holds some significant risks for cross-unit, cross-school collaboration and, left to its own logic, may work against the UW Bothell campus' signature academic commitment to the "3 Cs" of cross-disciplinarity, community engagement, and connected learning. Additionally, the overall pool of resources to be distributed through the RCM model is not currently adequate to cover mandated annual increases in compensation and operations (which is a UW-wide problem).

While IAS draws its revenue primarily from state and tuition funds, our MFA is fee-based, meaning that its budget relies entirely on fees paid by students in the program (managed through the UW's Continuing and Professional Education unit). We also have some small flows of revenue that result from grants and contracts and have begun to build out external relations and advancement efforts in the context of the UW's current fundraising campaign. Both of these arenas mark areas for promise for the development of additional revenue streams in the future.

1.5 Academic Unit Diversity

Describe the academic unit's diversity plan.

Over the past ten years, as the campus grew pre-major programs, it recruited new populations to the university that rapidly grew and diversified the student body. However, faculty and staff hiring patterns remained notably white-dominated, with implications for teaching, learning, and mentorship of students and faculty alike. In 2012 a Diversity Committee/Task Force was charged to inquire into and address these issues; in 2015, IAS formally adopted a school-wide Diversity

Plan (IASDP) focused on five core areas: Curriculum, Recruitment, Retention, Climate, and Community Engagement.

The IASDP defines diversity work as "individual and institutional actions taken to counteract relations of power and difference historically characterized by the social exclusion, marginalization, and oppression of one group and the unearned privilege and overvaluation of another. Recognizing that identities are intersectional, complex, and multiply determined, IAS sees diversity as fluid in that the status and representation of groups shift over time and context. In our current moment, this includes, but is not limited to, race, sex, gender identity, socioeconomic status, ethnicity, sexual orientation, age, disability, nationality, visa/documentation status, religion, and military status."

IAS initially attempted to operationalize the IASDP by appointing and compensating a "Diversity Liaison" to serve as a point person for implementation, a position that then evolved into a "Diversity Plan Coordinator." It soon became clear that the position, as first imagined, was insufficient for the work that was needed. In response, the Diversity Committee proposed a new Associate Dean position focused on Diversity and Equity that would be responsible for a number of Diversity and Equity initiatives and concerns, as well as plan implementation. The faculty approved this position in Spring 2017.

To date, this deeper commitment to the institutionalization of diversity and equity efforts in IAS have allowed us to move forward on several fronts:

- Revise our Mission, Values and Goals as well as our school-wide undergraduate learning objectives
- Offer professional development opportunities to our faculty and staff related to equity and social justice in the classroom and face-to-face student interactions;
- Revise our faculty and staff search/hiring processes;
- Facilitate networks of support for our women of color faculty;
- Advocate collectively for students and worked with campus partners in response to bias/hate incidents on campus.

To further the work, we are revising the specific learning objectives of each of our undergraduate majors to better align with our new "Diversity and Equity" learning objective; exploring ways to integrate diversity and equity commitments into our promotion and tenure processes; looking for ways to account for bias against diversity curriculum and marginalized identities in student evaluations of faculty members, as well as in classroom situations; and developing stronger partnerships across campus to further our diversity goals.

For a more detailed discussion of what has been implemented from the IASDP since 2015, see appendix E-2, IASDP Status Report, September 2018. The IAS Diversity Plan will be updated during the 2019-2020 academic year.

Provide an overview of representation on the unit's diversity committee.

As required by the IAS by-laws, the Diversity Committee currently made up of 4-6 full-time faculty members elected by the faculty as a whole, 2 staff members, and the Associate Dean for Diversity and Equity. As of 2018-2019, the Chair of the Committee will be chosen out of the

elected faculty members by the IAS Faculty Council. The 2017-2018 membership included six faculty of color, one white faculty and two staff of color. Six identify as female and two as male. Seven of eight identify as cisgender, and two of eight identify as LGBTQ. Of our faculty members, four are tenure-track, with one holding tenure and one recently tenured. The other three are on the lecture-track, with one recently promoted to senior.

Describe the diversity of the unit's faculty and staff.

Of our full-time, voting faculty members, approximately 62% identify as white while 28% identify as people of color, with 14% hailing from groups deemed underrepresented in higher education. For partial comparison, before the IASDP was put into place, our full-time, voting faculty was roughly 73% white and 21% people of color.[1]

In 2017-2018, we had a total headcount of eighteen staff members in IAS: 13 permanent and 5 temporary or student assistants. Our permanent staff is currently 70% white and 30% people of color. For comparison, right before the IASDP was put into place in 2015, our staff was 77% white and 23% people of color.

Describe how the unit utilizes institutional resources or partners with organizations such as the Office of Minority Affairs and Diversity (OMA&D) or the Graduate Opportunities and Minority Achievement Program (GO-MAP) to recruit and retain traditionally underrepresented minority undergraduate and graduate students.

During 2017-2018, US-based students of color made up 40% of all IAS undergraduates, with international undergraduates making up an additional 15%. In IAS, 17% of our undergraduates identified themselves as a race/ethnicity categorized as Underrepresented Minority (URM) students, with an additional 6.5% identifying as Multiracial. During 2017-2018, US-based students of color made up 39% of all IAS graduate students, with international undergraduates making up an additional 2.4%. 18% of our graduate students identified themselves as a race/ethnicity categorized as URM, with an additional 9.4 % identifying as Multiracial.[2]

Undergraduate recruitment and admissions to IAS are primarily handled by the campus's central Division of Enrollment Management. IAS graduate recruitment and admission make use of strategic recruitment and outreach resources provided by GO-MAP, including the National Name Exchange, California Diversity Forum, and McNair Scholars Lists. Over the past 5 years, our graduate programs have deepened relationships with GO-MAP by:

- Timing Cultural Studies' admitted student day with the GO-MAP prospective student day.
- Leveraging local 1% merit fund awards to gain supplemental GO-MAP student funding for outstanding racial/ethnic minority students.

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[1] These percentages and those below are drawn from central UW data sources. When they do not add up to 100%, the reason is that some individuals opted not to reply or self-identify.

[2] For comparison, only 10% UWB graduate students identified as a group categorized as underrepresented with an additional 5% identifying as multiracial and 12% as international.

- Initiating a UW Bothell-GO-MAP funding partnership to mirror the GO-MAP Supplemental Awards for Bothell students, as campus-specific restrictions on GO-MAP funding tightened.
- Collaborating with GO-MAP, the UW Bothell Diversity Center, and IAS graduate student leaders of Outreaching Grads and G-LEAD (Graduate Student Leaders for Equity and Diversity, a UW Bothell student club).

Describe outreach strategies the unit employs with underrepresented students of color, women, students with disabilities, and LGBTQ students to diversify its student body.

Several of our faculty members have participated in recruiting events such as the College Awareness Day on Diversity, Access and Inclusion, organized by the campus's central Division of Enrollment Management and visits to local middle schools and high schools. In addition, IAS attracts underrepresented students based on our programs of study, learning objectives, and faculty and staff members committed to diversity concerns. IAS currently houses several programs that attract large numbers of students listed above, including majors in AES; CP; GWSS; and GST. We also offer minors in Human Rights; GWSS; and Diversity Studies. As a unit, we also offer 24 courses – the most on our campus – that fulfill the Diversity requirement for UW undergraduates.

Describe initiatives the unit has employed to create an environment that supports the academic success of underrepresented students of color, women, students with disabilities, and LGBTQ students.

Since the IASDP was passed in 2015, we have offered for our faculty and staff professional development workshops related to the academic success of underrepresented students of color, with the majority of these opportunities timed during either standing faculty meetings or faculty meeting time-blocks. For example, within a few weeks of the 2017 presidential inauguration, we quickly coordinated a workshop in response to concerns about how to best support students (and ourselves) in a climate where many of them/us were feeling demoralized, under attack, and unable to focus. In addition, in place of our 2017 annual retreat, we offered a mini-conference on "Teaching in the Current Moment."

We have also sponsored workshops during the academic year on topics such as anti-racist assessment, supporting undocumented students, and responding to multilingual student writing. It is our goal to sponsor at least two professional development workshops a year related to diversity, equity and inclusion in our classrooms. Finally, IAS works to respond pedagogically to bias/hate incidents on campus. When incidents happen, we work to alert faculty and offer guidance on how to respond in the classroom to students most impacted by such incidents. IAS faculty members are among those most often called upon by the upper administrations for advice on how to respond to these issues as well. In addition, IAS faculty have served in leading advisory roles for such student-driven initiatives as the UWB Parent Union and campus-wide Sexual Assault & Violence Education (SAVE) efforts.

Describe how the unit utilizes institutional resources such as the Office of the Associate Vice Provost for Faculty Advancement to recruit and retain faculty from underrepresented identities.

IAS has worked closely with the Office of the Associate Vice Provost for Faculty Affairs (AVPFA) on 7 faculty recruitment and 5 retention efforts between 2014 and 2018. In each case, the Office has provided temporary funding to support those efforts. In all but 4 of those cases, the recruitment or retention was successful.

Describe strategies the unit employed to support the career success of faculty members from underrepresented identities, and where applicable, female faculty, and the extent to which the unit has been successful in diversifying its faculty ranks.

An explicit goal in the IAS Diversity Plan is to increase the diversity of our faculty to better reflect UWB student demographics.[3] To work towards this goal, we have implemented a number of best practices. IAS has a standing policy to revise our search guidelines annually after conversations with committee chairs from the most recent searches. Since the IASDP was passed, we have continued this practice and focused more directly on diversity concerns. For example, we now require all search committee members to attend anti-bias workshops. In addition, we now ask each committee to create rubrics in consultation with our Dean and our Associate Dean for Diversity and Equity before beginning their review of candidates. These rubrics are discussed with the faculty-at-large before candidates are brought to campus. We also have standardized our process for checking in about the emerging diversity of the pool as the search process unfolds. Recently, we have also started to attend to our part-time faculty hiring processes, creating similar recruitment, rubric formation, and check-in expectations.

Beyond faculty recruitment and under the leadership of the Associate Dean for Diversity and Equity, we have dedicated significant time and resources to diversity and equity concerns. The Associate Dean has advised and worked with school leadership on all areas of school planning, including workload equity (focusing on the "diversity tax" often paid by underrepresented faculty in the area of academic service), professional development in the area of teaching, and community-building among women of color faculty. Future areas of focus regarding career success include increased attention to diversity concerns in promotion and tenure, collaborating with the Associate Dean for Faculty Development and Scholarship.

According to UW's Academic Personnel Demographic Trends, in **2015**, *before* the IAS Diversity Plan was passed, the self-identified make-up of our full-time, voting faculty was roughly 73% white/21% people of color and 49% male/51% female, while our part-time faculty composition was roughly 56% white/25% people of color and 62.4% male/37% female. In **2017**, this shifted among full-time, voting faculty to 62% white/28% people of color and 39% male/61% female. Our part-time faculty composition in 2017 was roughly 61% white/30% people of color and 44% male/56% female.

Section II: Teaching and Learning

2.1: Student Learning Goals and Outcomes

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[3] During 2017-2018, **43%** of all IAS undergraduates identified as "Caucasian," **40%** identified as US-based students of color and **15%** identified as "International." Among IAS Faculty, on the other hand, 62% identify as White while 28% identify as people of color.

IAS undergraduate majors have in common 5 school-wide learning objectives expressive of broad-based liberal education values: Collaborative and Shared Leadership; Creative and Critical Thinking; Diversity and Equity; Interdisciplinary Research and Inquiry; Writing and Communication. Each of the undergraduate majors has sub-objectives that are intentionally aligned with these school-wide objectives. IAS graduate degrees have more focused program learning objectives available here: Policy Studies; Cultural Studies ; Creative Writing & Poetics.

Many of our undergraduate courses satisfy requirements for multiple IAS majors, which means that most courses attract a range of students within IAS, as well as students from the four other schools at UW Bothell (Business, Nursing and Health Studies, STEM, and Educational Studies). Each of the majors requires a mix of core and methods courses, along with seminars, workshops, and labs, as appropriate. (See appendix D-4 for a summary of specific major requirements.)

What ties our undergraduate curriculum together is a sequence of 3 school-wide requirements that culminate in the creation, by every student, of a learning/professional portfolio: BIS 300 "Interdisciplinary Inquiry," BIS 499 "Portfolio Capstone," and one advanced, experiential learning course that satisfies the school-wide Interdisciplinary Practice and Reflection (IPR) requirement.

BIS 300 Interdisciplinary Inquiry, is a foundational course, most commonly taken in students' first quarter after declaring an IAS major. BIS 300 introduces the skills necessary to navigate an interdisciplinary curriculum, with a focus on the production of knowledge and issues of power and representation, and introduces the process of archiving work, reflecting on that work, and creating learning/professional portfolios.

As students move through their educational experience at UW Bothell and complete their major requirements, including the IPR requirement, they continue to archive their work, *both curricular and co-curricular*. (See section 2.4 Teaching and Mentoring Outside the Classroom for a selection of high-impact learning experiences and opportunities that are among the IAS IPR offerings).

BIS 499 Portfolio Capstone bookends students' educational experience. Students enroll in their final or penultimate quarter, and return to the portfolio creation process to reflect on their education in and outside the classroom in relation to the school-wide learning objectives. For their final assignment they create a learning and/or professional portfolio in which they make an evidence-based claim (drawing on their own work) about their education that will be persuasive for a particular audience of their choosing.

Because these portfolios are rich sources of data about graduating student learning and reflection, we use (a sample of) them for our school-wide assessment of student learning outcomes. Our assessment process, which we currently run every other year, asks a group of faculty members to read the portfolios in relation to the school-wide learning goals and to produce a report with findings and recommendations for the faculty as a whole (see appendix D-1 and D-2 for the 2 most recent assessment reports).

Some undergraduate CAWGs have undertaken similar processes in relation to the learning goals of their majors, but this work has been inconsistent. When we have capacity, we would like to make this major-level assessment more robust. With more capacity, we also plan to complement the school-wide assessment process with entry and exit focus groups, along with other means of understanding the intended and unintended impacts of our curriculum and co-curriculum, such as quarterly meetings between IAS leadership and IAS advising leads.

In our graduate programs, assessment of student learning outcomes has adopted a similar approach, with each program using significant student work as the data set. Faculty teaching in those areas have reviewed that data in relation to program learning goals to produce reports and recommendations. The MFA reviews students' theses; Cultural Studies reviews students' final portfolios; and Policy Studies reviews students' capstone projects. In each case, the findings and recommendations are discussed in the Curricular Area Working Group, and implemented as appropriate.

The most recent undergraduate assessments surfaced opportunities to improve our teaching and curriculum in ways that enable students to develop the implications and conclusions of their research (Critical and Creative Thinking); skills in conflict negotiation and resolution (Collaboration and Shared Leadership); awareness of power dynamics related to diversity (Diversity and Equity); and distinguishing between research/inquiry skills and written communication skills (Interdisciplinary Research and Inquiry; Writing and Communication). These findings form the basis for working with IAS faculty development more largely (see below).

Our graduate assessments have yielded program-specific insights. In Cultural Studies, the most recent assessment noted improvements in students' demonstration of structural analysis; strengths and weaknesses in students' moving between personal positioning and structural or institutional analysis; and the need for continued work between portfolio advisors and students on refining a sense of audience for portfolio/program work. Recommendations included the suggestion that the program increase (or return to an increased number of) portfolio moments within the program. (Note: Cultural Studies underwent external review in 2014-2015.)

In Policy Studies, the most recent assessment of student work found that the new 45-credit, scaffolded curriculum was supporting capstone research projects of the same scale and depth as the previous 60-credit curriculum. It suggested that the projects that were community-engaged (a developed supported by the introduction of a practicum course) showed particular strength. The assessment led to some refinement and clarification of capstone requirements in terms of analysis of primary data. (Note: Policy Studies underwent external review in 2014-2015 and followed up with program changes and curricular streamlining.)

In the MFA, the most recent assessment surfaced well-resolved finished student work, demonstrating original and sustained vision. The sample was notable for its range of forms and genres, and hybrids thereof. As a whole, the archive demonstrated students' ability to develop creative work and engage in processes of exploration and discovery. Students varied in the extent to which they engaged with poetics in their creative writing, but most theses included reflective elements that bespoke awareness of audience and the communicative challenges of writing. The

assessment underscored the importance of individual mentoring and recommendations pointed towards norming expectations around the poetics statement that accompanies the thesis.

2.2 Assessment Findings and Implementation

Describe methods used to assess student satisfaction. Additionally, articulate efforts to gauge the satisfaction of students from underrepresented groups.

For undergraduate education, UW Bothell has recently entered the National Survey of Student Engagement (NSSE). The results of this new survey are distributed to the campus' five schools. This data can be disaggregated to track and compare responses by students in underrepresented groups. While discussion of this data has largely taken place at the level of the campus, we are beginning to use the data from this survey in IAS to consider if student satisfaction is being met in terms of faculty accessibility, academic challenge, and campus environment. As noted above, we also hope to launch entry and exit focus groups as a means of getting a better sense of what is (and is not) working in this area. Finally, IAS leadership has begun to meet quarterly with our undergraduate and graduate lead advisors to identify any patterns in student (dis)satisfaction.

The IAS graduate programs avail themselves of the Graduate School's exit surveys which include questions on program quality, climate, satisfaction with advising and mentoring as well as a range of question about employment expectations as a result of education. The programs also regularly administer their own student surveys that address student's perceived achievement of specific learning objectives. Survey results are integrated into assessment processes and discussed at CAWG meetings, as appropriate.

Describe how the unit has used these findings to bring about improvements in the programs, effect curricular changes, and/or make decisions about resource allocation. If applicable, in what ways and were the intended improvements realized? • Note the courses typically taken by undergraduates who will not be majors in any of the unit's programs, if applicable. Are there specific learning goals in those courses designed to accommodate "non-major" students? If so, how is student achievement in reaching these goals assessed?

The various processes and information described above – assessment reports, NSSE survey results, graduate surveys, and reports from academic advisors – all inform our efforts to improve our curriculum and its delivery. The mechanism here generally involves the creation of reports, followed by discussion of their findings and recommendations in IAS and CAWG meetings, followed by curricular revisions and pedagogy workshops, as appropriate.

Over the past several years, these workshops and trainings have focused on areas where faculty members are experiencing a common difficult and/or could learn from one another. An example of an informal strategy along these lines are the faculty-generated "table talks" that take place prior to monthly faculty meetings. These informal discussions have focused on topics ranging from "Portfolio Functions and Features on Canvas" and "Developing Your Teaching Portfolio" to "Undergraduate Research" and "Teaching Core Courses in/across the IAS Majors."

More formal workshops and trainings typically respond to broadly perceived needs or needs identified in formal assessment processes, and are offered in time slots when more or all faculty

members can attend (e.g. the monthly IAS meeting or the annual IAS retreat). As noted above, an example of this formal strategy is the IAS retreat, which has recently taken the form of a mini-conference with workshops ranging from "Community Based Learning in IAS" and "How Can We Support Trans* and Undocumented Students?" to "Strategies for Facilitating Class Discussions When the Potential for Conflict is High"; and "Creating Inclusive Classrooms for Multilingual Students."

More informally, our faculty and advisors work bring student comments and information about campus- or school-wide issues back to IAS leadership and faculty for consideration. One example is the campus's new Diversity Center https://www.uwb.edu/studentaffairs/diversity-center, which was realized through student advocacy and IAS faculty support in the form of "teach ins," letters, and committees. A second example is students voicing their concerns about not getting courses needed to graduate in a timely manner. In response, IAS overhauled the scheduling process and sought to create a two-year predictable schedule that prioritizes student curricular need.

As noted above, many IAS courses appeal to students enrolled in majors in other schools at UW Bothell. Those students' learning is typically assessed on a course-by-course basis by the instructor using the same criteria as for majors within IAS. Since we have neither the authority to require degree portfolios for non-IAS students nor access to degree portfolios students produce for non-IAS Schools, we currently have no way to assess non-IAS majors' learning beyond the individual course level. There has been some headway on campus-wide assessment in relation to the campus learning objectives, but those efforts are nascent.

2.3: Instructional Effectiveness

Describe and discuss the method(s) used within the unit to evaluate quality of instruction, including the use of standardized teaching evaluation forms. • Note all opportunities for training in instructional methods that are made available to any individuals teaching within the unit (including graduate students). For example, these may be opportunities that support teaching improvement, innovation, and/or best practices. • Describe specific instructional changes that have been made by instructors in response to evaluation of teaching within the unit.

At the level of individual courses, students are given an opportunity to provide formal quantitative and/or qualitative feedback on their learning experience in every course they take, and all faculty members are required to do a formal peer observation of their teaching on a regular basis. The point of both of these requirements is to allow faculty members to reflect on the evaluations and peer feedback in a formative manner as a means of curricular or pedagogical improvement. In all reappointment and promotion narratives, faculty members draw from the evaluations and observations as evidence of their efforts to continually adapt and improve their teaching and learning. This type of reflective practice is highly valued in IAS (see appendix D-10 for our guidelines on how to we use student evaluations to assess teaching effectiveness)

Faculty can also take advantage of other means of gaining insight into the effectiveness of their teaching. One common strategy involves Small Group Instructional Diagnostics (SGIDs), a

formative assessment technique used to obtain anonymous, mid-quarter feedback from students. A trained facilitator assists in creating questions that an instructor would like to ask of students. The facilitator then visits the class for thirty minutes in the instructor's absence and collects anonymous answers to the questions. The facilitator compiles the feedback into a confidential report a follow-up meeting to discuss the report.

2.4: Teaching and Mentoring Outside the Classroom

Describe how faculty members are involved in undergraduate and graduate student learning and development other than through classroom teaching (e.g., informal learning, independent studies, research involvement, specialized seminars or workshops, etc.).

IAS instructors regularly work with undergraduate and graduate students through independent studies, directed research, internships and Community Based Learning and Research (CBLR) activities. IAS offers on average seven classes per quarter designated as CBLR courses. (See link for examples of student activities: https://www.uwb.edu/cblr/about-us/cblr-in-the-news.) The number of students enrolled in independent study work with faculty is roughly 160 per year. According to baseline NSEE data, IAS is on par or slightly above peer institutions on High Impact Practices such as CBLR or Independent study activities. In addition, IAS has a long history of offering high-impact study abroad opportunities. IAS offers both summer study abroad courses and courses that straddle across winter and spring quarters. (See link for a partial list of study abroad offerings: http://www.uwb.edu/globalinitiatives/abroad).

To illustrate the depth of IAS's commitment to this type of teaching and learning, we focus here on three examples of the kinds of experiential and community-engaged learning opportunities that our faculty have developed or are developing, and that we seek to leverage and support in the school's next phase of development. These courses/opportunities are undergraduate focused, but have included graduate students in varying capacities.

The Washington, D.C. Human Rights Seminar (BIS 403) is a signature IAS program, having been offered every fall quarter since 1991. The course focuses on human rights policy at the national and international levels, and engages students in policy-making processes in Washington, D.C. Students spend a week in the U.S. capital, meeting with legislators, federal agencies (such as the Department of Defense and the Department of State), human rights NGOs, foreign embassies, and think tanks to investigate human rights violations and possible policy responses. To be effective in their DC encounters, students in this course research United States human rights policy, its formation, articulation, and effects on countries and peoples around the world. http://www.uwb.edu/ias/undergraduate/experiential/dc-seminar.

Bothell Youth Court (BYC) offers a unique opportunity for college and high-school students to study and practice restorative justice in action. IAS faculty member Camille Walsh and Municipal Judge Michelle Gehlsen founded BYC as an alternative to punitive modes of addressing youth traffic violations. UW Bothell students helped launch BYC in 2012 through research on traffic deaths, juvenile justice, and youth courts nationwide, as well as presentations to city leaders, policy, and Council members. Enrolled college students mentor high school students as they administer justice for their peers through restorative justice methods aimed at

identifying and addressing individual and community harms and needs.
https://www.uwb.edu/ias/newsletter/2018-winter

IAS faculty also lead a variety of Study Abroad courses which align with their research, teaching, and community engagement interests. These experiences are offered in both short and long formats to provide students with varied obligations and means opportunities to participate. IAS faculty teaching in study abroad have also done critical scholarship on the politics and ethics of study abroad which is in turn integrated into the courses and program partnerships. IAS faculty are currently piloting a "Global Scholars" program in partnership with Omprakash, a Seattle-based non-profit: the year-long program seeks to change the demographics and dynamics of study abroad: https://www.uwb.edu/globalinitiatives/global-scholars.

2.6: Preparing Students for their Academic and Professional Lives

Describe how the unit works with undergraduate and graduate students to ensure steady academic progress and overall success in the program. • Describe how the unit works with undergraduate and graduate students to prepare them for the next phases of their academic or professional lives. • Consider including artifacts supporting this section in the appendix (e.g., a link to students' video presentations, select photos of poster presentations, a description of projects featured in Undergraduate Research Symposium, etc.). This is encouraged but not required.

The interdisciplinary education offered by IAS, along with our emphasis on applied, connected, and experiential learning, is designed to provide students with translatable skills that will help them succeed and contribute professionally in varied contexts. The IAS learning objectives correlate to National Association of Colleges and Employers' "career core competencies," which indicate that employers are seeking generalist rather than narrow professional training, collaboration and leadership experiences, and translatable problem-solving skills.

At the undergraduate level, the academic and professional portfolio that takes shape through the BIS 300-BIS 499 curricular arc provides a practice site for discovering core strengths, articulating guiding commitments, integrating curricular and co-curricular experiences, and staging varied achievements for current and future audiences. Both the entry and capstone courses partner with staff in Career Services to guide students through sustained, structured reflection on their learning as it connects to their professional aspirations. BIS 499 particularly works with students on the conceptual, written, and oral skills needed to articulate and present their undergraduate accomplishments to audiences beyond campus, including job and graduate school applications.

In addition, IAS faculty and staff assist students' career exploration, leadership development, and network building through curricular and co-curricular means. Faculty members serve as advisors to a variety of student activities (including UWave radio, Clamor Literary Arts Journal, Sustainability Club, and Debate Society). Our Mentor Chat series introduces current students to alumni professionals and leaders, extending the reach of IAS academic advisors and faculty. IAS offers elective courses on "Career and Portfolio Development" (BIS 399) and Academic

[Internship]{.underline} (BIS 495). These courses encourage students to link their classroom education with practice-based learning in local for-profit, not-for-profit, and governmental organizations.

At the graduate level, the MA in Cultural Studies (MACS), MA in Policy Studies (MAPS), and Masters of Fine Arts (MFA) all build academic and professional development into their core curriculum. In MACS, the advising in this area is undertaken by each student's two advisors, one of whom is focused on the development of the student's portfolio, with the other focused on their capstone project. This advising work is scaffolded in some of the core courses (BCULST 500 Formations of Cultural Studies for the portfolio, BCULST 510 Engaging Cultural Studies for the capstone project), and is the focus of two second year courses: Portfolio and Professional Development (BCULST 511) and Cultural Studies and Its Publics (BCULST 512). This sequence of courses helps students find positions and careers as cultural studies scholars and practitioners in different sectors.

In MAPS, academic and professional development is built into the required Pro-Seminar (BPOLST 509, 1 credit each quarter) course, a course that offers advising and professional development opportunities, including career networking and job interviewing. Another course, Practicum in Policy Studies (BPOLST 513) centers on engagement with diverse stakeholders and with diverse forms of policy making in policy areas of students' interest, while the Capstone Project (BPOLST 515) course demonstrates students' integration of core policy studies knowledge and competencies and gives them an opportunity to demonstrate their ability to apply the tools of policy research, analysis, and engagement to a contemporary policy issue

Our MFA hosts visiting writers in first-year core courses who provide valuable sources and models for what creative practice and development looks like across artists' careers. In the second-year, the monthly work-in-progress Salons, attended by students and faculty members, provide an important forum for testing new work in community, and providing support and momentum to developing writers. The MFA program also hosts the Fall Convergence, an annual event featuring invited writers and artists, along with program faculty and alum, and a spring Festival where graduating students share selections of their thesis work. Both events support students in their professional development as artists.

Section III: Scholarly Impact

3.1 Faculty Scholarship and Impact

Describe the broad impact of faculty members' research and/or creative work. Feel free to note specific individuals and how their work embodies the unit's mission or distinguishes the unit from those at peer institutions.

IAS encompasses a broad spectrum of fields and knowledge-making practices across the natural sciences, social sciences, humanities and arts. Our faculty (tenure and lecturer track) produce and engage with diverse forms of scholarship, as they would in any arts and sciences unit. What is unique to IAS – and what attracted many faculty members to IAS – are three things:

1) Faculty members work on a daily basis with others in very different fields. This work requires and cultivates within our faculty a higher degree of interdisciplinary awareness and capacity than is typically found in units where cross-disciplinarity tends to be what happens only after disciplinary work is done. This is a result of our commitment to interdisciplinarity and generates opportunities for specifically interdisciplinary scholarship.

2) Faculty members are asked to be intentional and explicit about the kinds of impact they want their work to have, in their fields and in the world, and to choose their methods and venues of dissemination in light of those objectives. This is a result of our commitment to public and engaged forms of scholarship.

3) Faculty members' careers are characterized by a high degree of integration. Most of our faculty members produce or engage with research and creative work in their fields, while also integrating that work into their roles as instructors and as institution-builders in IAS and at the UW. This is a result of our commitment to be responsive and accountable to student and community needs.

Together, these characteristics mean that the work of our faculty meets the expectations of their diverse fields, while also pushing those fields to a deeper and more critical examination of their cross-disciplinary and cross-sectoral boundaries. (See appendix G for links full-time IAS faculty member's online information.)

As described in more detail below, we currently support research and scholarship in IAS through a set of Initiatives to Develop Interdisciplinary Scholarship and Collaboration (I-DISCO) that supplement UW-wide internal grants (the Simpson Center for the Humanities and the UW Royalty Research Fund are most notable), and external sources of funding. These school-based initiatives are intended to seed and support small-scale collaborations aligned with the IAS mission. At this stage in our development, we are interested in how we might best support the development of projects in ways that fulfill, rather than conflict, with individual professional trajectories AND larger institutional goals around interdisciplinary inquiry, engaged scholarship, and social justice.

3.2: Student Scholarly Impact

Describe undergraduate and graduate students' significant awards, noteworthy presentations, or activities that have had an impact on the field while enrolled in the program.

Our students have been recognized as emerging scholars and leaders in a range of UW Bothell, UW, and external awards. This recognition includes research-focused awards such as the UW Bothell Founders' Fellowship and the Mary Gates Research Scholarship. They also include the Husky 100, Husky Green Award, Chancellor's Medal, Washington Campus Compact Presidents' Civic Leadership Award, and the T-Mobile Create the Change Award—awards which emphasize leadership, civic impact, and development of others. Together, they indicate that our students integrate their academic and co-curricular pursuits and apply their education to social change.

Through these awards, celebrated in our annual Circle of Recognition ceremonies (see 2018 and 2017), one can also see that IAS students have engaged in a project of building and transforming the institution as they pursue their education.

Over the past several years, one particular site of this transformation has been related to IAS's emphasis on diversity and equity. Two of the last three recipients of the Chancellor's Medalist Award have been IAS students involved in social justice organizing: Kyra Laughlin (GWSS) won in 2017 after co-founding the campus group Sexual Assault and Violence Education (SAVE); Alejandra Pérez (AES/SEB) earned the award in 2016 as a result of her work advocating for other undocumented students and for the campus Diversity Center. Pérez also received a Mary Gates Research Fellowship and was among the inaugural Husky 100 awardees; her organizing has also garnered praise from regional and national advocacy organizations, such as 21 Progress, which named her and Community Psychology alum Gabriella Ibanez-Dacruz as "Imagine Us" awardees in 2017.

In addition, IAS students have initiated or staffed a low-power FM radio station, a campus newspaper (*Husky Herald*), a literary magazine (*Clamor*), and a nationally ranked debate team. Some students have been formally recognized for their leadership across these areas. In 2015, MCS major Christian Arcinega received the Chancellor Medalist Award, the ASUWB Student of the Week, and two Club Council awards for work with the *Husky Herald*: Rising Star and Officer of the Year (for editor in chief). Cultural Studies graduate student Frances Lee was named a Publicly Active Graduate Fellow by Imagining America: Artists and Scholars in Public Life and received the 2017 Survival Guide Award from the Gender Justice League, for activism and published cultural commentary on activist ethics and practices. Of the 19 students who have been named to the Husky 100 since 2016, 13 have been from IAS.

Describe how program graduates have had an impact on the field either academically or professionally.

As stated above, IAS covers many different academic and professional fields, so answering this question is difficult. The Circle of Recognition's Hall of Alumni Excellence, IAS newsletters, and news blog provide insight into the many ways that our graduates are leading as civic professionals and scholars. We list here a few examples:

Melissa Watkinson (BA in Global Studies and Society, Ethics, and Human Behavior, 2011; MA in Policy Studies, 2015) is currently conducting a study of Olympic Coast Ocean Acidification through Washington Sea Grant, working with federal and tribal partners. She is also co-chair of the City of Seattle's Environmental Justice Committee and supports the Doris Duke Conversation Scholars Programs.

Kris Dane (MA Policy Studies, 2012) recently presented his doctoral research on building geometry and the outcomes of active shooter events at SecureWorld Expo, Seattle; he is currently Director of Digital Design at Thorton Tomasetti, an international structural engineering firm and holds a Doctor of Engineering in Engineering Management from The George Washington University.

Priya Frank (MA Cultural Studies, 2011) is Associate Director of Community Programs at Seattle Art Museum, a founder of its Equity Team, an On the Boards board member, and a member of the Seattle Arts Commission. She has published on social change work in the arts sector in NAEA Museum Education's *Viewfinder*.

Talena Lachelle Queen (MFA Creative Writing & Poetics, 2014) was named Poet Laureate of Paterson, NJ, where she teaches elementary and mid-level humanities, and is founder and president of Her Best Self, a program of the National Black United Fund that promotes young women's leadership.

Describe the ways in which advances in the field or discipline, changing paradigms, changing funding patterns, new technologies and trends, or other changes influenced research, scholarship or creative activity in the unit.

IAS is working to create a uniquely collaborative, interdisciplinary, and engaged research culture that can support a large faculty, most of whom work in areas with limited external funding. To support and catalyze that activity, we launched in 2012 our Initiatives to Develop Interdisciplinary Scholarship and Collaboration (I-DISCO). I-DISCO currently houses four initiatives: IAS Writing/Creation Workshops; Distinguished Speaker visits; Research Interest Groups (RIGs); and Collaborative Reserve Funding. For each area, a committee of IAS faculty including the Associate Dean for Faculty Development and Scholarship reviews the applications and makes a recommendation to the Dean. A task force was recently charged by the Dean to assess the success of I-DISCO to date and to make recommendations about how it could be revised to better support the work of all faculty members in IAS, with particular attention to balancing the needs of tenure track and lecturer/artist-in-residence track faculty members.

3.3 Collaborative Impact

List any collaborative and/or interdisciplinary efforts between the unit and other units at the University or at other institutions and the positive impacts of these efforts.

Collaboration and shared leadership are core values of IAS, and something that faculty demonstrate in multiple ways. Several faculty members, including Bruce Burgett, Ben Gardner, Ron Krabill, Scott Kurashige, and Wadiya Udell, have served or now serve on the executive or advisory boards of the Simpson Center for the Humanities the Royalty Research Fund, the UW Population Health Initiative, and the UW Press. In those capacities, they promote a host of collaborative and interdisciplinary endeavors that reach beyond the unit. In partnership with the UW Graduate School and Simpson Center, IAS co-manages the Certificate in Public Scholarship, a portfolio-based program that mentors an interdisciplinary set of Ph.D. students in doing publicly engaged scholarship. In addition, many IAS faculty members hold adjunct appointments in other units across the UW, which result in various forms of cross-institutional teaching and scholarship.

3.4: Promotion and Tenure

Describe the academic unit's established promotion and tenure policies and practices that

provide mentoring and support the success of junior faculty, including 1) how these policies and practices support the success of other faculty in the unit; and 2) the ways in which the expectations are shared with faculty (e.g., orientation meetings, documents on the website, one-on-one meetings).

As our Statement on Promotion and Tenure illustrates, faculty advancement practices within IAS recognize the breadth of research and creative works evident among the faculty. The expectations for tenure-track faculty are more heavily oriented toward research/creative practice, though candidates are expected to demonstrate teaching excellence and institution building. Lecturer-track and artist-in-residence faculty members hold "instructional roles" (according to Chapter 24 of the UW Faculty Code), so are evaluated for promotion based primarily on their teaching, scholarly engagement, and professional/institutional/community service, with research and creative production being valued, but not required for promotion. In the last 10 years, we have not had an unsuccessful tenure or promotion case, though we have experienced some one-year postponements related to mandatory promotions.

From 2008-2017 all junior faculty, both tenure-track and lecturer-track, are paired with a senior colleague as an institutional mentor upon their arrival. The mentor is normally someone who served on the search committee that oversaw the hiring of the faculty member. In 2018, we introduced a more distributed mentoring model that still includes a primary mentor, but also provides each new faculty member with a starting resource network. This network includes a mentor, a guide, a comrade, and key colleagues across the UW. These colleagues provide guidance and advice in more informal ways than the primary mentor.

More formal feedback is given to individual faculty members in the process of reappointment (for lecturers) or third-year review (for tenure-track faculty), and in Goals and Objectives meetings with the Dean. Documents pertaining to promotion and tenure are available to all faculty member on the internal faculty website or HUB.

Section IV: Future Directions

Where is the unit headed?

As we stated at the outset of this self-study, IAS has seen a remarkable degree of growth in the past ten years. With such rapid growth has come creative energy, expansion of programs and research coalitions, and curricular innovation and experimentation. Growth has also meant that, administratively, the school has juggled onboarding regular inflows of new faculty and staff along with all the new projects and degrees associated with them. As the campus enters a pause in enrollment growth, the school has turned to a focus on maturation with the central questions being how we can best use and leverage our resources in the service of our mission. Stability is valuable, much as newness can be exciting, so we anticipate a future in which the school learns to balance predictability with innovation while retaining the unique character of an interdisciplinary unit spanning arts, humanities, as well as social and natural sciences.

What opportunities does the unit wish to pursue and what goals does it wish to reach? How does the unit intend to seize these opportunities and reach these goals?

In this final section of our self-study, we provide some additional context for understanding our unit-based questions, all of which address the question of what goals we want to pursue over the next decade.

1) Scholarly Engagement and Impact

IAS is committed to interdisciplinary research and creative practice as well as innovative and effective pedagogy. Over the past several years, we have attempted to align our resources with this commitment (I-DISCO funding, enhanced travel/research funds, etc.). We would like to continue supporting a strong interdisciplinary research and creative practice program in the future as we have done in recent years through funding and other forms of support. Some IAS faculty have public-facing research and significant partnerships, ranging from the Pub Night Talks on faculty research at the Bothell McMenamin's Restaurant, to curated and exhibited artwork at regional galleries, to the public scholarship articles and op-eds. Scholarly engagement and impact can also be tracked through our Research Interest Groups, Whitely Center Writing/Creation Workshops, IAS colloquium presentations and the recently-added IAS Scholars and Artists in Context series.

As we mature as a school, we are reopening the questions how best to support the success and development of all of our faculty, across ranks and tracks, and how to leverage the resulting work for collective impact. These questions point toward the need to support junior faculty who need to meet requirements for promotion, while also spurring collaborations that advance our mission. They also direct us toward opportunities to position ourselves for outside grants, which would be integrative of research teaching and engagement. As IAS reckons with budgetary constraints from above, the unit intends to continue to emphasize support for faculty research and creative practice across ranks (and particularly for those pre-promotion) as well as to develop straightforward resource pathways that enable a more visible and vibrant public research culture to continue to grow.

Current Questions: *What are we doing well and how can we improve our use of financial and human resources to enhance and support individual and collective professional development, visibility, and impact in these areas across all ranks?*

2) Community Engagement and Impact

IAS is committed to scholarship that engages creatively and ethically with the concerns of the region and the world. We have hired and promoted many faculty members committed to social justice and to community-engaged learning and research who have developed partnerships with community organizations.

We have also made some important steps in creating a strong sense of community within the various student majors, and have begun developing a strong network of alumni and community partners who are invested in the future of the unit. This has helped support scholarships for students with financial need to participate in the Washington DC Human Rights Seminar. The unit would like to support more advancement work to underwrite the multiplicity of community-

engaged and social justice-oriented projects that IAS faculty and students are pursuing, as well as a continued strengthening in the student and alumni community. Finally, we would like to better assess the impact of the partnerships and community projects our faculty, students and staff have engaged in as well as make those engagements more prominent.

Current Questions: *How can we better leverage and support these interests and partnerships for collective impact? What are some strategies for assessing our impact and making it visible? Is the multiplicity of our partnerships and community engagement a strength? Are we spreading ourselves too thin? Should we concentrate on fewer partnerships to expand their impact? Is this question best approached at the school or campus level?*

3) Career Pathways and Lifelong Learning

Our mission commits us to liberal arts curricula spanning the arts and sciences that prepare students to live and work in environments that are diverse and complex. Our portfolio-based undergraduate curriculum links our campus Career Services unit and our entry and exit courses for all majors, while our three graduate programs mix academic and professional goals.
We would like to extend our current partnership with the campus Career Services unit in our portfolio courses in order to identify other methods for surfacing diverse personal and professional pathways. IAS has two core courses that span the majors, BIS 300 Interdisciplinary Inquiry and BIS 499 Portfolio Capstone. The working group of faculty who teach these courses have been engaged in ongoing discussions about how to assess the effectiveness of these two required courses in fostering IAS-wide skills as well as about possible changes or innovations in the courses or their framing that could be beneficial in the future. In the next several years, IAS intends to gather data from students as well as faculty, possibly through focus groups and surveys, regarding the experience of 300 and 499, and draw on this data in planning and coordinating the IAS core curriculum going forward.

Current Questions: *How else can we enhance and make visible robust and integrated co-curricular pathways for undergraduate and graduate students? How might IAS benefit from shifting how we think about students and our majors from a 2+2 model to a 4-year program in order to better communicate the value of our degrees in the first two years? How can we more effectively offer more information about possible careers in our classes?*

4) Equity, Inclusion, and Diversity

We have done significant work recently in two areas related to our commitment to building an inclusive community of students, faculty, and staff: the implementation of our diversity plan and increased attention to workload (and compensation) equity and work-life balance. We anticipate updating the 2015 diversity plan in the near future, and we are looking across campus to build partnerships to strengthen and further our diversity goals and facilitate a more cohesive student experience on campus. In addition, IAS is continuing to partner with the School of Education in the facilitation of the Diversity minor, and IAS faculty have been leaders in designing and developing this program. IAS faculty have also been key mentors for much of the student-led diversity action in recent years (Janelle Silva's course who worked to advocate for the creation

of the campus Diversity Center as their final project), and the unit intends to continue to encourage and facilitate faculty support of and engagement with student-led initiatives.

IAS is the only school at UWB with an Associate Dean for Diversity and Equity, and we have defined this position as a 60% administrative role, illustrating the level of resources and support we are directing toward this goal. IAS has also offered and sponsored a number of professional development trainings and opportunities for faculty on these issues, and are committed to continue doing so. This has been all the more important across campus as there hasn't been another clear location for these trainings to reliably occur. In working on these opportunities as well as other projects, IAS leaders among the faculty and staff have consistently collaborated with the campus-wide Diversity Council, the Diversity Center, and student organizations. Given the amount of institution-building diversity work done across IAS, we want to find ways to support and maintain a community where faculty, staff and students are all able to thrive and develop in their professional lives as well as their personal well-being.

Finally, in line with the IAS commitment to equity and justice, IAS is focused on retaining and recruiting a vibrant and engaged faculty encompassing teaching as well as research and across all ranks and positions. In particular, the faculty are continuing to explore methods to further integrate diversity and equity in our promotion and tenure processes as well as working on strategies to account for bias against marginalized identities and curricular areas within student evaluations. In addition, as discussed below, IAS is committed to reducing inequities across ranks in our faculty, and to developing and retaining a diverse staff at all levels.

Current Questions: *As we reassess our faculty and staff composition, how can we best support and maintain a community of practice where all faculty and staff are able to thrive personally and advance professionally? How can we best support our undergraduate and graduate students in this context (finances, learning, climate, well-being)?*

5) Budget, Leadership, and Governance

As we move from growth to stabilization we are also entering a phase of Responsibility-Centered Management (RCM) budgeting and planning. As noted above, this shift creates the opportunity to and challenge of doing multi-year planning. One example of this opportunity/challenge is faculty hiring, where decision-making about priorities emerges from an analysis of the curricular needs in the unit's course offerings and a commitment to shift away from reliance on part-time hiring to meet ongoing curricular demands. (See appendix C-5 for IAS hiring principles and strategies). It now also includes the need to assess budget capacity, with an eye toward other faculty and staff cost increases such as merit, promotion, and retention, as well as revenue projections based on student enrollment patterns.

At the same time, the IAS faculty is deeply concerned with salary and workload inequities among existing faculty members within the unit, particularly between the tenure track and full-time lecturer/artist-in-residence ranks, differences that have increased recently due to a number of market-based retention offers for tenure-track faculty members. IAS has been committed for many years to developing more equitable pay structures for faculty members than the university as a whole requires. But there is still a long way to go. Since 2013, IAS has chosen to direct

additional salary funding pools (1%-2% typically) to address compression and equity, originally within rank. More recently, in 2017, IAS approved the recommendation of the Personnel Committee to use 50% of discretionary funds to address salary equity gaps between the artist/lecturer and tenure tracks and 50% to address compression within various ranks. In addition to salary, IAS is interested in working toward additional policies that can address the inequities between tenure track and lecturer track faculty (see appendix C-6 and C-7 for documents addressing salary equity).

Current Questions: *As we enter this phase in the institution's maturation, how can we best balance our needs for organizational sustainability and good (shared) governance with our mission-based commitment to interdisciplinarity, innovation, and creativity? How can we advocate to address salary disparities in terms of equity across tracks and compression within ranks, in a university system that does not share our priorities? What are we currently doing well? How can we improve our organizational and governance structure and expertise (deans, committees, staff structure, etc.) in the service of our mission? How can we develop leadership across our faculty to best represent our collective expertise?*

PART B: Unit Defined Questions for IAS Academic Program Review

All of our unit-based questions in the self-study are linked to our overarching goal of realizing our school mission, values, and goals. Other areas of this self-study address some of those issues, most notably in the required sections on curriculum/assessment and diversity/equity. The five unit-based questions listed below supplement those raised in the required sections of the self-study.

1) Scholarly Engagement and Impact. *Our mission commits us to interdisciplinary research and creative practice and innovative and effective pedagogy. Over the past several years, we have attempted to align our resources with this commitment (I-DISCO funding, enhanced travel/research funds, etc.). What are we doing well and how can we improve our use of financial and human resources to enhance and support individual and collective professional development, visibility, and impact in these areas across all ranks?*

2) Career Pathways and Lifelong Learning. *Our mission commits us to liberal arts curricula spanning the arts and sciences that prepare students to live and work in environments that are diverse and complex. Our portfolio-based undergraduate curriculum links our campus Career Services unit and our entry and exit courses for all majors, while our three graduate programs mix academic and professional goals. How else can we continue to enhance and make visible robust and integrated co/curricular pathways for undergraduate and graduate students?*

3) Community Engagement and Impact. *Our mission commits us to scholarship that engages creatively and ethically with the concerns of the region and the world. We have hired and promoted many faculty members committed to social justice and to community-engaged learning and research who have developed many partnerships with community organizations. How else can we better leverage and support these interests and partnerships for collective impact in this area? What are some strategies for assessing our impact and making it visible?*

4) Equity, Inclusion, and Diversity. *Our mission commits us to building an inclusive community of students, faculty, and staff. We have done significant work over the past several years in two areas related to this commitment: the implementation of our diversity plan and increased attention to workload (and compensation) equity and work-life balance. As we reassess our faculty and staff composition, how can we best support and maintain a community of practice where all faculty and staff are able to thrive personally and advance professionally? How can we best support our undergraduate and graduate students in this context (finances, learning, climate, well-being)?*

5) Budget and Governance. *This review arrives at a useful moment in terms of both budget and governance. We are moving from a norm of growth to one of stabilization in our faculty, staff, and student FTE, and toward a new, campus-wide responsibility centered management (RCM) budget model. As we enter this phase in the institution's maturation, how can we best balance our needs for organizational sustainability and good (shared) governance with our mission-based commitment to interdisciplinarity, innovation, and creativity? What are we currently doing well? How can we improve our organizational and governance structure and expertise (deans, committees, staff structure, etc.) in the service of our mission?*

PART C: APPENDICES

Appendix A-1: IAS Organizational Chart

IAS 2019 Deanery & Staff Org Chart

Dean of IAS
Bruce Burgett

Associate Dean for Diversity and Equity
Mira Shimabukuro

Associate Dean for Curriculum Development and Innovation
Deirdre Vinyard

Associate Dean for Faculty Development and Scholarship
Ben Gardner

Associate Director of Advancement & External Relations
Victoria Sprang

Assistant Director of Academic Services
Rachel Foote

Lead Undergraduate Advisor
Eva Navarijo

Advising Intern
Monique Taylor

Academic Advisor
Nhi Tran

Senior Academic Advisor
Jessica Trenkamp

Graduate Staff Assistant
Bilen Million

Academic Services Manager
Jung Lee

Program Assistant
Sakara Buyagawan

Student Assistants
Angelica Mendoza
Claudine Magbag
Jan Okemgbo
Marissa Rayo

Director of Graduate Programs & Strategic Initiatives
Miriam Bartha

Graduate Programs Manager
Coop. T.S.

Graduate Staff Assistant
Mateo Ochoa

Alumni & Community Relations Manager
Lisa Olason

Communications Manager
Andrew Shinn

Events Coordinator & Reimbursements
Lauresa Smith

Administrator
Vacant

Budget & Fiscal Analyst
Carmen Staab

Administrator Coordinator
Trang Nguyen

UW1-360 Advising & Student Services

UW1-390 Dean's Office & Administration

Splits time between offices

Appendix A-2: Structure and Governance Overview

The School of Interdisciplinary Arts & Sciences (IAS) is an integrated, non-departmentalized school consisting of 14 undergraduate majors (one jointly administered with the School of Science, Technology, Engineering and Mathematics (STEM) and 3 graduate programs. The School is overseen by a Dean, an Associate Dean for Curriculum Development and Innovation; an Associate Dean for Faculty Development and Scholarship; and an Associate Dean for Diversity and Equity. The IAS Bylaws are available below, followed by some additional notes about our structure and governance practices.

(Note: The IAS Associate Deans currently receive 3-4 course releases for their work in that role, depending on their job track. Their current job descriptions are available below.)

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Bylaws of the UW Bothell School of Interdisciplinary Arts & Sciences (IAS)

Approved by vote of IAS faculty, May 1, 2018

In order to exercise the powers granted under University of Washington Faculty Code, **Section 23-43**, and to advise the Dean of IAS in an orderly and expeditious manner as required in **Section 23-43.B**, the faculty of UW Bothell IAS establishes herewith, under Faculty Code, **Section 23-45.A**, its organization and rules of procedures.

ARTICLE I: PURPOSE AND FUNCTION

Purpose: The purpose of IAS shall be to provide programs within the larger context of the University of Washington, whose purpose is defined in RCW, 28.B-20.020.

Function: The faculty of IAS is the School's governing body under Faculty Code, Section 23-41. The faculty participates in recommendations to the administration as assigned in Faculty Code, **Section 23-43**.

ARTICLE II: VOTING MEMBERSHIP
The voting members of the IAS faculty are the voting members of the University of Washington faculty, as defined in **Section 21-32** of the Faculty Code, whose primary appointments are at IAS. Should a faculty member have a secondary appointment at IAS, then that faculty member must be in compliance with **Section 24-34B.10** of the Faculty Code to be a voting member of the faculty at the UWB IAS.

ARTICLE III: FACULTY COUNCIL AND STANDING COMMITTEES

FACULTY COUNCIL

Responsibilities: To facilitate shared governance, IAS shall have an elected Faculty Council to advise the Dean on matters of policy regarding faculty promotion and tenure, and on matters involving academic policy, including priorities, resource and salary allocation, and budgets (Sec. 23-45.C). The Faculty Council shall be concerned with all domains of faculty authority and duties of IAS faculty and the professional and personnel issues affecting faculty.

The Faculty Council is directly accountable to the faculty as a whole from which it is elected and will act as an advisory body to the faculty on academic and other matters referred to in Sec. 23-41.

The Faculty Council shall work with the Dean, or a designee, and staff to provide for: (1) formation, oversight, coordination, and support of the activities of all UWB IAS standing committees, (2) election of the members of the Faculty Council, and (3) selection by the Faculty Council of the chairs of the standing committees.

ii. Membership: The Faculty Council shall have 8 voting members reflecting the breadth of the IAS faculty with respect to rank and curricular area. At least 3 of the voting members should be senior IAS faculty members (professor, associate professor, principal lecturer, senior lecturer, senior artist-in-residence). The IAS Dean and Associate Deans may participate in Faculty Council meetings as ex-officio, non-voting members, as may appropriate IAS staff. In carrying out their duties, members of the Faculty Council may represent their academic areas, but the interests of the area shall be considered subordinate to the larger interests and welfare of the School. The Faculty Council will have a Chair and a Chair-elect (who is a senior IAS faculty member on the tenure or lecturer/artist-in-residence track), elected by the voting members of the Faculty Council from among the voting members of the Council.

iii. Terms: Members of Faculty Council shall serve 3-year terms of office, with staggered appointments so that no more than three vacancies occur in 1 year. The term of office of the Chair shall be 2 years. The term of office of the Chair-elect shall be 1 year, after which the Chair-elect serves as Chair.

iv. Elections: All voting members of the Faculty Council shall be elected by a plurality vote of the IAS voting faculty. Elections for the Faculty Council shall be held during spring quarter, and terms will begin on the first day of autumn quarter of that year.

Meetings: The Faculty Council shall meet at least twice during each academic quarter; additional meetings shall be scheduled at the request of the Chair or the Dean. An annual calendar of meeting dates shall be established at the beginning of the autumn quarter by the Faculty Council and meeting dates will not be changed unless faculty are provided information regarding cause for change. Special meetings shall be held when called by the Faculty Council, when requested by the Dean, or when requested in writing by at least twenty percent of the voting membership of the IAS faculty. The Chair presides at meetings of the Faculty Council.

Agenda: The agenda shall be established by the Chair of the Faculty Council with input from Dean and other members of the Council, as appropriate. Agenda items must be submitted in writing to the Chair of the Faculty Council at least one week prior to each Faculty Council meeting. A copy of the agenda shall be distributed to School faculty in a timely manner.

Minutes: At each meeting, minutes from the previous Faculty Council meeting shall be approved by the Faculty Council and will become part of the official record of IAS. The approved minutes of every Faculty Council meeting will be available to faculty and staff.

STANDING COMMITTEES

The School shall have the following standing governance committees:

1. **The Personnel Committee**, whose responsibilities shall be to conduct annual reviews of all full-time and part-time IAS faculty members and make recommendations to the Dean concerning salary and merit; conduct reviews of full-time lecturers/artists-in-residence (all ranks) for reappointment and make recommendations to the voting faculty; review part-time lecturer/artist-in-residence applications for reappointment and make recommendations on renewal for faculty vote; conduct the third-year review of assistant professors and make recommendations to associate and full professors; and make recommendations for policy or procedural changes to IAS personnel processes, as appropriate. In carrying out these tasks, the Committee should follow the procedures laid out in Chapter 24 of the Faculty Code for renewal of appointments (**Sec 24-53**) and salary increases based upon merit (**Sec 24-55**)

   The Personnel Committee shall be composed of elected faculty members at the following ranks: full professor (3), associate professor (2), assistant professor (2), and full-time or senior/principal lecturer/artist-in-residence (2). All committee members serve two-year terms. Co-chairs (2) of the committee are selected by the Faculty Council from among the full professors elected to the Committee.

2. **The Diversity Committee**, whose purpose is to advance all elements of the IAS Diversity Plan and to coordinate with other campus efforts with respect to diversity, equity, inclusion, and engagement.

   The Diversity Committee shall be composed of 4-6 elected faculty members, serving 2-year, renewable terms. The Committee will also seat 2 IAS staff members, the IAS Representative on the UW Bothell Diversity Council, and the Associate Dean for Diversity and Equity as ex-officio, voting members. It shall be chaired by one of its elected members nominated by the committee and confirmed by the Faculty Council.

3. **The Curriculum Committee**, whose responsibilities shall be to consider proposals of changes in the curriculum of established degrees, review new or revised course offerings, and review all documents associated with new degree programs. It may also make recommendations on policies or processes with regard to curriculum development and approval. The Curriculum Committee meets regularly during the academic year and provides all faculty members with opportunity to comment on proposals under consideration.

   The Curriculum Committee shall be composed of 3-5 Curricular Area Working Group (CAWG) coordinators/graduate directors, or their nominees. Members of the committee serve 2-year, renewable terms and are full-time IAS faculty members. The chair of the Curriculum Committee, who also serves a 2-year, renewable term, is nominated by the committee and confirmed by the Faculty Council. The Assistant Director of Academic Service or their designee serves on the committee as ex officio, non-voting member.

ADDITIONAL STANDING COMMITTEES

The School shall also have the following standing committees:

1. **Curricular Area Working Groups (CAWGs)**, whose role is to oversee curriculum and related matters associated with each of the undergraduate majors and graduate degree programs. Full-time faculty members normally serve as core members of 2 CAWGs, with an opportunity each spring to revise their memberships. Each undergraduate CAWG is overseen by a coordinator or co-coordinators selected by the CAWG membership; graduate CAWGs are overseen by their program director or co-directors. The coordinators work individually and collectively with the Dean, Associate Deans, and IAS staff to ensure that course offerings for the degree are robust, to foster the success of that degree through curriculum and faculty development, and to put forward revisions to the curriculum, as needed.

ADDITIONAL AD-HOC COMMITTEES

1. Ad hoc committees and task forces, whose roles are assigned by the Dean, Associate Deans, or Faculty Council as needed.

ARTICLE IV: VACANCY IN OFFICE

A vacancy in either elected or appointed committee membership can occur through such processes as resignation, termination of employment, on-leave status, or other reasons.

Vacancies in elected councils or committees should preferably be filled by special election of a replacement to complete the unexpired term. However, if a vacancy is temporary and of short duration, the Faculty Council is empowered to decide whether to fill the vacancy temporarily by appointment.

ARTICLE V: QUORUM

A quorum for any meeting of the IAS faculty, Faculty Council, or a faculty committee shall consist of at least half the voting members of that group.

ARTICLE VI: VOTING

A proposed action of the UWB IAS faculty under the authority of the Faculty Code, **Sections 23-43** and 23-44, is effective if passed by a quorum majority of its voting members present at a meeting except: (1) in personnel actions where a majority of all faculty eligible to vote is required (**23-46.C**), and (2) in proposals to amend these by-laws where a two-thirds quorum majority is required (see Article IX).

Quorum majority, as defined in the Faculty Code (**23-46.A**), means:

1. In the case of a vote taken at a meeting, a majority of those members voting at a meeting at which at least half the members entitled to vote are present; and

2. In the case of a vote taken by mailed (written) ballots or electronic ballots, a majority of those voting, provided that at least half of the members entitled to vote have cast ballots.

For voting in a meeting, voting may occur orally, by show of hands, or by written ballot at the discretion of the chair. When requested by one or more voting members of the faculty, the vote upon any matter before the faculty shall be by secret ballot. Absentee voting by eligible faculty is permitted on matters requiring a written ballot, with a deadline for response of no less than one business day after the meeting.

Faculty with administrative appointments giving them an official role at a later stage of personnel, curricular, or other review processes shall abstain or recuse themselves at earlier votes in those processes.

ARTICLE VII: FACULTY MEETINGS, ORDER OF BUSINESS, AND AGENDA

Meetings: At least one meeting of the faculty shall be held during each academic quarter. Prior to the beginning of Autumn Quarter, an annual calendar of meeting dates shall be established by the Dean and Faculty Council. Meeting dates shall not be changed unless required by unforeseen circumstances. Special meetings shall be held when called by the Faculty Council, when requested by the Dean, or when requested in writing by at least twenty percent of the voting membership of the UWB IAS faculty. The Dean chairs the meetings of the IAS faculty, but may delegate the presiding role to the Chair of the Faculty Council, one of the Associate Deans, or another faculty member.

1. **Order of Business**. The Dean shall determine the order of business in consultation with the Chair of the Faculty Council.

2. **Agenda**. The agenda shall be developed by the Dean in consultation with the Chair of the Faculty Council and with input from individual faculty members, departments, divisions, councils, committees, and task forces. A draft agenda is then distributed to the faculty with a request for proposed revisions or additions. Proposed changes to the agenda must be submitted in writing to the Dean and chair of the Faculty Council. The final agenda shall be made available to the faculty at least 24 hours prior to each meeting.

3. **Executive Session**. The Dean or the designated meeting chair must publicly announce the commencement of an executive session and its purpose. Executive session is permitted for the consideration of individual personnel matters and certain other purposes specified in the Faculty Code or by law.

ARTICLE VIII: PARLIAMENTARY AUTHORITY

Robert's Rules of Order Newly Revised (or a similar set of rules approved by 2/3rds of the voting faculty) shall be the parliamentary authority. The rules contained in the UW Bothell IAS faculty bylaws shall govern the faculty in all cases to which they are applicable and in which they are not inconsistent with the Faculty Code or other rules and regulations of this University.

ARTICLE IX: AMENDMENTS

These bylaws may be amended at any regularly scheduled faculty meeting by two-thirds vote of those present provided notice of intent is given at the previous regular meeting or when submitted in writing to all faculty during the academic year and at least 2 weeks prior to the meeting at which action is taken. In addition, the bylaws may be amended by paper or electronic ballot by two-thirds of those voting providing that the requirements for a quorum established in Article VI have been met in the ballots returned and that the proposed changes and rationale have been circulated to all voting faculty at least 2 weeks prior to the date on which voting commences.

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Ad-Hoc Committees

Curricular and Instructional Development Committee (formerly Assessment Committee): The Curricular and Instructional Development Committee has two roles: 1) It implements the biannual IAS assessment of undergraduate student learning, currently focused on a review of IAS undergraduate capstone portfolios. This assessment process results in a report on opportunities for improvement in the IAS undergraduate curriculum; 2) It runs a number of faculty development workshops designed to address the recommendations of that report (or other areas of interest). The committee may also make recommendations with regard to the revision and improvement of these assessment and instructional development processes.

Research and Scholarship Grants Committee: The Research, Scholarship, and Creative Practice Grants Committee oversees the application process for the opportunities currently bundled as iDISCO (Initiative to Develop IAS Scholarship and Collaboration). It is comprised of an appointed group of IAS faculty and staff members. If appropriate, it may also make recommendations concerning strategies IAS uses to support research, scholarship, and creative practice and raise its regional and inter/national profile in that area.

Ad Hoc Committees and Task Forces: Ad hoc committees and task forces are assigned by the Dean or Associate Deans as needed. Examples are hiring committees, promotion and tenure committees, and new degree or initiative development committees.

Service and Governance Expectations: All full-time faculty members are expected to be involved in service and governance activities. The focus and quantity of service and governance activity can and should vary on the basis of individual career arcs and intellectual investments, along with school-wide needs. Faculty members should consult with the Dean, the Associate Dean for Faculty Development and Scholarship, and their faculty mentor (if they have one) to establish a multi-year schedule for their service/governance that is equitable and sustainable. Some service tasks merit ad hoc course releases. As a rough metric, 1 course release is equal to 150-200 hours of additional work over a given academic year.

Committee Leadership Succession Planning: All of IAS's governance (standing) committees have formal processes for determining membership and leadership. Similarly, the mechanism for determining leadership of all non-governance IAS committees should be agreed upon in advance of the selection process, with the goal of avoiding situations where power and rank distort good process and damage climate. Any requirements regarding the rank of leadership should be explicit, as should be terms of service, possibility of renewal, etc. There are many ways to achieve this goal. Here are two simple suggestions, drawn from processes existing committees have used:

1) If the current leadership of the committee is stepping out of the role, the committee may agree to ask that person to collect nominations and self-nominations for incoming leadership. The process of collection should take place outside of a face-to-face meeting, and be clearly publicized and open to all committee members. That person should then contact nominees to assess their willingness to serve and report back to the committee as a whole, with a confidential vote open to all committee members to follow.

2) If the current leadership of the committee is interested in continuing, then that person may reach out to the IAS Dean or one of the Associate Deans to oversee an open and fair process, along the lines described above.

Appendix A-3: IAS Committee and CAWG Structure (2018-2019)

Faculty Leadership
Dean: Bruce Burgett
Associate Dean for Faculty Development and Scholarship: Ben Gardner
Associate Dean for Curriculum Development and Innovation: Deirdre Vinyard
Associate Dean for Diversity and Equity: Mira Shimabukuro

Faculty Council (3-year terms)
Julie Shayne (Chair) (2018-19); Keith Nitta (Chair-Elect) (2018-19)
Shannon Cram (2016-2019)
Jin-Kyu Jung and Thea Quiray Tagle (2017-2020)
Lauren Berliner, Ron Krabill, Keith Nitta, Julie Shayne, Lee Ann Wang (2018-2021)
Bruce Burgett, Ben Gardner, Mira Shimabukuro, Deirdre Vinyard (ex officio)

Curriculum Committee (2-year terms; members to be nominated by CAWG coordinators/graduate directors)
Eric Stewart (Chair) (2017-2019), Kari Lerum (2018-2020), Alka Kurian (2018-2020), Rob Turner (2018-2020)
Deirdre Vinyard, Rachel Foote, Jung Lee (ex officio)

Personnel Committee (2-year terms)
Chairs: Martha Groom (2017-2019) and Rebecca Price (2018-2019)
Full: Scott Kurashige (2017-2019)
Associate: Minda Martin (2018-2020) and Wadiya Udell (2018-2020)
Assistant: Tate Twinam (2017-2019) and Will Hartman (2018-2020)
Lecturer/Artist-in-Residence: Alice Pedersen (2017-2019) and Silvia Ferreira (2018-2020)

IAS Diversity Committee (2-year terms): Mira Shimabukuro (chair), Anida Yoeu Ali, S. Charusheela, Raissa DeSmet, Jung Lee, Jed Murr, Wadiya Udell, Simone Willynck

Hiring Committees (2018-2019)
Rhetoric and Composition
Data Visualization and Analytics
Creative Writing and Poetics

GFO Representation
Keith Nitta (IAS EC Representative) (2018-20)
Eric Stewart (Campus Council on Academic Standards and Curriculum)
David Goldstein (Campus Council on Assessment and Learning) (2018-2020)

Other Committees (IAS)

I-Disco Committee (2-year term): Ben Gardner (chair), Minda Martin (2017-2019), Christian Anderson (2017-2019), Abraham Avnisan (2018-2020), Jennifer Atkinson (2018-2020), Miriam Bartha (ex officio)

BIS 300/BIS499 Teaching Circle: Jennifer Atkinson, David Goldstein, Kim Wilson. BIS 300 and BIS 499 instructors

Other Campus and University Committees

FYPP Academic Oversight Committee: Jennifer Atkinson (2017-19)
Interactive Media Design Academic Oversight Committee (IAS and STEM joint degree): Carrie Bodle, Abraham Avnisan
Diversity Minor Academic Oversight Committee (IAS and Education joint degree): Yolanda Padilla and Jed Murr
UWB Campus Council on Promotion and Tenure: Rebecca Price, Linda Watts
UWB Diversity Council: Mira Shimabukuro
UW Faculty Council on Faculty Affairs: Dan Jacoby

CAWG Membership

This is the current list of CAWG (Curricular Area Working Group) memberships for our existing and emerging degree options. **Core members appear in bold**; *affiliates are in italics*. The second list breaks this down by faculty member, rather than curricular area. CAWG coordinators are underlined. Full-time faculty members are normally core members of 2 CAWGs and may be affiliate members of others. Core members of CAWGs comprise the group the oversees the degree and makes suggestions about improving the curriculum. Part-time faculty members may be affiliate members of one or more CAWGs. Affiliate members do not need to attend CAWG meetings, but may be engaged in workshops and other activities that enable them to understand the curricular structure and pedagogical goals of the CAWG.

Undergraduate Curriculum

AES: **Yolanda Padilla (coordinator), Jennifer Atkinson, Dan Berger, Bruce Burgett, Karam Dana, David Goldstein, Scott Kurashige, Jed Murr, Thea Quiray Tagle, Camille Walsh, Linda Watts.** *Becky Aanerud, Anida Yoeu Ali, Cherry Banks, Naomi Bragin, Deborah Caplow, Maryam Griffin, Kristin Gustafson, Susan Harewood, Kevin Kim, Alice Pedersen, Georgia Roberts, Mira Shimabukuro, Masahiro Sugano, Lee Ann Wang. Dani Rowland.* (**iasams@uw.edu**)

BS ES: **Amy Lambert (coordinator), Warren Gold, Martha Groom, Santiago Lopez, Melanie Malone, Sara Maxwell, Margaret Redsteer,Avery Shinneman, Dave Stokes, Rob Turner.** *Caren Crandell, Cinnamon Hillyard, Adam Romero, Becca Price, Ursula Valdez. Rob Estes, Christy Cherrier.* (**iasbes@uw.edu**)

CLA: **Alka Kurian and Alice Pedersen (co-coordinators), Deborah Caplow, Sarah Dowling, Silvia Ferreira, David Goldstein, Alice Pedersen, Linda Watts.** *Amaranth Borsuk, Bruce Burgett, Gary Carpenter, Raissa DeSmet, Jeanne Heuving, Ted Hiebert, Kris Kellejian, Minda Martin, Joe Milutis, Louise Spiegler, Deirdre Vinyard. Leslie Hurst, Denise Hattwig.* (**iascla@uw.edu**)

CP: **Eric Stewart and Wadiya Udell (co-coordinators), Charlie Collins, Will Hartmann, Lauren Lichty, Janelle Silva.** *Peter Brooks, Shauna Carlisle, Cinnamon Hillyard, Jin-Kyu Jung, Carrie Lanza, Mary McGuire. Michael Mungin.* (**iascp@uw.edu**)

ES: **Martha Groom (coordinator), Jennifer Atkinson, Shannon Cram, Warren Gold, Jin-Kyu Jung, Santiago Lopez, Amy Lambert, Adam Romero, Avery Shinneman, Dave Stokes, Rob Turner.** *Gary Carpenter, Caren Crandell, Ben Gardner, Jason Lambacher, Melanie Malone, Sara Maxwell, Becca Price, Rebeca Rivera, Ursula Valdez. Rob Estes.* (**iases@uw.edu**)

GST: **Ben Gardner (coordinator) Anida Yoeu Ali, S. Charusheela, Johanna Crane, Karam Dana, Colin Danby, Raissa DeSmet, Maryam Griffin, Martha Groom, Dan Jacoby, Bruce Kochis, Scott Kurashige, Julie Shayne, Masahiro Sugano, Min Tang.** *Christian Anderson, Bruce Burgett, Silvia Ferreira, Susan Harewood, Kevin Kim, Alka Kurian, Jason Lambacher, Alan Wood*. *Chelsea Nesvig*. (**iasgst@uw.edu**)

GWSS: **Julie Shayne (Coordinator), Becky Aanerud, Kris Kellejian, Alka Kurian, Kari Lerum, Lauren Lichty, Alice Pedersen, Lee Ann Wang.** *Anida Yoeu Ali, Dan Berger, Karisa Butler-Wall, Lauren Berliner, Raissa DeSmet, Meghan Eagen-Tonkko, Mabel Ezeonwu, Carrie Lanza, Jed Murr, Yolanda Padilla, Loren Redwood, Thea Quiray Tagle, Karen Roseberg*. *Jody Early, Penelope Wood*. (**iasgwss@uw.edu**)

IA: **Ted Hiebert (coordinator), Anida Yoeu Ali, Carrie Bodle, Amaranth Borsuk, Naomi Bragin, Deborah Caplow, Jeanne Heuving, Minda Martin, Joe Milutis.** *Abraham Avnisan, Bruce Burgett, Gary Carpenter, Gavin Doyle, Deborah Hathaway, Howard Hsu, Amy Lambert, Barbara Noah, Jason Pace, Masahiro Sugano, Thea Quiray Tagle*. *Laura Dimmit, Denise Hattwig, Leslie Hurst*. (**iasia@uw.edu**)

IS: **Linda Watts** (faculty coordinator for Individualized Study)

IMD Faculty Oversight Committee (IAS and STEM shared degree): **David Socha (coordinator), Abraham Avnisan, Carrie Bodle.** *Amaranth Borsuk, Bruce Burgett, Mark Chen, Wanda Gregory, Cinnamon Hillyard, Minda Martin, Jason Pace*. *Nia Lam*. (**iasimd@uw.edu**)

LEPP: **Tate Twinam and Shauna Carlisle (co-coordinators), Maryam Griffin, Dan Jacoby, Keith Nitta, Camille Walsh, Lee Ann Wang, Jessica West.** *Dan Berger, S. Charusheela, Colin Danby, Kevin Kim, Stuart Streichler, Denise Vaughan*. *Chelsea Nesvig*. (**iaslepp@uw.edu**)

MCS: **Lauren Berliner (coordinator), Peter Brooks, Kristin Gustafson, Susan Harewood, Ron Krabill, Minda Martin, Masahiro Sugano, Min Tang, Amoshuan Toft, Deirdre Vinyard.** *Carrie Bodle, Karisa Butler-Wall, Jill Freidberg, Howard Hsu, Kari Lerum, Joe Milutis, Louise Spiegler, Jane Van Galen, Denise Vaughan, Sam Yum*. *Nia Lam, Andreas Brockhaus*. (**iasmcs@uw.edu**)

MTV: **Becca Price (coordinator), Colin Danby, Cinnamon Hillyard, Jin-Kyu Jung.** *Carrie Bodle, Charlie Collins, Martha Groom, Santiago Lopez, Sara Maxwell, Rob Turner, Tate Twinam*. *Alyssa Berger*. (**iasmtv@uw.edu**)

SEB: **Christian Anderson (coordinator), Kari Lerum, Janelle Silva, Eric Stewart, Wadiya Udell.** *Gary Carpenter, S. Charusheela, Charlie Collins, Johanna Crane, Karam Dana, Colin Danby, Carrie Lanza, Lauren Lichty, Keith Nitta, David Nixon, Loren Redwood, Amoshaun Toft, Jessica West*. *Suzan Parker, Michael Mungin*. (**iasseb@uw.edu**)

STS: **Shannon Cram (coordinator), S. Charusheela, Johanna Crane, Will Hartmann, Cinnamon Hillyard, Becca Price, Adam Romero.** *Abraham Avnisan, Lauren Berliner, Laura Harkewicz, David Nixon, Margaret Redsteer, Marc Servetnick, Min Tang, Chris Wade, Bryan White*. *Rob Estes*.(**iassts@uw.edu**)

Graduate Curriculum

CWP (MFA): **Ted Hiebert (director): Amaranth Borsuk (associate director), Abraham Avnisan, Rebecca Brown, Sarah Dowling, Jeanne Heuving, Joe Milutis.** *Robert Gluck. Laura Dimmit.* (**iasmfa@uw.edu**)

MACS: **Susan Harewood (director): Becky Aanerud, Christian Anderson, Dan Berger, Lauren Berliner, Naomi Bragin, Bruce Burgett, S. Charusheela, Ben Gardner, Kristin Gustafson, Ron Krabill, Jed Murr, Yolanda Padilla, Thea Quiray Tagle, Mira Shimabukuro, Amoshaun Toft.** *Shannon Cram, Johanna Crane, Sarah Dowling, Maryam Griffin, Jeanne Heuving, Bruce Kochis, Carrie Lanza, Kari Lerum, Georgia Roberts, Julie Shayne. Miriam Bartha, Karen Rosenberg, Andreas Brockhaus. Laura Dimmit.* (**iasmacs@uw.edu**)

MAPS: **Keith Nitta (director): Shauna Carlisle, Bruce Kochis, Tate Twinam, Jessica West.** *Tom Bellamy, Charlie Collins, Nives Dolsak, Martha Groom, Paul Hill,Cinnamon Hillyard, Dan Jacoby, Jin-Kyu Jung, Lauren Lichty, Melanie Malone, Margaret Redsteer, Dave Stokes, Rob Turner, Camille Walsh. Chelsea Nesvig.* (**iasmaps@uw.edu**)

Appendix B: IAS Budget Summary

IAS PERMANENT FUNDING BUDGET

	Annual			
	2017-18	**2018-19**	**2019-20**	**2020-21**
Total PMT (Baseline) Funding	9,957,494	10,007,044	10,107,924	10,107,924
RCM Funding	149,000	74,888	454,000	646,000
Other Adjustments		*48,711*	*100,880*	
Total Permanent (PMT) Funding:	10,106,494	10,081,932	10,561,924	10,753,924
PMT FT Faculty Salaries (includes Merit, Promotion and Retention):	6,166,531	6,401,380	7,054,060	7,195,141
PT Instructional Costs (includes Merit):	1,123,987	954,949	854,949	872,048
Additional Instructional Costs:	106,330	104,191	42,000	12,000
ALL Faculty Benefits Costs:	1,815,339	1,947,196	2,075,213	2,105,536
TOTAL FACULTY COSTS:	9,105,857	9,407,715	9,984,223	10,172,726
TOTAL STAFF COSTS:	1,042,080	1,110,519	1,142,101	1,164,943
TOTAL OPERATING COSTS:	94,160	118,735	121,110	123,532
ANNUAL PERM Budget Variance:	**(135,603)**	**(555,037)**	**(685,509)**	**(707,277)**
Permanent Salary Savings (Faculty):	78,470	412,611	419,409	520,290
Temporary Salary Savings (Faculty)	628,060	718,655	842,841	700,000
Temporary Salary Savings (Staff)	9,544	14,316	0	
TOTAL SALARY SAVINGS:	716,074	1,145,582	1,262,250	1,220,290
OVERALL PERM Budget Variance:	**580,470**	**590,545**	**576,741**	**513,013**

IAS TEMPORARY FUNDING BUDGET

	Biennial		
	2017-19	**2019-21**	**2021-23**
DOF (74-0326) Carryover	208,167	20,000	0
GOF (06-0303) Carryover	630,342	1,668,945	984,889
GOF Carryover TAX		-333,789	-196,978
Summer Revenue	292,316	300,000	300,000
Total Temporary (TEMP) Funding	1,130,825	1,655,156	1,087,911
Temporary Commitments			
Faculty Hiring/Retention	293,401	539,385	456,750
Faculty Development/Scholarship	463,000	458,000	458,000
IAS Administrative Supplements	111,001	172,882	175,400
Other Commitments	75,000	0	0
Total Temporary Commitments	942,402	1,170,267	1,090,150
OVERALL TEMP Budget Variance:	**188,423**	**484,889**	**(2,239)**
Actuals			
Total Temporary Expenditures To Date	*685,813*	*1,190,267*	*1,090,150*
Total Remaining Temporary Funding	*445,012*	*464,889*	*(2,239)*
Total Remaining Commitments	*357,045*	*(20,000)*	*(0)*
Overall Variance:	*87,967*	*484,889*	*(2,239)*

Budget Summary Explanation

Contained here is a budget planning summary document for IAS's permanent budget for FY18-21 (green), and its temporary budget for FY17-23 (blue). Please note that the former budget is annual, where the latter is biennial due to the way the UW manages carry forward funds.
As noted elsewhere in this self-study, UW Bothell recently moved from an incremental to a modified Responsibility-Centered Management (RCM) budget planning model. "Modified" means that the campus initially used FY17 numbers to establish base budgets for each unit, then implemented RCM on top of that.

The first line in the green box is the permanent base budget; the second is the annual and projected RCM allotment, which varies based on the overall revenue-tuition pool and school FTE/Head Count. FY19, for instance, saw a dip in the overall pool due to a decrease in out-of-state student and graduate student enrollment, both of which have higher tuition costs that in-state undergraduates.

The remaining categories are faculty salaries at all ranks, with actual or projected increases due largely to promotions, merit adjustments, and retentions; professional and classified staff salaries, with increases for the same reasons; and operations, with 2% annual increases factored in. Projections are based on trend lines.

This total leaves IAS in the red annually, but that deficit is covered by salary savings, both permanent (retirements and departures) and temporary (sabbatical savings, internal and external grant buy-outs, administrative buy-outs, and revenue from our fee-based MFA degree). Again, trend lines are used for future years.

The temporary budget in the blue box includes revenue from carry-forward funding from the previous biennium (which is currently taxed centrally at a 15% rate, except for contracted costs such as start-up and retention commitments), and revenue from our summer quarter instruction (which is overseen by a central budget unit at the UW).

The remaining lines show how we spend those temporary funds: faculty hiring, start-up, and retention; faculty development and scholarship support, including biennial travel funding of $3000 for each full-time faculty member; administrative supplements for IAS leadership positions; and other commitments such as classroom or office improvements.

Analysis

Overall, our current fiscal health is adequate to good. We have sufficient permanent and temporary funds to cover our costs, if no major externalities appear. In general, this positive financial picture is a result of cost savings due to faculty departures or retirements, which have allowed us to generate carry-forward revenue and do some replacement hiring.

Looking forward, the major concern is that increased costs due to merit adjustments, promotions, retentions, and unit salary adjustment will not be covered by RCM allotments generated by 2% tuition increases. Between FY19 and FY21, for instance, our RCM allotment projects to

increase by $500,000, while our costs will increase by $780,000 ($427K for merit; $236K for promotion; $117K for retention).

This revenue-cost gap is a UW-wide problem. Without a larger overall RCM pool (and holding other factors stable), we can anticipate absorbing one faculty line each year to make up the difference between our revenue and our costs. The outcome will be an overall reduction in out teaching capacity and possible difficulties in retaining faculty members who receive competitive offers.

This analysis assumes that IAS will remain constant in terms of student head count and FTE, and that our fee-based MFA will remain viable. A negative change on the first front would translate to reduced RCM allotments; a negative change on the latter would mean that IAS needs to absorb between $150K-$250K in MFA costs. (Over the past several years, IAS FTE and HC have been flat, even as the campus has grown, largely in STEM-related fields. The MFA is currently solvent.)

In terms of our operational heath, we lack staffing in specialized areas of the curriculum: environmental labs, computer labs, media labs, arts classroom. This lack has been covered in the past by central services. Looking forward, those central services are coming under increased budgetary pressure due to the same dynamics described above, resulting in either a reduction of central support or attempts to pass costs along to units.

This analysis points toward a need for IAS to think strategically about its investments in faculty and staff, particularly how we deploy our full-time teaching capacity to hit FTE and HC targets. Our stated goal is to work toward a faculty composition of 60% TT, 30% LT/AiR, and 10% PT (currently 50/30/20). Campus-wide analysis indicates that we could meet this target if we raised our student-faculty ratio to 20-1 (currently 17-1). This is one of several potential levers.

Appendix C-1: Faculty Composition

Faculty FTE Composition

Faculty Type	2016	2017	2018
Tenure/Tenure Track	46.9%	46.2%	45.8%
Full-Time Lecturer/Artist-in-Residence	23.6%	23.2%	24.0%
Part-Time	20.2%	21.7%	22.4%
Graduate Student	3.5%	2.5%	1.9%
Other	5.8%	6.4%	5.5%

Appendix C-2: IAS Guidelines on Tenure and Promotion statement on promotion and tenure.

School of Interdisciplinary Arts & Sciences (IAS) Statement on Promotion and Tenure

The School of Interdisciplinary Arts & Sciences provides a rigorous liberal arts education that draws connections across academic disciplines and links classroom learning to practical experience across diverse fields and sectors. As a faculty and staff, we inspire our students to engage creatively and ethically with the concerns of the region and the world. We dedicate ourselves to integrative research and creative practice, innovative and effective pedagogy, and dynamic curricula that prepare students to live and work in environments that are diverse and complex. We recognize, reflect on, and challenge unequal relations of power and privilege in our curriculum, scholarship and community partnerships. As part of a public university, we seek to build an inclusive and just community of students, faculty, and staff.
-IAS Mission Statement

Interdisciplinary Arts & Sciences and UW Bothell were founded in 1990 with an interdisciplinary mission and a commitment to working closely with traditional and non-traditional students. This mission and commitment underwrite our emphasis on scholarly activities that draw connections across academic disciplines and engage with the concerns of our region and world. As a faculty, we dedicate ourselves to integrative and engaged research, innovative and experiential pedagogy, and creative and responsive forms of curriculum and institution building. We expect members of our tenure-track faculty at all ranks to demonstrate substantial accomplishments in each of these areas and excellence in research or teaching.

IAS faculty members are hired, promoted, and tenured by the school as a whole. All faculty members normally contribute to two curricular areas within IAS, while taking collective responsibility for the governance and well-being of the whole. Faculty members also may work closely with other units on campus through joint appointments or substantial commitments to our lower-division First Year and Pre-Major Program. This organizational structure stresses and rewards the ability to forge and sustain generative linkages across varied fields, methods, and sites of inquiry. The creative and careful work of building the school and campus inflects much of our research, teaching, and service.

As a faculty, we are committed to diverse forms of scholarship and we believe that scholarship should be made public in meaningful and significant ways. Faculty members may demonstrate excellence and develop a national or international reputation through a combination of activities typical of achievement within the university, such as scholarly books or articles, presentations at professional conferences, and the exhibition or performance of creative works. Excellence and reputation may also be achieved though forms of scholarship which extend beyond the university and its professional organizations, including public or community projects related to the faculty members' scholarly agendas and intellectual engagements.

All faculty members' dossiers should evince a rigorous and coherent body of work aimed at extending knowledge, engaging and informing others, and creating significant impact in the world. For some faculty members, the lines of demarcation between research, teaching, and service may not be sharp. Scholarly accomplishments may show evidence of integration across teaching and research, research and service, or teaching and service. We value these forms of integrative work, as well as excellence in individual components of our faculty roles. We also recognize that different types of scholarly projects require different gestation periods. Attempts to build linkages to new academic fields may mean reduced research output in the short term; efforts to forge collaborations with non-university partners may take several years to develop. We value and support these types of integrative and engaged scholarship.

The focus and strategy for IAS associate professors preparing for promotion to full professor will be different than for assistant professors preparing for promotion and tenure to the associate rank. Assistant

professors typically have a greater focus on the establishment of a research and teaching program through which they establish a national reputation for the quality of their scholarship in their chosen field or fields. The routine institutional service expectations for an assistant professor should be more modest than for an associate or full professor. Associate professors typically pursue new or additional research directions, as well as new areas of teaching and service.

The process for granting tenure and promotion in IAS is conducted in accordance with policies and guidelines outlined in Chapter 24 of the Faculty Code for the University of Washington. Achievement as it is defined in this public statement is also in alignment with the University of Washington Bothell Campus Mission Statement.

Appendix C-3: Lecturer/Artist in Residence Instructional Titles

Approved in IAS Faculty Meeting - May 3, 2016

Lecturer/Artist in Residence Instructional Titles

The titles of Lecturer and Artist in Residence are described in Chapter 24 of the faculty code as "instructional" and are conferred on persons with "special instructional roles." Faculty under the instructional titles of Lecturer/Artist in Residence Full-Time, Senior Lecturer/Senior Artist in Residence, and Principal Lecturer have instructional roles that can take different forms and emphases, all of which require engagement with current scholarship and/or creative practice in the relevant field or fields.

This document provides a description, for each rank, of how those roles can manifest in IAS. The criteria that follow are meant to be a general outline of areas of expertise expected from these faculty, respectively, and not a definitive list. Faculty applying for promotion in these categories should make their case based on the underlying values of excellence in teaching, service, and scholarly engagement.

Lecturer/Artist in Residence

TEACHING. Teaching excellence is the most fundamental criterion for this position and so should be the largest part of a lecturer's/artist in residence's effort and record.

Teaching excellence includes:

- Teaching effectiveness, which includes, but is not limited to, the following:
  - Activities/practices that encourage student exploration of course material, or IAS learning goals
  - Use of student, peer, or self-assessments of student learning
  - Use of strategies that encourage participation and inclusion of students from all backgrounds and life experiences.
- Attention to pedagogical practices, which includes the following:
  - Changes in course organization, reading and assignments, or any exploration of new approaches to effective educational methods
  - Use of school, campus, university, or off-campus resources to improve teaching and learning. Examples:
    - Use of the Teaching and Learning Center, CBLR opportunities, etc.
    - Attendance at workshops, conferences, symposia on best practices in pedagogy.
  - Constructive engagement of student evaluations and peer observations to improve pedagogical practices.

SERVICE. Service to support the teaching mission of IAS and UW Bothell or UW is an essential component of the lecturer/artist in residence position as well. Service that supports instruction, curriculum development, and student success is especially relevant.

Service includes:

  - Contributions to School, UW Bothell, or University. Examples:

- o Serving in a Curricular Area Working Group;
- o Serving on committees and task forces related to curriculum and pedagogy;
- o Serving on Faculty Search Committees.

- o Contributions to teaching and learning beyond the classroom. Examples:
  - o Serving on IAS Curriculum Committee;
  - o Serving on curriculum related task forces at the school or campus level (e.g.,FYPP [CUSP] Teaching and Learning Center, task forces for new degrees/minors);
  - o Serving on a CAWG curricular sub-committee;
  - o Serving on IAS Diversity Committee.

SCHOLARLY ENGAGEMENT. **At UW Bothell and IAS, lecturer/artist in residence positions include the expectation of scholarly engagement to stay current in one field(s) and convey new advancements and practices to our students.**

Scholarly engagement includes the following:

- Consistent integration of current research findings, theories, practices and debates within or across disciplines into courses.
- Keeping abreast of and engaged in scholarly fields. Examples:
  - o Attending conferences;
  - o Participating in working groups/workshops, symposia, or round table discussions.

Optional for Lecturer and Artist in Residence Titles:
RESEARCH AND CREATIVE PRACTICES. Research and Creative Practices are not required components of lecturer/artist in residence positions in IAS and the UW, but valued for their contributions to teaching and learning. Where research and creative works are considered for promotion they should be clearly connected to the faculty member's contribution to teaching excellence. Research or creative works may be individually or collaboratively produced – both forms are valued in IAS.

Examples of research and creative practices**:**

- Published/presented research on the scholarship of teaching and learning. Examples:
  - o Organizing a conference/workshops;
  - o Presenting at a conference or workshop;
  - o Serving as session chair, panel member or discussant at a conference;
  - o Publishing.

- Published/presented research and/or creative work in content area of faculty's teaching specialty. Examples:
  - o Organizing a conference;
  - o Curating an exhibit;
  - o Presenting at a conference/exhibit creative work at shows;
  - o Serving as session chair, panel member or discussant at a conference;
  - o Publications/exhibitions/performances.

Senior Lecturer / Senior Artist in Residence

TEACHING. Sustained teaching excellence is an essential attribute of Senior Lecturers/Senior Artists in Residence, and teaching should remain the largest portion of the effort of a Senior Lecturer/Senior Artist in Residence.

Teaching excellence includes:

- Sustained record of teaching excellence, which includes, but is not limited to, the following:
    - Activities/practices that encourage student exploration of course material or IAS learning goals;
    - Use of student, peer, or self-assessments of student learning;
    - Use of strategies that encourage participation and inclusion of students from all backgrounds and life experiences.
- Attention to pedagogical practices, which includes, but is not limited to, the following:
    - Changes in course organization, reading and assignments or any exploration of new approaches to effective educational methods;
    - Use of school, campus, university, or off-campus resources to improve teaching and learning. Examples:
        - Use of the Teaching and Learning Center, CBLR opportunities, etc.
        - Attendance at workshops, conferences, symposia on best practices in pedagogy.
    - Constructive engagement of student evaluations and peer observations to improve teaching effectiveness.
- Mentoring students in scholarship, which includes, but is not limited to, the following:
    - Mentoring undergraduate and graduate students outside of the classroom, via both formalized and informal arrangements (e.g., independent study, individualized study, graduate capstones, as well as mentoring students on presentations, organizing campus events, applications, or in CBLR);
    - Mentoring Academic Transition Program;
    - Advising a UWB Founders Fellow, a Mary Gates Research and Leadership Scholar, a University of Washington Library Awardee.

SERVICE. Service to support the teaching mission of IAS and UW Bothell or UW is an essential component of the lecturer/artist in residence position as well. Service that supports instruction, curriculum development, and student success is especially relevant. Senior Lecturers/Senior Artists in Residence are expected to serve more frequently in leadership positions, and to serve as mentors to part-time or new full-time lecturers.

Service includes:

- Sustained contributions to teaching and learning beyond the classroom. Examples:
    - Serving on IAS Curriculum Committee;
    - Serving on curriculum related task forces at the school or campus level (e.g., FYPP [CUSP] Teaching and Learning Center, task forces for new degrees/minors);
    - Serving on a CAWG curricular subcommittee;
    - Serving on IAS Diversity Committee;
    - Serving on Faculty Search Committees;
    - Serving as Faculty Advisor for student organizations.
- Leadership in area of curriculum and instruction. Examples:
    - CAWG convener;

- IAS Diversity Plan Coordinator;
  - Participation in school- or campus-level advisory groups or selection committees related to curriculum or instruction. Examples:
    - UW Bothell Diversity Council;
    - TLC;
    - Curriculum committees (IAS, UW Bothell).
  - Participation as planner or facilitator in programs focused on instruction. Examples:
    - PIP Fellowship Co-Director;
    - Diversity Minor Academic Oversight Committee;
    - Interactive Media Design Academic Oversight Committee;
    - BIS 300 or BIS 499 Coordinator.
- Leadership and mentorship of other teachers/instructors. Example:
  - Serves as mentor for instructors (e.g., PIP fellows, new full-time lecturers/artists in residence).
- Leadership in campus or university governance. Examples:
  - GFO;
  - Faculty Senate;
  - Graduate School Council.

SCHOLARLY ENGAGEMENT. **At UW Bothell and IAS, Senior Lecturer/Senior Artist in Residence positions include the expectation of scholarly engagement to stay current in one's field(s) and convey new advancements and practices to our students.**

Scholarly engagement includes, but is not limited to, the following:

- Consistent integration of current research findings, theories, practices, and debates within or across disciplines into courses.
- Keeping abreast of and engage in scholarly fields. Examples:
  - Attending conferences;
  - Organizing cross campus or community events;
  - Participating in working groups/workshops, symposia, or round table discussions.
- Engagement in communities of practice that support and develop best practices and pedagogical innovation (i.e., exploring different pedagogical practices). Examples:
  - Participating in pedagogy workshops (e.g., TLC, brown bags, BIS 300);
  - Community Based Learning and Research Fellows;
  - UW COIL Fellow or eLearning Fellow;
  - Summer Institute in the Arts & Humanities.
- Make contributions at the discipline level
  - Reviewer for a scholarly journal related to teaching and pedagogy;
  - Membership in discipline-level scholarship of teaching and learning associations.
- Contributions to the Scholarship of Teaching and Learning
  - Editor or reviewer for a scholarly journal related to teaching and pedagogy;
  - Advisory or governance role in discipline-level scholarship of teaching and learning associations.

Optional for Lecturer and Artist in Residence titles:
RESEARCH AND CREATIVE PRACTICES. Research and creative practices are not a required components of lecturer/artist positions in IAS and UW, but are valued for their contributions to teaching and learning. Where research and creative works are considered for promotion they should be clearly connected to the faculty member's contribution to teaching excellence. Research and creative works may be individually or collaboratively produced – both forms are valued in IAS.

Examples of research and creative practices:

- Published/presented research on the scholarship of teaching and learning. Examples:
    - Organizing a conference or workshop;
    - Presenting at a conference or workshop;
    - Serving as session chair, panel member or discussant at a conference;
    - Publishing.
- Published/presented research and/or creative work in content area of faculty's teaching specialty. Examples:
    - Organizing a conference;
    - Curating an exhibit;
    - Presenting at a conference/exhibit creative work at shows;
    - Serving as session chair, panel member or discussant at a conference;
    - Publications/exhibitions/performances.

Principal Lecturer

TEACHING. Teaching excellence is a fundamental attribute of Principal Lecturers, although as service roles grow, teaching may be either the largest portion or second largest portion of a Principal Lecturer's effort.

Career record of teaching excellence includes:

- Sustained record of teaching excellence, which include, but is not limited to, the following:
    - Activities/practices that encourage student exploration of course material or IAS learning goals;
    - Use of strategies that encourage participation and inclusion of students from all backgrounds and life experiences.
- Attention to pedagogical practices, which includes, but is not limited to, the following:
    - Change in course organization, reading and assignments or exploration of new approaches to effective educational methods;
      Use of school, campus, university, or off-campus resources to improve teaching and
    - learning. Examples:
        - Use of the Teaching and Learning Center CBLR opportunities, etc.;
        - Attendance at workshops, conferences, symposia on best practices in pedagogy;
        - Incorporate Community Based Learning and Research opportunities into courses.
- Constructive engagement of student evaluations and peer observations to improve teaching effectiveness.

- Mentoring students in academic pursuits, which includes, but is not limited to the following:
    - Mentoring undergraduate and graduate students outside of the classroom, via both formalized and informal arrangements (e.g., independent study, senior thesis, individualized study, graduate capstones, as well as mentoring students on presentations, organizing campus events, applications or in CBLR);
    - Mentoring Academic Transition Program;
    - Advising a UWB Founders Fellow, a Mary Gates Research and Leadership Scholar, University of Washington Library Awardee.

- Leadership of communities of practice that support and develop best practices and pedagogical innovation (i.e., exploring different pedagogical practices). Examples:
    - Leadership of pedagogy workshops (e.g., TLC, brown bags, BIS 300, BIS 499);
    - Steering Committee member for CBLR Fellowship.

- Recognition of teaching excellence by University, and/or discipline. Examples:
    - Recipient of university teaching award (Distinguished Teaching Award, Distinguished Teaching Award for Innovation, James D. Clowes Award, S. Sterling Munro Award);
    - Recipient of discipline specific teaching/pedagogy award (i.e., awards recognizing excellence in teaching/pedagogy given by one's scholarly community);
    - Awards, grants relating to teaching/pedagogy, etc.

SERVICE. Service to support the teaching mission of IAS and UW Bothell or UW is an essential component of the Principal Lecturer. Leadership roles that support instruction, curriculum development, and student success are expected at the Principal Lecturer rank. Principal Lecturers serve frequently in leadership positions, and serve as mentors to part-time or new full-time lecturers.

Service includes, but is not limited to:

- Broad and sustained contributions to instruction beyond the classroom. Examples:
    - Serving on IAS Curriculum Committee;
    - Serving on curriculum related task forces at the school or campus level (e.g.,FYPP [CUSP] Teaching and Learning Center, task forces for new degrees/minors).

- Leadership in area of curriculum and instruction. Examples:
    - Associate Dean for Curriculum Development and Innovation;
    - CAWG convener;
    - IAS Diversity Plan Coordinator;
    - Participation in campus-or university-level advisory groups or selection, committees related to curriculum or instruction. Examples:

        - UW Bothell Diversity Council;
        - FYPP (CUSP) Committee;
        - Faculty Search Committees;
        - Promotion Committees (from Full to Senior Lecturer);
        - Curriculum committees (UW Bothell, tri-campus).

- Participation as planner or facilitator in programs focused on instruction. Examples:
    - PIP Fellowship Co-Director;

- o Diversity Minor Academic Oversight Committee;
- o Interactive Media Design Academic Oversight Committee;
- o BIS 300 or BIS 499 Coordinator;
- o Grant writing for institutional programs;
- o Advancement work.

- Leadership and
  - Serves as mentor for instructors (e.g., PIP Fellows, full-time lecturers and senior lecturers).
- Membership in or chairing faculty councils related to curriculum or instruction. Examples:
  - Chair of Campus Council on Academic Standards and Curriculum;
  - Chair of IAS Curriculum Committee. mentorship of other teachers/instructors. Example:

- Leadership in campus or university governance, specifically on instruction-related matters. Examples:
  - GFO;
  - Faculty Senate;
  - Graduate School Council.
- Outreach to the community beyond the University that is directly tied to the lecturers' teaching expertise. Examples:
  - Community Workshops;
  - Consultant/advising work.

SCHOLARLY ENGAGEMENT. At UW Bothell and IAS, the Principal Lecturer position includes the expectation of scholarly engagement to stay current in one field(s) and convey new advancements and practices to our students. Scholarly engagement is reflected in currency in scholarly fields that is transmitted in teaching and mentoring.

Scholarly engagement includes, but is not limited to, the following:

- Consistent integration of current research findings, theories, practices, and debates within or across disciplines into courses.
- Keeping abreast of and engage in scholarly fields. Examples:
  - Attending conferences/working groups/workshops;
  - Organizing cross campus or community events;
  - Participating in disciplinary associations;
  - Participating in research clusters (e.g., Simpson Center Faculty Research Clusters).
- Engagement in communities of practice that support and develop best practices and pedagogical innovation (i.e., exploring different pedagogical practices). Examples:
  - Participating in pedagogy workshops (e.g., TLC, brown bags, BIS 300);
  - Community Based Learning and Research Fellows;
  - UW COIL Fellow or eLearning Fellow;
  - Summer Institute in Arts & Humanities.
- Make contributions at the discipline level. Examples:
  - Reviewer for a scholarly journal related to teaching and pedagogy;
  - Membership in discipline-level scholarship of teaching and learning associations.
- Contributions to the Scholarship of Teaching and Learning. Examples:
  - Editor or reviewer for a scholarly journal related to teaching and pedagogy;
  - Advisory or governance role in discipline-level scholarship of teaching and learning associations.

Optional for Lecturer titles
RESEARCH AND CREATIVE PRACTICES. Research and creative practices are not a required component of lecturer positions in IAS and UW, but are valued for their contributions to teaching and learning.

Full time Lecturer / Artist In Residence Instructional Titles

Where research and creative works are considered for promotion they should be clearly connected to the faculty member's contribution to teaching excellence. Research and creative works may be individually or collaboratively produced – both forms are valued in IAS.

Examples of research and creative practices**:**

- Published/presented research on the scholarship of teaching and learning. Examples:
    - Organizing a conference or workshop;
    - Presenting at a conference or workshop;
    - Serving as session chair, panel member or discussant at a conference;
    - Publishing.
- Published/presented research and/or creative work in content area of faculty's teaching specialty. Examples:
    - Organizing a conference;
    - Curating an exhibit;
    - Presenting at a conference/exhibit creative work at shows;
    - Serving as session chair, panel member or discussant at a conference;
    - Publications/exhibitions/performances.
- Grant recipient for research in the area of teaching and learning, or the content area of faculty's teaching specialty.

Appendix C-4: IAS Mentoring Process for Junior Tenure Track Faculty (Spring 2016)

Mentoring begins when the IAS Dean appoints one senior faculty member (typically a member of the hiring committee) to work with new faculty from point of entry until the end of the mentee's second year. At that point, the same or a different mentor (selected by the Junior Faculty member in consultation with the Associate Dean for Faculty Development and Scholarship) continues working with the new faculty member through their P&T /Promotion process.

The official role of mentors is to ensure that junior faculty understand the IAS, UW Bothell, and UW personnel process, and are making good decisions in relation to those processes. Mentors should view themselves as institutional mentors who help junior faculty navigate decisions around balancing research, teaching, and service. There is no expectation that mentors advise junior faculty about the content of their research or scholarship. However, mentors should be mindful of and proactive in helping new faculty make meaningful connections to other IAS, UW Bothell, and UW faculty in their area of expertise who might be helpful in directing junior faculty members with broader professional development opportunities (opportunities for fellowships, grants, etc.).

Duties of the Mentor (in the first years)

1st Year Early Fall: The mentor's primary goal during the first year is to help incoming faculty successfully transition to the culture and practices of IAS/UWB. Schedule a meeting to welcome the new faculty member and review IAS resources and procedures on the HUB, and the role of the mentor:

- The initial mentor serves to help the new faculty member negotiate their transition to IAS and UW Bothell, and to help them through the Third-Year Review process.
- The new faculty should feel free to contact the mentor with any questions. Generally, exchanges between mentor and mentee are confidential.
- The mentor should consult with new faculty and advise about service commitments, and balancing service with scholarship and teaching. As appropriate, faculty should make new faculty aware of research and/or teaching circles, and identify faculty (at UW Bothell, the UW, or elsewhere) who can serve as resources for research and teaching.

Encourage the new faculty member to become active in the CAWGs to which they are affiliated, to understand the governance structure of IAS, and to become familiar with the IAS faculty.

The mentor also should encourage new faculty to begin record keeping in an electronic filing system that will stay current through their academic careers (and which will become the "Third-year Review dossier", and later the "P&T dossier" (or "Promotion dossier", for lecturers and senior lecturers).

The Mentor should be sure the new faculty member knows where to locate the core documents relevant to review and promotion processes on the IAS Central HUB: UW Faculty Code Chapter 24; IAS Mission, Values and Goals, UWB Mission Statement, IAS Statement on Promotion and Tenure, Guidelines for IAS Promotion and Tenure Committees, Policy on the Role of Lecturers in IAS, and other relevant documents.

1st Year Later Fall: Check in with the new faculty member to gauge how they are doing, and to see how their initial teaching is going. Explain the process of student and peer evaluation of teaching. Offer to come to observe one of their classes during the year. It is also good to invite them to observe one of your classes. This reciprocal observation can help to normalize peer observations, reducing anxiety associated

with being observed by a senior faculty member. It can also form the basis of future conversations on teaching practice and IAS and CAWG learning goals.

1st Year Early Winter: Schedule a meeting to review the fall quarter (e.g., discuss teaching evaluations from students), and discuss the Goals and Objectives and Merit processes they will go through in winter and spring. Where possible, show them sample Goals and Objectives statements that they will prepare for IAS Dean (scheduled in January), as well as CVs and first-year merit letters. Such samples will be made available at the IAS Central Hub.

Especially where teaching evaluations were not strong, discuss distinguishing useful feedback from less useful comments, and how to move forward in revising their teaching practice – paying particular attention to their goals and concerns. As appropriate, review the various teaching resources available (e.g., SGID for future courses, consultations with the TLC and other academic support staff). If you or another person have not yet observed their teaching, make sure the new faculty member sets up an observation of their teaching in winter quarter.

1st Year Later Winter: Check in with new faculty regarding their Goals and Objectives statement (and offer to review as needed). Review the goals and objectives processes (e.g., meeting with the IAS Dean), and offer to be a "sounding board" for your mentee's research, teaching, and service goals for the upcoming year. It would be particularly helpful to assist your mentee in thinking about an appropriate amount and type of service for their rank. Encourage your mentee to select different types of service roles of interest to them (and appropriate to rank), as this will facilitate their developing relationships with various members of the faculty. Continue to make it clear that they may call on you with any questions or concerns.

2nd Year Fall: Meet with your mentees as needed to review progress in research, teaching and service. Continue to make it clear that they may call on you with any questions or concerns. Be sure your mentee has plans to have their teaching observed during their 2nd year, and to receive other support for their teaching, as appropriate.

2nd Year Late Fall or Early Winter: Meet individually with mentees to review procedures for third year reappointment, and for P&T/Promotion. Help them set up their online Third-year Review dossier, and review a sample dossier to help them understand the choices they can make in its construction, and its relationship to their future P&T/Promotion dossier. Review drafts of their Third-Year Review letter and supporting documentation in the online dossier. The third-year review documents should be complete by the start of spring quarter. Inform your mentee that the IAS Associate Dean for Faculty Development and Scholarship will be in contact with them regarding mentor change and will approach the candidate mentor in the event the mentee decides to change mentors. Ideally, the P&T mentor should be identified during winter quarter.

2nd Year Spring: The initial mentor will serve on the Third-Year Review committee, along with the co-chairs of the Personnel Committee, and will help explain the case and write up the Third-Year Review evaluative letter. The P&T mentor should also attend this meeting.

Duties of the P&T Mentor/Promotion Mentor:

After the Third-Year Reappointment, the P&T/Promotion mentor works with his/her mentee through the formation of their P&T/Promotion committee. This work includes all of the items listed above, though some of them will diminish as the mentee becomes oriented to IAS and UW personnel processes.

Periodically, it will be helpful to review with your mentee the core documents relevant to promotion processes (again, UW Faculty Code Chapter 24 linked below; IAS Mission, Values and Goals, UWB Mission Statement, IAS Statement on Promotion and Tenure, Guidelines for IAS Promotion and Tenure Committees, Policy on the Role of Lecturers in IAS, etc.). It is also helpful to discuss the annual Goals and Objectives meeting with the IAS Dean and the Merit Reviews, both to help prepare materials and to interpret feedback from the Dean and the Personnel committee.

Generally, it is helpful to meet at least quarterly with your mentees, and to continue to encourage them to come to you with questions and concerns, as well as develop working relationships with the IAS faculty and other relevant colleagues at UWB and UWS.

Note: If a mismatch occurs at any time in this mentoring process, the junior faculty member should feel free to consult with the IAS Associate Dean for Faculty Development and Scholarship and have a different mentor assigned. The annual Goals and Objectives meeting with the IAS Dean is also an appropriate moment for this conversation.

Link to Chapter 24 of the UW Faculty Code:
http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html
Of particular importance are the definitions of faculty appointments under sections 24-32 and 24-34, and the guidelines for Renewal of Appointments (for lecturers: 24-53), Promotion (24-54), Annual Merit Review (24-55), and Procedural Safeguards (24-57). It is also helpful to direct new faculty to read the Executive Order on Documentation for Promotion, Tenure and Merit Increases (EO 45), found here: http://www.washington.edu/admin/rules/policies/PO/EO45.html

Appendix C-5: IAS Hiring Plan

School of Interdisciplinary Arts and Sciences Hiring Planning (May 2018)

This planning document is a result of ongoing discussions in Interdisciplinary Arts and Sciences (IAS) about how best to think about our collective staffing needs in the context of multi-year IAS and campus strategic planning for growth to 5300 FTE (campus) by 2020, while also meeting emerging campus metrics with regard to faculty composition. It emerges from conversations among the voting faculty as a whole, School Council, the coordinators of the working groups overseeing IAS degrees, and IAS staff members.

Hiring Principles

The following seven hiring principles were approved in the April 2015 IAS meeting:

1) Strengthen and enhance the interdisciplinary mission of IAS in ways that support all constituencies equitably.
2) Enable us to staff the curriculum we have approved predictably across all areas, to advance IAS's core learning objectives, and to meet IAS's long-term planning objectives.
3) Increase the diversity of the IAS faculty.
4) Allow us to find ways to manage the workload of searches more efficiently.
5) Support transparent communication among searches.
6) Attend to differences in ranks and status among faculty members with a focus on equity.
7) Coordinate hires across a 6-year curriculum and across schools at UW Bothell, where possible and appropriate.

The goal is for all hires to satisfy these seven principles.

Hiring Strategies

The following six hiring strategies are recommended to advance the seven principles:

1) Use hiring strategies such as cluster hires where appropriate in order to recruit and retain diverse faculty in IAS and across campus.
2) Advertise for more than one position in a single search in high need areas in IAS and across campus, where appropriate.
3) Hire at the senior level – tenure-track and lecturer/artist-in-residence – in order to balance the heavy reliance on assistant professor and lecturer hiring over the past 5 years.
4) Launch only the number of hires (and search processes) we can oversee sustainably in a given year.
5) Enforce norms with regard to expectations for faculty members' participation in search processes clear and sustainable.
6) Consider target of opportunity hires in the context of the hiring priorities listed above.

Hiring Priorities for 2018-19

Here is a reminder of the courses required for our majors that we have the greatest difficulty staffing in a predictable or sustainable manner (see the next page for an update from this year):

1) *Statistical, Natural Science, and Social Science Research Methods*: BIS 315 Understanding Statistics; BIS 312 Approaches to Social Research.
2) *Community Psychology Courses* (CP majors have to take at least 25 credits in this bin of courses. Here are a few examples of the courses in this bin): 200-level Abnormal Psychology; 300-level Clinical Psychology OR Personality; 400-level Projects in Community Psychology. **Completed 1 hire for 2016-17.**
3) *Law, Economics, and Public Policy Foundations Courses* (LEPP majors need to take at least 10 credits of courses in this bin. Here are a few examples of courses in this bin): BISSEB 359 Ethics and Society; BISSEB 354 Institutions and Social Change; BISGST 324 International Political Economy; BIS 415 Public Policy and Law. **Completed 2 hires for 2016-17.**
4) *Media and Communication Studies Courses* (MCS majors need to take 10 credits of production courses and 15 credits of "tier one" courses. Here are a few examples of courses in those bins): BISMCS 240 Working with Audio AND Working with Video; 300-level Issues in Media Studies. **Completed 2 hires in 2017-18.**
5) *FYPP and Other Lower-Division Courses* (in IAS or FYPP): Introduction to Law; Introduction to Microeconomics; Introduction to Macroeconomics; Introduction to Psychology; 100-level arts courses; 100- and 200-level natural world courses. **Helped with hires in 2016-17 and 2017-18.**
6) *Environmental and Natural Science to support new ESS degree and lower division natural world course offerings*. **Completed 3 hires for 2018-19.**

Recommendations for 2018-19

Given the pressure we are facing in the curricular areas listed above and below, our need to shift away from reliance on part-time hiring to meet emerging faculty composition metrics, and our desire to balance faculty expertise across the arts, humanities, social sciences, and natural sciences in our interdisciplinary school, the IAS School Council recommends:

1) Data visualization/data analytics/critical data studies: That we make 2 tenure-track (assistant professor) hires who have a strong research and teaching interests around mathematical reasoning, statistics, and visual studies to develop new practices and tools for discovering, analyzing, and visually representing data. The candidates will teach courses that are critical to many IAS degrees and that contribute to the Mathematical Thinking and Visualization (MTV) major, such as BIS232 Visualizing Quantitative Data and BIS315 Understanding Statistics.

2) Rhetoric/Composition: That we collaborate (again) with FYPP to make 2 tenure-track, open rank (assistant or associate) hires in composition and rhetoric with specialization in one or more of the following: first-year writing, multilingual writing, anti-racist/intersectional pedagogy, Writing Across the Curriculum, program administration. These hires will teach primarily in the BWRIT 132-135 series and will contribute to the further development of the writing program at UWB.

3) That we consider how best to support staffing of the MFA and Creative Writing minor with Sarah Dowling's departure.

Appendix C-6: Personnel Committee Recommendations for Compression and Equity

To: IAS School Council

From: David Stokes and Martha Groom, Personnel Committee co-chairs, and the Personnel Committee (Amy Lambert, Alice Pedersen, Tate Twinam, Lauren Lichty, Ben Gardner, Becca Price, Scott Kurashige)

Re: Policy Recommendations for Merit Increases for 2018-19 Date: June 1, 2018

In Autumn 2012, IAS faculty voted to dedicate any additional monies for Merit Increases ("extra-merit increases") toward improving equity in our salary structure. 2013-2016 Personnel Committee memos emphasized alleviating salary inequities caused by compression (caused by faculty being awarded no salary increase at all for multiple years), inversion (where newer faculty are hired at higher salaries than existing faculty) and by an earlier policy of awarding different starting salaries by field. During those years, two of which had larger extra-merit pools available, allowed us to eliminate inversions and field differences, and to reduce compression. However, compression has been difficult to eliminate, and remained present among all long serving faculty, particularly among senior lecturers and associate professors, as well as some individuals in other ranks.

In 2017, the salary recommendation worked to address inequities in the compensation rates of lecturer track vs tenure track individuals. We recommended that any additional salary increases (beyond the uniform 2% awarded to all meritorious faculty) be allocated as:

- 50% to raise all salaries in the full-time Lecturer and Artist in Residence categories (Lecturer/IAR, Senior Lecturer/AIR, Principal Lecturers)
- 50% to address compression among affected Full-time Lecturers (Lecturer/IAR, Senior Lecturer/AIR, Principal Lecturers) and Associate Professors

Examining the projected salary data for 2018-19 that includes all promotion and retention raises and the merit raise of 2% that is mandated for all meritorious faculty, we found larger signals of compression and inversion again. This appears to be due to a number of factors (1) changes in market rates for new faculty, (2) the application of the new 10% promotion raise rate (up from 7.5%) that began in 2017-18, and (3) the retention raises of the past two years. In addition, because salary increases are on a percent basis, and no additional monies were allocated in 2017- 18, the gap between the lecturer track and tenure track faculty increased, contrary to the intentions of the policy we adopted in 2017.

Our recommendation for this year therefore focuses on reducing these inequities in the following priority: (1) to raise the salaries of lecturer track faculty with the goal of increasing equity in relation to tenure track faculty, and (2) reduce inversions and compression, with the greatest attention paid to those least well compensated, with the goal of eliminating inversions and reducing compression.

Our specific recommendation for how to divide any additional salary increase monies across these goals remains the same as last year:

- 50% to raise all salaries in the full-time Lecturer and Artist in Residence categories (Lecturer/IAR, Senior Lecturer/AIR, Principal Lecturers)
- 50% to address compression among affected Full-time Lecturers (Lecturer/IAR, Senior Lecturer/AIR, Principal Lecturers) and Associate Professors

Appendix C-7: Letter from IAS Dean to UWB VCAA requesting amendment to Unit Adjustment Proposal

To:	Anita K. Krug, Vice Chancellor of Academic Affairs, UWB
From:	Bruce Burgett, Dean of the School of Interdisciplinary Arts and Sciences, UWB
Date:	December 21, 2018
Re:	School of Interdisciplinary Arts and Sciences Unit Adjustment Proposal

The School of Interdisciplinary Arts and Sciences requests permission to make additional adjustments to faculty salaries in relation to the compression recommendations in the UWB Task Force Analysis. We strongly support the campus wide effort to address compression. However, we note two additional issues that have been prioritized by the IAS Personnel Committee and Faculty Council for the past 2 years, during which time we have not had merit funds available to address them.

(1) Compression and inversion in our base lecturer/artist in residence rank;

(2) Commitment to work toward greater salary equity between the lecturer and tenure track ranks. These issues have affected the morale of our faculty, and may have motivated some of our most talented faculty to seek other positions. This is particularly an issue with respect to retaining the diverse scholars we had recently hired into our faculty. IAS has fielded 15 competitive offer situations in the past three years (5 on the lecturer/Artist in Residence track), and we recognize the need to take additional steps beyond addressing compression in our senior faculty ranks to build a robust School.

Below, we provide additional justification and context to our request.

(1) Nine of our Full-time Lecturer/Artist in Residence faculty have compressed and/or inverted Salaries. Relative to the average starting salary for this rank over the past 5 years, compression/inversion ranges from 1.5-5% of their salary. A total of $17,867 would be needed to close this gap due to changing starting salaries and compression entirely. As these faculty have the lowest salaries in IAS, we are particularly anxious to include these individuals among those who should have their salaries adjusted as part of the Unit Adjustment.

(2) Lecturers/Artists in Residence in our School assume critical leadership roles within the School and across campus, yet are the least well compensated. We have made a commitment to increasing salaries for this track of faculty in recognition of their large contributions. On average, there is a 10-15% difference between salaries across tracks. Addressing one quarter of this difference (across all levels of the Lecturer/AiR rank) would require a total of $70,504.

Appendix D-1: 2015-16 Learning Assessment Summary

2015-16 IAS ASSESSEMENT - September 2016

Committee:

Carrie Bodle, Raissa DeSmet, David Goldstein, Leslie Hurst, Alice Pedersen, Rebecca Price, Camille Walsh, Rebecca Aanerud (chair) and earlier assistance from Santiago Lopez.

Summary:

The assessment committee's charge is to undertake assessment of student learning through an evaluation of student portfolios as related to the IAS learning goals. The purpose of this assessment activity is to provide IAS leadership with measures on student learning and to inform faculty development in relation to curriculum and pedagogy. The findings of the assessment fall into three general categories: (1) the use and revision of the rubric; (2) the faculty development opportunities; and (3) the need to connect and broaden assessment activities.

As the report will show the rubric needs some revisions to better assess creative practice. We will also need to add assessment criteria for our new diversity learning objective. In terms of faculty development, the assessment committee recommends efforts to make the connections across our curriculum more overt to students so that they are able to draw from a range of courses as they demonstrate acquisition of our learning objectives. The report also emphasizes a need to connect and broaden our assessment beyond just the BIS 499 portfolios. We recommend linking our efforts to campus-wide and University-wide assessment activities. We might also consider student focus-groups to include greater diversity of student voices.

Discussion/Recommendations:

General Recommendations:

The committee had a number of findings and recommendations. In general, we found that the students are not seeing the variety of evidence that we believe they have. We recommend that IAS instructors emphasize the range of evidence that can support student claims. For example, for the Collaborative and Shared Leadership learning objective, we could encourage students to draw from their social media sites or other similar venues to show collaboration instead of just final class projects.

The committee found the rubric to work well, but recommend a few revisions.
- For the Writing and Communication rubric, we note that it is not equipped to assess non-written communication and creative writing.
- For the Creative and Critical Thinking rubric, the raters have three recommendations:
    - Delete "Thoroughly evaluate the viewpoint of experts" and replace with "Demonstrates the ability to dialogue within the field of study" or "Is able to position work within the field of study."
    - Revise rubric language for "creative" because it the language is insufficient for assessing.
    - The assessment committee recommends that all faculty consider ways that students can both develop and demonstrate the skills associated with this learning objective.
- For the Interdisciplinary Research and Inquiry rubric, the committee noted large leaps from between category 3 and 4 and from category 1 and 2. We also noted that in category I ("Ability to Generate and Define a Problem") that the assessment: "previously less-explored aspects of a

topic" is difficult for a non-instructor to evaluate. In categories III and IV ("Design/Analysis" and "Contextualizes Arguments and Evidence") the raters had a hard time evaluating "justifications and limitations."

- The raters also noted that this rubric doesn't reflect a difference between quantitative and qualitative methods.
- Finally, this particular rubric does not include Inquiry in the title, so it was somewhat difficult to know if the raters should assume that research and inquiry were evaluated similarly.

In general, the committee recommends that all rubrics have the same 1-4 scale. We also note that different rubrics require different kinds of data, some relying more heavily on artifacts than others. As mentioned above, the committee wondered if a fifth rubric that assesses synthesis and meta-cognition might be helpful. This rubric would enable assessors to consider a number of different elements of the portfolio beyond just the learning objectives. The committee did not, however, have any recommendations at this point of how to develop that rubric. With the addition of the learning objective "Diversity," this would mean having six rubrics.

The committee did note that with the addition of our fifth learning objective on diversity we will need to establish a set of skills to be assessed. One finding related to the addition of a fifth learning objective is the value of having students write on all five learning objectives in their portfolios. Consistently, the raters found that students who exceeding the word limit for their short essays wrote stronger more persuasive essays. Some BIS 499 instructors are asking students to select two learning objectives and revise more assiduously, rather than write on all four and now five of the learning objectives. Is our ability to assess IAS learning objectives hampered by the 300-500 word limit?

While the committee found that the assessment of 499 portfolios offers a valuable lens on student learning and by proxy IAS instruction, we recommend that we reconsider and revise our sample approach. Basing our assessment (even if only a part of the overall assessment activities) on 32 out of roughly 400 portfolios per year is insufficient for School-wide recommendations. One suggestion is to build the assessment of student portfolios into the 499 instructor workload every quarter. Such a revision would ensure nearly complete data (assuming that students could still opt out of having their portfolios used for assessment). The committee stressed the need to ensure that faculty are clear about the distinction between grading student work in BIS 499and assessing portfolios for evidence of whether learning goals are being met, but thought that with some guidance, that distinction would be relatively straightforward. For instance, if BIS 499 instructors were not asked to assess their own students on every learning objective, but rather a group of students, from their class and others, on a single learning objective, the differentiation between grading student work and assessing learning objectives across a range of portfolios should be fairly clear.

A drawback of this approach is that only 499 instructors would be involved with the portfolio assessment activity. However, the committee recommends that IAS assessment activities should be diverse, with BIS 499 portfolios being one part of a larger set of activities. The committee noted, for example, that all IAS students are required to present at a poster session, but our assessment activities do not include those sessions. In addition, course evaluations could be revised to align with learning objectives. Once stripped of instructor identification and used in aggregate, those evaluation items could offer additional data on which learning objectives are advanced through courses and majors. Alternatively, we could build into each class some closing activities in which students are asked to reflect on the ways in which any one of the learning objectives as advanced in that class and in what ways. That reflection would be included into their portfolio and used as a resource for them in BIS 499.

One concern raised by the committee concerned student self-selection (i.e., consenting to have their portfolios included in the full assessment pool). We wondered if our pool was biased in some way as a result of self-selection. For example, it was unclear to us if any of the portfolios we assessed were from international students or students for whom English is an additional language.

Recommendations for BIS 499 Instructors:
The committee had just a few recommendations for BIS 499 instructors specifically. We would encourage some discussion about norms: How many learning objectives should students write on?; How much revision should they undertake?; How long should the essay be? We would also suggest that the instructors consider the relationship between the framing essay and the learning objective short essays (mini-portfolios). To a large extent, the raters found that reading the framing essay along with the learning objective short essay provided greater context for assessment. As with previous assessment committee, we noted a need to clarify the role of the portfolio in terms of audience.

Recommendations for IAS Faculty Development:
As noted above, the committee feels strongly that learning objectives should be incorporated across the curriculum (which is a perennial recommendation). There are a number of ways that this can be done; we are not committed to one way over another. We do think, however, that students will be more successful with their ability to write about the acquisition of the learning objectives if they are referenced throughout the curriculum and in all of their classes. To some extent, this recommendation is related to our second, which is to encourage faculty to build more student reflection into our curriculum. Again, this could take many forms and should work to enhance to meaningfulness of BIS 499 as a culminating course for our students. Finally, we recommend that faculty continue to foreground what counts as evidence and encourage students to see a range of artifacts and potential evidence for claims they make in their work. We also recommend that IAS instructors consider the connections students are able to make across our curriculum and explore ways to help students recognize and speak to those connections.

Final Thoughts:
How often should IAS undertake assessment and in what forms? Ideally, assessment is an ongoing activity that helps track our success as instructors and address areas for improvement in a timely manner. Over a sequence of years, we should be able to have substantial data for both self-reflection and reporting out. We have explored and implemented different approaches over the past few years. This committee found the 2012-13 assessment work to be a good foundation for this year's work. We recommend that we adopt a standard assessment rubric and a standard approach, whether that is quarterly, yearly, every other year and continue to work with the Instruction and Faculty Development Committee to focus on yearly activities associated with our assessment findings.

Appendix D-2: 2018 Learning Assessment Summary

IAS Assessment Report 2018
August 29, 2018

Overview:

The School of Interdisciplinary Arts and Sciences houses eighteen interdisciplinary undergraduate majors. A key component common to the curriculum is BIS 499, a three-credit course where students create a framing essay outlining their educational process and write/ reflect on the five learning objectives of the School. In these reflections, students make claims about their understanding of and abilities with these learning outcomes and attach artifacts-- papers, videos, posters, or other texts—as evidence of their claims. Faculty in 499 guide their students through this in different ways, resulting in a variety of portfolio presentations. Nevertheless, each student creates a portfolio representative of their individual educational journey. Additionally, these portfolios serve as a material representation of the core values of the IAS curriculum. Because of the very central nature of the portfolio to the curriculum, IAS uses them as part of its assessment of curriculum, rating each portfolio by learning outcome with a rubric developed by faculty.

Recommendations

Priority Recommendations for immediate consideration

1. **Access to and Selection of 499 Portfolios**
    As noted in the 2016 assessment, the limitations of portfolios available to assess is problematic; student self-selection to have their portfolio included in assessment may result in a non-representative set of portfolios to be assessed. In addition, this report comes at a time when the viability of using google sites for student portfolios is in question, due to Google's new policy of early termination of access for graduating UW students. A priority for the coming year is to interface with BIS 499 faculty to create a better process for gaining student permissions to the portfolio and to assure a platform for the portfolios that will insure access for the long term.

2. **Approach to LO reflection in BIS 499**
    Students are directed to reflect on the IAS learning outcomes in BIS 499 in very different ways. The assessors noted that combining learning outcomes in the student reflections sometimes created less robust work that was more difficult to assess against the learning outcome and the rubric. A possible standardization of this process in BIS 499 should be discussed.

3. **Continued Faculty Development on Teaching the Learning Outcomes**
    Assessors noted that some student writing exhibited a lack of full understanding/engagement with of the learning outcomes. (This was especially true for Critical and Creative Thinking and Equity and Diversity.) Opportunities for faculty development in teaching the LOs is a priority for the coming year. This work might involve workshops for all faculty and more directed CAWG work.

4. **Refine rubric**. Assessors noted possible areas for revision with four of the rubrics.
    a. Collaboration and shared Leadership Rubric: The assessors noted that the rubric does not allow them to rate how failure may result in learning. Additionally, they felt that the rubric was designed to rate a showcase portfolio rather than a developmental portfolio, which is what the students have been directed to create.

b. Critical and Creative Thinking: As mentioned above, the assessors advocate the separation of critical thinking from creative thinking in the rubric and the addition of the point to assess "emergent conclusions."

c. Diversity and Equity: The assessors noted an asymmetry between the LO and the rubric. This rubric needs a complete revision.

d. Interdisciplinary Research and Inquiry: no rubric suggestions

e. Writing and Communication: The assessors suggested that the scale might work better with 3 rather than 4 and that some of the language for each level needs to be adjusted (e.g. "adequate" for a 3 and "sophisticated" for a 4 seems too great a distance for one point.) Additionally, they suggested that the rubric include a criterion that asks reviewers to assess how well students are able to reflect on and analyze the writing choices in their artifacts.

Secondary Recommendations

1. **Explore alternatives or additions to portfolio assessment**. Faculty have suggested convening focus groups from BIS 499 to more thoroughly discuss how students take up learning outcomes.

2. **Develop alternative/more holistic approaches to portfolio assessment**, such as reading for "themes" that emerge. Alternatively, have an additional pair of readers who look for themes across portfolios while other pairs engage in the traditional, LO-based assessment.

3. **Carefully consider how all aspects of LOs can be represented in artifacts.** Specifically, it seems difficult to create artifacts that demonstrate all facets of the outcome.

4. **Consider the disconnect between the rubric and what appears in the IAS portfolios.** Assessors noted that the rubric demands specific activities for review that are sometimes absent in the portfolios. Specifically, the rubric asks for student curation and analysis of artifacts, something the assessors often did not find. This issue should prompt us to consider other forms of assessment and the possibility of aligning the assessment rubrics with the portfolio teaching goals.

Committee:

Silvia Ferreira, Ron Krabill, David Goldstein, Raissa DeSmet, Chelsea Nesvig, Amy Lambert, Maryam Griffin, Camille Walsh, Will Hartman, Avery Shinneman, Deirdre Vinyard (Chair).

Appendix D-3: Enrollment Summary and Graduation Patterns

UW Bothell/IAS Headcount and FTE
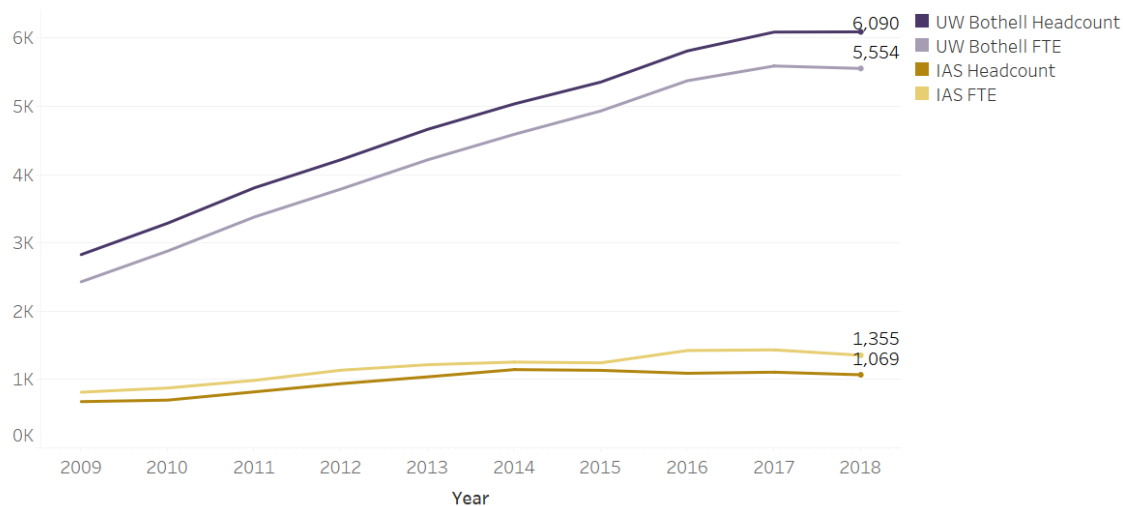
UW Bothell/IAS Headcount and FTE

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
IAS FTE	814	876	987	1,136	1,216	1,255	1,243	1,424	1,434	1,355
IAS Headcount	676	698	819	939	1,039	1,145	1,134	1,091	1,107	1,069
UW Bothell FTE	2,431	2,882	3,379	3,788	4,216	4,590	4,932	5,375	5,590	5,554
UW Bothell Head..	2,829	3,289	3,806	4,218	4,663	5,035	5,355	5,811	6,087	6,090

IAS Undergraduate Headcount and FTE
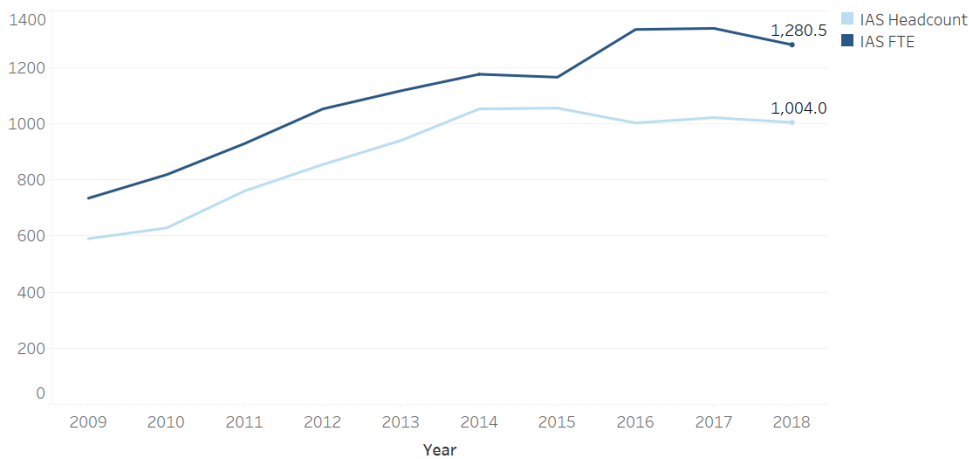
IAS Undergraduate Headcount and FTE

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
IAS Headcount	590.0	628.0	760.0	854.0	940.0	1,052.0	1,055.0	1,002.0	1,021.0	1,004.0
IAS FTE	734.1	817.8	928.7	1,052.0	1,116.8	1,175.6	1,165.0	1,335.0	1,338.9	1,280.5

IAS Graduate Headcount and FTE
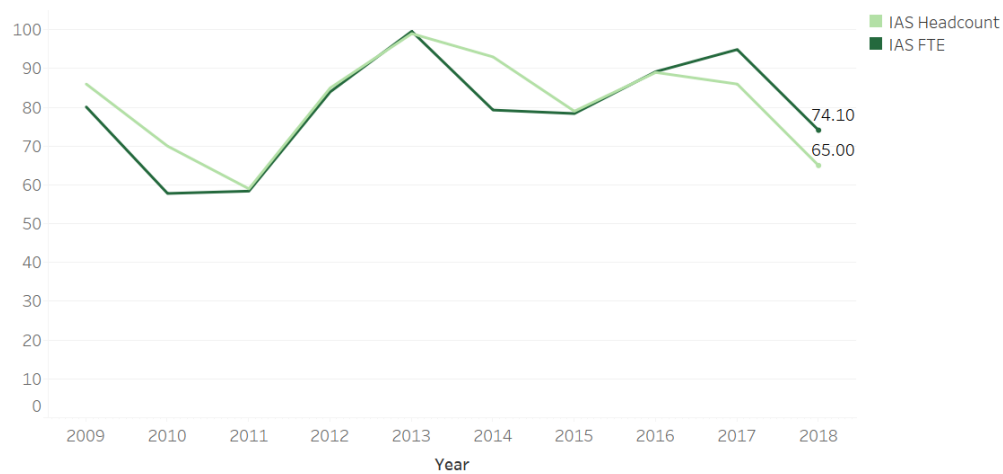
IAS Graduate Headcount and FTE

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
IAS Headcount	86.00	70.00	59.00	85.00	99.00	93.00	79.00	89.00	86.00	65.00
IAS FTE	80.10	57.80	58.40	84.00	99.60	79.30	78.40	89.20	94.90	74.10

IAS Graduate Major Headcount
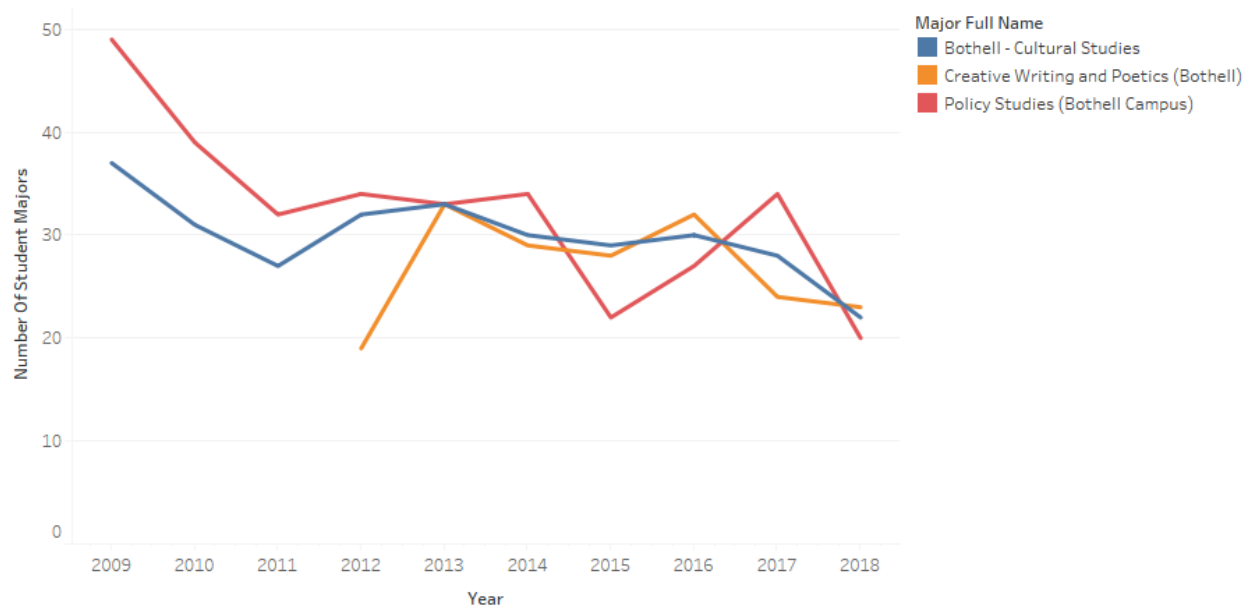
IAS Graduate Headcount

Major Full Name	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Bothell - Cultural Studies	37	31	27	32	33	30	29	30	28	22
Creative Writing and Poet..				19	33	29	28	32	24	23
Policy Studies (Bothell Ca..	49	39	32	34	33	34	22	27	34	20

IAS Undergraduate Major Headcount
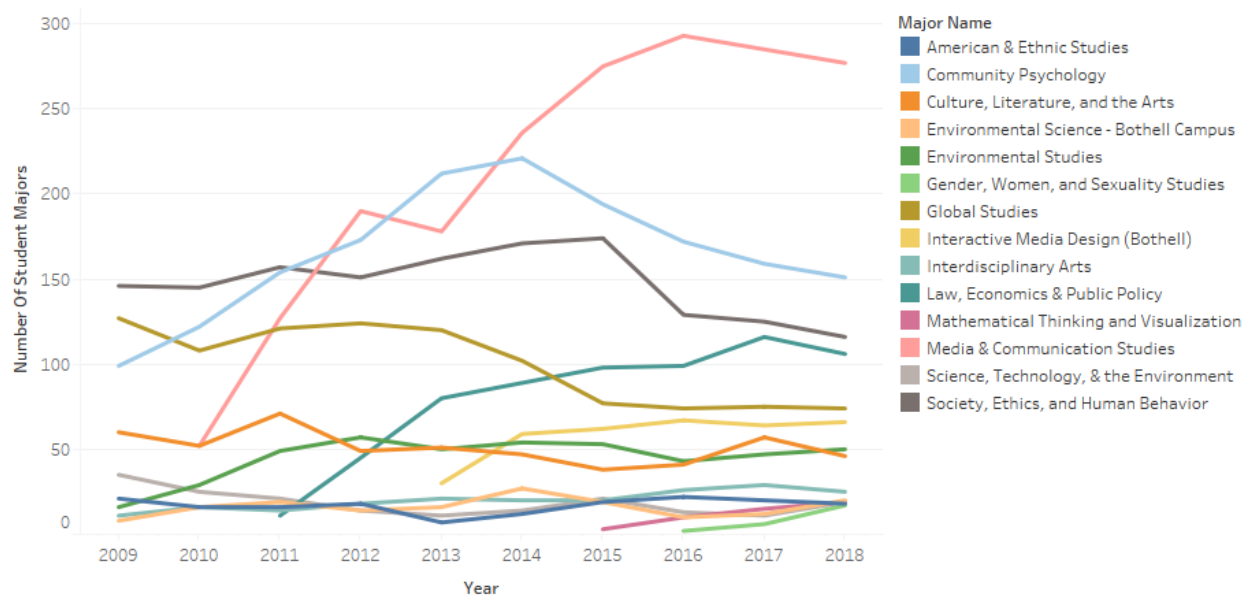
IAS Undergraduate Major Headcount

Major Name	2009	2012	2013	2014	2015	2016	2017	2018
American & Ethnic Studies	21	18	7	12	19	22	20	18
Community Psychology	99	173	212	221	194	172	159	151
Culture, Literature, and th..	60	49	51	47	38	41	57	46
Environmental Science - B..	8	14	16	27	19	10	12	20
Environmental Studies	16	57	50	54	53	43	47	50
Gender, Women, and Sexu..						2	6	17
Global Studies	127	124	120	102	77	74	75	74
Interactive Media Design ..			30	59	62	67	64	66
Interdisciplinary Arts	11	18	21	20	20	26	29	25
Law, Economics & Public P..		45	80	89	98	99	116	106
Mathematical Thinking an..					3	10	15	19
Media & Communication S..		190	178	236	275	293	285	277
Science, Technology, & th..	35	14	11	14	21	13	11	19
Society, Ethics, and Huma..	146	151	162	171	174	129	125	116

Appendix D-4: IAS Curriculum and Major Requirements

IAS Undergraduate Curriculum Summary

An unofficial summary, for internal reference only, of IAS undergrad curricular structure as of Autumn 2019 — RF Jan 2019

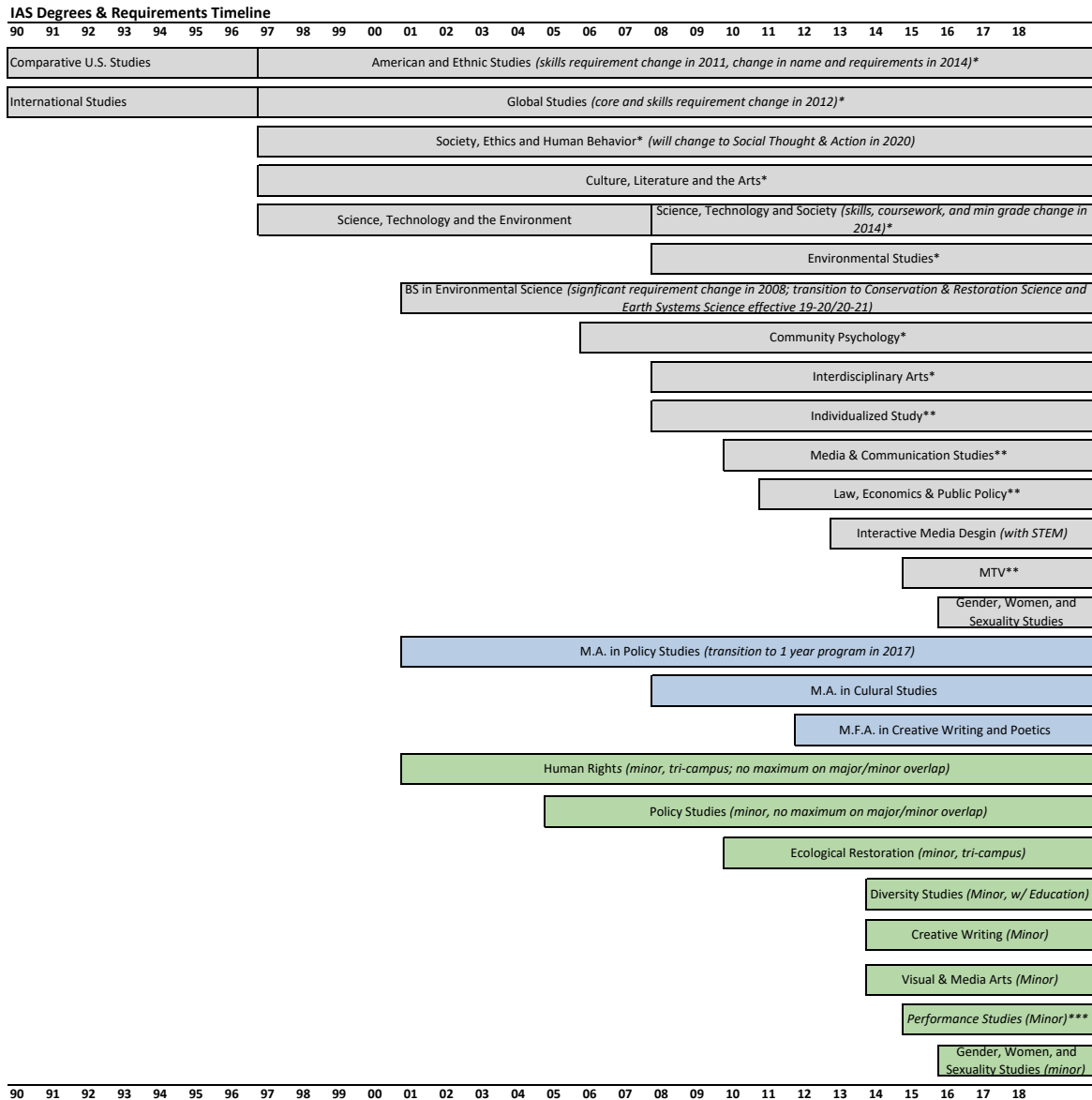|	AES	CP	CLA	Env. Studies	GWSS	GST	Indiv. St.	LEPP	MCS	MTV	STS	SEB	Env. Sci.	IMD**	RF Jan 2019
University Reqs (not covered by major reqs)	180 credits minimum														IMD students are not required to meet IAS Admission Requirements
Admission to all IAS undergrad degrees requires:	3 credits Diversity general education requirement; intermediate algebra (High School or college, no credit); 2 years of the same foreign language in high school or 10 credits through 102 of the same language in college; 5 credits quantitative and symbolic reasoning; 10 credits English composition														
Degree-specific prerequisite credits	0	0	0	15	0	0	Proposal Approved	0	10	0	10	15	0	45	20
Major/School Requirements	AES (BA)	CP (BA)	CLA (BA)	Env. Studies (BA)	GWSS (BA)	GST (BA)	Indiv. St. (BA)	LEPP (BA)	MCS (BA)	MTV (BA)	STS (BA)	SEB (BA)	Env. Sci. (BS)	IMD** (BA)	20
	15 credits in Visual, Literary & Performing Arts (VLPA), 15 in Individuals & Societies (I&S), 15 in Natural World (NW)*														
Learning Objectives Link	AES Objectives	CP Objectives	CLA Objectives	Env Studies Objectives	GWSS Objectives	GST Objectives	IA Objectives	LEPP Objectives	MCS Objectives	MTV Objectives	STS Objectives	SEB Objectives	Env Sci Learning Objectives	IMD Objectives	
Program core	BIS 300: Introduction to Interdisciplinary Inquiry (5 credits)														n/a
Degree core	BISAES 305	BISCP 343	One of BISCLA 318, 380, 384	BIS 243, BES 301 or BIS 312, BES 312 or BIS 390, 5 cr econ, 5cr env ethics	BISGWS 301	BISGST 303	6 credits BIS 399; rest depends on individual	BISIA 319	BISLEP 301, 302	BISMCS 333	BIS 209, 232, 315	BISSTS 307	One of BISSEB 304, 331, 333, 331, 333, 359	BES 301, 303, 312, BIS 315, 342 (27 credits)	55 credits from two 1-year studio sequences
Additional courses required for degree	BIS 312 or 340	BIS 312 and 315	35	10 credits pathway core	BISGWS 302 or 303	5 cr of skills courses	15 credits of art workshops	BIS 315 and 5 more skills credits	35 credits, in 3 categories	25 credits in two categories	BES 301, BIS 315, and BIS 312 OR 340	One of BIS 312, 315, 410	Plus 10-credit REN capstone or inde-pendent research		20 Credits of Upper Division Electives
Degree elective credits	30 credits in 3 categories	25	20 in 4 categories		30	30	20	20 in 2 categories			25 credits in 2 categories	30	40, structured by pathway		
Additional IAS credits	20		0			20					15	20	0		
Program capstone	BIS 499: portfolio capstone (3 credits, min grade 2.5)														n/a
IPR (credit overlaps)	Overlapping with the credits listed above, students must complete 5 credits of IPR coursework														n/a

*In order to graduate, IAS students must complete a total of 25 credits in each Area of Knowledge (VLPA, I&S and NW). A minimum of 48 Upper Division (300-400 level) credits must be completed as part of the credits applied to an IAS major.

**Degree is Jointly Administered between IAS and the School of Science, Technology, Enginering, and Mathematics (STEM)

Appendix D-5: IAS Degrees Timeline

IAS Degrees & Requirements Timeline

90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18

- Comparative U.S. Studies → American and Ethnic Studies *(skills requirement change in 2011, change in name and requirements in 2014)**
- International Studies → Global Studies *(core and skills requirement change in 2012)**
- Society, Ethics and Human Behavior* *(will change to Social Thought & Action in 2020)*
- Culture, Literature and the Arts*
- Science, Technology and the Environment → Science, Technology and Society *(skills, coursework, and min grade change in 2014)**
- Environmental Studies*
- BS in Environmental Science *(signficant requirement change in 2008; transition to Conservation & Restoration Science and Earth Systems Science effective 19-20/20-21)*
- Community Psychology*
- Interdisciplinary Arts*
- Individualized Study**
- Media & Communication Studies**
- Law, Economics & Public Policy**
- Interactive Media Desgin *(with STEM)*
- MTV**
- Gender, Women, and Sexuality Studies
- M.A. in Policy Studies *(transition to 1 year program in 2017)*
- M.A. in Culural Studies
- M.F.A. in Creative Writing and Poetics
- Human Rights *(minor, tri-campus; no maximum on major/minor overlap)*
- Policy Studies *(minor, no maximum on major/minor overlap)*
- Ecological Restoration *(minor, tri-campus)*
- Diversity Studies *(Minor, w/ Education)*
- Creative Writing *(Minor)*
- Visual & Media Arts *(Minor)*
- *Performance Studies (Minor)****
- Gender, Women, and Sexuality Studies *(minor)*

90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18

*Converted from Option to Major in Aut 2010

**Converted from Option to Major in Win 2014

***Approved, but not yet lauched

~Changes retroactivaly applied to students admitted earlier and courses completed earlier than effective date with a petition

Appendix D-6: IAS Degree Portfolio

Portfolio Guidelines and Sample Portfolios

All students in Interdisciplinary Arts & Sciences build a learning and professional portfolio as part of the core curriculum. The portfolio process helps students to become self-directed and self-motivated learners during their time at UW Bothell. It encourages students to reflect on what they have learned and done, the connections they have made among courses and assignments, and how their academic accomplishments can contribute to their future goals. IAS portfolios are built through UW Google Sites.

The portfolio process begins when students take BIS 300 Interdisciplinary Inquiry. In BIS 300, students are introduced to the five core IAS learning objectives and complete a course portfolio that models and launches a process that culminates in the IAS Capstone Portfolio. Other Interdisciplinary Arts & Sciences (IAS) courses offer opportunities for students to assess their learning and develop their portfolios. After the completion of each quarter, students should archive all of their work on their portfolio site. Students will also benefit greatly from taking the 2-credit course, BIS 399 Portfolio Reflection, at a midpoint in their degree.

All of the undergraduate degrees housed in IAS conclude with BIS 499 Portfolio Capstone. Taken within the student's final two quarters, this 3-credit course allows students to complete their undergraduate Capstone Portfolio. These portfolios include framing essays and evidence of learning based in work completed during the degree. The portfolio provides the capstone to students' learning in IAS, while also preparing them to communicate persuasively about their learning and abilities with future audiences of potential employers, friends and family, or graduate school admissions committees.

Note: Students admitted to an IAS degree program prior to Autumn 2010 may complete BES 464, BIS 403, BIS 490, or BIS 492 in the place of BIS 499 Portfolio Capstone. If you choose this option, you will create your IAS Capstone Portfolio in that course.

*Non-textual assignments can be difficult to retain, but they can be extremely valuable. Students may be able to have Campus Media videotape their performance and request a copy. Other students may take digital photos of a group poster or installation. Assignments on web discussion boards and other web-based media should be archived before the course ends.

	Introduces the Portfolio Process	**Opportunities to Develop your Portfolio**	**Portfolio Completion**
Course Title	• BIS 300 Interdisciplinary Inquiry	• BIS 399 Portfolio Reflection • QSSA- *Quarterly Student Self-Assessment* (Word Doc)	• BIS 499 Portfolio Capstone

Appendix D-7: <u>IAS Learning Objectives</u>

IAS Learning Objectives

Undergraduate students in all majors within Interdisciplinary Arts & Sciences (IAS) focus on five core learning objectives: collaboration and shared leadership; critical and creative thinking; diversity and equity; interdisciplinary research and inquiry; writing and communication.

Collaboration and Shared Leadership

IAS students develop their collaboration and shared leadership abilities by learning to work with others to identify dimensions of a project, generate and refine ideas, follow through on the consequences of collective decisions, and pursue specific tasks without losing a sense of the whole. As part of this process, they learn to assess and draw on group members' diverse histories, strengths, and potential contributions. They develop skills in listening, mediating conflict, playing different roles, and reflecting on the outcomes of collaborative work. Students learn different ways of managing groups, communicating effectively and respectfully across differences, and reflecting critically and creatively on collaboration processes.

Critical and Creative Thinking

IAS students develop their critical and creative thinking abilities by learning how to identify assumptions, and to work out how those assumptions inform results. They assess multiple perspectives, with an eye to understanding why and how they differ, and developing the capacity to engage in controversy productively. Students learn to identify central questions or concerns informing other work, and to develop their own work with an awareness of their own social positions and clear animating questions. Students develop a range of skills in interpretation, analysis, argumentation, application, synthesis, evaluation, and reflection.

Diversity and Equity

IAS students develop their ability to live and work within and across diverse communities composed of multiple intersecting identities. Learning from the lived experiences, creative expressions and intellectual perspectives of historically-marginalized groups, students recognize and name historical and cultural relationships between power, knowledge, and difference. They develop the confidence and skills needed to transform unequal relations of power ethically and self-reflexively in order to foster greater equity.

Interdisciplinary Research and Inquiry

IAS students develop their ability to assess and conduct interdisciplinary research by engaging with and across multiple areas of knowledge and kinds of inquiry. They learn to think critically and creatively as they develop research questions, pursue them with appropriate sources and methods, and present results in a form suited to their purpose and intended audience. In this process, they learn to position their own work in relation to other research literatures and methods of inquiry, and in relation to relevant debates and diverse social contexts.

Writing and Communication

IAS students develop their writing and communication abilities by advancing an awareness of the interconnected relationships between purpose, audience, author and context. They learn to communicate

their purposes effectively to diverse audiences through writing, presentations, and other media, and to use a range of evidence, both qualitative and quantitative, to develop ideas and support claims in ways that best serve their needs. As part of this process, they develop the ability to indicate clearly and self-reflexively the ways their specific acts of communication relate to the work of others.

Appendix D-8: Interdisciplinary Practice and Reflection (IPR) courses

Interdisciplinary Practice and Reflection (IPR)

The Interdisciplinary Practice and Reflection (IPR) requirement ensures that all IAS students complete at least one course that requires an advanced research, creative, or experiential learning project before they graduate. IAS courses meeting this requirement are low-enrollment and high-impact. They typically involve close engagement with a faculty member and assume prior study in the area. These courses allow students to complete a project that draws on their academic interests and furthers their life ambitions. The project might be a seminar paper in a particular area of study; an academic internship in a relevant field; a service-learning project that builds on the student's academic work; a study abroad opportunity; an art and media project or production. Courses that satisfy the IPR requirement ask students to reflect on the value, challenges, and effectiveness of their work in relation to their undergraduate education as a whole.

List of courses that satisfy the IPR requirement*

- BIS 403 Washington, D.C. Seminar on Human Rights
- BIS 438 Prevention and Promotion
- BIS 483 Community Organizing
- BIS 480 International Study Abroad
- BIS 490 Advanced Seminar
- BIS 492 Senior Thesis (10 credits)
- BIS 494 Task Force
- BIS 495 Internship
- BIS 496 Community Service Project
- BIS 497 Political Internship in State Government
- BIS 498 Undergraduate Research
- BISCP 489 Projects in Community Psychology
- BISIA 410 Advanced Creative Writing Workshop
- BISIA 440 Advanced Visual and Media Arts Workshop
- BISIA 450 Image and Imagination
- BISIA 483 Advanced Arts Workshop
- BISIA 484 Arts Learning in the Community
- BISMCS 402 Community Media Practice
- BISMCS 472 Advanced Media Production Workshop
- BES 462/3/4 Restoration Ecology Capstone (10 credits)
- BES 498 Independent Research in Environmental Science
- BISSKL 400 Policy Journal Editorial Board
- BISIA 401 Literary Journal Editorial Board
- BISSKL 402 Peer Facilitation
- B IMD 495 Interaction Design Studio
- Any Graduate Course Offered in IAS

*All IAS students must complete at least 5 credits of IPR. This requirement can be satisfied by one 5-credit course or multiple lower-credit courses. Students should talk with faculty members in their major and consult their degree webpages as they decide which of the courses listed above fit best with their academic training and life goals. Because artifacts produced in these courses are ideal for inclusion in students' capstone portfolios, the IPR requirement should be satisfied prior to BIS 499. Many of the courses listed above have prerequisites, applications processes, priority registration for specific majors, or other requirements for enrollment. Please check the IAS website and course catalog for details.

Appendix D-9: IAS Policy on the Use of Student Evaluations of Teaching in IAS Faculty Review Processes

Approved October 2, 2018

Drafted by Colin Danby, Martha Groom, Dave Stokes (Personnel Committee), Mira Shimabukuro, Wadiya Udell (Diversity Committee), and Bruce Burgett (Dean), in consultation with the IAS Diversity Committee, who first proposed the document's creation

Overview

The purpose of this document is to make explicit IAS practices with regard to the use of student quantitative and qualitative evaluations of teaching in faculty review processes described in the UW Faculty Code. These processes include merit review, reappointment, promotion and tenure, and retention. The document applies to all full-time and part-time faculty ranks.

How Are Student Evaluations Used at the UW and IAS?

The UW Faculty Code requires at least one set of teaching evaluations each academic year and the inclusion of those evaluations in promotion and tenure dossiers. IAS requires faculty members to provide an opportunity for anonymous student evaluation in all courses taught, to submit a complete set of evaluations from one course for merit and complete sets from all courses for renewal and promotion, and that faculty members reflect on these evaluations in their narratives about teaching in all review processes. IAS expects faculty members to address any dominant patterns or themes that appear in those evaluations, and engage with constructive feedback to reflect and modify their teaching.

IAS emphasizes that a narrative reflection is the core of any dossier for reappointment or promotion. We ask colleagues to discuss (a) what they are aiming to accomplish in their teaching, (b) how they work to do that – what specific pedagogies they are using (c) what evidence they use to assess teaching effectiveness and, more generally, how their students engage with the course content. Colleagues are encouraged to develop rich and course-tailored sets of evidence (assignments, activities, etc), and to discuss how that evidence bears on course goals and, if appropriate, how they modify teaching in response. This is especially important in a School that includes a very wide range of pedagogies and content areas.

Student Evaluations Indicate Student Perceptions

IAS recognizes that student evaluations are highly subjective, and should never be treated in a decontextualized or uncritical manner. They report student perceptions and satisfaction at one moment in time. Current scholarship indicates that they do not accurately reflect student learning or teaching effectiveness. However, they can provide useful data that allows faculty members to reflect on their teaching and to alter their future practice. For these reasons, it is important always to position any reference to or discussion of student evaluations within the context of other data sources, including peer observations of teaching, instructor self-reflection, syllabi, and/or student work.

Bias in Student Evaluations

A variety of studies have shown that student evaluations may be biased against under- represented faculty (egs. Women, faculty of color, LGBTQ faculty). While this is not true of every individual case, pervasive

patterns of bias exist. This bias sometimes takes the form of insults, abusive comments and ad hominem attacks expressed in racist or misogynist terms. This manifestation of bias adds an extra emotional burden for colleagues who are put in the position of having to experience this material and to pass it on in their dossiers.

IAS Practices with Regard to the Use of Student Evaluations

In order to take into account the factors above, IAS does not use student evaluations of teaching to draw conclusions about any faculty member's teaching effectiveness without considering other sources of evidence (peer observations, syllabi, lesson plans, assignments, samples of student work, etc.). This applies to faculty members who receive both "high" and "low" teaching evaluations scores. In order to ensure that we are consistent in this approach, we commit as a School to the following practices in our review of any faculty member's teaching:

(a) When we review teaching dossiers, we will begin by reading the faculty member's narrative reflections on their practice and use them as a guide to understanding of learning goals and pedagogical choices of the faculty member. We will consider the discussion of what kinds of evidence are appropriate, and only then move to the evidence.

(b) While we ask colleagues to address substantial patterns of concern that emerge in student feedback, we do not expect them to address abusive or demeaning comments. However, faculty should feel free to call these out as such in their narrative reflections.

(c) We ask all IAS faculty to engage in thorough reflection on our teaching, and examine assumptions in their evaluations, regardless of whether they have received "high" or "low" quantitative scores and "positive" or "negative" comments. We ask that we resist any temptation to jump straight to student evaluations, or to use either the numbers or the student comments as *self-evident*.

Appendix E-1: Diversity Plan (IASDP)

Diversity Plan

In 2015, School of Interdisciplinary Arts & Sciences (IAS) faculty approved the following school-wide Diversity Plan focusing on the areas of Curriculum, Recruitment, Retention, Climate, and Community Engagement. While some of this plan needs re-assessment given shifting roles on campus, it continues to guide the work that we do.

Revised per IAS faculty feedback
May 28, 2015

Developed by IAS Diversity Committee: Julie Shayne (co-chair), Lauren Lichty (co-chair), S. Charusheela, Yolanda Padilla, Minda Martin, Miriam Bartha, and David Goldstein.

Working Definition of Diversity: Diversity is defined herein as individual and institutional actions taken to counteract relations of power and difference historically characterized by the social exclusion, marginalization, and oppression of one group and the unearned privilege and overvaluation of another. Diversity is fluid in that the status and representation of groups shifts over time and context. In our current moment, this includes, but is not limited to, race, sex, gender identity, socioeconomic status, ethnicity, sexual orientation, age, disability, nationality, visa/documentation status, religion, and military status.

Statement of Principles: Our definition extends anti-bias frameworks and recognizes that identities are intersectional, complex, and multiply determined. We seek to redistribute opportunities and resources to foster equity and social justice. As we operationalize, enact, and assess this plan, we are guided by the following critical questions:

Who does diversity exclude? Does our diversity work foster a shared sense of responsibility in our commitment to advancing social justice? Do we promote inclusive, diverse participation in knowledge production both in and out of the classroom? And does our diversity work contribute to a community engaged university?

Implementation and Assessment: Each committee within IAS is responsible for implementing and reporting alignment with this Diversity Plan (additional details below). Committees will submit an annual report on the alignment of their practices with IAS's stated goal to ensure that we collectively address diversity in priority areas as highlighted in this plan. Reports will be submitted to the Dean or Dean designate and distributed to the entire faculty via the IAS online hub.

Priority Areas

The IAS Diversity committee has identified five target areas that merit explicit attention.

- RECRUITMENT: Faculty, staff, student (UG/G)
- RETENTION: Faculty, staff, student (UG/G)
- CLIMATE: Lived experience of faculty, staff, student (UG/G)
- CURRICULUM: Content, delivery
- COMMUNITY ENGAGEMENT: Partnership development

Action Items

Overarching (impacting all priority areas)

Year 1

Develop model language for diversity (social justice, power, anti-oppression, intersectionality, global diversity).
Implementation: Diversity Committee Propose, Faculty Approve

Revise IAS mission and learning objectives to more accurately reflect diversity work and priorities.
Implementation: Diversity Committee Propose, Faculty Approve

Collaborate with the UWB Office of Community-based Learning and Research and others to ensure that our community partnerships enact and enlarge the values of diversity, access, and equity, promote reciprocal benefits for our community partners, and support our commitment to social justice.
Implementation: Individual Faculty engaged in CBLR

Incorporate diversity priorities, practices, and assessment into all IAS committees (majors, search, personnel, curriculum, admissions, school council).
Implementation: See below, Committee Chairs

Create liaison position(s) between IAS faculty, committees, school council, IAS dean, UWB Director of Diversity, and Diversity Council to oversee the implementation and initial assessment of the diversity strategy for up to two years as needed. Compensation for this work will be determined by the Dean and Diversity Committee and could include course release(s), depending on existing service load of the successful applicant.

Implementation of this plan requires ongoing investment across all IAS committees and faculty across all ranks. This person (or persons) will support each committee's efforts to design and assess their own process for implementing, sustainable practices, and ongoing reporting. In addition, the Liaison will attend to the accessibility of diversity trainings and resources to support and hold all faculty, from contingent faculty to full professors, accountable for implementing practices that effectively engage diversity in alignment with this plan.
Implementation: Diversity Committee in concert with Dean

Generate rubrics and measures to demonstrate progress and achievement of all goals as described herein for the search, mentoring, school council, curricular, personnel, and graduate admissions committees.
Implementation: Liaison works with all relevant committees and groups to develop plan, implement, and assess.

Year 2

Implement & evaluate accountability and reporting process whereby search, mentoring, school council, curricular, personnel, and graduate admissions committees report on their practices and priorities annually to the Diversity Committee.
Implementation: Committees report to Liaison, Liaison reports to Dean and Diversity Committee

Recruitment & Retention

Year 1

Faculty

Strengthen job ad language.
Implementation: Diversity Committee Propose, Faculty Approve

Mandate diversity statements as part of application package.
Implementation: Diversity Committee Propose, Faculty Approve

Mandate that all search committee members receive diversity training.
Implementation: Diversity Committee Propose, Faculty Approve, Special Liaison to VCAA for Faculty diversity and Development

Create search chair/committee hand book.
Implementation: Dean or dean designate

Request all search committees incorporate a discussion of the contribution to diversity in their committee recommendation.
Implementation: Search Committee Chairs

Commit to hiring a diverse faculty that is reflective of our student body and addresses current (2015) imbalance of diversity among IAS faculty.
Implementation: All IAS faculty

Incorporate diversity as a category in merit/promotion assessment.
Implementation: Personnel Committee and all Promotion and Tenure Committee Chairs

Invest in funds for diversity-related research and collaborations.
Implementation: iDISCO, Dean or Dean designate

Staff
Create and **mandate** diversity training for all staff to be implemented by UWB Diversity Office.
Implementation: Director of Diversity, Dean, and Managers

Commit to hiring a diverse staff that is reflective of our student body.
Implementation: Director of Diversity, Dean, and Managers

Graduate Students
Incorporate rubrics and diversity as a category in admissions and funding award selection.
Implementation: Associate Dean for Curriculum and Graduate Program Directors

Invest in funds for diversity-related research and collaborations.
Implementation: Director of Graduate Studies at UWB & IAS Dean

Curriculum

Year 1

Mandate strong diversity statement language for all syllabi.
Implementation: Diversity Committee and all Faculty

Incorporate specific diversity-related learning objectives into degrees and committees.
Implementation: CAWG Coordinators, Associate Dean for Curriculum

Incorporate diversity learning in curriculum assessment /course evaluation.
Implementation: Assessment Committee, Associate Dean for Curriculum

Year 2

Invest resources in faculty and curriculum development for evaluating and expanding diversity capacity across IAS (including developing skills, evaluating current practices, etc). This should include examining how diversity conversations are showing up and advancing across levels of our curriculum (e.g., intro to advanced courses) with consideration of student and faculty readiness and processes. This one time investment is intended to enhance our coverage of diversity, oppression, and social justice across IAS courses by gauging redundancies, identifying excellence in pedagogy, and providing scaffolded learning opportunities for students. Suggest use of re-allocated I-DISCO/CAWG enhancement funds to support intentional in-depth examination of curricular activities across curricular areas.
Implementation: Diversity Committee proposing, CAWG coordinators, outside support, and Dean or Dean designate

Collaborate with TLC to fund and implement an on-going structured Diversity Fellowship similar to CBLR Fellows program.
Implementation: Diversity Liaison and Director of TLC

Climate & Retention

Year 1

Create visible space for tracking and publicizing diversity-related IAS resources and activities.
Implementation: IAS Communications Manager

Develop feedback loops for faculty, staff, students to communicate their lived experiences to the diversity committee (includes parties reporting to committee and committee reporting back). This may include a quarterly meeting with a student ambassador, anonymous feedback drop sites, etc. Liaison will work with students, faculty, and staff to determine feedback strategies.
Implementation: Diversity Committee and Liaison

Create IAS Diversity and Social Justice Award to recognize IAS faculty and students contributions to diversity to be announced at Diversity Office campus event.
Implementation: Diversity Committee

Ongoing

Advocate for the establishment and full resourcing of a Diversity Center.
Implementation: Diversity Committee Propose, IAS faculty support

Commit to hiring a diverse faculty that is reflective of our student body and addresses current (2015) imbalance of diversity among IAS faculty.
Implementation: Hiring committee chairs, Dean, IAS faculty

Commit to hiring a diverse staff that is reflective of our student body.
Implementation: Managers and Dean

Collaborate with administration to **create** and **mandate** ongoing training on diversity, microaggressions, sexual harassment, and student mentoring for all faculty and staff (to be completed every 3 years).
Implementation: UWB Diversity Office

Recommendations to Diversity Council

Develop with TLC an on-going structured Diversity Fellowship similar to CBLR Fellows program.

Mandate ongoing training on diversity, microaggressions, sexual harassment, and mentoring marginalized students for all faculty and staff (to be completed every 3 years).

Train students to engage diversity at a college level (in and out of the classroom).

Create School Specific Diversity and Social Justice Award to recognize each school's faculty, staff, and student contributions to diversity to be announced at Diversity Office campus event. Nominations should come from within school.

UWB Diversity & Social Justice Award for faculty, staff, and students.

Appendix E-2: IAS Diversity Plan Status Report, 2018

School of Interdisciplinary Arts and Sciences
IAS Diversity Plan Status Report
September 2018
Prepared by Mira Shimabukuro
IAS Associate Dean for Diversity and Equity

Summary:

In IAS, we understand diversity work as individual and institutional actions taken to counteract relations of power and difference historically characterized by the social exclusion, marginalization, and oppression of one group and the unearned privilege and overvaluation of another. Recognizing that identities are intersectional, complex, and multiply determined, we see diversity as fluid in that the status and representation of groups shifts over time and context. In our current moment, this includes, but is not limited to, race, sex, gender identity, socioeconomic status, ethnicity, sexual orientation, age, disability, nationality, visa/documentation status, religion, and military status.

These principles and definitions were first named and codified as such in 2015, when a school-wide Diversity Plan (IASDP) was written and approved by IAS voting faculty. This plan focused on five areas: *Recruitment, Retention, Curriculum, Climate, and Community Engagement*.

What follows is a status report on the 2015 IASDP. To be sure, there are aspects of diversity, equity and inclusion related to IAS that are not included in this report, as this update responds solely to the plan written in 2015. In other words, if it was not addressed in the IASDP, then it is not addressed below.

Under the IASDP, to date, we have

- revised our Mission, Values and Goals as well as our school-wide undergraduate learning objectives to integrate principles of Diversity and Equity as defined above;
- directed resources to fund a new Associate Dean position focused on Diversity and Equity in the school; and
- offered numerous professional development opportunities to our faculty and staff related to equity and social justice in the classroom and face-to-face student interactions;
- revised our faculty and staff search/hiring processes to attend for potential bias; and
- collectively advocated for students, working with campus partners in response to bias/hate incidents on campus.

To continue the work, we are currently

- revising the learning objectives of each of our undergraduate majors to better align with our new "Diversity and Equity" learning objective;
- exploring ways to integrate diversity and equity commitments into our promotion and tenure processes;
- looking for ways to account for bias against diversity curriculum and marginalized identities in student evaluations of faculty; and
- developing stronger partnerships across campus to further our diversity goals.

Specifics:

All the following has been done since the IAS Diversity Plan was approved in Spring 2015:

Overarching/Coordination

Spring 2015: IAS passes comprehensive Diversity Plan. *Note: To date, IAS is the only unit on campus with its own diversity plan.*

Summer 2015: Mira Shimabukuro appointed as Diversity Plan Coordinator, a position initially resourced with two course releases 2015-2016. After significant changes in campus climate following the 2016 election, compensation was raised to three course releases.

Spring 2017: IAS Diversity Committee proposes a new Associate Dean for Diversity and Equity to replace the Coordinator position. The primary objective of the new Associate Dean position would be to "enhance the capacity of IAS to recognize and challenge unequal relations of power and privilege in order to foster a more inclusive educational environment that enables students, staff, and faculty members to learn, teach and work together across positionalities and towards more equitable practices in scholarship, pedagogy, service and community engagement." The position would be funded equivalent to the other Associate Dean positions. IAS approves.

Spring 2017: Mira Shimabukuro appointed as Interim Associate Dean for Diversity and Equity.

Spring 2018: Mira Shimabukuro appointed as Associate Dean for Diversity and Equity (ADDE) and agrees to serve through Summer 2020.

Summers 2015, 2016, 2017, 2018: Annual Work Plans based on the overall Diversity Plan, written for the unit by the Plan Coordinator (2015, 2016) or the Associate Dean for Diversity and Equity (2017) in consultation with the Dean.

Spring 2016: New Diversity and Equity Undergraduate Learning Objective approved by IAS faculty.

Fall 2016: IAS Mission, Values, Goals revised and approved by IAS faculty to reflect diversity, equity and inclusion commitments.

Recruitment & Retention

As one of our major categories, faculty and staff **recruitment** and **retention** is an area we continue to direct energies towards. One of our commitments outlined in our 2015 plan is to commit to hiring a faculty that better reflects the composition of our student body. At the time our plan was written, the disproportion showed up greatest in the area of race/ethnicity:[4] In 2015, the 42% of IAS students identified as people of color,[5] while only 25% of our FT faculty and 23% of our permanent staff did.[6]

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[4] In 2015, our students identified as 39% "male"/61% "female," while faculty identified as 42% "male"/58% "female." In 2017, both students and faculty in IAS identified as 42% "male"/58% "female."

[5] "People of color" here refers to the given categories of "Pacific Islander," "Hispanic," "Black," and "Asian." Other categories used for faculty: "White," "Declined to Respond," "Unknown."
https://bitools.uw.edu/#/views/AcademicPersonnelDemographicTrends/FacultyDemographicTrends?:iid=1

[6] Relevant categories/terms we have available based on student self-reporting are as follows: Race/Ethnicity, Underrepresented Minorities (URM), Sex, Pell Eligibility, First Generation to attend and First Generation to graduate, and Veteran Status. Of these

While we have made some progress in towards our stated commitment in the plan, we know we still have work to do. Here are changes we have made since 2015:

Faculty positions

Recruitment

1. **Job ads**—for both FT and PT positions—have been strengthened to attract more diverse pools of candidates, including language on IAS commitments:

   > Our school-wide Mission, Values, and Goals commit us to engaged scholarship, experiential learning and transformative pedagogy relevant to the diverse student populations and communities we serve. We recognize, reflect on, and challenge unequal relations of power and privilege in our curriculum, scholarship and community partnerships. As part of a public university, we seek to build an inclusive and just community of students, faculty, and staff.

2. **Tracking where job ads are posted** is now part of our standardized process for all FT faculty positions.

3. **Diversity Statements** are now required of all faculty candidates on how their commitment to diversity (as conceived in IAS) shows up in their teaching, service, scholarship and/or research.

4. **Anti-Bias Trainings** are now required for all search committees to attend (whereas IAS used to only require committee chairs to attend).

5. **Evaluation Rubrics** are now collectively created by the search committee after the anti-bias training and before the first round of applications are reviewed. These rubrics are reviewed by the Dean and ADDE who offer feedback and subsequently shared with the IAS voting faculty before campus visits begin.

6. **Check-in points** between search chairs, the Dean and the ADDE are now scheduled with each narrowing of the pool in order to discuss process and the emerging diversity of the pool.

7. **Faculty Search Process Handbook** has been revised, and continues to be revised annually after reflection with the previous year's search chairs, with more attention to potential areas that bias might appear.

8. **Enacted hiring commitments:** As a result of these anti-bias practices, recent hiring has begun to shift the **overall composition** of full-time faculty from **25% people of color** (in 2015) **to 35% people of color** (in 2017)[7] in alignment with school priorities to better reflect

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categories, we currently only have access to faculty demographic data on Race/Ethnicity and Sex. While the Diversity Committee is continuing to explore options to gather data on the other categories to measure representation efforts mandated by the IASDP, we know there are other important measures of identity outlined in the IASDP. We do not, however, have access to student data on gender identity, sexual orientation, disability, documentation status, or religion. The goal as outlined in the Plan was to work towards better reflecting our student population.

[7] Precise faculty numbers from https://bitools.uw.edu/#/views/AcademicPersonnelDemographicTrends/FacultyDemographicTrends?:iid=1:

- **2015-2016**: 73.6% "White," 7.5% "Hispanic," 5.7% "Black," 11.3% "Asian" and 1.9% "Declined to Respond"
- **2017-2018:** Official numbers are not yet listed. These are based on counted estimates.

and serve our student population, which in 2017 was **54% International and US-Based people of color.** [8]

Retention

9. **Informal support networks** for FT womxn faculty of color have been established.

10. **Increase in research/travel funding** for all full-time faculty, from $1500/biennium to $3000/biennium

11. **Created an internal faculty evaluation policy** to address the tension between the required use of students' evaluations of faculty, IAS social justice and pedagogical commitments, and current research on both the potential bias and ineffectiveness of such assessment tools for good teaching.

12. **Created stronger retention packages** for faculty of color by working with UW's Office for Faculty Advancement.

13. **Establishment of New Faculty Institute** (as of Fall 2018) to better mentor/on-board our new FT faculty. The NFI is modeled after IAS' formerly successful program, Program for Interdisciplinary Pedagogy (PIP).

On-Going Recruitment and Retention work as mandated by the 2015 IAS Diversity Plan:

- Continue hiring commitments as dictated by plan.

- Formally incorporate diversity work into merit/promotion assessments

- Invest in funds for Diversity-related research and collaborations

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[8] Student numbers are from University of Washington, 2018, [Diversity Profile and Trends] UW Profiles, retrieved from https://uwprofiles.uw.edu/. Note that the categories of race/ethnicity identities for faculty and students differ.

Recruitment

14. **Staff Search Process Handbook** has been created that documents the following shifts in practice, with specific attention to potential areas that bias might appear.

15. **Job descriptions and job ad language** have been strengthened through descriptions that integrate the operational and institutional values of diversity and equity.

16. **Researching, expanding, and tracking where job ads and announcements are posted** is now part of our standardized process for all permanent positions.

17. **Evaluation Rubrics** are now collectively created by the search committee after before the first round of applications are reviewed. These rubrics are reviewed by the Dean and ADDE who offer feedback.

18. **Check-in points** between search chairs, the Dean and the ADDE are now scheduled with each narrowing of the pool in order to discuss process and the emerging diversity of the pool.

19. **Enacting hiring commitments**: As a result of these anti-bias practices, recent hiring has shifted the **overall composition of the staff from 23% to 46% staff of color**, in alignment with school priorities to better reflect and serve our student population.

Retention

20. **Training**, in the form of diversity and anti-bias training for search committee members, and a **Staff Diversity Retreat,** initiated by staff, held in Fall 2017 focusing on foundational understandings of equity and interpersonal communication, facilitated by Norma Timbang and Scott Winn.

On-Going Work as mandated by the IASDP:

- Work with emerging UWB Diversity Office and Interim Chief Diversity Officer on additional diversity trainings for staff

- Partnering with the UWB Campus Diversity Council to create broader networks of support for staff, students and faculty of color

NOTE: In terms of **retention**, there is advocacy work we now need to do *beyond* IAS and UWB. We lost one staff of color in 2017 and three faculty of color in 2018, all three of whom took part in exit interviews before they left IAS, so we have some feedback about their departures. The rising cost of living in Seattle, and IAS/UW's inability to offer any kind of housing support (faculty housing options, lower mortgage rates, down payment support, etc.) played a large role in these faculty deciding to either "go on the market" and/or leave. If we cannot offer retention packages that can more adequately address this issue combined with the large student debt many of our newest, junior faculty carry, we will continue to struggle to retain our staff and faculty of color, especially those who are nationally competitive. This will be even more so for those who are parents, as many choose to live within the more expensive city limits of Seattle, so they can ensure their children can attend more diverse schools.

Curriculum

IAS Syllabi: The IAS Diversity Plan asks that we "mandate" all IAS syllabi include diversity statement language. We currently require IAS syllabi to have such a statement, with the following language *recommended* as one possibility on our syllabus template:

> ***Respect for Diversity***
> *Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. In IAS and at UW Bothell, students are expected to:*
>> *respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status.*
>> *engage respectfully in discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.*
> *Students seeking support around these issues can find more information and resources at http://www.uwb.edu/diversity.*

Undergraduate Learning Objective: In 2015, we approved a new undergraduate Learning Objective labeled "Diversity and Equity, "which follows:

> *IAS students develop their ability to live and work within and across diverse communities composed of multiple intersecting identities. Learning from the lived experiences, creative expressions and intellectual perspectives of historically-marginalized groups, students recognize and name historical and cultural relationships between power, knowledge, and difference. They develop the confidence and skills needed to transform unequal relations of power ethically and self-reflexively in order to foster greater equity.*

Major Learning Objectives: After the above undergraduate-wide learning objective was approved, we asked each of the CAWGS to re-examine the learning objectives for their majors, and update them as needed to reflect the addition of the D&E learning objectives. In most cases, anecdotal feedback has suggested that this process provided a forum for the involved CAWGS to re-assess their respective focuses. All but three (IA, MTV, ES) are now complete.

Initial Assessment of Diversity and Equity Learning Objective (DE LO): As will be reported in the IAS Assessment Report 2018, this first assessment of the DE LO (conducted in June 2018) resulted in scores that are seemingly "disheartening." Almost half of the 33 portfolios assessed indicated "little to no awareness of difference/power relations" and "little to no discussion of a need for power transformation." However, while this assessment provides some feedback, we should take it with a grain of salt for a few reasons:

1) This school-wide, undergraduate Learning Objective has only been in place for three years and it's possible that it is simply too early to measure how well we are achieving this objective. For example, we have not yet completed revising all of the Learning Objectives of all our undergraduate majors, so the degree to which this LO is "showing up" in student experiences is bound to be uneven.

2) The sample is small, and it is self-selective, with portfolio forms varying across different instructors and sections. For example, some instructors encourage students to combine LO

discussions, while others allow students to focus only on the ones that seem the most meaningful to them. (This point circles back to other conversations within IAS as to whether assessment is best done via our capstone portfolios.)

3) The number of majors represented across the 33 portfolios reviewed are unevenly distributed making it difficult to assess the overall success of the learning objective across the entire IAS curriculum.

Given the above, while we can discuss the data produced from the 2018 assessment, we should also discuss and develop alternative forms of assessment if we are to more adequately measure how well we are meeting this objective.

On-going Curriculum work mandated by the IASDP:

- Explore better ways to assess and attend to the Diversity & Equity Learning Objective across the IAS curriculum

- Explore ways to integrate diversity learning into course evaluations

Climate

Many climate concerns within IAS intersect with student, staff and faculty recruitment and retention, and with concerns about curriculum, especially when one is referring to climate within the school (among our staff, in our classrooms, in meetings, etc.) versus on the campus as a whole. As such, in the beginning, the Diversity Plan Coordinator made a conscious choice to direct much energy towards these areas knowing that the long-term impact would be felt in the climate of IAS as a unit.

But two important challenges are worth noting when it comes to climate, especially on the campus as a whole: 1) The 2016 presidential election, resulting in the election of someone who ran on a platform antithetical to the values and commitments outline in the IASDP; and 2) The instability of and lack of resources available for campus diversity leadership from 2015-2017.

With the hiring of a Diversity Center director and a new interim Chief Diversity Officer over the past academic year, though, we have started to see more movement in these areas, so things are looking up (somewhat up, that is). Even without partnerships we could count on, we have worked internally to respond to emerging crises related to both the broader socio-political climate and specific hate incidents, including

- **Establishing a communication protocol** regarding such incidents in order to more effectively communicate between the Chief Diversity Office, the Dean, the ADDE, the IAS Diversity Committee and the unit at large;

- **Creating guidance documents** for our faculty to help their pedagogical choices following potential hate incidents on campus; and

- **Creating three toolkits** on the HUB on supporting minoritized students: Immigrants, Trans & Genderqueer, and Victim-Survivors of Sexual and Relationship Violence.

- Adjusting--sometimes over the course of 24 hours--topics for **professional development workshops** (see below) to relate to the emerging socio-political climate after the 2016 Presidential election.

For IAS Faculty & Staff

1. *April 2016:* "UndocuAdvocacy," facilitated by Social Justice Organizer, Alejandra Perez, and Assistant Director of Student Engagement and Activities, Leah Shelton.

2. *January 2017*: "Supporting Our Students and Ourselves in the Current Political Moment" led by IAS faculty members, Mira Shimabukuro and Janelle Silva.

3. *September 2017*: All School Retreat on *Teaching in the Current Moment*, with a variety of faculty-led workshops including "Facilitating Class Discussions When Potential for Conflict is High" and "Facilitating Inclusive Discussions in Multilingual Classrooms."

4. *October 2017*: "Undocumented and Underserved," facilitated by UWB/IAS alum, Alejandra Pérez and IAS student, Daniela Murguia

For IAS Faculty only

5. *April 2017*: Two Workshops on Anti-Racist Writing Assessment, led by UWT's Director of Writing, Asao Inoue

6. *January 2018*: "Responding to Multilingual Writing," led by IAS faculty members, Kris Kellejian and Deirdre Vinyard

For IAS Staff only

7. *pre-2016:* IAS provided release time and funding (as needed and as available) for staff to participate in campus-wide, diversity-related trainings such as

   - "Supervising in a Diverse Workplace,"
   - Safe Zone
   - UndocuAdvocacy
   - Trainings on Microaggressions

   Also, staff were provided release time for campus and UW-wide events such as

   - Annual, one-day UWB Diversity Conference
   - Black Lives Matter Teach-In
   - UW Diversity Blueprint and Action Plan forum
   - UWB Diversity Plan forum
   - GO-MAP Departmental Diversity Committee

8. *November 2016*: IAS Staff Diversity Training facilitated by UWB Diversity Director, Terryl Ross. This training was proposed by staff and informed by staff surveys, responding to the IASDP mandate that staff training be designed, in part, based on what staff wanted it to look like.

9. *October 2017*: One-day Diversity and Equity retreat facilitated by Norma Timbang and Scott Winn. This retreat was also proposed by staff, led by two academic advisors, Jessica Trenkamp and Emily Batlan, and was designed in consultation between the

facilitators and a staff committee. The day focused on Leading with a Racial Equity Lens and Interpersonal Communication & Relationships.

As mandated by the Plan, we have also **created more visible space** on our public-facing website and faculty/staff facing "HUB" to publicize, track, and archive diversity-related IAS resources, activities, and programming. For example, what follows below is just a *sampling* from the past two academic years which gives a sense of the type of IAS-sponsored programming open to the entire campus that could be categorized as "diversity programming":

- *September 2015:* Annual event celebrating creative practitioners working across media, "Fall Convergence with Nathaniel Mackey"

- *October 2015:* One-day multidisciplinary conference on "Community Research and Action in the West Conference: Breaking Boundaries through Community Engaged Social Justice Work"

- *November 2015:* The IAS Distinguished Speaker Lecture with Alicia Schmidt Camacho, "Defending Human Mobility: Lessons from the North American Migratory Circuit"

- *January 2016:* Symposium "Affect & Audience in the Digital Age: Translational Poetics." Included public performance shaped by participants.

- *January 2016:* Talk with Rodrigo Toscana, "From the Convergence Zone"

- *February 2016:* Talk by IAS faculty S. Charusheela, "Sexing Economy"

- *March 2016:* Presentation by IAS faculty Kari Lerum, "Why the U.S. still needs Sex Slaves: Homeland Security, Amnesty International, & the Battle over Sex Work Decriminalization"

- *March 2016:* "Cambodian Son Film Screening and Discussion" with producer and incoming IAS faculty Anida Yoeu Ali and director Masahiro Sugano.

- *May 2016:* "The Situation: A Screening and a Poetics Talk with Claudia Rankine"

- *October 2016:* "Use and Usufruct: An Evening with Fred Moten and Stefano Harney"

- *December 2016:* "Reconstructing Resistance: Fighting White Nationalism and Racism" with Kate Boyd and Cristien Storm

- *February 2017:* "Islamophobia: A Threat to All," lecture by Dalia Mogahed

- *March 2017:* "Critical Acts: Decoding Art and Performance," forum and discussion about artmaking, power, and representation with Jade Power Sotomayor, Thea Quiray Tagle and Anida Yoeu Ali.

- *October 2017*: Talk by IAS Faculty Naomi Bragin, "Black Power of Hip Hop Dance: On Kin-ethic Politics"

- *November 2017*: Talk by IAS Faculty, Sarah Dowling, "Making Queer Family in the Shadow of Indian Child Removal"

- *January 2018*: Talk by Indira Allegra, "Intervention: Tension as Creative Material"

- *January 2018:* "(De)Colonial Walk" Performance-Lecture by and Conversation with Minoosh Zomorodinia

- *February 2018*: Talk by Colin Wahl, Environmental Scientist with the Tulalip Tribes, "Tribal Communities – Climate Change, Adaptation, and Resistance"

- *February 2018*: Talk by Solicitor General, Noah Purcell on the President's Travel Ban

- *April 2018*: Critical Acts Artist-in-Residence: Avery Young, "da skin off my blk"

- *April 2018*: Panel with IAS Faculty Members, micha cardenas, Dan Berger and Lee Ann Wang with Seattle University Professor, Dean Spade, "Transformative Justice: Safety without Prisons"

- *April 2018*: Talk by IAS Distinguished Speaker, Laura Pulido, "Landscape, Power, and Popular Education"

- *May 2018:* Talk by IAS Faculty, Lee Ann Wang, "Proper Victim as Proper Police: Immigrant Injury as Settler Colonial Legal Fantasy"

- *May 2018:* Talk by guest speaker, Ibrahima Seck, "The Work of Museums in Remembering Slavery: A Conversation with Ibrahima Seck"

Community Engagement

The IAS Diversity Plan mandates that IAS "collaborate with the UWB Office of Community-based Learning and Research and others to ensure that our community partnerships enact and enlarge the values of diversity, access, and equity, promote reciprocal benefits for our community partners, and support our commitment to social justice." While this kind of explicit collaboration has yet to take place, IAS now has language embedded in its goals to better reflect this commitment:

> Original: *Build and sustain a rich network of partnerships with community mentors and educators through which our students link their classroom learning to their career goals and life ambitions.*

> Revised: ***Build and sustain partnerships with individuals, communities, and organizations that seek the socially-just and environmentally-sustainable development of the region and can help students link classroom learning to their career and life ambitions.***

Over the years, faculty in IAS have developed relationships with a wide-range of community organizations serving or representing historically-marginalized populations to facilitate engagement, outreach and service opportunities. Some examples include:

- *International Examiner*
- *La Raza del Noroeste*
- *Cocoon House*
- *Domestic Violence Services of Snohomish County*
- *Friends of Youth*
- *Full Life Care*
- *Jewish Family Service*
- *Korean Women's Association*
- *El Centro de la Raza*

- *Friends of Tostan*
- *Powerful Voices*
- *Seattle NOW*
- *Young Women Empowered*
- *Out in Front*
- *Community Alliance for Global Justice*

- *Ingersool Gender Center*
- *Washington Coalition for Parole*
- *Incarcerated Mothers Advocacy Project*
- *Black Prisoners Caucus, Clallam Bay*
- *Jewish Family Service*
- *Young Women Empowered*
- *Washington Physicians for Social Responsibility (WPSR)*
- *Inter*Im Community Development Association*
- *Bothell Municipal Court*
- *Community Initiatives for Visiting Immigrants in Confinement (CIVIC)*
- *Latino Educational Training Institute*
- *The Alice Gallery*

In addition, several of our faculty work with community organizations that do not explicitly serve or represent historically-marginalized populations, but via their partnerships with IAS faculty, are "enact[ing] and enlarge[ing] the values of diversity, equity and access." Partnerships with such organizations as the Burke Museum in Seattle and Feast Arts Center of Tacoma might fall under this category.

Moving forward, what remains unclear is what the proposed collaboration with the CBLR office would entail. It is also unclear whether this category includes international partnerships, of which there are many in IAS. As such, this is an area that should be discussed by the IAS Diversity Committee as they revise the plan.

* * *

This academic year (AY 2018-2019), the IAS Diversity Committee will review the above and set to work on revising/updating our school plan to better fit the current needs and conditions of the unit. This revision will be first done by the Diversity Committee, followed by a draft circulated among Faculty Council and then IAS faculty and staff for feedback. The goal is to have a new IASDP (IASDP 2.0, if you will) by the end of AY 2018-2019.

As we do so, we will continue to work with campus partners such as the Interim Chief Diversity Officer, the Campus Diversity Council, the Diversity Center and the interim leadership of both the TLC and of Undergraduate Education.

While we look forward to these partnerships as we continue the work both within the school and across campus, we also know the current "land-of-the-interims" status of UWB has made it challenging to collaborate on cross-campus initiatives as fully as we, as a unit, would like.

Appendix F: IAS Alumni Fact Sheet

IAS Alumni Fact Sheet

SNAPSHOT

- UW Bothell opened in 1990; first IAS students (3) graduate in 1991
- Since 1991, 6,684 IAS alumni (as of SUM '18)
- Original degree: B.A. in Liberal Studies with options in Comparative International Studies and Comparative U.S. Studies. Later options: American Studies; Culture, Literature & the Arts; Global Studies; Society, Ethics & Human Behavior; and Science, Technology & the Environment

DEMOGRAPHICS
- Undergraduate degrees: 6364
- Graduate degrees: 355
- Total alumni: 6,684
- Location: Based on active preferred addresses, over 90% of *all* UWB alumni live in Puget Sound area. *Specific data for IAS alumni not readily available.*

ALUMNI PER YEAR
(data through SUM '18)

Year	# Alumni	Year	# Alumni	Year	# Alumni	Year	# Alumni
1991	3	1998	141	2005	251	2012	348
1992	28	1999	123	2006	203	2013	445
1993	53	2000	138	2007	219	2014	495
1994	121	2001	147	2008	201	2015	395
1995	107	2002	173	2009	224	2016	544
1996	106	2003	236	2010	211	2017	560
1997	113	2004	221	2011	227	2018	487

DEGREES PER MAJOR/PROGRAM
(data through SPR '18)

# Degrees	Major/Program	Began
27	American Ethnic Studies	2014
240	American Studies	1997
564	Culture, Literature & the Arts	1997
759	Community Psychology	2006
102	Environmental Science	2001
193	Environmental Studies	2008
947	Global Studies	1997
4	Gender, Women & Sexuality Studies	2016
62	Interdisciplinary Arts	2008
102	Interactive Media Design	2013

# Degrees	Major/Program *(continued)*	Began
5	Individualized Study	2008
282	Law, Economics & Public Policy	2011
557	Liberal Studies: Comparative U.S. & Intl Studies	1990
769	Media & Communication Studies	2010
19	Mathematical Thinking & Visualization	2015
1677	Society, Ethics & Human Behavior	1997
183	Science, Technology & the Environment	1997
74	Science, Technology & Society	2008
234	M.A. in Policy Studies	2001
124	M.A. in Cultural Studies	2008
68	MFA in Creative Writing & Poetics	2012

6992   ** Degree no longer offered*

AGE/GIVING

Age	# Alumni	% Alumni	# Donors	% Giving
Under 23	104	2%	8	8%
23-30	2355	35%	241	10%
31-40	2006	30%	321	16%
41-50	1267	19%	204	16%
51-60	521	8%	136	26%
61-70	333	5%	108	32%
Over 70	88	1%	32	36%
Unknown	10	0%	2	20%
Totals	**6684**	**100%**	**1052**	**16%**

Donor development usually progresses along a continuum of engagement. For more information, see:
Donor Development Chart

PROGRAM DEVELOPMENT

2014   Summer   Alumni program launched, Lisa Olason becomes first IAS Alumni & Community Relations Manager (ACRM)

        Fall   ACRM begins outreach to alumni
Priya Frank hired as first IAS Associate Director of Advancement

2015   Winter   First IAS Mentor Chats hosted
Alumni focus groups hosted (grad and undergrad)
First Dean's email letter to new alumni sent (quarterly)
Alumni story becomes regular feature in new IAS e-newsletter, *Intersections*
Alumni stories regularly featured on IAS New blog

        Spring   UW Bothell 25ᵗʰ Anniversary; includes alumni events

	Summer	MAPS LinkedIn group established (for alumni and students)
	Fall	Graduate Alumni Ambassador program launched D.C. Alumni initiative launched; includes reunion (10/29/15) and new D.C. fund Priya Frank leaves
2016	Winter	MACS LinkedIn group established (for alumni and students)
	Spring	First two D.C. scholarships awarded IAS LinkedIn group established (for alumni and students) Victoria Sprang hired as IAS Associate Director of Advancement
	Summer	Alumni web pages revamped
	Fall	UW and UWB Campaign launched; alumni key donor audience (goal: $5 billion) Alan Wood Encore! Lecture; targeted alumni outreach
2017	Winter	IAS Advisory Board established (includes alumni)
	Spring	Hall of Alumni Excellence/Circle of Recognition launched (event and newsletter) Two D.C. scholarships awarded New alumni affinity program established (coasters distributed at capstone exhibitions, graduate conferences)
	Fall	Achieving Community & Civic Engagement (ACCE) initiative launched Advisory board commits to raising $25K for D.C. fund D.C. Alumni initiative sunsets Alumni stewardship policy and plan established
2018	Spring	Second Hall of Alumni Excellence/Circle of Recognition (event and newsletter) Seven D.C. scholarships awarded
	Fall	Early Grads/Liberal Studies campaign launched (2018-2020) Alumni profile posters piloted

OPPORTUNITIES

- Orient students to Alumni Stories for career ideas
- Orient students to Mentor Chats for networking and advice
- Tell students to join our social media networking groups (IAS, MACS, MAPS, MFA – alumni only)
- Tell pending graduates about our alumni web pages and calendar
- Connect alumni to ACRM for discovery

Appendix G: IAS Full Time Faculty

Full Time Faculty (73)

Professors (10)

Bruce Burgett
S. Charusheela
Colin Danby
Martha Groom
Jeanne Heuving
Dan Jacoby
Scott Kurashige
Rebecca Price
David Stokes
Linda Watts

Principal Lecturers (2)

Rebecca Aanerud
David Goldstein

Associate Professors (20)

Dan Berger
Shauna Carlisle
Johanna Crane
Karam Dana
Ben Gardner
Warren Gold
Susan Harewood
Ted Hiebert
Cinnamon Hillyard
Jin-Kyu Jung
Ron Krabill*
Kari Lerum
Santiago Lopez
Minda Martin
Joe Milutis
Keith Nitta
Janelle Silva
Eric Stewart
Wadiya Udell*
Camille Walsh

Senior Lecturers (10)

Jennifer Atkinson
Rebecca Brown
Deborah Caplow
Kristin Gustafson
Bruce Kochis
Alka Kurian
Julie Shayne*

Mira Shimabukuro
Robert Turner
Deirdre Vinyard

Assistant Professors (17)

Christian Anderson*
Lauren Berliner*
Amaranth Borsuk*
Naomi Bragin
Charlie Collins
Shannon Cram
Maryam Griffin
William Hartmann
Lauren Lichty*
Melanie Malone
Sara M. Maxwell
Yolanda Padilla
Margaret H. Redsteer
Adam Romero
Amoshaun Toft
Tate Twinam
Lee Ann Wang

Full-time Lecturers (14)

Anida Yoeu Ali*
Abraham Avnisan
Carrie Bodle*
Peter Brooks
Raissa DeSmet*
Silvia Ferreira
Kristine Kellejian
Amy Lambert
Jed Murr*
Alice Pedersen
Thea Quiray Tagle
Avery Shinneman
Masahiro Sugano
Min Tang

*Promoted for the upcoming academic year 2019-2020 (listed rank reflects current rank, 2018-19)

Appendix H: MFA Five-Year Review

<div align="center">

MFA in Creative Writing & Poetics
Five Year Review (Autumn 2018)

</div>

1. Overview

The MFA in Creative Writing & Poetics is in the School of Interdisciplinary Arts and Sciences of the University of Washington Bothell and is a self-sustaining program, fee-based program administered through Professional and Continuing Education (PCE). The UWB MFA program is distinguished from other MFA programs through its uniquely defined emphases on creative writing and poetics. Poetics is defined as an inquiry into why we write how we write, or more broadly, why we create how we create. While the emphasis is on creative writing, the degree program is defined through a corresponding emphasis on multi-media and cross-genre investigations.

      The intensive, cohort-based first year curriculum is organized through areas of inquiry rather than genres (poetry, fiction, non-fiction), creating an alternative to the vast majority of regional and national MFA programs, in which students are siloed within "poetry," "fiction," and "creative non-fiction," with an emphasis on learning the craft of their genre. The program asks students to consider the cultural, social and technological aspects of writing—addressing how their writing relates to a changing global and transnational context; to questions of gender, race, ethnicity, and sexuality; and to transforming media. In the second year, students pursue their thesis with a thesis advisor and second reader, and complete an individualized course of study. The second year can be pursued by students as a non-residency option, although most students prefer to do this work in close proximity to their thesis advisors, fellow students, and the university itself.

      In the first year of the 60-credit program, writing workshops are paired with poetics seminar. In their second year, students are required to create a 15-credit creative writing thesis, which includes a poetics statement, and to take 15 credits of electives.[9] While some students elect to develop their thesis within a specific genre, creating a fiction or poetry manuscript, for example, all students are expected to investigate more than one genre and media during their course of study.

2. Core Program Faculty

- Assistant Professor Amaranth Borsuk (Associate Director)
- Senior Artist-in-Residence Rebecca Brown
- Assistant Professor Sarah Dowling (departed January 2019 for an appointment at U of Toronto)
- Professor Jeanne Heuving (Founder and past Director)
- Associate Professor Ted Hiebert (Director)
- Associate Professor Joe Milutis

Affiliate Faculty:
- Artist-in-Residence Abraham Avnisan
- Full-Time Lecturer Carrie Bodle

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[9] Since the time of this report the MFA in Creative Writing & Poetics has begun a process of streamlining certain elements of the curriculum, with the aim of moving from a 60-credit program to 51. The intensive first-year of coursework will remain, as will the dedicated second-year of thesis work, which will be supplemented (in the new vision for the curriculum) by a thesis practicum rather than elective credits. The proposal is in final stages of approval with the UW Graduate School and we are hoping to implement these changes for the Autumn 2019 incoming cohort.

- Assistant Professor micha cárdenas (departed July 2018 for an appointment at UCSD)

3. Students

Students in the program come from a wide variety of backgrounds and enter the program with mixed preparedness. The program receives approximately 45 applications each year (though 2018 had a lower application count) and admits roughly 75% of applicants. Yield from admissions varies but has generally been around 40%. The program has a graduation rate of roughly 95% (higher than this if off-cycle completion is factored in). The following chart summarizes application and enrollment data since the inception of the program.

Year	Applications	Admits	Enrolls
2018	33	29	10
2017	45	34	11
2016	45	34	17
2015	44	36	15
2014	46	33	14
2013	42	34	15
2012	62	33	19

There are currently 11 students working on MFA theses (2 of whom are off-cycle but scheduled to graduate in 2019; 2 of whom will graduate most likely in 2020). There are 9 students enrolled in first-year courses, all of whom are on schedule at this point towards regular completion timelines. Student applications and enrollment have been an increasing challenge in recent years. The MFA Director and faculty are working with the Office of Graduate Studies and PCE to address this challenge.

In Summer 2018 the MFA program underwent its first self-assessment study (included with this report as an appendix) which assessed efficacy of the program through an examination of thesis work produced by program graduates. Two years worth of student theses were consulted and some recommendations about slight shifts in curriculum and administrative scaffolding were suggested (slated for implementation this year).

STUDENT ACCOMPLISHMENTS: We are exceptionally proud of the achievements of our graduates, who have gone on to PhD programs, publication, and community engagement. Several have held editorial positions at Essay Press, a close collaborator of the MFA program. Others have started their own publishing initiatives, contributed interviews and book reviews to established journals, and taken leadership positions at local presses and arts organizations. One of our primary goals is to build community into the program, encouraging students to connect with one another and with the broader literary and arts world. Their accomplishments are a testament to the success of these initiatives as well as to their own talents.

Some examples include (this list is not exhaustive):
- **Woogee Bae (2019):** Recent work in *P-QUEUE*, *Peach Mag*, *Small Po[r]tions* and elsewhere.
- **Sarah Baker (2015):** Co-founder, *Small Po[r]tions Journal* and Letter [r] Press. Video work exhibited at Northwest Film Forum.
- **Breka Blakeslee (2015):** Co-founder, *Small Po[r]tions Journal* and Letter [r] Press. Recent work in *Autodestruct.Online*, *The Offbeat*, *Golden Handcuffs Review*, and *Ink & Coda*.
- **Susan Brown (2014):** Artists' books exhibited at the University of Oxford's Bodeleian Libraries, 2017 Seattle Office of Arts and Culture Interruptions featured artist.

- **Margaret Chiavetta (2014):** *The Alchemist's Theorem* (2015)
- **Cristina Cortez (2018):** recipient of a 2018 Mineral School writer's residency.
- **Brent Michael Cox (2017)**: Ph.D. candidate in the Poetics program at SUNY Buffalo. Founder, Brightly Press.
- **Ellen Donnelly (2017)**: Recent solo exhibition, *Call Me Rabbit* at Actual Size (Los Angeles. Fiction in *Two Serious Ladies*. MFA candidate, Pratt Institute.
- **Lynarra Featherly (2015):** Recent reviews and interviews in *Tupelo Quarterly* and *The Conversant*. Co-founder, *Small Po[r]tions Journal* and Letter [r] Press.
- **Kelle Grace Gaddis (2014)**: *My Myths* (Yellow Chair Press, 2016)
- **Aimee Harrison (2014):** Co-founder, *Small Po[r]tions Journal* and Letter [r] Press.
- **Amanda Hurtado (2017):** Ph.D. candidate at CU Boulder. Recent work published in *Witness*. Artist's book exhibited at Life Lessons Garage (New York).
- **Corbin Louis (2017):** recipient of a 2018 Jack Straw writing fellowship. Recent work published in *Clamor*.
- **Colin MacArthur (2015):** English faculty, Seattle Central College. Past board member, Seattle City of Literature.
- **Nicole McCarthy (2017):** Recipient 2018 GAP Award, Seattle Artist Trust. Development Coordinator at Hugo House. Recent work in *Glass: a Journal of Poetry*, *The Shallow Ends*, *Ghost Proposal*, *Memoir Mixtapes*, Civil Coping Mechanism's *A Shadow Map* anthology, *The Offing*, *Redivider*, *FIVE:2:ONE Magazine*, and the *2018 Best American Experimental Writing* anthology.
- **Allison Morton (2017):** Recent work in *Dying Dahlia Review*, *Poetry Northwest*, *Peach Mag*, and *Sonder Review*. Video work exhibited at Northwest Film Forum. 2018 Next Stage Cohort, Seattle Abbey Arts.
- **Talena Lachelle Queen (2014):** Poet Laureate of Paterson, New Jersey. Founder of nonprofit Her Best Self, *a program of the National Black United Fund*, fostering leadership qualities in young women. Recent work in *Red May*, *Free As In Free*, *ANTHOLOGIES of The EXTRAORDINARY EVERYDAY*, and *Poets Unite*.
- **Katherine Seidemann (2014):** 2014 UWB Chancellor's Medal. Recent work in *Licton Springs Review*, *Clamor* and *Rogue Agent*.
- **Natalie Singer (2016):** Author *California Calling: A Self-Interrogation* (Hawthorne Books, 2018). *2017/2018 writer ambassador for On the Boards, a contemporary performing arts collective in Seattle*. Recently named to the 35 over 35 list. Workshops at Hugo House and UW Professional and Continuing Education.
- **Travis Sharp (2015):** Ph.D. candidate in the Poetics program at SUNY buffalo, author of the chapbook *Sinister Queer Agenda* (Above/Ground Press, 2018) and the artist's book *One Plus One is Two Ones* (Recreational Resources, 2018). Co-founder, *Small Po[r]tions Journal* and Letter [r] Press. Recent poems in *Columbia Poetry Review*, *The Bombay Gin*, *LIT*, *Puerto del Sol*, *Fact-Simile,* and elsewhere. Essays, interviews, and book reviews have appeared with *The Operating System, Entropy,* and *The Conversant*.
- **Christine Smith (2015)**: Co-founder RazorGirl Press.

4. Changes to the Program

CURRICULUM: The overall structure for the curriculum has stayed the same as originally proposed, with some shifts in emphasis, particularly in the second year:

Students take six required courses in the first year. Based on comments from External Reviewers, before the program had even gotten underway, we retitled two of the courses, although the overall trajectory and intent of the courses remained the same. The six required courses, a combination of creative writing workshops and poetics seminars, are now titled: BCWRIT 500 Writing Workshop: Between Prose and Poetry, BCWRT 501 Writing Workshop: Between Fact and Imagination, and BCWRIT 502 Writing Workshop: Processes of Thinking and Memory, BCWRIT 510 Poetics Seminar: Cultural Change and Writing; BCWRIT 511 Poetics Seminar: Writers' Research, and BCWRIT 512 Poetics Seminar: Art Technology, Practice. The two courses to have changed titles: are BCWRIT 511 and BCWRIT 512. Overall this sequence of courses has been well met by students and has initiated students to the MFA curriculum in its emphasis in areas of inquiry, multiple genres and art forms and thoughtful inquiry. Considerable work has gone into course and syllabus development (see MFA additional materials.)

The main change in curricular orientation has occurred in the second year, with respect to the three electives. The emphasis on the thesis, at 15 credits, comprising half the students' workload, has remained constant and has been supported by a new addition to the MFA of a salon culture.

Two basic emphases that were part of the initial plan were modified in light of our students' own predilections. The proposal states: that an important possibility for students is to "gain expertise in a separate subject area, including courses in education, environmental sciences, global studies, community psychology, human rights, computer software as well as an emphasis on education linking with UW Bothell's education department. While a few students have expanded through their electives into other areas, for the most part they have elected to take courses that fall within the purview of the subject areas of the MFA itself. While some students have taken existing courses in the Masters of Cultural Studies program (UWB) and the English Department (UWS), most students have availed themselves of three developed independent study tracks: BCWRIT 517 Teaching Practicum; BCWRIT 520 Internship, and BCWRIT 598 Directed Research. An important part of this curriculum is the creation of small independent study groups under the nomenclature of Directed Research, with faculty taking on 2-5 students at a time, and sometimes conducted as a group endeavor. These courses have varied from one focused on Kafka, to advanced poetics inquiry, to an art studio.

Another addition to the second-year curriculum has been the addition of evening salons, generally held twice per quarter, where up to four students per session present their work. Each student may present twice over the course of the academic year. Faculty are encouraged to attend, and usually three to five faculty are regularly in attendance. These salons are an important moment of socialization as well as instruction for students and creating a shared culture among faculty developing, since they are able to listen to each other's comments as working writers and artists. They are governed by the following philosophy:

> Salon presentations are reserved for MFA second year students for the purpose of presenting thesis work in progress to an attentively listening group of MFA faculty and students. These are excellent opportunities for reading your work publicly and for informal commentary. Salons are not workshops—but rather a place where thesis writers can air their work and engage in conversations about the thesis work they are undertaking. As part of their presentation, readers should feel free to indicate what kind of feedback they are looking for, either at the beginning or at the conclusion of their reading. That is, you might come prepared with a set of questions you wish to raise for discussion that will be helpful to you in working on your thesis or you might prefer just to see what kind of responses you receive with little or no introduction on your part. Salons encourage open and friendly discussion designed to support, provide helpful critique, and create direction for the thesis writer.

The MFA proposal calls for two large gatherings each year to involve, faculty, students, other writers and artists, and a larger community, titled the Fall Convergence and Spring Festival. Each of these have been reduced in scope from that specified in the MFA proposal as events lasting up to four days. The Fall Convergence, while sometimes stretching to 2.5 days is now regularly a 1-2 day event. The Spring Festival is a 1 day event, and is largely a graduation event for our thesis writers. All MFA students writing a thesis are invited to present their work. The event also includes one outside writer to provide a kind of benedictory reading. These are well attended events by family and friends, first year MFA students, and people who may wish to hear the benedictory reader.]

Much of the work on the curriculum has been involved in refining, developing, and operationalizing the initial plan. Important to this development has been an extensive MFA website https://www.uwb.edu/mfa that includes well-articulated learning objectives and replete information for students, including thesis instruction and requirements, people within the program (grad office, faculty, and students); recommended faculty readings for entering students, the curriculum, timelines, etc.

Throughout the initial years of the program, the MFA has reviewed and refined its learning objectives:

MFA Program Learning Objectives

- Develop creative work through a process that encourages exploration and discovery.
- Identify and activate poetics issues—why we write how we write—in relationship to your own writing and the larger field of creative writing and creative arts.
- Engage creative writing and creative arts as ethical, political, and aesthetic endeavors.
- Explore how new media changes the possibilities and environment for the production, reception, and dissemination of creative works.
- Inquire into the different forms that creative writing and creative arts might take in an interconnected, transnational society, especially in relationship to a diversity of cultures, languages, and peoples.
- Understand cultures and societies as dynamic constructs that enforce unevenly allotted orders of agency as well as enable differential vectors of power, as defined through gender, race, class, ethnicity, sexuality, age, abilities, and others.
- Become familiar with exemplary literary and art works and practices that center on the lived experience, creative and critical work of multiple peoples.
- Create an accomplished and integrated creative thesis and artist (or poetics) statement.

Finally, one change from the MFA proposal and current practices is the elimination of MFA non-resident faculty. While initially, we hired three non-resident thesis advisors—Tisa Bryant, Robert Gluck, and Carla Harryman—to serve students in their second year, we found that students, for the most part, preferred to work with the resident faculty. Also, as these faculty had not participated in the first year set of courses, there was a disconnect between faculty and students. One of the strengths of the MFA program as it has developed is the cohesion that has been created among faculty, the curriculum, and students.

BUDGET OR RESOURCES: The only resources for the MFA are students' tuition fees in a fee-based program. The tuition is the same for in-state and out-of-state students. We began with a tuition of $16,800 per year. Although we have been able to follow through on our commitment to not raising tuition once students have enrolled—keeping the same tuition for each cohort during their two-year program—we have steadily raised tuition for each entering cohort. For the incoming cohort in 2017, tuition was $20,495 excluding student fees. These charges largely reflect personnel and administration

increased costs as other program expenses (Fall Convergence, Spring Festival and invited writers) have remain fairly constant.

In the first year of operation, we received around 90 applications and created an initial cohort of 18 FTE, which we have not repeated. These numbers allowed us to garner a "profit" of around $43,000, of which 20 per cent was taken by the School of IAS; of the remaining funds 20 percent went to MACS, with the remainder to the MFA. This is the only year we earned a substantial profit, of which we have about $20,000 left. We have used this money for student travel grants and honorary scholarships, and occasionally for additional expenses for the Fall Convergence and Spring Festival.

Each year we designate up to two full tuition scholarships (sometimes divided into half scholarships) for entering students. These scholarships do not extend into the second year.

FACULTY LEADERSHIP / TEACHING: The MFA proposal calls for a "faculty coordinator." Within the first year of operation, Professor Jeanne Heuving initiated changing this title to "Director," to be commensurate not only with her duties but in step with other MFA programs. Her proposal was accepted by Vice Chancellor Susan Jeffords and Dean Bruce Burgett. This change was made in step with a shift in titles within IAS as previously Director Dean Burgett became Dean Burgett of the School of Interdisciplinary Arts and Sciences. The title of Director was also conferred to faculty leadership in the two other masters programs, Masters in Cultural Studies (MACS) and Masters in Policy Studies (MAPS). As of Winter 2018, Associate Professor Ted Hiebert is taking over the position of Director and Amaranth Borsuk, the position of Associate Director.

Three new faculty members were hired in a 2011 job search for a senior lecturer and / or senior artist-in-residence that garnered around 200 applications. From this pool, we hired Amaranth Borsuk, Sarah Dowling and Rebecca Brown (half-time.) In 2013 we reconvened this search for two tenure-track assistant professor positions. Borsuk and Dowling won these two tenure-track positions and will undergo tenure review within UWB in Fall 2018.

With the exception of the Senior-Artist-in Residence Rebecca Brown, whose cross over engagements in fiction, poetry, poetics, and multiple arts are a mainstay in the program, all other core MFA faculty are tenure-track or tenured: Assistant Professor Amaranth Borsuk, Assistant Professor Sarah Dowling (departing in 2019 for an appointment at the University of Toronto), Professor Jeanne Heuving, Associate Professor Ted Hiebert, and Associate Professor Joe Milutis. Other faculty in IAS have shown strong interest in the program and contribute to it by offering electives and sometimes attending salons, although none have directed a thesis: Senior Artists-in Residence Aeron Bergman and Alejandra Salinas (who as of Fall 2017 have left UWB for appointments at the Pacific Northwest College of the Arts in Portland,) Assistant Professor Micha Cardenas (departed July 2018 for an appointment at UCSD), and Lecturers Carrie Bodle and Abraham Avnisan.

This is an impressive group of faculty who all possess acumen and publications in the double commitments of the program: creative writing / art practice as well as poetics, broadly defined as a reflective or theoretical investigation into creative and writing practice. (Please see attached vitas.)

Initially, we hired three non-resident thesis advisors, which we jettisoned within the first years of the program, since our students largely preferred to work with resident MFA faculty. The demand and cost of working non-resident faculty into the program exceeded their overall benefit. As participants in the first years of the program, they, however, offered valuable perspectives and advice.

STAFF: The MFA has a broad reaching professional and salary staff network: IAS Deans, PCE managers and graphic designers; the IAS Graduate Office, consisting of a Director of Graduate Studies (Miriam Bartha), a Graduate Program Manager (previously Kate Osmond, currently Tamara "Coop" Cooper), an Events Planner (Lauresa Smith), a Communications Manager (Andrew Shinn), and MACS interns. All of the people in the Grad Office have broad responsibilities throughout IAS, so the total time devoted to the MFA is to be commensurate with one staff position. Initially in the MFA proposal, there was an assumption that the MFA would have its own program assistant, but this did not prevail, as the Graduate Office organized itself as an umbrella organization to service all three UWB graduate programs

as well as having specific duties within the undergraduate program. There have been several leadership changes during the past six years since the MFA has been in existence, including changing definitions of staff positions.

5. Progress of Program

The UWB MFA in Creative Writing & Poetics identified and possesses a unique place within a national set of MFA programs. Its dual emphasis on creative writing and poetics as well as its inquiry-based (not genre based) curriculum along with its multi-media and multi-art emphases have been attained. As noted in the curriculum section, its intention to provide students entry into secondary fields of expertise, including education, has not met with the same success. As such, its electives have tended to deepen and extend its basic curricular commitments. Through our Fall Convergences, our program has a national and international reputation. Extended papers from several participants from early Fall Convergences are forthcoming in a monograph co-edited by Jeanne Heuving, *Inciting Poetics: Thinking and Writing Poetry in an Expanded Field,* Recencies Series, University of New Mexico Press, 2019. (Please note the emphasis on poetry in this publication should not mislead persons to understand that the MFA program's emphasis on poetics is restricted to poetry, but rather the limitations of university press publications themselves. This book, however, which foregrounds its origin with the UWB MFA Fall Convergence includes many of the most renown practitioners in this field.) (See Supporting Documents for the Introduction and Table of Contents of this book.)

Several of our students have had considerable success with their publications, including publishing their thesis volumes with respected presses and placing their work in literary journals, and a few have entered Ph.D. programs with substantial tuition and stipend awards, while others have been finalists for prizes.

The UWB MFA curriculum, learning objectives, and invited guest artists and writers to the Fall Convergence and courses are proactive with respect to integrating minority points of view and issues directly into the curriculum.

In reading applications for the program, the admissions committee takes special care in admitting students whose application in some way earmarks their minority status, usually revealed in their statement of intent.

6. Challenges

MIXED COHORTS: One of the challenges of the limited number of applicants and therefore enrollments, is the highly mixed qualifications of our entering cohort. Faculty must teach to multiple levels in a curriculum that is challenging in itself, given its cross genre, cross art, and cross media commitments. These challenges have been met in part by creating careful trajectories and targeted teaching in its first year required courses, well thought through syllabuses and collaboration amongst faculty.

We have also found an uneven commitment to poetics within the cohorts, with some students immediately on board for the kind of critical thinking our program requires and others less certain of the importance of such a direction in their work. We have tried as a faculty to scaffold poetics into the curriculum in such a way as to introduce students and deepen their understanding of and engagement with poetics from quarter to quarter to mitigate this discrepancy and bring all students, or as many as possible, into the fold.

The cohort mix can lead to tensions within the group, similar to those experienced in most cohort-model programs. Since students spend an extensive amount of time together within the first year of the program (8 hours per week between their two classes, with additional time together at Salons and the Convergence), factions can develop, which can lead to troublesome group dynamics. MFA faculty have worked to build a stronger sense of allyship within the cohorts through the Salons and through their

classes, particularly building collaborative experiences into the winter quarter curriculum to strengthen the bond among members of the group.

RECRUITMENT AND ENROLLMENT: Although the MFA has largely met its enrollments (with the exception of 2017) and its budget, it is challenged by insufficient applications and enrollments. As already noted, the 2017-2018 entering cohort has only 11 FTE students, when in fact 15 minimally are needed to make the budget of this self-sustaining program. In the first year of operation, we received over 60 applications and created an initial cohort of 18 FTE.

After our first year of operations, our applications have hovered around 40+ and our enrolled FTE have averaged around 15-16. This year (2017-2018) we will likely not make our budget as we are down four students. While being down four students for one year in six might not be a crisis for most graduate programs, in a self-sustaining program such as ours this is serious business. Lack lustre enrollments are especially regrettable in our program, since we could amply make our budgets by admitting 16-18 students regularly, securing additional funds for scholarships. Since our first year curriculum is well designed through its six mandatory courses, whether we service 11 students or 18, our teaching costs remain the same.

While some concerted work has gone into recruiting students through advertising in key places, such as Seattle Arts and Lectures, *Poets and Writers* magazine, and the Association of Writing Programs (AWP) Conference Catalogue (as well as serving as a major sponsor in 2013 when AWP was in Seattle), clearly more work needs to be done here. While it may be that we will always receive fewer applications than some MFA programs due to the specialization of our degree program, we currently have an insufficient number of applications. For instance, the MFA proposal documented that in 2009, these other Washington State MFA programs received the following number of applications: UW Seattle, around 250; Eastern Washington University, around 120, and Western Washington 65-85, for their then MA, not MFA program.

While the MFA in its earlier years offered potential applicants considerable personable and direct communications, these have fallen off most recently, as noted in a PCE study of applicants. Our current cohort of students consists almost entirely, with the exception of two, of students from institutions with ample collegial relations with MFA faculty, students, and alumni.

THE JUGGERNAUT OF RECRUITMENT, FINANCIAL SUPPORT AND CAREER TRAINING: In many MFA programs teaching assistantships in composition are regularly offered to MFA grad students, providing them financial support and career training. Our MFA students have sometimes received positions on the UWB campus as writing tutors at the Writing and Communication Center (WACC), faculty research assistants on small projects, and in other capacities, but, for the most part, this work has made a small dent in their overall financial needs; moreover, this work is garnered by them only after they have already arrived on our campus as students, so has not figured into our recruitment needs.

Thus, with the exception of limited first year scholarships, the MFA has no sustained way of supporting its students. This has had an unfortunate impact on the MFA, which must compete with other MFA programs and their ability to offer both scholarships and teaching assistantships. Although we have received stellar applications from students who profess to give their highest priority to the MFA in Creative Writing & Poetics at UW Bothell, many have been offered full tuition and teaching assistantships elsewhere at, for instance, the University of Chicago, or in our own backyard, at Western Washington University. As such, every year we see many of our most stellar applicants go elsewhere.

While the UWB MFA in Creative Writing & Poetics is a nationally and internationally recognized MFA degree program, given its ambitious and innovative curriculum and its stellar faculty, it may be one of the few, if only MFA programs of its stature, not to provide its most competitive and / or deserving students with the standard package of tuition and teaching assistantship support. At many universities MFA grad students compete with Ph.D. English literature students for teaching assistantships in composition, and do regularly get these. As the Director and Founder of the MFA program Professor Jeanne Heuving notes: "It saddens me that on our campus in which the need for composition instruction is

so widespread and deep that we have not found a way to employ MFA students in this endeavor. I believe this failure not only hurts MFA students, both financially and in their career aspirations, but hurts the campus culture itself, not to mention the MFA degree program. Teaching is a multi-generational endeavor, and we need to engage with our own students, when appropriate, as potential teachers."

In order to discuss the possibilities and limitations of the intertwined relationships between recruitment, financial support, and career training, early in December 2017 Vice Chancellor Susan Jeffords, Director of the MFA Jeanne Heuving, IAS Dean Bruce Burgett, and IAS Associate Dean Rebecca Aanerud met. This was the second such meeting, as previously Jeffords, Aanerud, and Heuving had met on the same subject. Below is a summary of the findings brought up at these meetings and in subsequent emails from Rebecca Aanerud.

FINDINGS ON TEACHING: The MFA is constrained by union rules that require that any graduate student at the UW serving as a teaching assistant must also be given full tuition. (Indeed, students receiving full scholarship for the first year alone could technically qualify to be a teaching assistant in their first year, but training teaching assistants for one-year appointments is not really viable.) MFA students, however, could qualify to teach as part-time lecturers, but in order to do so, would minimally need a MA degree on entering, or a PhD. While several of our students do arrive with prior MA degrees, and considerable teaching and other professional experience, we would need to put a system in place by which to hire them, preferably at the time of their application to the MFA or once they are here. While UWB and IAS are trying to cut-down on part-time lecturers, nonetheless, part-time lecturers are slated to make up 10 per cent of the teaching load. Certainly, an argument could be made that some small fraction of this designated teaching load should go to support qualified MFA students, for whom teaching at UWB is not only a way to support themselves as students but to gain career training.

There are two categories of hiring that offer easier paths and are within union rules and under union contract: reader / grader and tutor. Paid at the hourly wage, these positions, at 19.5 hours per week, at best, provide for half of students' tuition costs, to say nothing of their living costs. Rebecca Aanerud has earmarked these categories as the most likely ways to employ MFA students, and has remarked in a December 12, 2017 email: " . . . these are both titles covered by the union contract. They offer an hourly wage. It seems plausible, assuming we have a reliable suite of large lecture classes [within IAS] that we could prioritize some number of sections for MFA students to serve as Reader/Grader or Tutor."

At our meeting and in subsequent emails, not all of the possibilities were explored, named, or entirely filled out. I conclude with several of them: 1) the difference that summer quarter may make with respect to the union rules specified above. 2) MFA students' unique ability to teach BISIA 207 Introduction to Creative Writing: Words, Stories, and Dialogues. This course is designed as a cross genre course and our MFA students receive advanced training in cross genre work. In this way they are uniquely competitive as part-time instructors. 3) The possibility of serving as research assistants for MFA faculty. 4) The possibility of establishing with the Writing Center or other campus entities a limited number of positions to be available to MFA students in applying to the program. 5) The possibility of offering a certificate program for grad students in either teaching composition or ESL. (Students could use their three electives (15 credits) in the MFA program to earn this certificate, presumably in their second year, when they usually take their electives, although they could utilize their electives earlier to gain this training, and thereby be eligible for college teaching. This training could lead to teaching as part-time lecturers for those already having a MA degree or post MFA teaching. 6) The possibility of our students getting training in composition / ESL instruction through UW Seattle English Department or other programs.

7. Goals

The MFA has been a highly successful program and needs to make sure that now beyond its "honeymoon" stage the many excellent directions and practices it has established do not suffer from

faculty burn out or lack of attention or care on the part of the multiple parties that have led to its success: PCE, IAS Administration, IAS Grad Office, and MFA Faculty.

The MFA needs to secure a greater number of applications and to review its recruitment strategies. In hosting notable events and writers, more should be made of these to maximize its reputation and insure more applications.

Additional student funding needs to be created.

Greater understanding and development of the value of an MFA degree needs to occur, both with respect to the degree itself and its relationship to potential careers for our students. On one level, the reality of MFA degrees as enabling creativity and a life-time of artistic engagement that do not always lead directly to well-funded careers in closely related fields needs to be clarified. On another level, thoughtful help to our students in creating sustaining career directions that can draw on their MFA degree need to be developed. On one level, we simply do not know what careers our students have created for themselves—five years out, as opposed to one year out. In short, we need better data. On another level, attention needs to be placed on what careers our students might likely enter into—and how to help them with this transition. Clearly teaching at different levels is one obvious career area in which we can be more proactive, in K-12 as well as college levels, since they would bring to the classroom the instruction they have received within the MFA in creative writing and creative arts. Then, as our proposal notes, movement into PR and human relations fields are also good pathways.

MFA in Creative Writing & Poetics
Self-Assessment Summer 2018

Purpose

The MFA in Creative Writing & Poetics is a thesis-based program: its learning objectives and curriculum are structured to support the development of a substantive and original creative project, accompanied by an articulation of formal, political, conceptual, aesthetic, and/or cultural context in relation to the project.

To understand how and to what degree the MFA is succeeding in supporting these objectives, and to inform and develop thesis advisors in their roles as mentors and supervisors for graduate students, a subcommittee of the MFA Curriculum Area Working Group (CAWG) undertook a review of completed thesis projects, based on a sampling from 2 consecutive graduate cohorts (2014 cohort [graduated 2016] and 2015 cohort [graduated 2017]).

Materials Reviewed

The subcommittee attempted a comprehensive review of theses from 2 complete cohorts of students: the 2014 cohort (most of whom graduated in 2016) and the 2015 cohort (most of whom graduated in 2017). The theses were accessed through the UW ResearchWorks Archive and the UW Library. One thesis was unavailable due to student-requested embargoes on public accessibility. Several others were misfiled in the system, but findable to the persistent. One was unfindable. Two students in the 2015 cohort have not yet submitted theses and were therefore not included in the review. In total 24 theses were reviewed (totaling over 2,600 pages of creative work, and over 250 pages of theoretical/contextualizing statements).

> *Recommendation: The review process revealed some inconsistencies in how MFA theses are archived in the ResearchWorks Archive (the central repository of MFA theses: https://digital.lib.washington.edu/researchworks/handle/1773/27320) and the UW Library Database (where some theses not listed in the other archive were found: http://www.lib.washington.edu/) which would be useful to address moving forward.*

Process

The review committee used the following questions as guidelines for developing this self-assessment:

What do we want to learn from our review of student thesis work?

- Thick description of actual creative production;
- Identify strengths/weaknesses, where learning objectives and sub-objectives are evidenced in greater or lesser degree;
- Significant trends/patterns/questions.

Preliminary questions

- What strengths are we seeing across thesis work?
- What weaknesses are we seeing?

- In what ways are theses aligned with/demonstrative of our learning objectives?
- In what ways are they divergent from our learning objectives?
- How might these insights inform the articulation of learning objectives, curriculum, pedagogy or advising?

The review committee—consisting of Miriam Bartha, Amaranth Borsuk, and Ted Hiebert—held a series of online conversations (through email) followed by an in-person meeting to discuss and review the thesis archive. The assessment matrix was compiled by Miriam Bartha, with consultation by the other committee members.

The matrix used a synthesis of existing learning objectives to articulate two central areas for focused discussion and review, as follows:

1. **Creative practice (performative knowledge)**

   - Ability to develop creative work that evidences processes of exploration and discovery
   - Ability to activate poetics issues—why we write how we write—in relationship to their own writing and the larger field of creative writing and creative arts.

2. **Poetics (performative and critical/reflective knowledge)**

   - Ability to situate artistic process/practice with regard to poetics issue—the contexts, influences, and choices informing the production and reception of their work.
   - Ability to identify and activate poetics issues in relationship to their own writing and the larger field of creative writing and creative arts.

The (sub-) learning objectives below were used as guides to articulate different ways that poetics issues might manifest in the work and relationship to it:

- Understand cultures and societies as dynamic constructs that enforce unevenly allotted orders of agency as well as enable differential vectors of power, as defined through gender, race, class, ethnicity, sexuality, age, abilities, and others.
- Evidence familiarity with exemplary literary and art works and practices that center on the lived experience, creative and critical work of multiple peoples.
- Engage creative writing and creative arts as ethical, political, and aesthetic endeavors.
- Explore how new media changes the possibilities and environment for the production, reception, and dissemination of creative works.
- Inquire into the different forms that creative writing and creative arts might take in an interconnected, transnational society, especially in relationship to a diversity of cultures, languages, and peoples.

Observations & Recommendations

Area 1: Creative Practice

- **Ability to develop creative work that evidences processes of exploration and discovery**. Theses evidenced original and sustained creative vision and, in almost all instances, a well-resolved finished work. The sampling of theses was notable for the

range of forms and genres, including many students engaging in hybrid and cross-genre work. Many theses revealed deeply personal and relational accounts of lived experience, and embodied forms of reflection and experimentation. Taken as a whole, the archive clearly demonstrates a successful ability to develop creative work that evidences processes of exploration and discovery.

- **Ability to activate poetics issues—why we write how we write—in relationship to their own writing and the larger field of creative writing and creative arts.** There was some variation in the extent to which poetics was activated in the creative portions of theses. However, most theses evidenced a clear and sustained style, attentiveness to form, and consideration of genre or cross-genre conventions. Most theses included reflective elements that revealed a sense of audience-awareness and the communicative challenge of writing.

Recommendations:
- *The committee noted that the creative element of theses was very strong overall. Because projects are so deeply individualized, so are weaknesses. This reinforces the importance of individualized mentoring at the faculty level and collective mentoring at the Salons. Recommend noting this for regular discussion in Autumn quarter faculty meetings.*
- *Revise language in learning objectives and other program representations to surface and further emphasize the embodied, individualized and expressive nature of the thesis (and the program).*

Area 2: Poetics

- **Ability to situate artistic process/practice with regard to poetics issue—the contexts, influences, and choices informing the production and reception of their work.** There was significant variation in the extent to which poetics statements addressed larger context issues of poetics and external influences to the creative process. Most addressed, to some extent, the personal choices informing the production of the creative work and autobiographical elements related to the question of form and creation.

- **Ability to identify and activate poetics issues in relationship to their own writing and the larger field of creative writing and creative arts.** Most poetics statements successfully articulated the relationship between personal process and the creative work, helping to surface the intellectual and emotional depth of the work. There was some variation in terms of how thoroughly these articulations addressed the larger fields of creative writing and the arts. The review revealed (in ways that might be seen either as challenges or opportunities) that poetics can be just as individualized as the creative portions of theses. However, some additional norming around expectations for poetics statements may be useful.

Recommendations:
- *Develop additional faculty norms around expectations for poetics statements and ways of messaging these expectations to students.*
- *Revise language in learning objectives to emphasize poetics as a way to establish a relationship with one's own practice.*

General Observations & Recommendations

Self-Assessment. The review process was helpful in assessing strengths of the program and articulating areas where program objectives can be collectively reinforced. A final faculty meeting in Spring of each year (following the Spring festival) might be considered as a moment for a smaller self-assessment of graduating students that year. It might also be useful to consider implementing a thesis summary sheet to be completed by the Thesis Advisor and Second Reader, articulating some of the central themes and successes of the finished work. Such a summary sheet would make future Self-Assessments much easier to conduct.

Learning Objectives. Learning objectives for the program can probably be consolidated somewhat to further emphasize the importance of thesis work. Current learning objectives articulate well the overall program goals, but could reinforce expectations for a finished thesis and a developed poetics statement. Consider adding a learning objective related to building creative community through workshops, salons, and peer review.

Mentoring & Expectations for Students. The program relies heavily on mentoring and clearly does an excellent job of supporting students in their creative work. Some additional conversation would be useful (at the faculty level) about expectations and norms regarding poetics statements. Adding a link to archived theses as a reference for current students would be helpful, especially if a selection of "excellent examples" could be listed to demonstrate different strategies and approaches to the poetics component (student permission would have to be obtained).

Professionalization. A side conversation of the review committee considered professionalization as a possible avenue worth continuing to explore in support of the relationship between creative work and poetics. A career panel might be worth regularizing in lieu of a Spring Salon. Current initiatives in hosting some Salons in Seattle will be worth reflecting on at future moments of self-assessment.

Appendix 1: Thesis completion information for surveyed students
(2014 & 2015 cohorts)

2014 Cohort (2016 Graduation)

Name	**Leonora Balfour**	Cohort	2014	Grad	2016
Notes	Thesis not in repository				

Name	**Benjamin Burland**	Cohort	2014	Grad	2016
Title	The Tuck	Pages	49	Poetics	10
Advisor	Heuving	Genre	Novel. Speculative fiction		
Themes	Fear, technology, mortality				

Name	**Andrew Carson**	Cohort	2014	Grad	2016
Title	Self-Taut	Pages	80	Poetics	37
Advisor	Heuving	Genre	Poetry & visual art		
Themes	self-awareness, pain, injury, violence				

Name	**Ellen Donnelly**	Cohort	2014	Grad	2016
Title	Bag of Flesh	Pages	101	Poetics	Video
Advisor	Dowling	Genre	Short stories		
Themes	youth, gender, sexuality, humor, technology				

Name	**Tracy Gregory**	Cohort	2014	Grad	2016
Title	Helen & Writing Abuse, Shame and Death: A poetics of Spirit within the Failing Body	Pages	84	Poetics	10
Advisor	Borsuk	Genre	Hybrid: screenplay, poetry		
Themes	trauma, abuse, religion, sexuality, supernatural, mediumship, grief				

Name	**Andrew Hoffman**	Cohort	2014	Grad	2016
Title	Black Medicine	Pages	71	Poetics	9
Advisor	Brown/Heuving	Genre	Novella		
Themes	ghosts, western, cowboys				

Name	**Anthony Johnson**	Cohort	2014	Grad	2016
Title	Beastiarium	Pages	134	Poetics	10
Advisor	Heuving	Genre	Short stories (sci-fi)		
Themes	Trauma, loss, Katrina, feminism, power structures				

Name	**Gregory Prichard**	Cohort	2014	Grad	2016
Title	Stand-To	Pages	165	Poetics	9
Advisor	Brown	Genre	Hybrid: prose, poetry, art		
Themes	War, trauma, PTSD				

Name	**David Sanders**	Cohort	2014	Grad	2016
Title	Country	Pages	144	Poetics	5
Advisor	Brown	Genre	Experimental memoir		
Themes	Heritage, memory, family, masculinity, materiality				

Name	**David Shrauger**	Cohort	2014	Grad	2016
Title	Images of a Broken World	Pages	95	Poetics	9
Advisor	Brown	Genre	Short stories		
Themes	Career, military, technology, motherhood				

Name	**Carol Shaw**	Cohort	2014	Grad	2016
Title	On My Mind	Pages	136	Poetics	4
Advisor	Dowling	Genre	Hybrid: speculative fiction		
Themes	Love, time travel, technology				

Name	**Natalie Singer-Velush**	Cohort	2014	Grad	2016
Title	California Calling	Pages	244	Poetics	5
Advisor	Dowling	Genre	Experimental memoir		
Themes	Trauma, religion, memory, immigration, patriarchy, girlhood, witness				

Name	**Deborah Taylor-Hough**	Cohort	2014	Grad	2016
Title	A[not]her Nature	Pages	89	Poetics	9
Advisor	Borsuk	Genre	Hybrid: poetry, centos		
Themes	Ecology, childhood, ecopoetics				

Name	**John Wyss**	Cohort	2014	Grad	2016
Title	Divine Immolation	Pages	36	Poetics	16
Advisor	Heuving	Genre	Poetry		
Themes	Religion, depression, darkness, nature, eros/thanatos				

Name	**Kaitlin Young**	Cohort	2014	Grad	2016
Title	We/Me	Pages	32	Poetics	29
Advisor	Borsuk	Genre	Visual art: cross stitch		
Themes	Gentrification, race, class, gender, home				

2015 Cohort (2017 Graduation)

Name	**Corbin Bugni**	Cohort	2015	Grad	2017
Title	Live, Smoke, Try Again (written) & Live This (film)	Pages	88	Poetics	5
Advisor	Hiebert	Genre	Fiction/Alt-lit		
Themes	Drugs, depression, chronic pain, youth, whiteness, class, privilege				

Name	**Yohandra Cabello**	Cohort	2015	Grad	2017
Title	The Anatomical Grip	Pages	168	Poetics	None
Advisor	Brown	Genre	Science fiction		
Themes	Technology, gender				

Name	**Brent Cox**	Cohort	2015	Grad	2017
Title	The River Twice (creative) Notes to an Earlier Dead Self (poetics)	Pages	117	Poetics	10
Advisor	Borsuk	Genre	Hybrid: poetry, art, fiction		
Themes	Identity and language, chronic illness, trauma, grief				

Name	**Terrell Fox**	Cohort	2015	Grad	2017
Title	This is Why We Can't Have Nice Things	Pages	271	Poetics	9
Advisor	Dowling	Genre	Experimental memoir		
Themes	War, violence, homosocial relationships,				

Name	**Mary-Liezel Hackett**	Cohort	2015	Grad	2017
Title	Matindi	Pages	110	Poetics	None
Advisor	Dowling	Genre	Experimental memoir		
Themes	Illness, pain, identity, heritage, immigration				

Name	**Amanda Hurtado**	Cohort	2015	Grad	2017
Title	POST	Pages	86	Poetics	24
Advisor	Borsuk	Genre	Poetry		
Themes	Ecology, bodily trauma / precarity				

Name	**Nicole McCarthy**	Cohort	2015	Grad	2017
Title	Manor of Memory	Pages	91	Poetics	12
Advisor	Gladman	Genre	Hybrid: nonfiction, visual		
Themes	Trauma, gaslighting, memory, alzheimers, assault				

Name	**Allison Morton**	Cohort	2015	Grad	2017
Title	The Missing Hour	Pages	54	Poetics	11
Advisor	Borsuk	Genre	Hybrid: poetry, visual		
Themes	Supernatural, class, rural life, trauma, photography / witness				

Name	**Joshua Osborn**	Cohort	2015	Grad	2017
Title	Mother, Memory, Monotony	Pages	68	Poetics	4
Advisor	Gladman	Genre	Experimental fiction		
Themes	Memory, childhood, illness, grief, loss				

Name	**September Thorlin**	Cohort	2015	Grad	2017
Notes	Not available: embargoed				

Name	**Cora Walker**	Cohort	2015	Grad	2017
Title	Hindsight 2050	Pages	90	Poetics	18
Advisor	Brown	Genre	Short stories: sci-fi		
Themes	Techno-ethic concerns, women's survival				

Appendix 2: MFA in Creative Writing & Poetics: Assessment Matrix 2018

1. Creative Practice	
Description	**Method**
Ability to develop creative work that evidences processes of exploration and discovery. Ability to activate poetics issues—why we write how we write—in relationship to their own writing and the larger field of creative writing and creative arts.	Examination/reading of thesis work and poetics/artistic statements.
We want to know … (concepts)	**And we will know by … (indicators)**
How have students developed creative work? What form(s) does their creative work take? How does their creative work evidence processes of exploration, inquiry, or discovery? What forms of integration or accomplishment are evidenced in student thesis work? How do poetics issues present themselves in the creative work? How do the poetics/artists statements function in relation to the creative work? What kinds of creative impact or significance does the work have or imply?	Presentation of original, compelling, inventive writing, that adapts or invents literary, artistic, and/or cultural forms for meaningful purpose or inquiry; Writing that collectively evidences inspiration or adaptation across different forms genre, and discourses. Artistic claims and framings that articulate their grounding in specific influences, contexts, purposes or practices, and which are evidenced in work.

2. Poetics	
Description	**Method**
Ability to situate artistic process/practice with regard to poetics issues. Ability to identify poetics issues in relationship to their own writing and the larger field of creative writing and creative arts. Poetics issues: the defining contexts, influences, and choices--(aesthetic, cultural, historical, social, intellectual, political, ethical, media or technology-based)— that inform the production and reception of creative work.	Examination/reading of poetics/artistic statements, in the context of the presentation of thesis work.
We want to know … (concepts)	**And we will know by … (indicators)**
How do students situate their artistic process/practice with regard to poetics issues? Eg, - Aesthetics, ethics, politics - Culture, languages, society - Philosophy, history, inquiry - Genre and form - Media and technology How do they identify or activate these issues? What salient trends or patterns, if any, are discernible in the presentation/activation of poetics issues? What significant absences, if any, are are discernible in the presentation/activation of poetics issues? What are the implications?	Students describe and contextualize their own practices, achievements, or concerns in ways that position themselves vis-à-vis literary, cultural, artistic, ethical, political or intellectual practices, debates, and/or projects. Students present evidence of and reflection on their creative practice with awareness of specific contexts; may evidence reflection on the efficacy and/or shortcomings of attempted practice or experimentation in ways that create knowledge and insight.

Appendix 3

Source Material for Matrix and Review

Mission statement, from the web:

The Master of Fine Arts (MFA) in Creative Writing & Poetics at the University of Washington Bothell (UW Bothell) is *dedicated to helping each student develop their creative work through a course of study that encourages exploration and discovery*. Through an emphasis on poetics, or *why we write how we write*, we invite students to participate in a forum and laboratory that focuses on the pursuit of creative writing in a rapidly changing society.

Learning objectives, from the web

1. Develop creative work through a process that encourages exploration and discovery.
2. Identify and activate poetics issues—why we write how we write—in relationship to your own writing and the larger field of creative writing and creative arts.
3. Engage creative writing and creative arts as ethical, political, and aesthetic endeavors.
4. Explore how new media changes the possibilities and environment for the production, reception, and dissemination of creative works.
5. Inquire into the different forms that creative writing and creative arts might take in an interconnected, transnational society, especially in relationship to a diversity of cultures, languages, and peoples.
6. Understand cultures and societies as dynamic constructs that enforce unevenly allotted orders of agency as well as enable differential vectors of power, as defined through gender, race, class, ethnicity, sexuality, age, abilities, and others.
7. Become familiar with exemplary literary and art works and practices that center on the lived experience, creative and critical work of multiple peoples.
8. Create an accomplished and integrated creative thesis and artist (or poetics) statement.