INTERDISCIPLINARY ARTS AND SCIENCES
UNIVERSITY OF WASHINGTON BOTHELL

UW Bothell holds the student-faculty relationship to be paramount. We provide access to excellence in higher education through innovative and creative curricula, interdisciplinary teaching and research, and a dynamic community of multicultural learning.

– UW Bothell Mission Statement

Interdisciplinary Arts and Sciences provides students with a rigorous liberal arts education designed to hone their capacities for critical thinking, interdisciplinary research, collaboration, shared leadership, writing, and presentation. IAS encourages its students and faculty to draw connections across academic disciplines as they produce scholarship that engages with the concerns of the region and the world. We take collective responsibility for building a vital and inclusive community of students, staff, and faculty that brings together diverse intellectual perspectives and life experiences in the service of this mission.

– IAS Mission Statement

Preface and Introduction

Since its inception in 1990, Interdisciplinary Arts and Sciences (IAS) has been a dynamic site of pedagogical and scholarly innovation at the University of Washington Bothell and within the University of Washington as a whole. We have designed our undergraduate and graduate degree programs to provide access to higher education to the populations of Eastside and North Sound, and we have recruited faculty and staff dedicated to enhancing the economic, social, and cultural development of the region, including its many global connections. Our mission has demanded that we develop academically challenging programs of study that are responsive to rapidly changing research questions and regional needs. Across our undergraduate and graduate programs, the goal of the faculty is to educate students, both non-traditional and traditional, and to conduct research through modes of inquiry that stretch across disciplinary boundaries. This endeavor requires an understanding of how multiple disciplines create knowledge about the world *and* a capacity to develop new avenues of exploration beyond narrowly conceived academic fields. The result is a program where complex problems – not singular disciplines – dictate the directions of student and faculty inquiry.

In 1990, when the original twelve faculty members founded the University of Washington Bothell with the single program of Liberal Studies, we opened our doors to 103 students (67.7 FTE) and were assisted by one staff person who managed every aspect of support for students and faculty. Sixteen years later in autumn 2006, our undergraduate enrollment numbered 499 students (492 FTE). The Master of Arts in Policy Studies (MAPS) began in autumn 2001 with 24 students in a single cohort and in autumn 2006 had 51 students enrolled in two cohorts. We have 7 staff members in the graduate and undergraduate offices and one 10-month appointment for a full-time science lab coordinator (7.05 FTE). Over this period, we moved from rented

facilities at the back of an office park to our permanent campus, changed the program name from Liberal Studies to Interdisciplinary Arts and Sciences, expanded the Bachelor of Arts from two degree-granting options to six, developed and revised a Bachelor of Science in Environmental Science, added the MAPS program, gained approval to begin a second Master of Arts degree in Cultural Studies (MACS) in 2008-09, and grew from twelve to thirty-seven faculty members, including tenured, tenure-track, senior lecturers, and full-time lecturers. In autumn 2006, we helped launch the new first-year program at UWB. In autumn 2007, we welcomed our first sophomores to IAS as UWB became a four-year undergraduate and graduate campus.

From the beginning, IAS balanced the need for internal intellectual coherence with the needs of our regional constituents. We now have six transcripted degree options within the B.A. in Interdisciplinary Studies: American Studies; Culture, Literature, and the Arts; Global Studies; Society, Ethics, and Human Behavior; Science, Technology, and the Environment; and Community Psychology. Because we started with no mathematics, studio arts, or natural science courses, these important parts of any arts and science curricula have evolved more slowly than the program as a whole and mark areas for current and future growth. Connecting our program to the communities around us has been an increasing priority for IAS. We instituted an academic internship course and a growing number of classes incorporate service and experiential learning components. At the graduate level, MAPS and MACS (2008) engage students with core courses and electives, culminating in a capstone project and student conference, which are designed around connections to regional and community organizations. Our graduate students garner the benefits of a devoted faculty with expertise in the languages and skills of policy development and implementation, cultural analysis, and advocacy to be applied and tested in specific institutional contexts and field sites.

UW Bothell is an emerging institution and IAS remains at the core of its ongoing development. The rapid evolution of the program and campus continues with the initiation of the first-year program in 2006-07, the new sophomore curriculum in 2007-08, the Master of Arts in Cultural Studies in 2008-09, and new upper-division degree options and majors for the foreseeable future. For this reason, IAS faculty members tend to encounter the familiar academic triad of teaching, research, and service in the time-consuming, if ultimately more rewarding, forms of curriculum development, academic field definition, and institution-building. Over time, the faculty has met this challenge by excelling in disciplinary and interdisciplinary forms of scholarship across their many fields of inquiry. Faculty members produce outstanding work for publication in prestigious venues, make presentations at regional, national, and international conferences, stage inventive performances and readings of creative work, and lead community and regional workshops and research initiatives at a wide variety of sites. Often functioning without the support mechanisms available elsewhere at the UW, IAS faculty members are active scholars whose research has gained regional, national, and international recognition. (For a schematic summary of the program's history, see Appendix R. For pending proposals for new degrees and launch dates, see Appendix S.)

Section A: General Self Evaluation

1. What are your unit's strengths? Please describe what you do, focusing particularly on those things you do well. You may wish to include examples of long-term excellence as well as any recent accomplishments or improvements in your unit. In what ways is your unit a leader in your field?

Perhaps the greatest strength of the IAS program lies in the faculty's success in integrating a wide range of academic disciplines, teaching areas, institutional initiatives, and non-academic fields and practice sites. Underwriting this success, the goal of integration has been expressed in many of the program's strategic planning documents, including our 2004 Strategic Plan and our 2007 Program Reorganization Plan. For this reason, it is difficult to answer the question about strengths in a single field since the program does not, in effect, have just one. What it does have is a seventeen-year long project of building and sustaining interdisciplinary bridges for pedagogical and scholarly innovation. The energy directed at the development of these bridges may be the program's greatest strength. An ongoing sense of adventure and collegiality is what allows us to recruit and retain the best interdisciplinary faculty available, to win our students over to the program's interdisciplinary mission, and to continue to develop new curricula, programs, and university-wide projects. For the purposes of addressing this question, we will divide these efforts into the categories of teaching, research, institution-building, and community engagement.

Teaching. Since 1990, the IAS faculty has conceived its teaching mission as that of offering traditional and non-traditional students a liberal and interdisciplinary education that cultivates a lifelong love of learning and capacity for thoughtful engagement in local and global issues. As we added new faculty members and broadened our curriculum, we benefited from conversations about pedagogy, interdisciplinary areas of knowledge, the relation of teaching to research, and other concerns that continue to challenge both large and small institutions of higher education. In recent years, these conversations have turned with increasing frequency to a program-wide interest in research- and teaching-based campus-community partnerships capable of integrating ongoing work across academic fields ranging from Environmental Science and Community Psychology to Policy Studies and Cultural Studies.

Let us give an example of how this collaboration works in practice at the undergraduate level. We currently require a junior-level, one-quarter program core course (BIS 300: *Interdisciplinary Inquiry*) as a gateway to all of the degree options and majors within IAS. Each year, members of the faculty and academic staff teaching BIS 300 convene quarterly to compare notes and share experiences across that year's ten to fifteen sections of the course. These meetings create coherence, ensure that all sections share common learning objectives, and produce at the end of the year a revision of the previous year's "Program-Core Manifesto" that is discussed with the IAS faculty as a whole (see Appendix I).

At the other end of their course of study, students enroll in a capstone experience that begins with a review of their completed program portfolio and concludes with an individual or collaborative research project. Between these bookend courses, students take a variety of classes, including additional core courses in their degree option. Students may also elect to

pursue a campus-based minor in Policy Studies, a tri-campus minor in Human Rights, or a minor in Education that prepares them to enter the Teacher Certification Program at UWB. As we discuss elsewhere (section F.2.a-b), student learning across these diverse experiences is documented and formatively assessed through a collaborative process that is grounded in the program portfolio and linked to IAS's four major learning objectives: critical thinking; collaboration and shared leadership; interdisciplinary research; and writing and presentation.

The conversations around the Program Core and program-wide portfolio process point toward a few of the many formal and informal layers of collaboration that structure IAS's commitment to teaching. Faculty members teaching BIS 300 meet individually and collectively with members of the academic staff during the year; curriculum minors emerge from faculty discussions and are then formalized; program-wide assessment duties rotate among all faculty members (and many members of the academic staff) in a four-year cycle; modestly funded faculty-staff "teaching circles" seed and support collaboration around individual courses and pedagogical objectives. Our recently-adopted Program Reorganization Plan (and Hiring and Growth Plan) focuses attention on our transcripted degree options by creating "curricular area working groups" (CAWGs) beginning in 2007-08 (see Appendix J). Faculty members are normally designated as core faculty in two CAWGS, while they may also affiliate with any number of others. Drawn from best practices in other interdisciplinary programs, this organizational structure allows continued integration across our degree options and majors, even as we increase the size of the faculty and diversify our curriculum.

Research. The greatest strength of IAS is the quality of its faculty, not only as exemplary teachers, but also as scholars. IAS faculty members have merited recognition in their various disciplines and interdisciplines through articles, books, and reviews published; grants won; creative work performed; conferences attended; and service on national and international editorial and executive boards. In addition, many faculty members engage explicitly in the scholarship of integration or interdisciplinarity, often in collaboration with their students, both undergraduate and graduate, and publish their research in appropriate journals. Differing from typical research-intensive institutions, the IAS program's faculty members are more likely to integrate their research into their teaching and service as well as to conduct research in their specialized fields. And they are more likely to collaborate and publish with members of the academic staff at UWB. We note with pride the remarkable collegiality underlying this diverse program. We could not have accomplished so much in our brief history without an ethos of mutual support in the classroom and in the larger scholarly universes we all inhabit.

One example of that supportive and collaborative climate is the "research circles," which work analogously to the "teaching circles" describe above. The conversations fostered through these self-chosen clusters of faculty and staff members have produced individual and collaborative conference presentations, article manuscripts, and grant proposals. Beyond the tangible benefit, though, is the intrinsic gain for the faculty members who interact regularly together, often across programmatic boundaries. In recent years, several faculty members have intensified this spirit of collaboration by jointly producing articles for publication as a result of shared research circles. Professors Gillespie and Kochis have co-authored an article on how to use conceptual metaphor as a analytic tool in qualitative analysis; Professors Burgett, K. Kochhar-Lindgren, Krabill, and Thomas are currently finishing an article on community-based cultural studies (in conjunction

with their work on MACS curriculum development); and Professors Burgett, Hillyard, and Krabill (along with academic staff Rosenberg and Leadley) are completing an article on the theory and practice of interdisciplinarity and interdisciplinary pedagogy. The fact that an academic unit as heterogeneous as IAS can stimulate and support this type of work demonstrates its generative research culture.

Institution-building. IAS, in its beginning years as the Liberal Studies Program, founded UWB, and it continues to occupy the intellectual center of campus academic programs. The founding faculty established curriculum, mounted the Program Core and Senior Seminar, established internal academic policies, debated program directions, held running conversations on the meaning of interdisciplinarity, established with the founders in Business, Nursing, and Education our faculty governance structure (General Faculty Organization [GFO]), and participated in all the GFO committees and subcommittees, including Honors and Ceremonies, Research and Instructional Support, and Faculty Affairs. The IAS faculty helped hire colleagues in the three other early programs (Computing and Software Systems became an academic program in 1996). We replaced our own colleagues who left and gradually expanded our curricular offerings as new colleagues joined our core group. We even arranged for the details of Commencement.

IAS continues to do much of this work today, though now in partnership with the other programs on campus. Three of these programs are professional (Business, Nursing, and Education), while the Computing and Software Systems Program stands at an intersection between a science and a professional program. Students from all four enroll in our courses to broaden their critical thinking abilities and to satisfy the UW undergraduate "areas of knowledge" requirement (Natural World; Individual and Society; Visual, Literary, and Performing Arts). In addition, IAS faculty members play a central role in much of the new planning and development on campus. Notable here are the three 2006-08 Worthington Awards intended to generate new initiatives and degrees, all of which are coordinated by IAS faculty members: the Initiative for Creativity, Performance, and Research (Edwards, Heuving, and K. Kochhar-Lindgren, along with Erdly – CSS); the Initiative for Community-Based Learning and Scholarship (Krabill and Thomas, along with Rosenberg – Teaching and Learning Center); and the Biotechnology and Biomedical Technology Institute Initiative (Collins and Stiber – CSS).

In addition to this campus-based work, IAS faculty members perform vital functions in programs that create a stronger University of Washington. Despite our small size, faculty members serve on M.A. and Ph.D. committees in many UWS programs; develop new tri-campus minors in areas such as Human Rights, Disability Studies, and African Studies; pilot innovations in graduate education such as the UW Simpson Center for the Humanities' Institute in the Public Humanities for Graduate Students; direct cross-departmental initiatives such as the Harry Bridges Center for Labor Studies; and coordinate integrative programs aimed at undergraduates such as the Restoration Ecology Network.

Community Engagement: Because UWB was originally established in 1990 as a new, upper-division campus with a regional focus, the IAS program has worked hard to establish links within its local communities and across the region. A large part of this effort has involved recruiting and retaining time- and place-bound (or, in the preferred argot of the campus, time-

and place-valued) students who, for a wide variety of reasons, were not able to attend four-year institutions, and might otherwise never attain a degree. At the same time, IAS has also become increasingly interested over the last five to seven years in developing scholarly and pedagogical bridges for campus-community collaborations. Our faculty members are now working with organizations and agencies to establish collaborative research agendas, service-learning projects, and internships at sites ranging from the Northshore Family Center (a new community center near the campus) and SCAN-TV (a public access television station) to the new Brightwater water treatment facility in nearby Woodinville, and over 35 field sites coordinated through the UW Restoration Ecology Network, which has been active since 1999.

In sum, our reputation for outstanding undergraduate, and increasingly, graduate education—from within and without our campus—rests in large part on the strengths of our innovative interdisciplinary curriculum and our active individual and collaborative research agendas. One of the hallmarks of any new campus ought to be its nimbleness. As Dr. Richard McCormick, the former President of the University of Washington, astutely observed, UWB can still be "light on its feet." Certainly, this metaphorical dance characterizes IAS's seventeen-year attempt to make our innovative curriculum accessible to traditional and non-traditional students through a variety of classes, options, and majors. It is our great hope that it will continue to describe us as we develop more opportunities and grow as an institution.

2. **How do you measure the success of your unit as whole? What teaching, research, and service performance criteria are typical in your field? Which units nationally do you consider to be your peers along these dimensions**?

We use a variety of means to assess our areas of strength and our future challenges. These include yearly merit reviews of all faculty members (for teaching, research, and service), standard UW tenure and promotion procedures, standard student evaluation forms, Center for Instructional Development and Research peer monitoring, and annual program-wide assessment of student portfolios. While the Promotion and Tenure and merit reviews are summative, we approach our other means of assessment as formative for both faculty members and students. As a program, we are interested as much in our future development as in our present status.

Teaching. The success of IAS as a teaching unit can be measured in many ways. Our faculty has won seven Distinguished Teaching Awards in thirteen years at UWB, and two state-wide awards elsewhere (Behler, Goldberg, Edwards, Kochis, Wood, Krabill, Goldstein, D. Gillespie, Groom). Our students regularly praise the program in both formal and informal ways, and our success is shown by the increasing number of university-wide undergraduate research awards won by our students over the past several years. Standardized UW teaching evaluations, especially the qualitative comment sheets, inform faculty members of their successes and challenges. Formative, program-wide assessment of student learning is conducted through the portfolio assessment process, which is introduced in the program core course and culminates in the senior seminar. After considerable faculty discussion in 2003-04, we began this assessment process in 2004-05 by focusing on our four core learning objectives. The process now cycles through each objective on a quadrennial basis (see section F.2.a and b).

Research. Each year, faculty members go through merit review conducted by their peers and the program director, measuring their professional accomplishments in accordance with the Program's Goals and Objectives. Because we represent so many disciplines, inter-disciplines, fields, and sub-fields, the criteria for excellence come in different forms: grants, books, book chapters, articles, conference papers and other presentations, and creative endeavors such as published poetry and theatrical performances. We have always had an expansive view of what constitutes scholarly productivity, emphasizing activities that shift ongoing research conversations across academic fields as well as work that contributes to those fields without necessarily challenging their boundaries. For us, research includes critical and creative work that contributes to the scholarships of discovery, integration, teaching and learning, and engagement. (See Appendix K for a representative summary of faculty research activity between 2003 and 2007.)

Service. IAS faculty members have always been workhorses in service and institution-building. The nature of a start-up campus demands not only the usual committees and taskforces, but also a more concentrated attention to student learning and curriculum development, a more intensive strategic planning process, and a more frequent review of colleagues for merit, promotion, and tenure due to the pace of hiring. Other work includes involvement in faculty governance at UWB and across the UW, partnerships with community colleges and community organizations for collaborative scholarship, and other forms of outreach, including service on boards for local, national, and international organizations, and time spent in journal editorships and external peer reviews. In summarizing these activities without much specificity, they may sound as the usual and customary workload of the modern faculty member. But the demands on the IAS faculty are much heavier because of campus start-up, continuous institution building, and a teaching load normed at six courses per year until 2007-08, when we moved to a five course annual load.

Peer Institutions. UWB's unique institutional history makes national and international peer institutions difficult to name. We are an interdisciplinary program, founded simultaneously with UW Tacoma's IAS program (which also began as Liberal Studies). Like UWT, we have studied different local models of institutional and curricular development, including The Evergreen State College and Western Washington University's Fairhaven College. Other potential peer institutions are campuses started up in the last decade (such as California State University, Monterey Bay), though they opened with much more significant hiring, strategic planning, and infrastructure development.

We also have many aspirational peers that we look to as models for specific projects we have undertaken and are undertaking. Our planning for assessment has been helped through our association with Alverno College in Wisconsin and the Washington Center at Evergreen State College; our work on service-learning has been informed by Monterey Bay's program as well as Portland State University's; our M.A. in Cultural Studies learned much from the University of California, Santa Cruz's new M.A. in Social Documentation Practice and the new M.A. in Arts Politics at New York University; and our academic internship course was modeled on the University of Chicago's Field Studies Program. Similarly, we have learned much from interdisciplinary schools and colleges housed within other larger institutions (such as Arizona State University, Miami University of Ohio, and New York University's Eugene Lang College),

though with the caveat that funding, staffing, and enrollment pressures play out very differently in those contexts.

3. **What are your unit's weaknesses? No unit is perfect. Where could yours most use improvement? What challenges or obstacles make it difficult for you to overcome these weaknesses? What further challenges do you foresee in the coming years?**

Just as we began our answer to the first question about unit strengths by naming program integration as our greatest asset, we begin this one by listing it as our greatest potential challenge. The strong desire for curricular and scholarly integration across the program can lead to difficulties in developing markedly new areas that were not present at the start-up of the campus. Natural science, mathematics, and studio arts are the most obvious examples, but others include digital media or design. The desire for integration can also translate into heightened expectations for members of the faculty and staff to innovate year-in and year-out, and to do so across all of their professional responsibilities. Faculty members' long-term commitment to positioning themselves at the cutting edges of international, national, and regional trends in higher education, both individually and collectively, creates an ongoing sense of excitement in the program as a whole, but it also requires high levels of communication and coordination among the faculty, staff, and community groups.

In terms of student recruitment and community engagement, making the case for an innovative interdisciplinary (or liberal studies) program has also been a challenge. As a small startup institution, housed for a decade in an office park, IAS and UWB have faced the additional problem of gaining enough recognition to begin the conversation. In large part, this problem can be traced to the gap between innovation and recognition in any institutional context. In many successful institutions, this gap can be bridged through effective marketing, recruitment, and public relations initiatives. In our case, the low level of funding in these areas has burdened IAS and UWB. Members of the IAS faculty are energetic advocates for the program, but they are not trained or funded to shoulder the hard work of recruitment and communications. Once students and community partners encounter us, they tend to embrace the interdisciplinary model of teaching and research, and to become advocates for the program and campus. But students who are best suited to an integrative, student-driven, interdisciplinary education do not always find us, and community partners are not always aware of what we do. It is encouraging that after a quarter or two our students and community partners are pleasantly surprised at what we have to offer, but it also would be gratifying if more of them had sought out the program for those opportunities.

A similar gap between innovation and recognition has influenced some of our internal relations within the institution. While our curriculum and scholarship are often recognized and lauded by other interdisciplinary units within the University of Washington, and while many of our colleagues across UWB collaborate with us on cross-programmatic teaching and research projects, the program as a whole is often—and increasingly—expected to serve as a traditional arts and sciences college on our campus. The result is that we are often called upon to serve too many constituencies, both internal and external. This problem is amplified by the campus-wide failure to understand the curricular constraints of a program that needs to offer its degrees over twelve different time slots. Since our mission is to serve time- and place-bound students, the

necessity of offering our degree options both day and night has limited our ability to create depth or sequences of courses in any given area of the undergraduate curriculum. The move to a five-course teaching load in 2007-08 only increases the pressure. Faculty hiring will help to relieve this pressure only if we do not continue to promise too much.

This institutional pressure will continue to build over the next several years. A sustainable integrated model has become more challenging with the addition of lower-division courses. From one point of view, the faculty has been waiting for seventeen years to educate its own lower-division students and offer sequencing of general education classes to give the proper background for our upper-division work. So making contributions to the freshman curriculum through the Center for University Studies and Programs (CUSP) starting in 2006 and to our own sophomore curriculum starting in 2007 has opened up multiple opportunities for coherence. From another point of view, though, spreading the existing faculty to teach over a four-year curriculum contains risks, especially if it assumes that we (in partnership with our co-located educational institution, Cascadia Community College) must offer foundational courses in a comprehensive range of disciplines. As we build depth through four-year curricula by hiring additional faculty, the natural sciences, social sciences, humanities and arts may be tempted to hive off into less integrative administrative and intellectual units, either through some sort of tripartite areas-of-knowledge structure or into the loosely-grouped arts and sciences majors one typically finds in a departmentalized, private liberal arts college (or the College of Arts & Sciences at UWS).

Anticipating these tendencies and challenges, the 2004 IAS Strategic Plan and 2007 IAS Program Reorganization Plan recognized the potential benefits of transforming our present degree options into majors, while also continuing to provide structural mechanisms for program-wide integration (see Sections A.5-6 below). At the same time, one of the reasons we are struggling to reinvent ourselves is that arts, natural sciences, and mathematics were not conceived as part of the campus plan for either Bothell or Tacoma. In IAS, our classes have been weighted toward social science and, to a lesser degree, the humanities. The expense associated with arts studios and performance spaces and science teaching and research labs have been avoided, but at what cost? Now that we are a four-year campus, this neglect in initial planning has taken on a particular urgency, since student demand for the biological sciences and for the visual and performing arts make such programs imperative for our successful maturation.

Besides lagging behind in implementing diversity of subject areas, we need to do a better job of attracting diverse students, staff, and faculty members. The campus claims that it embraces a "culture of inclusiveness." IAS faculty members teach diversity issues in multiple classroom and field settings, and many of us are doing cutting-edge research on diversity issues, broadly construed. One of our faculty members co-directed the UWB Diversity Enhancement Project during 2005-07 (funded by the UW President's Office), and others are developing innovative and promising community outreach projects with the Tulalip Tribes and the local school districts, among other sites. But the diversity data in the program and across campus for the faculty, staff, and student body shows a need for improvement. While we have made some progress with recent faculty hiring, we need to do a better job of recruiting students among African American, Hispanic/Latino, and new immigrant groups. (See Appendix B for faculty, staff, and student diversity data.) In terms of students, we will need to work more closely with the UWB Student

Affairs Office (which itself has experienced some significant personnel and organizational changes over the last few years). The recruiter/admissions officers have a good sense of the IAS program offerings and mission, but it will take time to develop new modes of outreach to respond to changing demographics and to take advantage of the program's curricular bridges to diverse community organizations.

Underwriting and intensifying all of these existing and potential challenges are two simple and unavoidable facts. The first is that the IAS program has operated under financial and resource constraints from the beginning. Comparing the cost per actual FTE with the Delaware Data Base (National Study of Instructional Costs & Productivity), IAS is under-funded by nearly $500,000 per year. We need more full-time, tenure-track faculty members to provide greater depth and breadth in our curricular offerings across our many time slots, and we need more office staff to carry the daily load. Initiating new degree options or developing special projects every year, often on the margins of faculty member's lives and out of the devotion to our common cause, the program has not had sufficient time for reflection and renewal. The recent lower-division initiative exemplifies this pressure, as do current mandates to continue to begin new programs with little or no funding for infrastructure. The temptation to start up on a shoestring has haunted our past efforts in both MAPS and the now on-hold B.S. in Environmental Science, each of which was begun with great enthusiasm but without sufficient resources.

The second unavoidable fact is that these constraints have been played out from the start in terms of facilities. We are fortunate to operate on a campus now, having moved from our rented buildings in the autumn of 2000. Our offices are well equipped and the classrooms contain an excellent range of technology. Again, though, this does not account for the sciences and the arts. While four campus science labs were equipped for teaching, they are housed at Cascadia Community College, our co-located higher education partner. Now that we are hiring new natural science faculty members and expanding into lower-division arts and sciences teaching, we find it hard to schedule into those "joint usage" classrooms. In addition, the research science space is already crowded and we need to expand to accommodate new science hires, both now and in the future. There is some planning for a new mixed-use (science and performance lab) building, which will relieve some of this pressure, but no one can predict with certainty when that construction will be completed. In terms of the arts, we currently have no permanent facilities for studio arts of any kind, either visual or performing. Since nationwide, the arts are in increasing demand for undergraduate students, having only one small retrofitted performance lab, one classroom converted to a dance studio with a portable floor, and no visual arts facilities certainly will continue to hurt our enrollment. We need to remedy the facilities challenges for arts and sciences to consider ourselves a truly innovative and integrative program and campus.

Both of these concerns are magnified by the fact that our funding is almost entirely FTE driven. Our budgets are volatile from biennium to biennium. These boom-and-bust cycles wreak havoc on strategic planning and make IAS (and UWB) vulnerable to external pressures that follow election cycle calendars. There are competitors all around us: local community colleges are collaborating with other four-year institutions to offer bachelor's degrees, and a plan for a fourth UW campus to the north was recently under development (and may be again). At the same time, enrollment has dropped in our community college feeders and UW Seattle is admitting more first-year and transfer students. Both factors affect UWB enrollment directly. As a campus, we

are still fragile enough to feel threatened by this competition for college tuition dollars. No matter how well our programs educate their students and serve their communities, the agendas and activities of our competitors may unduly shape the goals of the institution before we can grow to a sustainable size. Without coordinated planning and support from the UW as a whole, and without strong leadership at UWB, we risk missing many promising opportunities for cross-programmatic and cross-campus research, teaching, and engagement activities that could greatly benefit both the UW and the region.

Finally, it is important to state clearly that IAS faculty members are asked to fulfill a demanding teaching and service mission, even as they seek to perform and build collegial relations within the context of research-intensive university expectations. Promotion and Tenure is a difficult time for all faculty members, but living the ambiguity of being both student- and research-centered, while also doing the time-consuming work of building an institution, increases the pressure to perform better in every way. The faculty needs to be larger and faculty members need access to research support for professional development and innovation. They need to know that they will gain support and recognition within their institution, and that they will have the resources to make their innovative research and teaching nationally and internationally visible. While we can compete for the University of Washington's Royalty Research Funds and small internal grants, the majority of the faculty must seek funding from private and public funding agencies, which is made all the more difficult in this institutional context due to high service and teaching loads, innovative and interdisciplinary research agendas, and organizational constraints on grants management. UWB has recently instituted an Office of Research Support in 2006, so we are putting into place the necessary infrastructure to support grant-funded faculty research. We need sufficient time and space in our lives to follow our scholarly passions without short-changing our students and institution.

4. **What changes have occurred in teaching, research and service in your field over the past decade that have influenced your conception of the unit's role? What pressures, internal and external, have caused significant changes, and what further pressures and changes do you anticipate in the next ten years? What changes have taken place in the relationships between your fields and other related fields? Some changes that may or may nor be relevant to your unit include the rise of interdisciplinary studies, international study, experiential learning, and programs in civic education and leadership, as well as technological changes—the rise of online courses and new educational technology. Which (if any) of these have had an impact on your unit? For interdisciplinary programs, please comment on the level of cooperation and support to the program from contributing units.**

In response to these complex questions, we should begin by noting that the recent and rapidly increasing renewal of interest in inter-, multi-, cross-, and transdisciplinary curricula and research more or less coincides with the founding of our campus. Since 1990, institutional and intellectual work on interdisciplinarity, including the founding of UW Bothell and UW Tacoma as specifically interdisciplinary campuses, has increasingly focused on the areas mentioned above: study abroad, experiential and service learning, and digital pedagogy. The fact that "interdisciplinary studies" is the first area on that list indicates that even the Seattle campus of the University of Washington, despite its institutional commitment to largely disciplinary degrees and programs in its arts and sciences division, is now heavily invested in the

development of interdisciplinary education. For this reason, we have been successful in working among ourselves, with colleagues elsewhere at the UW, and with non-UW collaborators on issues related to the intensified interest in theories and practices of interdisciplinarity and interdisciplinary pedagogy, even as many of us have also maintained ties with more traditional academic fields and the professional organizations that sustain them.

Over the next ten years, we can anticipate that many of these tendencies will only intensify. In interdisciplinary studies nationally, educators have emphasized the importance of experiential learning in preparing students to integrate diverse knowledge areas and for professional and civic engagement, as well as fostering student motivation and learning. One area where IAS has had considerable success along these lines (and could develop more opportunities in the future) is in study abroad. Professors Decker and Rasmussen have led students to Europe over past years (London, Ireland, and Rome). Professor Rasmussen's *Visual Mathematics in Art and Architecture: The Rome Experience* course packs lectures, field trips, and explorations of the geometric patterns of the city into an intense fourteen days. Dividing Rome into quadrants, teams of students survey and analyze the visual mathematics in the architectural detail, in paintings, in garden design, in piazze, among other monuments and spaces, and then return to UWB for an all-day Saturday session in which they present examples of visual mathematics from their collective research. For her Ireland trips, Professor Decker explored contemporary Irish political and economic policies at the University of Limerick and Trinity College Dublin with eighteen days of seminars and field trips taught in conjunction with British colleagues. One IAS senior seminar taught on a rotating basis by Professors Kochis and Krabill takes students to Washington, D.C. where they participate in site visits at human rights organizations in an immersive "study abroad" experience on U.S. foreign policy. In these contexts, experiential education often becomes truly transformative.

As discussed in Section B. 3 below, IAS has devoted much energy in recent years to opening similar curricular pathways for experiential learning closer to home and for experimentation with hybrid on-line courses and pedagogies. We have increased the opportunities for students to be involved in internships, service learning, and undergraduate research, and have been working to create the structural supports for these learning and research engagements (e.g., finding meaningful opportunities for students, connecting experience to coursework, and providing effective supervision in the field). We have added a new internship course, encouraged service learning as part of regular class experience, and made some classes field based. From the point of view of technology, most members of the faculty use websites or Blackboard as pedagogical tools within hybrid classroom environments, including one faculty member (Krabill) who offers an on-line transnational course that partners with the University of KwaZulu-Natal in South Africa, another (Goldberg) who has designed several hybrid history courses, and others (Burgett and Lerum) who teach our primarily on-line internship course. Clearly, digital pedagogy will be a growth area in the near future, along with undergraduate research where we already have a track record of considerable success and much room for expansion due to our emphasis on collaborative interdisciplinary research across the curriculum.

5. **Do you observe differences between your view of your role and college and university expectations of your unit? If so, what are these? Do you see any ways to resolve these differences?**

While many of our faculty members regard IAS as the intellectual hub of UWB (and we were set up in 1990 to serve that role), the other programs might dispute that claim. We are under-funded as a program, have the lowest cost per FTE on campus, and teach more courses and more students than the other programs, including courses that satisfy "areas of knowledge" (breadth or distribution) requirements for all students. Yet our contributions to the campus are not always recognized, especially when campus-planning discussions turn to resource distribution among programs and curriculum development across them. At the same time, the campus has good reason to appreciate our fundamental role. IAS faculty members built the campus in 1990 and they play critical roles in its current development. In 2006, the three campus-wide awards for research, teaching, and service all went to IAS faculty members. Similarly, the three Worthington Awards—awards designed to solicit proposals for significant future campus growth—went either to teams made up solely of IAS faculty members or to teams headed by our faculty. At a grassroots level, there is considerable positive interaction and collegiality among the faculty and staff across programs when it comes to smaller-scale projects, ranging from the campus "teaching circles" and "research circles" to the recent Undergraduate Research, Diversity Enhancement, and Community-Based Learning and Scholarship initiatives. Higher-level, administrative support for collaborative forms of cross-programmatic coordination that build off these smaller-scale projects would be welcome.

A similar pattern emerges in our relations with the University of Washington as a whole. Our faculty members serve on and chair dissertation committees in a range of departments at UW Seattle; they occasionally teach in those departments; they maintain collegial and professional relations with the faculty at both UWS and UWT; and they are key players in an array of cross-campus projects. As we have noted elsewhere, these projects include the tri-campus minor in Human Rights and anticipated new minors in African Studies and Disability Studies, as well as the nationally recognized UW Restoration Ecology Network. In terms of university service, IAS has representatives on and/or close relations with the Provost's Diversity Committee, the UW Leadership, Community, and Values Initiative, the Simpson Center for the Humanities, and various Faculty Senate committees. Our recently initiated Project for Interdisciplinary Pedagogy provides annual teaching fellowships for four to six UW doctoral students, pairing each with an IAS faculty mentor as they teach three interdisciplinary courses during the year and meet quarterly as a cohort. This program is supported by the UW Graduate School's Fund for Excellence and Innovation, models best practices in teaching and learning, and extends the Pew Foundation's cutting-edge program called Preparing Future Faculty embraced by UW Seattle in the 1990s. It evinces one of the many ways in which IAS and UWB are integrated within the UW as a whole, and to the benefit of all partners. At the same time, there is little institutional recognition of this work since faculty-based bridges among the three UW campuses are poorly mapped at the administrative level. Faculty members involved in these informal collaborations get benefits, of course. But they are also asked to innovate and collaborate without the support that is offered to UWS faculty members who are rewarded with reduced course loads, among other things, for mentoring and working with those students.

This tension is also importantly reflected in the administrative relations among the three campuses of the UW. In terms of the ambiguity of our relationship with UW Seattle, by Faculty Senate governance by-laws, the UW Tacoma and UW Bothell campuses are each considered in

the category of a single college. It is hoped that recent changes to language in the Faculty Code and to our local UWB Bylaws will make it possible for our programs to evolve into colleges in future years. As a college headed by a dean, IAS would enjoy the benefits of a more distinct identity. From a fundraising point of view, a College of Interdisciplinary Arts and Sciences at UWB would be more likely to draw financial support and recognition. For purposes of recruitment, such a recognizable title would make us more marketable to outside communities and potential students. From a systems point of view, a dean of IAS would have access to deans at UW Seattle and other institutions for administrative conferences and workshops that the present Program Director does not enjoy. A change in organizational status will not solve all the interconnected problems, but it would surely help, especially with visibility, recognition, and networking.

6. **Describe faculty participation in process of unit governance, self-study and strategic planning. How do your faculty participate in governance and strategic planning?**

IAS faculty members are consistently (some would say incessantly) involved in the routines of governance, ranging from attending faculty meetings and participating in standing committees or disappearing task forces to serving at the campus level with the General Faculty Organization or as representatives in the Faculty Senate at Seattle. The IAS program holds meetings on the first Tuesday of every month, while subgroups meet at other intervals. The Director calls special meetings for extended conversations on single issues or other needs on other Tuesdays. In recent years, IAS has had a Program Director, one Associate Director, and two standing committees: Academic Affairs/Curriculum and Personnel. Elected as a slate by the whole faculty, the Academic Affairs/Curriculum Committee meets at least once per month, but its workload often requires significantly more involvement. The Personnel Committee is tasked with reviewing the performance of part- and full-time faculty members in IAS; it consists of two assistant professors, two associate professors, and three full professors (including the Chair). The entire committee meets during Autumn Quarter to review guidelines for the Yearly Annual Review (Merit) and Promotion and Tenure and brings the resulting document to the full faculty at the November or December faculty meeting for comment and/or actions. In autumn 2007, we added a second Associate Director. Finally, the Director utilizes Disappearing Task Forces to take up other issues, such as strategic planning. Since 2004, we have been engaged in full-unit and then subgroup strategic planning.

A 2004 Strategic Planning task force worked through a host of issues, conducted one-on-one interviews with other faculty members, and then led the full group through pre-retreat, retreat, and post-retreat discussions, producing a functioning document for follow-up work focused on our undergraduate and graduate degree options, the development of science and math, the building of an infrastructure for community-based learning and scholarship, the initiation of new curricular pathways, and planning for lower-division courses, among other priorities. In 2006-07, we extended this process by modifying our internal organization and enabling the development of new degree options and majors. As outlined in our 2007 Program Reorganization Plan, we have separated the Program Council (formerly Academic Affairs) and Curriculum Committees, both of which are elected from a slate of eligible candidates. We have also initiated the "curricular area working groups" (CAWGs) discussed in section 1a. The CAWGs represent existing and emerging curricular areas and are convened by one of the core

faculty members in that area. The IAS Director writes an annual charge letter to the CAWGs. A second Associate Director was added to the program administration in order to help to coordinate ongoing program-wide work; the Personnel Committee remains unchanged. Additional committees for hiring and promotion, strategic planning, and other tasks are created as necessary. (See Appendix J for documents related to these changes)

Over the last several years these task-based committees have tackled a range of nitty-gritty problems, including the future of mathematics in IAS, the redesign of the Science, Technology and the Environment degree option, and full program strategic planning. In addition, small groups of faculty members have taken on program development tasks: consideration of the Program Core mission and implementation; the redesign of the program-wide portfolio questionnaire; the development of student learning assessment rubrics; and the writing of the pre-proposal and proposal for Master of Arts in Cultural Studies (approved by the UW Board of Regents in spring 2006), the proposals for a Policy Studies Minor (approved 2005), and a new degree in Community Psychology (approved 2006). Work on re-conceptualizing other areas of the curriculum is ongoing, especially around the initiation of lower-division courses, the division of the current degree in Science, Technology, and the Environment into two separate options (Environmental Science and Science, Technology, and Society), the launch of new degrees in Interdisciplinary Arts and Individualized Study, the re-launch of the B.S. in Environmental Science, and the possible development of a new MFA in Creative Writing. Finally, faculty members centrally involved in MAPS met in 2005 and 2006 in three half-day retreats to reformulate the graduate curriculum and establish a separate mission statement. The Graduate School approved this curricular revision in April 2007.

In terms of the self-study you are currently reading, drafts were created, circulated, and edited by the IAS Director (Edwards) and Associate Director (Burgett) in 2006-07, read by a wider group of the faculty in spring and summer 2007, and reviewed and discussed by the IAS faculty as a whole in autumn 2007 as part of the annual program retreat.

7. **Is mentoring junior faculty identified as a priority? Outline your unit's approach to mentoring junior faculty, graduate students, and undergraduate students**.

Few things are more important to IAS than the professional development of junior faculty members. Between 2001 and 2006, the Associate Director (D. Gillespie) took on the formal mentoring duties and initiated an individual consultation with each new assistant professor to review procedures for merit review, third-year review, and tenure and promotion, as well as their annual meeting with the Program Director (which is required by the UW Handbook). Assistant professors were then able to consult with the Associate Director when needed during the academic year, and again, at the end of Spring Quarter to plan for summer. The Associate Director worked carefully with candidates as they prepared for Third-Year Review (during year two of their contract). These binders become the basis for the tenure and promotion portfolio. During this period, the program saw the successful promotion and tenure of two of its assistant professors. In spring 2007, we saw the promotion and tenure of two more assistant professors, with another going through the process now. As of 2006, we moved to a decentralized model in which key tenured faculty members step forward to serve as mentors for junior faculty. This system allows faculty members who are somewhat closer in field to interact with the new

assistant professors. As we add new faculty members, different mentors will step forward to serve as advisors for their new colleagues. Over time, we will need to revise this system further in consultation with both senior and junior faculty members.

To augment formal mentoring, the program faculty has created semi-formal mentoring systems by designing funded forms of collaboration that engage all ranks of the faculty in research, teaching, and service projects. The multi-year, multi-campus Cultural Studies Praxis Collective (CSPC) and the Summer Environmental Education Days (SEED) have opened up spaces to listen to colleagues and learn from their expertise and perspectives in a wonderful variety of contexts. Similarly, the 2006-08 Initiative for Community-Based Learning and Scholarship, led by Assistant Professors Krabill and Thomas (along with Rosenberg, Director of the Teaching and Learning Center), creates structures to promote faculty development of community-based scholarship and service-learning opportunities for students at UWB, while the 2006-08 Initiative for Creativity, Performance, and Research, led by K. Kochhar-Lindgren, Heuving, Edwards (and Erdly in CSS) produced events that engaged assistant professors in sustained conversations across IAS, including a series of "Creativity Panels" that pursued the role and meaning of creativity across diverse disciplines. Resources from the Worthington Academic Distinction Fund made both of these projects possible. In addition, senior faculty members regularly publish, conference, and participate in "teaching circles" and "research circles" with their junior colleagues. This mutual support among the IAS faculty and across to other UWB programs constitutes an effective, semi-formal mentoring system.

In terms of the mentoring of graduate students, we have numerous faculty members who serve as outstanding role models for graduate students across the UW: Martha Groom has served repeatedly as a Huckabay Fellow mentor and has been nominated three times for the Marsha L. Landolt Distinguished Graduate Mentor Award at the UW Graduate School; Nives Dolsak has worked with MAPS students on conference presentations and joint research projects, and has twice been nominated for the Marsha L. Landolt Award. Bruce Burgett co-directs the UW Simpson Center for the Humanities's Institute on the Public Humanities for Doctoral Students, and coordinates a series of follow-up workshops and courses underwritten by the UW Graduate School's Fund for Excellence and Innovation, as well as IAS's Project for Interdisciplinary Pedagogy (with Groom and Rosenberg). Numerous faculty members chair or serve on master's and doctoral committees on the Seattle campus (Burgett, Gold, Groom, Heuving, Jaffe, Jacoby, Lerum, Seaburg, *inter alia*). The curricula of the MAPS and MACS are both crafted in ways to enable and require annual conferences with and intensive one-on-one mentoring by faculty members as students design, execute, and complete their capstone projects.

While formal advising of undergraduate students is undertaken by program staff in the IAS office, informal mentoring is shouldered by the IAS faculty. (For details, see section B.3 below.)

Section B: Teaching.

1. **For each faculty member in your department, please list: number of courses taught per year, number of credits taught, and total student credit hours. Numbers may be approximate and should illustrate a typical year.**

See Appendix L for a summary of faculty members teaching loads for the academic year 2006-07.

2. **How are the teaching responsibilities allocated? For interdisciplinary programs: How are the teaching loads negotiated and balanced between home departments and the interdisciplinary unit?**

To answer the second question first, since our faculty constitutes an interdisciplinary unit, we do not need to negotiate and balance loads with another home department. As for the first question, the director works in concert with the faculty to formulate the schedule for the upcoming year, taking into account the day/evening split of classes and the needs of the students for variety in the undergraduate classes and graduate elective courses. Each faculty member proposes a yearly schedule after consultation with colleagues within and across concentrations (now CAWGs) about core teaching responsibilities; the director and IAS advisors accommodate faculty needs as much as possible. As of autumn 2006, the IAS Director also works with the Director of CUSP to release IAS faculty members to teach 18 first-year courses. For the MAPS (and MACS) core classes, faculty members rotate in and out of the principal teaching responsibilities in ways that add another variable to the equation.

Over the last few years, the Vice Chancellor for Academic Affairs has been trying to help align the IAS teaching load with that of the other UWB program faculty. We have successfully moved to a five-course load for the tenured and tenure-track faculty. But the reduction of teaching workload, while desirable, may result in more limited coursework with the tension between lower-division, upper-division, and graduate teaching responsibilities intensifying. The arrival of the Project for Interdisciplinary Pedagogy fellows has been a great boon to alleviate the teaching strain and also enliven the program atmosphere with new, energetic colleagues whom we mentor and from whom we learn. We will need to continue to plan carefully, and we may have to develop additional, creative staffing initiatives in the future. We will likely experiment with rotating practitioner positions and other mechanisms for employing non-tenure-track faculty members in mutually beneficial ways that do not result in the normal ethical, pedagogical, and administrative problems of relying on adjunct labor to staff courses. (Note: In 2007-08, IAS voted to approve a points system to recognize alternative forms of FTE-generating instruction. For details, see Appendix L.)

3. **Other than classroom teaching, how are faculty involved in undergraduate student learning and development (for example, advising, mentoring, and supervising independent study)?**

As we note above, faculty members do not have responsibilities for the formal advising of students with regard to course selection and graduation requirements; that task belongs to our

advising staff in IAS and MAPS. Beginning in BIS 300, however, faculty members undertake the work of orienting incoming students to the IAS program and its resources. They also advise students informally on their degree options, improvement of writing and quantitative skills, and work-life and future career planning. After completing BIS 300, students create informal networks with other faculty members and students as they develop a pathway for themselves through the program. Over time, IAS has tried many strategies to make these existing and potential pathways visible to students, but we have often been constrained by the time schedule demands of the campus calendar and the busy lives of our commuter students. We anticipate that one continuing challenge will involve the articulation of more diverse and explicit academic and career pathways for our students, especially as the campus grows and as our first-year students move through a four-year campus experience.

Let us give a few examples of what we are currently doing well. In terms of independent studies, faculty members may (and often do) supervise as many as five undergraduates per quarter in directed study, plus the occasional two-quarter senior thesis project (which qualified students may undertake in lieu of a senior seminar). The nature and impetus for directed study takes many forms, but often a student wishes to extend his or her knowledge base in a particular area beyond what was learned in a regular class. In addition, cohorts of undergraduates work on special projects for academic credit such as the publication of our *Policy Journal* (overseen by Professor Jacoby) and the *Clamor*, our literary journal (overseen by Professor Heuving). Professors Heuving, Goldstein, K. Kochhar-Lindgren, among many others, involve their students in fieldtrips and site visits to Seattle cultural events, while Professors Gold, Price, and Turner, again among many others, involve their students in field research projects. Undergraduates also attend the Policy Studies Research Colloquium, learning about policy issues ranging from education and human rights to global warming and community development. Professors Goldberg, McCoy, Goldstein, and Watts have served as faculty advisors for the student newspaper, *The Commons*.

In addition, IAS has begun to develop multiple pathways for students to link their academic learning to their current and future lives outside of the academy. The IAS academic internship course (BIS 495) is now offered during the Winter, Spring, and Summer Quarters under the tutelage of a single faculty member and with the assistance of a staff member in Career Services. This course requires that students intern at a regional company or organization, engage in participant-observation research at that site, and participate in primarily on-line discussions with other class members about selected readings concerning the future of work. Service-learning opportunities also provide experiential learning through their regular classes or senior seminars. During the 2005-06 academic year, for example, Professor Thomas supervised 41 students in Service Learning projects over two regular classes and two Independent Studies. Our new Community Psychology option within the Interdisciplinary Studies B.A. provides students with opportunities for learning in a community setting as part of the degree requirements, as do other options. MAPS graduate students are required to write a final capstone project that is directly connected to an organization and problem outside the program. This sense of connection to issues outside the institution's walls makes for truly transformative moments that link students to new futures. We are currently working diligently on developing a program- and campus-wide infrastructure to support these vital activities.

4. **How do faculty involve undergraduate students in research and scholarship?**

IAS faculty members encourage all students to conduct interdisciplinary research and to participate in creative endeavors. IAS students have won Mary Gates Research Fellowships, co-authored published articles, presented at conferences, and given invited performances. In addition, IAS students regularly publish their research articles in the student-run *Policy Journal* and their creative work in *Clamor*, the campus literary journal. From 2002 to 2006, Professor D. Gillespie organized an undergraduate research project on small-group learning as part of program assessment. Twelve undergraduate students have been involved in the research, three of them winning Mary Gates Research grants; two articles have been published (*The Journal of General Education* and *The Journal of Excellence in College Teaching*), and another is under revision. Another faculty mentor, Professor Dolsak, has worked with a UW Seattle undergraduate on global climate change policies enacted by states in the absence of federal level policy. Professor K. Kochhar-Lindgren directs the Empty Suitcase Theater Company, a student and community theater group that has performed locally and internationally. Seven students participated in archival research for a single-author reference work on American folklore by Professor Watts. About a dozen students conducted research for a scholarly book on Toni Morrison by Professor Goldstein. One of the students who completed a senior thesis with Professor Groom has co-published the work in the *Journal of Marine Environmental Engineering,* while others have her students have engaged in publishing in *Wikipedia*. These are only a few examples of the diverse and creative ways in which faculty members involve undergraduates in research and scholarship.

Other IAS faculty members have worked with students through the UWB the Teaching and Learning Center's Collaborative Undergraduate Research Program, which grew out of a three-year long collaboration with the Carnegie Foundation for the Advancement of Teaching and the Carnegie Academy for the Scholarship of Teaching and Learning. Participants in that program engage undergraduates as partners in substantive research, generally culminating in co-authorship or co-presentation at professional conferences. The following IAS faculty members have received grants from this program for the following projects: Professor Nives Dolsak, "The Role of cities in Curbing Global Climate Change" (1 undergraduate partner); Professors Diane Gillespie, Cinnamon Hillyard and Peter Littig, "Investigating Small Group Work in the IAS Program: A Quantitative Study" (9 undergraduate partners); Professors Gray Kochhar-Lindgren and Kanta Kochhar-Lindgren, "Garbage Art: Scratching the Scores" (4 undergraduate partners); Professor Ron Krabill, "Media, Democratization and the End(s) of Apartheid" (4 undergraduate partners); Professor Rebecca Price, "Launching a Student working Group by Studying Shell Repair" (4 undergraduate partners); Professor Rob Turner, "UW Bothell Initiative to Improve King County Stormwater Runoff Quality" (3 undergraduate partners); and Professor Linda Watts, "Puzzling Out the Humanities" (5 undergraduate partners).

5. **How does the department evaluate the instructional effectiveness of faculty?**

IAS encourages a range of evidence of best practices in teaching and learning through standardized evaluations, participation in workshops, publication in national journals, and use of technology to make the learning experience more effective for students. Like other UW departments, we offer students the chance to evaluate every course they take and we require that

every faculty member provide evidence of that process as part of their annual merit review. In addition, IAS faculty members regularly take advantage of other, more substantial forms of assessment, including making available informal mid-quarter response sheets in hard copy or electronically and/or utilizing Teaching and Learning Center resources and Small-Group Instructional Diagnostics (SGIDs). Faculty members are also required to have a written peer review of their teaching in their dossiers at the moment of Third-Year Review, Promotion and Tenure, or Promotion to Full. As we note in Section A.3 above, this process of assessment and self-reflection has netted seven campus-wide teaching awards for IAS faculty members, and many more have been nominated for this single annual award, often multiple times.

This excellence in teaching has contributed to quantifiable results in research and publication. Along with various individual and collaborative grants received to improve teaching practices, IAS faculty members have published widely and made conference presentations to diverse audiences about their findings. Professor D. Gillespie, for example, has recently published three articles as a result of her involvement in the second year of the IAS program assessment process: "Grouped Out?: Undergraduate Default Strategies for Participating in Multiple Small Groups (co-authored with Rosamond and Thomas) in *The Journal of General Education* (2006); "Undergraduates' Ambivalence about Leadership in Small Groups" (co-authored with Roos and Slaughter) in *The Journal of Excellence in College Teaching* (2006); and "Misreading Charlie: Interpreting a Teaching Story Using Metaphor Analysis" in the *McGill Journal of Education* (2005). Professor Watts's contributions to teaching and learning include recent essays, "Careers of Conscience: Degree Transition for Students Who Wish to Make a Difference" for *Radical Teacher* and "Teaching Through/About Poetry" for the National College Teachers of English's *English Journal*.

Finally, UWB's "teaching circles" encourage the development of a campus climate that values teaching and learning by engendering awareness of different successful pedagogies and supporting faculty members as they make adjustments to their teaching. The outcomes of teaching circles have included publications in refereed journals and policy recommendations acted on by the IAS faculty, including the redesign of the Program Core. Professors Thomas and Hillyard, for example, have co-authored two articles with Professor Nancy Place, a faculty colleague from UWB's Education Program, on using visual images in the college classroom for *College Teaching* (2006). IAS's Project for Interdisciplinary Pedagogy is now performing similar work, with workshops on different interdisciplinary pedagogies and conference presentations on the project itself.

6. **Please summarize the data you collect, possibly using OEA or CIDR, to evaluate the impact of your teaching on student learning. You might want to focus on illustrative examples. Please describe selected specific changes you have made in response to that data you have collected.**

We have data from the University of Washington Office of Educational Assessment Graduate Survey Results for 2001, 2003, and 2005 (see Appendix M). Abstracting from the 2005 data for bachelor's degree recipients, IAS surpassed the other UWB programs in the self-reporting of student satisfaction with their education in the areas of writing effectiveness, speaking effectiveness, critically analyzing written information, defining and solving problems, writing

and/or learning independently, understanding and appreciating the arts, understanding and appreciating diverse philosophies and cultures, and understanding the interaction of society and the environment. We rated on a par with other UWB programs in areas of working cooperatively in a group, looking for information needed to help make decisions for solving problems, and using knowledge gained from a major field. We lagged behind our campus peers in the areas of understanding and applying scientific or quantitative principles and working effectively with technology. The latter findings may reflect the late addition of a more vigorous integration of science and quantitative reasoning into our curriculum. Data from the 2007 National Survey of Student Engagement echo these positive findings concerning the academic challenge of our programs in relation to our national peers (see Appendix M).

Abstracting from the 2005 data for master's degree recipients, our third Policy Studies cohort generally reported high levels of satisfaction, matching the other graduate programs at UWB, with their professional and academic growth in the following areas: writing and speaking effectiveness; critically analyzing technical literature in the field; and learning independently. The master's students reported very high satisfaction with critically analyzing the research literature from the field, exceeding the other graduate programs. At this juncture in the program's development, the alums reported less satisfaction in applying research to problems in the field, applying quantitative principles and methods, and preparing for a career, among others. We have also conducted in-house surveys of both first and second year students in the master's program. As we discuss in Section F.2.a, the core faculty members teaching in the policy studies program have re-crafted the curriculum in response to students' suggestions for improvements. Making the program align with the students' career aspirations is still a conundrum because we offer an evening program for working adults whose jobs make sending them out to field sites and internships a challenge. (See the full 2006 questionnaires results in the Appendix B.)

As we have noted in sections A.1 and A.2 above, the major course of formative evaluation and assessment in the IAS undergraduate curriculum is linked to the annual review of student program portfolios. IAS has always required its students to keep their graded coursework in a portfolio, encouraged them to review that portfolio at the end of each quarter, and collected that work in the students' senior seminar or thesis. Beginning in 2004-05, we explicitly linked the student self-assessment portfolios to a program-wide assessment process geared toward faculty and program development. As they had in the past, the students receive instructions on portfolios in their program core course, Interdisciplinary Inquiry (BIS 300), which they take during their first quarter in IAS. At the beginning of their senior seminar or thesis, the students review those materials and write evidence-based self-reflections in which they address their progress with respect to the program's four core learning objectives: critical thinking; shared leadership and collaboration; interdisciplinary research; and writing and presentation. Each of these self-assessment essays is accompanied by two assignments from the portfolio. (See Appendix N for the 2007-08 IAS Portfolio Assessment form.)

Each Winter Quarter, the program collects from senior seminar students their self-assessment essays and the corresponding assignments that relate to one of the learning objectives. We also conduct and record for further analysis discussions within focus groups with students from those seminars. In 2004-05, the assessment committee worked with the materials on critical thinking; in 2005-06, the committee worked with those related to shared leadership and collaboration; in

2006-07, the committee focused on interdisciplinary research; in 2007-08, the committee will attend to writing and presentation. In each case, a sub-group of the faculty (rotating on a four-year cycle) reviews the student portfolio materials and focus group transcripts at a day-long retreat in May, having earlier developed or revised an assessment rubric based on sample assignments submitted by each member of the faculty. The findings of this faculty sub-group are documented, reported at the June IAS meeting, and archived in an assessment dossier. All of these materials provide the basis of a workshop on that learning objective the following autumn, at which point the cycle begins anew. (Assessment dossiers and findings for the years 2004-05, 2005-06, and 2006-07 are available in the IAS office. See Appendix N for summary reports from the three assessment committees.)

This process demands a significant amount of work from the faculty members directly involved, but it is vital to the formative and ongoing integration of the curriculum as a whole. Once we complete the first full cycle from 2004 to 2008, we will be in a better position to assess whether significant and successful changes have been made across the program with regard to each learning objective. When resources are available, we may begin to conduct entrance and exit interviews with selected students, develop an e-portfolio system, and add other enhancements to the current process.

Before closing this important section of the self-study, we would also like to include one unsolicited comment posted on the "UW Vision Blog" in January 2007:

> I am a student at the University of Washington, but I attend the Bothell campus. I'm not sure if this forum is only for UW Seattle students, but I'm going to share my two cents anyway. First, I would like to bring to some people's attention that the Bothell campus exists. I read an earlier posting that expresses someone's concern about the UW's large and impersonal atmosphere. I would like to be the first to say that UW offers a very personal learning atmosphere at its satellite campuses. At UW Bothell there are no T.A.'s, and the students receive a lot of personal attention from the professors due to the small class sizes. For those of you who like the UW, but dislike the large setting, make sure you take a look at UW Bothell or UW Tacoma before giving up on the UW all together. Now on to discovery. As a senior at UW Bothell, I have had a lot of time to take interesting courses and learn many great things in several different areas of discipline. My entire college experience has been all about discovery. I am so thankful to have had such a wonderful opportunity to attend such a great institution. As a student in the IAS program, I have had an opportunity to take courses that have stimulated my mind in ways that I had not thought possible. By taking courses that have challenged me in many ways, I have discovered that I can achieve success in several areas. This has led me to discover my true potential, and has pushed me to strive for excellence in everything that I do in life.

7. **What procedures, such as mentoring junior faculty, does the department use to help faculty improve undergraduate teaching and learning? What training and support is provided to TAs to help them be effective in their instructional role?**

These questions have been covered in sections C.5, C.6, and elsewhere in this self-study since all of the teaching-based projects we describe include the very active participation of junior faculty members who have been hired, among other reasons, for their interest in and practice of pedagogical excellence and innovation. While we do not have TAs in IAS, we do have the Project for Interdisciplinary Pedagogy described in section A.5.

In addition, it might be useful to emphasize the centrality of the UW Library and the UWB Teaching and Learning Center staff in developing our curriculum with the faculty, and teaching us to be better teachers. The faculty and staff often work together outside of the classroom as well, including collaborative peer-reviewed publications and conference presentations. Three examples of these collaborations have emerged from the working group on the program core: "Interdisciplinary Inquiry through Collaboration" was co-authored by Research Librarians Bussert, Parker, and Szarko, who are IAS affiliate faculty, for the library and information science textbook, *Introduction to Instructional Services in Academic Libraries*; "Yours, mine and ours: Collaboration among Faculty, Library, and Writing Center" by Leadley (Research Librarian and affiliate IAS faculty) and Rosenberg (Director of the Teaching and Learning Center and affiliate IAS faculty) appeared in *Centers for Learning: Writing Centers and Libraries in Collaboration*, James Elmborg, ed.); and Burgett, Hillyard, Krabill, Leadley, and Rosenberg's co-authored "Teaching Interdisciplinarity" should be complete by the end of this year. Another course-based publication (Hornby, Lerum, and Parker's "Zines!: Student Expression through Creative Scholarship") also should be completed by the end of this year.

8. **How does the unit track and promote innovations and best practices in undergraduate and graduate student learning?**

We discuss our individual and collaborative dissemination of our innovations and best practices throughout this self-study, as well as the various means we use to promote them (teaching circles, PIP, mentoring, collaborative publication, etc.). IAS tracks these innovations and best practices through annual review and tenure and promotion processes. (For a listing of related conferences and workshops, see the faculty members' CVs included in Appendix G.).

Section C: Research and Productivity

1. **How does your unit balance the pursuit of areas of scholarly interest by individual faculty with the goals and expectations of the department, school, college, and University? How are decisions involving faculty promotion, salary and retention made?   For interdisciplinary programs: How do you balance the demands of home departments and of the interdisciplinary unit?**

IAS is committed to valuing a wide range of research activities and scholarly products. As evinced throughout this self-study, IAS faculty members conduct and publish interdisciplinary research in newer fields that link one of more of the traditional academic disciplines (e.g., Environmental Studies, Environmental Science, Community Psychology, American Studies, Cultural Studies, or Performance Studies), as well as disciplinary research in more established fields (e.g., Biology, Literature, History, Sociology, or Economics). Focusing only on the calendar years 2003-2007, the 35 members of the IAS faculty produced 11 books, 165 peer-reviewed articles, book chapters, and book reviews, 130 invited lectures, 44 creative readings and performances, 157 conference presentations, and 89 grants, plus innumerable roundtable sessions, guest lectures, and articles for more general audiences (see Appendix K for details). Obviously, these quantitative measures of our collective research productivity tell only a thin story. To thicken the description, we will focus on the accomplishments of five individual faculty members during the same time period:

A. Colin Danby has been an IAS faculty member since 1997, promoted from Assistant to Associate Professor in 2003. His scholarship focuses on the intersections of political economy, Latin American and postcolonial studies, and gender studies. Between 2003 and 2007, Professor Danby published seven articles in peer-reviewed scholarly journals or as papers in edited volumes, drafted a book manuscript entitled, *Imagining Capitalism: How Economy Came to Stand for History, Power, and the Global* that is currently circulating among publishers, and presented papers at nine national and international scholarly conferences and colloquia.

B. Jeanne Heuving has been an IAS faculty member since 1990, promoted from Assistant to Associate Professor in 1995 and from Associate to Full Professor in 2006. Her scholarship is positioned at the interface between critical and creative approaches to experimental writing, gender studies, and cultural studies. Between 2003 and 2007, Professor Heuving published a book of creative non-fiction entitled *Incapacity* (Chiasmus Press), which won a Book of the Year Award from Small Press Traffic in 2005, as well as two scholarly articles in peer-reviewed journals and four interviews. She gave thirteen readings of her creative work and five invited lectures at universities, published eight poems or cross-genre pieces, and organized a major poetry seminar, among other contributions. Professor Heuving is also a key member of the Seattle-based Subtext Collective, a group of writers dedicated to putting on a nationally recognized reading series of innovative writers and critics, and on the editorial board of HOW2, an international electronic journal dedicated to women's innovative writing.

C. Dan Jaffe has been an IAS faculty member since 1997, promoted from Associate to Full Professor in 1999. His research engages with the fields of environmental chemistry and environmental science, with a particular focus on the monitoring of global and regional air pollution and the public policy issues that these issues entail. Between 2003 and 2007, Professor Jaffe received approximately $1.2 million in grant funding from the NSF, U.S. EPA, and the U.S. National Park Service, among other funding agencies. He published 13 jointly-authored, peer-review articles and presented invited papers at 15 national and international conferences. Professor Jaffe also runs a research team at UW Bothell, consisting of three graduate students, two post-doctoral researchers, and one administrative assistant.

D. Kanta Kochhar-Lindgren joined the IAS faculty in 2003, and was promoted from Assistant to Associate Professor with tenure in 2007. Her research cuts across many fields, including performance studies, disability studies, environmental studies, dance, and interdisciplinary arts. Between 2003 and 2007, she published a monograph entitled *Hearing Difference: The Third Ear in Experimental, Deaf, and Multicultural Theatre* along with two articles in scholarly journals and one encyclopedia entry. A second book anthology on the Surrealist game, the Exquisite Corpse, is in process with the University of Nebraska Press. She presented her research at eleven national and international conferences. She is the director of The Empty Suitcase Theater Company, a performance group she founded in 2004. For 2006-2007, she served as the lead (along with Professors Heuving and Edwards from IAS and Erdly from Computing and Software Systems) on an Initiative for Creativity, Performance, and Research at UW Bothell. Recently, she accepted the position as co-editor of *Theatre Topics* from 2007-2009 and editor from 2009-2010.

E. Bill Seaburg has been an IAS faculty member since 1998, promoted from Assistant to Associate Professor in 2002 and Associate to Full Professor in 2006. His scholarship focuses on Northwest Indian languages, cultures, and oral traditions, with a particular interest in the history of anthropological knowledge production about those peoples, languages, and traditions. Between 2003 and 2007, Professor Seaburg added to a sequence of three books published in 2000 (*Badger and Coyote Were Neighbors: Melville Jacobs on Northwest Indian Myths and Tales*, with Pamela Amoss), 2002 (*Coquille Thompson, Athabaskan Witness: A Cultural Biography*, with Lionel Youst), and 2003 (*The Nehalem Tillamook: An Ethnography* by Elizabeth D. Jacobs). His fourth book (*Pitch Woman and Other Stories: The Oral Traditions of Coquelle Thompson, Upper Coquille Athabaskan Indian*) appeared in April 2007. He is working on two new book projects, one titled, *Ghosts Dance in an Empty House and Other Oral Narratives by Coquelle Thompson* and another volume, tentatively titled *Anthropologists as Textmakers: A Critical Introduction to Northwest Indian Oral Traditions*. Professor Seaburg was the 2006 recipient of the UW Bothell campus-wide award for Excellence in Research.

We have chosen to highlight the productivity of these five faculty members not because they are the "research stars" of IAS, but because they index the breadth and depth of the faculty's collective and collaborative accomplishments. A review of the brief CVs of other members of the program faculty (Appendix G) will reveal any number of similarly impressive research careers. What we would like to stress is that this high level of productivity is a sign not only of

the individual excellence of the faculty, but also the collaborative and integrative understanding of research across the program as a whole. A more narrowly focused program could never produce such an impressive range of scholarly products and engagements. All of these factors are taken into account in the annual IAS merit review process, which operates in accordance with UW protocols.

2. **How are junior faculty members mentored in terms of research and creative productivity?**

See Section A. 7.

3. **What has been the impact of your research on your field and more broadly over the past five years?**

As we have stated elsewhere, it is difficult to measure research impact among such a diverse faculty with such a broad array of sites of critical and creative engagement. The publications and projects completed by IAS faculty members span the range of entire Colleges of Arts and Sciences at other institutions. Regionally, nationally, and internationally, IAS faculty members contribute to new intellectual formations in academic disciplines and interdisciplines, in public policy arenas, and in community-engagement activities. They are cited widely by others in their fields, appear in the media on issues ranging from global air pollution to community college labor relations, are invited to speak at academic and community fora, regionally, nationally, and internationally, and serve on Editorial Boards of journals, Executive Boards of professional organizations, and Boards of Directors for community organizations. Again, a review of faculty members' CVs may be the best way to get a sense of this research impact.

4. **In what ways have advances in your discipline, changing paradigms, changing funding patterns, new technologies, or other changes influenced research, scholarship, or creative activity in your unit?**

For similar reasons, it is difficult to summarize the changes influencing such diverse research agendas and products. But we can assert that the national and international pressure toward increasingly interdisciplinary forms and methods of inquiry has had a positive impact on the research environment in IAS.

5. **Some units are more heterogeneous than others. What variations exist among your faculty in terms of methodologies, paradigms, or subfield specializations? Are faculty offices all in the same building, or are they geographically dispersed? What strengths and weaknesses for the unit as a whole are generated by differences among its faculty? Do any of these differences generate obstacles to communication? If so, what strategies has the unit developed to promote communication between different constituencies, and how successful have these strategies been?**

The research methodologies, paradigms, and subfields housed in IAS are obviously diverse, as are the pedagogical strategies and administrative assumptions that travel with them. Across IAS, our faculty strives to balance the demands of disciplinary specialization with those of

interdisciplinary integration at various levels of scale. This has not always been easy. As in most interdisciplinary programs, there is a tension between those two poles of inquiry. Our 2004 Strategic Plan, for instance, came out of a conversation between faculty members who desired more disciplinary sub-specialization and those who wanted more interdisciplinary integration. Our 2007 Program Reorganization Plan likewise emerged from a variety of ideas about how best to combine the program's interdisciplinary mission with the development of more delimited curricular pathways for students. The result, emerging from several months of discussion, enables the development of focused forms of curriculum development within CAWGs where they are sustainable, while also foregrounding integration through the positioning of all faculty members in more than one working group, the program-wide assessment process, the program-wide personnel procedures and hiring committees, projects such as PIP, and courses such as the program core.

One substantial benefit of working in this type of heterogeneous academic environment is that faculty members come to appreciate the ways in which their research is affected by the methodologies they choose for investigation, and have branched into new methodologies based on their interactions with others on the faculty. The physical layout of our campus abets this process of cross-fertilization. Our offices are interspersed across two buildings, with groupings including faculty from other programs at UWB. We find that this architecture enhances our access across areas of disciplinary and interdisciplinary expertise. Because of the breadth of our research interests, we have worked diligently to create opportunities to help us all understand the questions and projects that drive one another's work, including an internal, monthly research seminar in 2006-07, discussions across personnel and hiring committees, and workshops at annual faculty retreats. As mentioned elsewhere in this self-study, many faculty members also participate in research circles that allow a small group to support one another through their research over an annual cycle, and these collaborations have begun to produce new research on the question of interdisciplinarity itself.

In terms of communication, we have found that the significant norm is transparency in decision-making. Again, this is not always easy, partly due to the tremendous commitment of time that is required if one is going to make fully consensual decisions in a rapid-growth environment. But we have installed structures to point us in that direction as we look toward the future.

6. **What impediments to faculty productivity exist, and do you see ways of reducing these?**

As we have detailed throughout this self-study, IAS has built over its seventeen-year existence a tremendously generative and collegial network for scholarship. At the same time, we need to repeat here that the demands of service, including institution- and curriculum-building and community partnerships, are extremely high in IAS and at UWB. One result is that the time needed to sustain program-, campus-, and university-level development efforts competes directly for time that could be devoted to research efforts. While this fact bears most heavily on the junior faculty due to the tenure process, all ranks feel its pressure. Even with the move to a five course annual teaching load in 2007-08, nearly all of the faculty members find it difficult to carve out sufficient time to prepare grants for their research support or to complete research projects as they would prefer. Some faculty members with young children report having difficulties maintaining a productive research program – a common observation, but one that is

particularly apt in this institutional environment. In recent years, we have developed some mechanisms for supporting higher levels of faculty research productivity, including modest funding of the campus-wide "research circles" described elsewhere. In addition, the campus has a new Office of Research Support. All of these changes are positive, but the campus needs to remain aware that excellent interdisciplinary research often requires more support, not less. We need to continue to build infrastructure capable of encouraging faculty members to conduct research and to collaborate with colleagues at UWB and elsewhere as they integrate new research questions and methods into their scholarly projects.

7. What steps has your unit taken to encourage and preserve productivity on the part of all segments of your staff? How are staff recognized and rewarded? What programs are in place to support professional development of staff?

In 2006-07, IAS employed 8 Professional and Classified Staff (7.05 FTE), including a Lab Coordinator who oversees all natural science lab set ups/tear downs, orders supplies and maintains equipment for both the teaching and research labs, keeps health/safety procedures up to date, and many other important tasks. These colleagues embody the best of an academic staff team, and the faculty depends on their expertise and problem-solving every day. Let us briefly spotlight three of them. We have one academic program coordinator, Andrew Brusletten, for the MAPS Program, responsible for all day-to-day support of current students, caretaking of the curriculum, recruitment and admissions processing of future students, and organization of public events. In the IAS undergraduate office, Kathryn Cavil, who has been employed since the opening of the campus, is the manager of undergraduate admissions. Her job is multifarious, working with present and future students, reviewing the admissions files, liaising with the Program Director on quotidian and special projects, attending campus-wide meetings, and supervising the advising and classified staff in the program office. Our Administrative Coordinator, Pam DePriest, coordinates IAS budgets, personnel documents, and faculty searches, among many other tasks. She is a paragon of efficiency and far-sightedness. She won the UWB Staff award in 2006.

We encourage staff to take classes either in person or online to increase their competence in chosen areas. Over the years we have been able to secure re-classification of three staff members. Both classified and professional staff members are reviewed every twelve months and receive feedback from their supervisors on their performance through a formal evaluation process. The steps for classified staff raises are pre-determined by union contract. The professional staff members receive the biennial raises mandated by the State Legislature and are eligible for periodic in-grade salary adjustments.

(Note: In 2007-08, we have been fortunate to add to our staff an undergraduate Community Partnerships Coordinator, Michelle Cruver, and an IAS Program Coordinator, Lindsey McCarthy. In addition, we are currently searching in spring 2008 for an External Relations Coordinator for our graduate programs.)

Section D: <u>Relationships with other units</u>.

1. In what ways do you collaborate with units at other institutions or at the University of Washington? What are the impacts of these collaborations? Do members of your unit engage in or have opportunities to engage in interdisciplinary research? Do ties to other units or other kinds of interdisciplinary opportunities aid you in recruiting new faculty and graduate students? In what ways, if any, do they improve your graduate and undergraduate education? Do you face impediments to developing interdisciplinary research or connections with other units? Expansion of interdisciplinary programs is an emerging issue. Describe you unit's relationships with other units and work with other units to plan future initiatives.

How could the university aid you in strengthening such ties? <u>For already existing interdisciplinary programs</u>: How do you maintain relationships with contributing units? Are there other units that could enhance your interdisciplinary perspective? Do you face impediments in approaching these other units? How could the university aid you in solidifying old relationships and fostering new ones?

There is an expectation of faculty participation in the governance of the Department, the College or School, and the /University. How do faculty members within your unit meet this expectation? How is participation in shared governance encouraged and valued?

There is evidence throughout this document of our collegial relationships with academic staff and other program faculty at UW Bothell. Nearly every faculty member works closely with individuals in the Library, the Writing Center, the Quantitative Skills Center, the Media Center, and/or the Teaching Learning Center. Since 2006-07, many of us have been involved in the academic unit that oversees UWB's first-year program: the Center for University Studies and Programs (CUSP). We also have innumerable close ties with faculty members in other programs. IAS faculty members have collaborated with other program faculty on grants (Jaffe [IAS] and Kelley [Business]), co-authored publications (Hillyard [IAS], Thomas [IAS], and Place [Education]), long-term initiatives such as the Multicultural Children's Literature Database (Watts [IAS], Place [Education], and Banks [Education]), and proposals for public-private research partnerships (Collins [IAS], Leong [Business, CSS], and Stiber [CSS]) and international university exchanges (Collins [IAS] and Fukuda [CSS]), among other examples.

In addition, our faculty members teach or hold adjunct appointments at UW Seattle in Atmospheric Sciences (Jaffe), English (Burgett, Heuving), College of Forest Resources (Gold), History (Jacoby), and Women's Studies (Heuving, D. Gillespie), among others. Professor Groom is appointed jointly across IAS and UWS, where she teaches and mentors graduate students extensively for the Biology department. We have had excellent collaboration with the Simpson Center for the Humanities which has funded projects involving many of our faculty members. Through our Human Rights tri-campus minor, Professor Kochis has integrated programs for students across the three campuses. Professor Krabill is extending the African Studies minor to IAS from the Seattle campus and Professor Jacoby coordinates with the UWS Labor Studies minor. Professor Gold has been one of the principals involved in the Restoration Ecology Network for many years, which features a year-long, multi-disciplined capstone

restoration project populated by students from all three UW campuses. Professor Jacoby has been the Harry Bridges Chair of Labor Studies, housed in UWS Political Science and History Departments, for the past three years.

The trouble with this rich network of collaboration is that much of it is informal and/or unrewarded. Our faculty members serve on and chair Ph.D. and M.A. committees at UW Seattle without the benefit of the reduced teaching load allotted to the faculty members housed in those programs. Discussions of formal "tri-campus relationships" often seem abstracted from the informal networks described above and elsewhere in this self-study. For this reason, the major thing that the UW could do to support the work of IAS would be to create more flexible mechanisms for cross-campus and multi-campus collaboration in areas of complementarity. These areas could include better coordination of FTE accounting, more and broader awareness of common curricular initiatives and resources, and permanent support of improvements in teaching and learning and diversifying the campus   Put somewhat differently, the UW could recognize and support our excellence as an interdisciplinary program, a program unlike any other in the system (with the exception of IAS at UW Tacoma). The Project for Interdisciplinary Pedagogy and the UW Restoration Ecology Network are only two models of how IAS can be a resource that improves education and scholarship across the UW as a whole. Similar programs for faculty exchanges could be very productive.

In terms of faculty governance, the demand is great at UWB for faculty members to serve at many layers of the UW, including at the campus and university-level service through the UWB General Faculty Organization (GFO) and UW Faculty Senate. Six of the GFO chairs have stepped forward from IAS (Schultz [now retired], Edwards, Behler, Jacoby, Watts, and Collins), and our faculty has contributed mightily to the GFO Executive Council and various other committees over the years. We also participate in the UW Faculty Senate with representation on various councils or the Senate itself. This work is valued under the broad rubric of service to the institution and duly noted in annual merit reviews, promotion and tenure, or promotion to full. A start-up university setting such as ours necessitates an all-hands-on-deck approach. If we did not take ownership of faculty governance along with other committees, processes, and procedures by pitching in regularly with the ordinary work, the campus would be a less lively and engaged place. But it is also time-consuming and stressful work. At UW Seattle, faculty members tend to take on these types of tasks once in a career; we do so nearly annually.

Section E: Diversity

The University is committed to providing a supportive environment for all members of its community and ensuring that each is included in the life of the University in ways that benefit professional development and success. Underrepresented groups can vary by field, but are most commonly identified by gender, race, or ethnicity.

1**. Describe for your unit the inclusion of underrepresented groups for students (by entering cohort), faculty by rank, and staff.**

In its early years, IAS characteristically attracted older female students (average age 32). Over time, this gender dominance has remained, but the average age is dropping. We have many traditional college-aged students now, and expect this trend to increase with our expansion into lower-division curriculum. (See the undergraduate IAS Fast Facts sheets for the academic years 2004-05, 2005-06, and 2006-07 Appendix B.) The gender breakdown for 2004-05 was 67% female, 33% male. In terms of age, 53% of the students are aged between 18-25, 26% between 26-35, and 21% are 36 or older. In subsequent years, the students are even younger and more female dominated. In terms of ethnicity, for 2004-05, 56% are Caucasian, 11% minority, with 31% not reporting; 2005-06 and 2006-07 show an even more skewed demographic toward white and female students. Internally, we could do a better job of recruiting and retaining male students. In terms of underrepresented groups, we need to attract more minority students, male and female.

For our IAS faculty, as of October 2006, we have 32 ladder faculty members, 8 non-ladder faculty members, one research professor, and two pre-doctoral associates for a total of 43: 40% female, 60% male, 10% minority, and 90% non-minority. For the previous year, the numbers were: 37% female, 63% male, 7% minority, 93% non minority, so we have seen a slight increase in women and minority faculty members (See Appendix B for the University of Washington Workforce Profile report for Bothell IAS, including a statistical breakdown by rank). For our IAS staff during 2004-05, we had 42% minority female, 29% non-minority female, and 29% non-minority male. During 2005-06, we had 43% minority female, 43% non-minority female, and 14% non-minority male.

2. **Please provide data comparing the teaching loads and other duties of any members of underrepresented groups in your unit to others of comparable professorial rank**.

Faculty teaching loads are comparable for all faculty members in the program. IAS has not succumbed to the common problem that minority and underrepresented faculty members are asked to do significantly more committee work at a program and campus level. But this is a tendency that we will need to be aware of and to guard against in the future, especially if the campus generates significant new initiatives related to diversity.

3. **What steps, including outreach and recruitment, has your unit taken to ensure an environment that values diversity and supports all faculty, students, and staff, including members of underrepresented groups? Have you been able to retain students and faculty from these groups once you have recruited them? What factors aid or impede your efforts**

to recruit and retain members of underrepresented groups? Is there anything the University can do to help you with recruitment and retention?

The UWB campus as a whole claims that it embraces a "culture of inclusiveness" and IAS faculty members teach diversity issues in multiple classroom and field settings. In addition, one of our faculty members (Burgett) co-directed a two-year UWB Diversity Enhancement Project which involved members of the faculty and staff across campus and was funded by the UW President's Office, while another has been centrally involved in the development of a tricampus Disability Studies Minor (K. Kochhar-Lindgren). Other faculty members are developing very innovative and promising community outreach projects with the Tulalip Tribes and the local school districts, among other sites. As we note in sections A.3 and E.1 above, however, the diversity data in the program and across campus for the faculty, staff, and students shows a need for improvement. In particular, the campus and the program need to develop better strategies for building specific recruitment bridges and retention programs for students from underrepresented and underserved groups. The will to take on this work is strong among the faculty. What we need is leadership from the UWB upper administration and appropriate campus-level resources. The latter could be provided by either UWB or the UW central administration. Recent hiring in the Office of Minority Affairs points in this direction, so we are hopeful.

4. **Does your unit work with the Graduate Opportunity Minority Achievement Program (GO-MAP) or Office of Minority Affairs (OMA) on student recruitment and retention? How is your unit involved in collaborative or university-wide efforts to increase the diversity of students and faculty?**

The counseling services coordinator for our MAPS program is beginning to forge relations with the GO-MAP, but we need to do more, especially as we bring on a second graduate program in 2008. We also have several faculty members who are involved in university-wide diversity initiatives and policy-making. The trick, as we state above, will be to find and commit resources to campus-wide work on student recruitment and retention devoted to diversity. This needs to be built into the infrastructure. We have asked one of the IAS Associate Directors for 2007-08 to focus on issues of (student, faculty, and staff) recruitment, retention, and diversity, in part by increasing our collaboration with these university-wide efforts. This programmatic effort will need to be met by corresponding efforts at the campus level to be effective in the longer term.

5. **Has the increased diversity of the student body and/or faculty in your department generated any changes in your curriculum? In your unit's academic culture or climate? If so, what are the impacts of these changes? Is there anything the University or College can do to help you with these efforts?**

Many IAS faculty members research and teach at the cutting edges of diversity issues, broadly construed. And many work in diversity-related fields that have emerged over the last two decades: ethnic studies, postcolonial studies, working class studies, gender studies, queer studies, and disability studies, among others. In this sense, the history of the campus does not mirror other universities where these new fields entered into sometimes vexed and compromised relations with traditional scholarship. In addition, the annual program assessment process, though it does not include a specific learning objective focused on diversity, does attend to

diversity throughout. The 2005-06 focus on collaboration and shared leadership, for example, produced some significant findings about how unequal forms of social recognition structure group work in and across IAS classrooms. These findings have been reported back to the IAS faculty as a whole with recommendations for future action. That said, there is a real need in the program and on the campus to link classroom teaching about diversity to larger scale issues about campus climate, including those mentioned above.

Section F: Degree Programs

1. Doctoral program(s) (if applicable)

While IAS does not currently house any doctoral programs, IAS faculty members do chair and serve on dissertation committees in a variety of UWS departments (see Appendix D for doctoral committees chaired), and many faculty members are adjunct faculty in those departments. In this role, they mentor UWS doctoral students in less formal ways as well. As we explain in Section A.5, our Project for Interdisciplinary Pedagogy provides a unique opportunity for UWS doctoral students to work individually and in a cohort with IAS faculty members on questions of interdisciplinarity and interdisciplinary pedagogy. As teaching fellows, they teach three courses during the academic year, meet for quarterly workshops, and develop a teaching portfolio focused on interdisciplinary learning outcomes. While the long-term results of this program are not yet in (the first year was 2006-07), we anticipate that this focus on interdisciplinarity and pedagogy will greatly improve UWS graduate students' job placement rates. (For a detailed report on the first year of PIP, see Appendix O.)

2. Master's degrees (if applicable, as separate from Doctoral degrees)

a. If applicable, show the relationship of master's degree programs to the undergraduate and/or doctoral degree programs in your unit. Describe the objectives of your master's degree program(s) in terms of student learning of the content of your field, professional skills, skills for lifelong learning, and other relevant outcomes, as well as its benefits for the academic unit, the university, and the region. (Please attach a curriculum description as an appendix to this report.) In the case of a terminal master's degree, (one not generally undertaken as a prelude to doctoral study), compare your objectives with those for programs at institutions you think of as peers.

Perhaps the easiest places to start in addressing this series of questions are with the mission statement and learning objectives for our MAPS program:

Mission Statement:

> The Master of Arts in Policy Studies provides a transformative graduate experience enabling students to translate interdisciplinary understandings into the professional competence essential to making practical, substantive contributions to their policy communities. The curriculum blends a strong theoretical base with practical field and applied experiences, allowing students to develop rigorous policy research, analysis, and management skills that can shape policy in for-profit, non-profit, and governmental contexts.

Learning Objectives:

- To enhance intellectual growth through a cohort learning community model
- To foster a public service identity through applied research

- To develop analytical and synthetic thinking skills through training in quantitative and qualitative methodologies and a generalist module-based curriculum in policy studies

- To engage in research in a wide range of policy arenas

- To make connections within and among disciplines through critical thinking, problem solving, modeling of policy work

- To help students gain a mastery of policy studies that is competent, critical, and curious

- To prepare students for further graduate education and to improve their career opportunities in policy fields

In alignment with the mission statement and learning objectives of IAS as a whole, planning for the MAPS program began with the 1998 IAS Strategic Planning document (a document that also projected graduate degrees in Cultural Studies and Environmental Science). When MAPS was initiated in 2001, it was designed to create and educate a community of people who believe policy can make a difference. Students and faculty members engage in academic pursuit of solutions to policy problems in arenas such as environment, labor, technology, human rights, local and state government, and technology. Faculty and student research contributes to the academic body of knowledge, promotes public education, and engages in the major contemporary policy debates. MAPS students use research to define and measure policy problems and to develop, evaluate, and implement solutions. They train for careers as leaders, analysts, and managers in policy-related public, non-profit and private organizations. As a program, MAPS integrates the skills, abilities, and fields of knowledge that lie at the heart of interdisciplinary and liberal arts education in IAS and elsewhere with field experiences, applied research, and professional skills that are essential for policy professionals and organizational leaders.

To these ends, MAPS students are assessed on their demonstrated and evolving abilities to: 1) understand public and private organizations and how they function in the differing contexts; 2) write effectively in appropriate professional genres and styles; 3) speak and present ideas, analyses, and other materials clearly and appropriately; 4) critically analyze ideas and arguments, including the assessment of policy and organizational alternatives; 5) define and help solve problems within organizations and between organizations and their broader local and global contexts; 6) identify the opportunities and obstacles brought about by change and innovation and help develop strategies for successful adaptations by organizations and as a committed professional; 7) continuously develop, apply and reflect upon the leadership skills required of oneself within an organization and help to foster appropriate skills in others; 8) develop research designs for analyzing policy and organizational processes as appropriate and demonstrate the capacity to deploy appropriate quantitative and qualitative research strategies and techniques; 9) understand and apply computing skills and information technology appropriately for the assessment of organizational and policy processes, strategies, and outcomes; 10) work cooperatively in groups within and across organizational boundaries and as an effective member of interdisciplinary and or multi-constituent teams and task forces; and 11) understand the importance of differing philosophies and cultures and their impact on organizations and policy alternatives.

Like other forms of interdisciplinary education in IAS, MAPS requires and models a high level of flexible and creative response to problems as they take shape in social worlds at various levels of scale, while also promoting the habits of lifelong learning in a sophisticated and self-sustaining manner. In an attempt to realize these ambitious goals, the IAS faculty members most closely aligned with the MAPS program have recently completed a two-year curriculum revision that has resulted in some changes in course delivery, sequencing, and titles. One of the reasons for undertaking this revision is to add a part-time program (in addition to the full-time, cohort model) which students can select if their work or personal schedules preclude full-time enrollment. The part-time program has been designed so that students enroll in 5 credits per quarter over the course of three years. Another reason for making curricular adjustments is to clarify course titles so that they indicate content in a more transparent manner. For instance, the first core course in the curriculum, BPOLST 500, was a 10-credit course called *Dimensions and Contexts of Contemporary Policy Issues*. This course was split into two 5-credit courses: *Policy Process* and *Public Finance and Budgeting*. One of the challenges in making these adjustments was to retain the interdisciplinary aspect of the curriculum, since MAPS is firmly grounded in the principles of IAS, while at the same time providing clarity in the titles. Other changes include the addition of electives that enrich the content and skill-building base of the program. (See Appendix P for a detailed curriculum description.)

b. Describe the standards by which you measure your success in achieving your objectives for the master's program. Using these standards, assess the degree to which you have met your objectives. Indicate any factors that have impeded your ability to meet your objectives and any plans for overcoming these impediments.

MAPS maintains high levels of quality through on-going program assessment techniques. The primary vehicle for measuring the attainment of program goals is the MAPS student surveys. The program implements the Mid-Program Survey at the end of the first year, and the End-of-Program Survey during May of the second year. The faculty then discusses the quantitative and qualitative results and makes decisions on whether to adjust any specific program elements. In one recent example, a significant number of survey respondents indicated they wished they had started the program with better academic preparation in the areas of statistics and economics. After lengthy discussion, the faculty decided to require (and not simply recommend) that all applicants have coursework in these disciplines prior to starting the program.

In terms of positive feedback for the Policy Studies Program, one of the high points of the MAPS year is the graduate student conference that usually spans two days in May, culminating in a banquet with guest policy speaker. The students present on panels followed by a faculty respondent at the end of each session. The purpose of the graduate student conference is to model a professional academic setting for a public audience, including the first-year students, family, friends, and policy professionals. In so doing, we showcase research methodologies, case studies, and practical applications that culminate the students' policy work. The kinds of Capstone projects that have emerged over the last few years embrace a wide range of subject areas and methodological approaches. For example, Matt Albertson worked as in intern with the non-profit Stay Safe Seattle as he gathered data for his exploration of the harm reduction movement and its policy implications. Another student, Mark Hammond, conducted field research by interviewing a number of stakeholders in non-profit organizations, public agencies, and corporations involved in the King County 10-year Plan to End Homelessness. Through

these interviews, which he recorded and transcribed, he gathered data that became the basis for an analysis of the evolution of language use in the policy-making process. A third student, Karen Sampson, used publicly available data sets furnished to public agencies to conduct a study of Air Quality Districts in California. The strength of these capstone projects is an important indicator of the Policy Studies Program's success with its students.

Other indicators of the MAPS program's success are the collaborations between graduate students and faculty mentors. One of our faculty members, Professor Dolsak, has mentored a number of students in their research projects, and jointly presented at professional conferences and/or co-authored articles. As examples, she presented with Maureen Dunn, "Choosing Partners for Kyoto Flexibility Mechanisms: A Cross-Country Analysis" (APPAM, 2005) and with Wendy Fisher and Kristen Houston, "Climate Change Policies at the State Level" (APPAM, 2006). One co-authored article with Andrew Miller, "Issue Linkages in International Environmental Policy: International Whaling Commission and Japanese Development Aid (*Global Environmental Politics*, 2007) has just appeared and another with Karen Sampson on "Diffusion of Market Instruments: The Case of Air Pollution" is in progress.

c. How are you staying informed of the career options that graduates of your program typically pursue and the success they are obtaining? How are you using the information in departmental planning?

MAPS graduates typically aspire to work for various municipal, state and federal government agencies, educational institutions, cultural institutions, non-profit organizations and, to a lesser extent, a handful of private businesses. A smaller number also go on to pursue Ph.D.s. We keep MAPS students and alumni informed about employment and educational opportunities through the MAPS e-newsletter, which is published every two weeks and distributed through email. This resource provides updates for job positions, lectures, and workshops. We also tap our alums to present on panels each January in the context of the UWB Career Week, and to talk to new second-year students about the challenges of the Capstone experience at our spring roundtable. There have been important synergies between current students and alums regarding research topics and potential networking. The MAPS Student Committee recently organized a Spring Social ("Beyond the Boundaries of MAPS") to which 50 faculty members, alums, and current students flocked to share conversation and create professional networks. It has fundraising plans for the near future to support the next generations of graduate students.

A sampling of the employment pathways of recent MAPS graduates include Donna Ambrose (2003), Governmental Affairs and Information Manager, Everett Transit Authority; Wendy Fisher (2007), Land Use Planner for Whatcom County; Mollie Hughes (2003), Director of Parent Education, Break Through Parent Institute; Mary Martin (2003), Resource Development Associate, Habitat for Humanity of East King County; Danny Molvik (2007), Operations Analyst, Puget Sound Energy; Dean Olsen (2005); Program Analyst, Physical Security Division, Bureau of Diplomatic Security, Department of State; Candria Rauser (2003), Unemployment Insurance Legislative and Policy Research Analyst, UI Division, Washington State Department of Employment Security; Miko Robertson (2004), Special Projects Manager, Office of Research and Graduate Education, University of Washington School of Medicine; Riann Sammy-Sacquitne (2003), Grant & Trade Policy Analyst, Port of Seattle; Marie Savoie (2003), Resource Development Administrator, Village Community Services; Will Smith (2004), IT Business

Analyst, Global Wireless by TMobile; and Diane Weber (2004), Loss Control Manager, Snohomish County. Our students' experiences in field site placement for internships and research projects within organizations have given faculty members closely involved in MAPS insight into the latest trends for employment and provide us with an informal feedback loop for future planning. One example of a change in our curriculum is the BPOLST 501 class on Public Finance and Budgeting as explicit training in a certain kind of vital organizational knowledge.

3. **Bachelor's degree**

a. Describe the objectives of your bachelor's degree programs in terms of student learning of the content of your field, professional skills, skills for lifelong learning, and other relevant outcomes, as well as its benefits for the department, university, and region. (Please attach a curriculum description as an appendix to this report.)

Our original mission from the 1990 founding documents was to provide the citizens of north King County and Snohomish County with access to the highest quality education for a broadly based Liberal Arts education at the upper division. As we have detailed in Section A.1 of this self-study, we have grown rapidly since 1990 and have attempted at all moments to design a program that would benefit the campus, university, and region. Currently, we offer undergraduate students a Bachelor of Arts in Interdisciplinary Studies with six different transcripted degree options: American Studies (AMS); Community Psychology (CP); Culture, Literature and the Arts (CLA); Global Studies (GST); Science, Technology, and the Environment (STE); Society, Ethics, and Human Behavior (SEB). We also have a Bachelor of Science degree in Environmental Science (BS ES), though new admissions to that degree were put on hold in May 2005 due to low enrollment and insufficient staffing. (The BS ES is approved for re-launch in 2008-09, pending funding.)

Students in all degree options are required to take the 5-credit program core course ("Interdisciplinary Inquiry"), a 5-credit senior seminar or 10-credit senior thesis, and an additional 70 credits of IAS coursework, with a minimum of 70 total credits above the 200-level. They must also complete 10 credits of coursework in each of the three UW "areas of knowledge": Natural World; Individual and Society; and Visual, Literary, and Performing Arts. Across all of the degree options, our program-wide portfolio and assessment process focuses on four core learning objectives designed to build professional and lifelong learning outcomes: Critical Thinking, Collaboration and Shared Leadership; Interdisciplinary Research; and Writing and Presentation.

Additional curricular requirements vary across the transcripted degree options. American Studies requires that students pursuing that option take one of the option's core courses (e.g., "Race, Immigration, and Ethnicity") and 35 additional courses cross-listed as AMS. Community Psychology requires that all of its students take the option's only core course ("Community Psychology"), a 300-level course in statistics, a 300 course in research methods ("Approaches to Social Research"), and 25 additional credits cross-listed as CP. Culture, Literature, and the Arts requires that students choose one of its core courses (e.g., "Literature, Film, and Consumer Culture") and an additional 35 credits in courses cross-listed as CLA. Global Studies requires students to take one of its core courses (e.g., "History and Globalization") and 35 additional

courses cross-listed as GST. Science, Technology, and the Environment requires a core course in science methods and practice (BES 301), one of its breadth courses (e.g. "Technology and Society"), a statistics course above the 100-level, and 30 additional courses cross-listed as STE. Society, Ethics, and Human Behavior requires that students take one of its core courses (e.g. "Institutions and Social Change"), a 300-level statistics course or 300- or 400-level research methods course, and 30 additional credits in SEB.

Over the next several years, faculty members in Curricular Area Working Groups (CAWGs) devoted to our existing and emerging degree options and majors may revise these requirements and the curriculum that underwrites them. As always in our program, the two tricks will be to link (sequences of) courses within areas and courses that build the skills necessary for integration across areas, and to create curricula that can be staffed primarily by our full-time faculty and made available in time slots that are accessible to our traditional and non-traditional students. (For a description of IAS's current curriculum, see Appendix Q. For a schematic history of the program's evolution, see Appendix R.)

With the recent addition of new faculty members in the environmental and life sciences, we plan to re-launch our B.S. in Environmental Science degree in 2008-09. In addition, we committed in spring 2007 to establishing CAWGs for the development of four new undergraduate degree options in the near future: Interdisciplinary Arts; Environmental Studies; Science, Technology, and Society; and Law and Political Economy (or Policy Studies). Discussions of other emerging areas have included a B.A. option in Media and Communication Studies, a B.S. in Biological Sciences, and an M.F.A. in Creative Writing. The planning for these new degrees, as well as any changes to existing degrees, will travel through the normal IAS, UWB, and UW approval processes. At every level, proposals will address questions concerning regional need, student demand, curricular quality, and campus- and university-wide resources. (For pending proposals for new degree opportunities in IAS developed in 2007-08, see Appendix S.)

Now that UWB is offering four-year undergraduate degrees, we contribute annually to the leadership, design, and delivery of first-year program through the Center for University Studies and Programs (CUSP) and are developing a sophomore curriculum beginning in 2007-08. For the first time, we have the opportunity through these means to consider where prerequisites are suitable for upper-division classes, and if so, which ones. Because we serve both day and evening students, such scaffolding of student learning is challenging; the prerequisites need to be offered often and at convenient times for our largely working student population. Having a more coherent curricular structure with 200-level classes, though, should make it easier for students to identify their preferred courses of study. More traditional students might welcome identifiable pathways to knowledge, while other students might continue to enjoy a more flexible approach, choosing classes with inherent resonances. For now, IAS is committed to serving student need widely construed. Many of the students taking our sophomore classes will not end up as IAS majors, so we will also have to attend to offering a variety of general education courses. But the faculty is committed to fostering a broadly interdisciplinary learning environment, even for those classes that might sound traditionally disciplined. We seek a "both and" model of education, linking breadth and depth through integration and synthesis.

Throughout this self-study, we describe the benefits of the IAS program for the campus, university, and region. We are committed to developing public programming and public-private partnerships in IAS that will enhance UWB's emerging status as an intellectual, economic, social, and cultural hub for activities in Eastside and North Sound. And we are equally committed to developing pathways for our students to enter the communities and work worlds of the region in creative and innovative ways. A recent article about a new interdisciplinary arts degree quotes one of its administrators as saying, "Students who have interdisciplinary experience are more competitive in the workplace." This has been one of our principles in IAS all along, though we would add that we also educate our students to contribute to the reshaping of what regional workplaces can and should be. For the price of public university tuition, we offer our students the best of a liberal arts college education and the resources of a research intensive university. As we grow, one of our major challenges will be to make strategic faculty and staff hires to bolster our present curricular offerings, while also hiring onto new lines for the new initiatives as they reach formal approvals. We do not want to abandon the needs of our present degree offerings to launch new programs of study, but we do need to diversify those offerings to attract new students and serve the region better.

b. Describe the standards by which you measure your success in achieving your objectives for undergraduate programs. Using these standards, assess the degree to which you have met your objectives. Indicate any factors that have impeded your ability to meet the objectives and any plans for overcoming these impediments.

We describe our program-wide portfolio and assessment process in Sections A.1, A.2, B.5, and elsewhere in this self-study. Section B.5 also discusses other means of program assessment, while Section A.2 reviews impediments we face and our efforts to circumvent them. Let us add (or repeat) here that actually doing this type of formative assessment and then implementing the findings effectively takes a tremendous amount of work and coordination. We have hired and developed faculty and staff members who are deeply committed to this work. We may simply need more good faculty and staff resources to accomplish our goals more effectively. If we hire well, this will happen as we grow.

In addition to these program- and system-wide forms of assessment, many IAS faculty members have developed – and published about – performance measures that extend beyond the standard student evaluation forms. CIDR mid-quarter reviews and on-line queries of student learning to take the pulse of courses midway or at their conclusion are only two examples. Professor Goldberg provides one impressive example. He uses a meta-cognitive approach in all of his courses that identifies underlying concepts needed to master the material (e.g. "continuity and change," "historical agency," and "historicity"), and then careful builds the students' competencies in those areas by linking course content to thinking skills (assessment of scholarly work, and use of logic and evidence) and communication skills (clarity of writing and paragraph organization). He scaffolds the learning so that each lesson builds on the previous one and designs assignments that enable him to assess students' level of command at various points along the way. The goal is for the students to improve their learning using scoring rubrics with criteria that enable them to identify areas of weakness, which they must address to improve in the future. Students receive their final grade based on his assessment of their level of command at the end of the course, rather than an average of their performance throughout.

There is also much deeply-transformative learning in IAS that is not easily captured through rubrics and metrics. Professor Gold involves students in the UW Restoration Ecology Network, engaging them to become stakeholders and problem-solvers in ecological conservation. They work in interdisciplinary teams with peers from across three campuses to design and implement an interdisciplinary restoration project. In the study of the arts, Professor K. Kochhar-Lindgren requires students to move out into the community to observe people in everyday life. By so doing, they realize that much of our public presence is a kind of performance. For her *History of Dance* course, Professor Edwards requires students to attend a live professional dance performance; some come away with profoundly changed perceptions of the work and art of the dancer and the multiple elements that combine to make a thrilling performance. Similarly, Professors Caplow and Price, in the context of their art history and biology courses, send students to local fine arts and natural history museums to view and reflect upon the permanent collections or special exhibitions. For a sizeable portion of these students, it may be their first visit to a museum. The students in Professor Goldstein's *Twentieth-Century American Literature* course attend a professional play, many for the first time in their lives. These types of first-hand visual, tactile, and aural experiences energize students. In many cases, the outcomes of these experiences can only be measured in decades, not weeks or quarters or years, and even then they may be difficult to quantify and assess.

c. In what ways have you been able to involve undergraduates in research programs in your unit? How do you assess the results? What other teaching innovations have your faculty undertaken or are your faculty considering?

Throughout sections A and B of this self-study, we have referenced our innovations in teaching our students to think and act as researchers, as well as examples of individual and collaborative undergraduate research projects, both on and off campus. This emphasis on undergraduate research is an ongoing priority in IAS as we develop our existing and new curricular areas. As discussed in section B.3-8 above, we assess our effectiveness through various measures, including the four program-wide learning objectives, one of which is focused on interdisciplinary research. Under A.4, we highlighted *Clamor* (the campus literary journal), the *Policy Journal*, the undergraduate research led by Professors D. Gillespie and Thomas, and the IAS faculty-student projects funded by the UWB Collaborative Undergraduate Research program.

d. Indicate the steps the unit has taken to comply with state-mandated accountability measures (i.e., reduced time to degree; increased graduate efficiency index; increased retention rate). Have these steps improved the quality of student learning in your program? Why or why not? Do you envision any further steps to increase compliance with state-mandated accountability measures?

Across the three UW campuses, advisors and registrars track students with excessive credits in order to reduce the number of students who are unwilling or unable to graduate (the 210 credit rule). In IAS, we rarely face this problem, unless a student comes in with a large number of credits and then must complete our degree requirements. Even then, they have 20 credits of electives available to utilize for previous upper-division work. Tracking and enforcing the 210 credit rule has not been a major issue.

One factor that occasionally prevents students from completing their degrees as efficiently as possible is access to the distribution classes across the options or access to individual option core classes. Trying to maintain a broad curriculum for all six options in both day and evening has been a challenge. In 1990, we opened our doors as an evening program; by 2006, we had moved to a 60/40 split of day to evening classes. We are coming to a key moment when the faculty will have to decide whether to offer some existing and new options or majors during the day only (or other limited time slots). This decision will need to weigh the benefits of developing more delimited curricular pathways against the costs of alienating some of our non-traditional, time-bound students, including those who have been our mainstay to date. This tension also speaks to the matter of recruitment and retention. As we gain resources to enhance our existing options and to establish additional options and majors, we anticipate that these curricular revisions will assist us in attracting and retaining students who might otherwise choose to pursue degrees at other institutions. But we will need to be sure to add full-time faculty members at a rate that is sufficient to offer these new and revised degrees.

In terms of academic accountability, our ongoing formative assessment of student learning referenced elsewhere in this document contributes to our awareness of our strengths and weaknesses.

e. How are you staying informed of the career options that graduates of your program typically pursue and the success they are obtaining? How are you using this information in departmental planning?

As we note in Section A.3 above, tracking the graduates of our program is one of the many resource problems we face in IAS and at UWB. As with all of our alumni, we know about their activities through direct contact after graduation with their former professors and our advising staff. Otherwise, we have only a partial picture, even though Alumni Relations has improved its database accuracy. We share any information that comes into the program with our colleagues in the UWB Alumni Office, as they do with us. Professor Kochis is liaison to the UWB Alumni Council and acts as a conduit of information between the program and active Council members. As we grow, we will need a better campus- and program-wide strategy for alumni relations, program planning, career advising, and social networking and development.

For the time being, we tend to depend more on data about potential students as we plan for program growth than on information gleaned about our graduates. Recently, we have relied on reports such as *Washington Learns: World-Class, Learner Focused, Seamless Education*, an 18-month comprehensive study of education in Washington that calls for increased focus on math and science education and our internal *Applied Science & Technology Planning Phase I Report* (2006). We also use data from the College Board on what the preferred majors might be for our potential students and capture data from UW Seattle on requested majors for freshman in our region. For transfer students, we have historical trends from our six community college partners, and internal surveys of "transfer-intent" students in our six community college partners (every 3 to 5 years). In addition, we pilot surveys at Cascadia Community College and elsewhere as we plan for new degree options in areas ranging from Community Psychology to Interdisciplinary Arts.

Section G. Graduate Students

1. Recruitment and Retention

a. Please describe recruitment/outreach programs to attract graduate students. Specifically address outreach to underrepresented group. Describe the measures you use to assess the success of your efforts. How successful have they been?

In attracting students into our Master of Arts in Policy Studies, close to 50 percent of our students are graduates of the IAS undergraduate program, most of whom chose the American Studies, Global Studies, or Society, Ethics, and Human Behavior options. The remainder comes to MAPS from UW Seattle or other national or international colleges and universities. Data on the diversity of MAPS students can be found on Fast Facts sheets for the academic years, 2004-05, 2005-06, and 2006-07 (see Appendix B). For the 2006-07 year, the gender breakdown was 69% female, 31% male. In terms of age, 28% of the students are aged between 18-25, 43% between 26-35, and 29% are 36 or older. In terms of ethnicity, 59% are Caucasian, 16% minority, with 24% not reporting. Over time as the reputation for excellence in MAPS extends regionally and nationally, we expect the percentage of our former undergraduates to decrease. This shift in demographics would provide a greater diversity of graduate student experience and perspectives. (See the MAPS Fast Facts sheets for the academic years 2004-05, 2005-06, and 2006-07 in Appendix B.)

As we note in sections E.3-5 of this self-study, we need to coordinate more effectively with university-wide diversity efforts and to develop more campus-wide initiatives. For now, our recruiting efforts include presentations to prospective students, word-of-mouth among undergraduate programs, mailings to students and alumni, and mass-media promotion. The MAPS Counseling Services Coordinator and Graduate Staff Assistant regularly make presentations in IAS undergraduate classes where the course content is relevant to MAPS, many of which are taught by faculty members who also teach in MAPS. The MAPS staff also makes presentations at a variety of local public agencies and attends graduate and career fairs across the Puget Sound area. These presentations invite prospects to attend information sessions on the UW Bothell campus in order to get in-depth information about the program.

Our mass mailings include promotional postcards sent to UW Bothell and UW Seattle students (in selected majors) as well as UW alumni (with selected degrees). Furthermore, we send email reminders to all UW Bothell students and anyone who has inquired about the program. We send invitations to program events to local community members, including non-profit organizations and public agencies. Finally, we are in the process of revising the MAPS website in order to present information in a more compelling way. This new site will take a user-centered perspective and will funnel inquiries generated from a variety of media outlets (announcements on local public radio and press releases to local papers).

b. What are your retention rates for the master's program? To what do you attribute attrition? What steps are taken to minimize attrition?

The MAPS program is funded at 43 FTE and has been enrolled at the following levels: 103% in 2002-03; 108% in 2003-04; 76% in 2004-05; 74% in 2005-06; 100% in 2006-07. Of the total 139 matriculated students admitted to the MAPS program since 2001, 33 have withdrawn, creating an attrition (or stop-out) rate of 23.7%. Discussions with students who have discontinued the program indicate that their decision to withdraw was influenced predominantly by the difficulty in balancing academic, professional, and family responsibilities. A secondary influence is the perception of a mismatch between these students and the program. To mitigate this occurrence, the MAPS program now regularly invites prospective students to engage in a conversation with MAPS faculty before the program begins to explore possible areas of collaboration and research. Applicants are also encouraged to observe classes in session and contact MAPS alumni. The larger adjustment is described in Section F.2 above. The major impetus to provide both a two-year cohort, full-time, and three-year, part-time course of study is to allow students to complete the program while also accommodating the other demands of their busy lives.

2. Advising, Mentoring and Professional Development

a. In what ways do you communicate academic program expectations to student? Such information should include: timeline, phases and benchmarks of the degree program; procedures for committee formation; coursework, exam and presentation requirements; and standards of scholarly integrity.

Answers to many of these questions are accessible to prospective and current students through the MAPS website, regular information sessions, and the IAS graduate office. In addition, incoming MAPS students are matched with faculty advisors at the beginning of the program. These advisors meet regularly with their advisees throughout the first year to discuss general academic progress and possibilities for their second-year research projects. At the end of the first year, students are matched with new faculty advisors who supervise students' Capstone Research Projects throughout the second year. For more general purposes, the MAPS administrative office sends critical information to students every two weeks via the MAPS electronic newsletter. This information includes registration dates, course registration procedures, program updates, policy news, and professional development information, including internship and job opportunities.

b. In what ways do you inform students of your unit's graduation and placement record? Such information should include time to degree; average completion rates (Master's and Ph.D.); and employment of graduates two and five years after degree completion.

To date, the small size of the MAPS program and its two-year, cohort-based structure have prevented the emergence of typical problems with communication and time-to-completion. As we move to the hybrid full- and part-time program described above, we will need to ensure that time-to-completion does not become an obstacle by continuing to ensure close supervision and mentoring by MAPS capstone advisors.

c. Please attach an example of your departmental mentoring/advising plan. Such information should include evidence that each student's work and progress are being

evaluated on at least an annual basis and that the results of the evaluation are communicated to the student.

As we note in our answer to the previous question, MAPS students do not get lost due to the small size of our annual cohorts. Their first-year advisors meet regularly with them. We conclude year one with a most effective roundtable discussion about expectations for the Capstone Project and disseminate the Capstone Guide. Once embarked on his/her capstone research, each student is monitored by his/her faculty supervisor. The core faculty in MAPS meets monthly and discusses any student who is struggling in order to devise appropriate interventions. Prospective students are informed of the evaluations in information sessions.

d. Please attach a copy of your professional development plan. Such a plan should address questions such as: "What are the career opportunities for a master's or Ph.D. graduate in your field?" "What skills/experiences contribute to success in the various academic and non academic career paths listed above?" Include information on conferences students are encouraged to attend and how they are prepared for the experience.

As we note above, MAPS mentoring in terms of professional development has been intense, informal, and effective, at least to date. Additional resources such as the MAPS newsletter and monthly colloquia help to ensure that students remain current about professional and educational opportunities. In section F.2.b. above, we list the placements of our graduates, as well as some of the conferences they are encouraged to attend. Over time, we may need to formalize some of these resources.

3. Inclusion in governance and decisions

a. In what ways do you include graduate students in the governance of your department?

Again, the size of the MAPS program renders formal structures for graduate student inclusion in governance difficult. As we note in section G.4 below, we do employ one Graduate Staff Assistant annually. Among other things, this individual helps to make the program staff and faculty members aware of day-to-day issues in other graduate students' lives, as well as any emerging problems in the program as a whole. In addition, the program has recently instituted a MAPS Student Committee, charged with exploring opportunities for career development among the MAPS cohorts. This committee hosted the first annual Spring Social, an event where students, alumni, and faculty members networked with one another and discussed professional advancement. On a yearly basis, graduates are invited back to form an alumni panel to discuss issues of program and employment with current students.

b. Please describe your grievance process and characterize the nature of any grievances that have been lodged over the past 3 years. If the characterization is likely to reveal any students' identities, please address this issue in a separate but accompanying document addressed to the Dean of the Graduate School.

The MAPS program follows the informal and formal grievance process in IAS and at UWB. To date, we have received no formal grievances.

4. For graduate student service appointees, please describe:

Note: What follows applies only to the MAPS Graduate Staff Assistant (GSA) and the small cohort of UWS doctoral students who hold teaching fellowships in our Project for Interdisciplinary Pedagogy (PIP).

a. Appointment process.

For the MAPS GSA position, the program hires from a limited applicant pool of second-year graduate students. We take this approach for two reasons: the position serves as a liaison between students and program administration; the recruiting efforts are maximized by the presence of a current student who speaks candidly about his or her experience. Only second-year students have enough familiarity with the program to be able to carry out their duties effectively.

For the IAS PIP fellowships, doctoral candidates apply for the fellowship at the end of January. A sub-committee of IAS faculty and staff then sorts though the applications, selects finalists, and conducts on-campus interviews with them. The IAS faculty as a whole votes on the final appointments.

b. Average duration of appointment.

The MAPS GSA position is .5 FTE for one year; the PIP fellows teach three courses over one academic year (.5 FTE). Some fellows continue to teach in a second year as pre-doctoral lecturers, but they are no longer active as fellows in PIP.

c. Mix of funding among the various appointments (teaching, research and staff assistantships, fellowships, traineeships).

Both the MAPS GSA position and the PIP fellowship are funded at appropriate levels determined on the Graduate School pay scale. Each comes with the benefit of a full tuition waiver for the academic year, as well as medical insurance benefits.

d. What criteria do you use for promotions and salary increases?

As one-year positions, neither the MAPS GSA nor the PIP fellows are eligible for promotions or merit increases in those positions.

e. In what ways are graduate student service appointees supervised?

The MAPS GSA is supervised by the MAPS Counseling Services Coordinator; the PIP fellows are supervised by their individual faculty mentors, as well as the PIP cohort as a whole, including the PIP co-directors (Burgett, Groom, and Rosenberg).

f. What training do graduate student service appointees receive to prepare them for their specific role?

The MAPS GSAs work closely with program staff and faculty members. They are selected for their ability to take on the following duties: Assisting in the development and implementation of the recruiting campaign using advertisements, mailings, and the program web site; scheduling and assisting in the implementation of information sessions held at UWB; communicating with prospective students in person and via email, phone, and letters, and highlighting strengths of the program; traveling to career fairs, graduate fairs, and information sessions held at locations outside UWB (generally within Western Washington, but possibly out of state); organizing and assisting in the implementation of program events (i.e. open house, policy forum, policy colloquium); recruiting volunteers from the pool of current students for assistance with some program activities; contributing to other program activities as assigned. This year, the final duty included the initiation of the MAPS Student Committee described in section G.3.a above.

PIP fellows receive intensive individual mentoring from an IAS faculty member, both before they begin to teach in the program and through quarterly classroom visits. In addition, the fellows participate with the mentors in quarterly workshops and at least one full-day seminar prior to the start of the academic year. This year, two of the fellows extended this collaboration by joining two of the PIP directors on a panel about the project at the 2007 meeting of the Association for Integrative Studies. For 2008-09, we are adding a second-year PIP mentor to assist the co-directors in the development and coordination of the program.

Special Pathways, Options, and Certificates in IAS

The IAS undergraduate BA degree is called Interdisciplinary Studies. It consists of six transcripted degree options.

We list below the number of students enrolled in each degree option during Spring Quarter 2007:

a. American Studies, 22

b. Community Psychology, 56

c. Culture, Literature, and the Arts, 55

d. Global Studies, 74

e. Science, Technology, and the Environment, 46

f. Society, Ethics, and Human Behavior, 178

g. Undeclared, 49.

We offered a BS in Environmental Science between 2001 and 2006. We plan to restart this program as early as Autumn Quarter 2008.

a. BS in ES, 1 (completing degree)

We offer two minors coordinated within IAS. (Enrollment for Spring Quarter 2007 is listed):

a. Policy Studies (within IAS), 1

b. Human Rights (tricampus), 30

UW Bothell Education and Business Programs have undergraduate minors in which IAS students participate. (Enrollment for Spring Quarter 2007 is listed):

a. Education, 20

b. Business, 2

Placement of Graduates (MAPS)

(*Note: We have been instructed to answer this question in relation to our graduate program. Tracking of placements for our undergraduates is handled by campus-wide institutional research and alumni relations. Both of those offices would benefit from capacity building in ways that would allow IAS to gain a better sense of the career and life pathways of its former students.*)

The Master of Arts in Policy Studies program was launched in fall 2001 and has conferred a total of 77 degrees to date. The program conferred 13 degrees in 2004-2005, 13 degrees in 2005-2006, and 14 degrees in 2006-2007, totaling 40 over the three years prior to the writing of this self-study.

MAPS was designed to prepare graduates for a broad range of careers in public, private, and non-profit sectors across a variety of policy arenas, including human rights, education, environment, urban planning, and economic development. It also prepares students for further graduate education.

In 2004, we surveyed MAPS graduates in order to gather information about their careers. Although the response rate was lower than expected (14 submissions received out of possible 47), the survey does provide a sense of the range of professional sectors, positions, organizations, and fields in which MAPS graduates are employed.

Employment Sectors:

86% of respondents were employed (14% part-time, 79% full-time, 7% internship).
29% were seeking new employment.
21% worked in private sector jobs
43% worked in public sector jobs
35% worked in nonprofit jobs
Average salary of full-time respondents = $48,000

Position Titles

Agency Relations Coordinator
Field Botanist
Governmental Affairs and Information Manager
Human Services Research Analyst
Industrial Waste Investigator
IT Business Analyst
Math Tutor
Policy Intern
Resource Development Administrator
Resource Development Associate
Special Projects Manager
Teacher
Violence Prevention Counselor

Employers

City of Everett
Department of Defense
Food Lifeline
Habitat for Humanity East King County
King County WTD
Mathematica Policy Research
Northshore School District
Ruth Dykeman Children's Center
Solar Energy Industries Association
T-Mobile
University of Washington
Village Community Services

Employment Fields

Affordable housing
Coffee Industry
Education
Higher Education/Health Policy
Human Services
Industrial Waste Pretreatment
Military Range Conservation
Public Policy/ Research
Public Transit
Social services
Solar Energy Industry Lobby
Wireless

As we look forward to furthering the development of IAS graduate programs (MAPS and the new MA in Cultural Studies), we will have greater capacity to track our graduates. This work will be undertaken by the new External Relations Coordinator for the graduate programs (beginning in summer 2008). In addition, the newly formed MAPS Alumni Student Committee is forming plans to increase the communication and interaction among alumni, students, faculty, and staff. Similar initiatives among MACS students will emerge once that program reaches a critical mass of students and alumni. Finally, both programs (as well as the IAS undergraduate program) would benefit from greater campus-wide capacity with regard to alumni relations.

IAS Mission Statement

Interdisciplinary Arts and Sciences provides students with a rigorous liberal arts education designed to hone their capacities for critical thinking, interdisciplinary research, collaboration, shared leadership, writing, and presentation. IAS encourages its students and faculty to draw connections across academic disciplines as they produce scholarship that engages with the concerns of the region and the world. We take collective responsibility for building a vital and inclusive community of students, staff, and faculty that brings together diverse intellectual perspectives and life experiences in the service of this mission.

MAPS Mission Statement

The Master of Arts in Policy Studies provides a transformative graduate experience enabling students to translate interdisciplinary understandings into the professional competence essential to making practical, substantive contributions to their policy communities. The curriculum blends a strong theoretical base with practical field and applied experiences, allowing students to develop rigorous policy research, analysis, and management skills that can shape policy in for-profit, non-profit, and governmental contexts.

Faculty and Staff Profile
2006-07

Title--Faculty	FTE	Head Count
Professor	**10.33**	**11**
Bruce Burgett (Associate Director)	1.00	
Jane Decker	1.00	
JoLynn Edwards (Director)	1.00	
Diane Gillespie (on leave)	1.00	
Jeanne Heuving	1.00	
Charles Jackels (.33)	.33	
Dan Jacoby	1.00	
Dan Jaffe	1.00	
Bill Seaburg	1.00	
Linda Watts	1.00	
Alan Wood (on administrative reassignment to UWT)	1.00	
Associate Professor	**6.67**	**7**
Constantin Behler	1.00	
Steve Collins	1.00	
Colin Danby	1.00	
Warren Gold	1.00	
Michael Goldberg	1.00	
Martha Groom (.67)	.67	
David Stokes	1.00	
Assistant Professor	**13.00**	**13**
Nives Dol_ak	1.00	
Cinnamon Hillyard	1.00	
K. Kochhar-Lindgren	1.00	
Bruce Kochis	1.00	
Ron Krabill	1.00	
Kari Lerum	1.00	
Peter Littig	1.00	
Anne Peterson (on leave)	1.0	
Rebecca Price	1.00	
J. Eric Stewart	1.00	
Elizabeth Thomas	1.00	
Robert Turner	1.00	
Wadiya Udell	1.00	
Senior Lecturer, f/t	**2.00**	**2**
Michael Gillespie	1.00	1
John Rasmussen	1.00	1
Senior Lecturer, p/t	**1.00**	**2**

Charles Henry	.50	1
Genevieve McCoy	.50	1
Lecturer, f/t	**2.17**	**3**
Leslie Ashbaugh	1.00	1
David Goldstein	1.00	1
Gray Kochhar-Lindgren	.17	1
Lecturer, p/t	**5.02**	**15**
Lynne Baab	.34	1
Deborah Caplow	.50	1
Cheryl Carvajal	.17	1
Robert Farkasch	.50	1
Emily Fischer	.17	1
Will Hafner	.17	1
Melanie Kill (PIP)	.50	1
Bonnie Mitchell	.08	1
Tim Olson	.08	1
Georgia Roberts (PIP)	.50	1
Jeanette Roberts (PIP)	.50	1
Matthew Sneddon (PIP)	.50	1
Sarah Starkweather (PIP)	.50	1
David Watkins	.34	1
Lidia Yuknavitch	.17	1
TOTAL	**40.19**	**53**

Dissertation Supervision	Ph. D. student	Department, UWS
Bruce Burgett	Steve Tobias	English, begun 2004
	Alison Tracy Hale	English, Co-Chair, 2005
	Mitzi Schrag	English, Co-Chair, 2006
Jeanne Heuving	Tony Ruiz	English
	April Denonno	English
Dan Jaffe	Bob Kotchenruther	Chemistry, 2000
	Heather Price	Chemistry, 2004
	Phil Swartzendruber	Atmospheric Sciences, began 2003
	David Reidmiller	Atmospheric Sciences, begun 2005
	Emily Fischer	Atmospheric Sciences, begun 2006
Martha Groom	Ursula Valdez	Biology, begun 2002
	Patricia Townsend	Biology, begun 2002
	Carly Vynne	Biology, Co-Chair, begun 2004
	Juan Carlos Martinez-Sanchez	Biology, begun 2005 (readmitted to graduate status)
	Carolina Gomez-Posada	Biology, begun 2007

Title--Staff	FTE	Headcount
Andrew Brusletten, Counseling Services Coordinator	1.00	1.00
Kathryn Cavil, Assistant Director of Academic Services	1.00	1.00
Rachel Foote and Marjorie Baylor, Academic Advisor	1.50	2
Pam DePriest. Administrative Coordinator	1.00	1
Rachel Pulver, Office Assistant III	1.00	1
Leslie Schiffman, Program Assistant	.55	1
Christy Cherrier, Program Operations Specialist	1.00 (10 months)	1
TOTAL	**7.05**	**8**