



UNIVERSITY OF WASHINGTON  
*The Graduate School*  
*G-1 Communications*  
*Box 353770*  
*Seattle, Washington 98195-3770*

*Telephone: (206)543-5900*

*Fax: (206)685-3234*

December 1, 2016

To: Robert C. Stacey, Dean  
College of Arts and Sciences

From: David Eaton, Vice Provost and Dean  
Rebecca Aanerud Associate Dean for Academic Affairs and Planning,  
The Graduate School

RE: Review of the Comparative History of Ideas 2015-2016 Review

This memorandum outlines the Graduate School's recommendations on the Comparative History of Ideas program review. Detailed comments on the review can be found in the documents that were part of the following formal review proceedings:

- Charge meeting between review committee and administrators (June 3, 2015)
- Self-Study (January 19, 2016)
- Site visit (February 29 and March 1, 2016)
- Review committee report (May 15, 2016)
- CHID response to the report (July 9, 2016)
- Graduate School Council consideration of review (November 17, 2016)

The review committee consisted of:

Benjamin Gardner, Associate Professor, School of Interdisciplinary Arts  
and Sciences, UW Bothell (Committee Chair)

Rebecca Cummins, Professor, School of Art + Art History, UW Seattle

Ray McDermott, Professor, Graduate School of Education,  
Stanford University

Elizabeth Wilson, Professor and Chair, Department of Women's, Gender  
and Sexuality Studies, Emory University

Professor Deborah Kartin, Department of Rehabilitation Medicine and a member of the Graduate School Council, presented findings and recommendations to the full Council at its meeting on November 17, 2016. A summary of this report composed by Professor Kartin is attached to this document.

We concur with the Council's recommendations articulated in the attached summary.

cc: Gerald Baldasty, Provost and Executive Vice President, Office of the Provost  
Patricia Moy, Associate Vice Provost for Academic and Student Affairs,  
Office of the Provost  
Michael Shapiro, Divisional Dean of Humanities, College of Arts and Sciences  
Phillip Thurtle, Associate Professor and Interim Director, Comparative History of Ideas  
Program  
Jason Johnson, Associate Dean, Undergraduate Academic Affairs  
Comparative History of Ideas Review Committee  
Graduate School Council  
Augustine McCaffery, Senior Academic Program Specialist, Academic Affairs and  
Planning, The Graduate School

Attachment: Graduate School Council Review Summary

Attachment

Comparative History of Ideas (CHID)  
College of Arts and Sciences  
University of Washington

Graduate School Council Summary Report  
Prepared by Deborah Kartin, PhD

Academic Unit Name: Comparative History of Ideas (CHID), College of Arts and Sciences

Degrees/Certificates Included in the Review: Bachelor of Arts and Minor in Comparative History of Ideas

Program Strengths

CHID is a highly successful undergraduate program that is a leader in excellence in interdisciplinary education, at the University of Washington and beyond. The program fosters independent thinking, encourages rigorous experimentation with theory and methods that are hallmarks of graduate education. CHID has been characterized as a student-centered program where students engage authentically in the broader community.

The dedicated leadership, faculty, and staff of CHID have accomplished well beyond the resources available to the program. CHID had the benefit of longstanding leadership for many years through its founding director who has since retired and the current leadership of CHID has made an effective transition and is also moving forward in a positive way. As described in the Self-Study, the culture of decision-making in CHID is inclusive and non-hierarchical through the CHIDposium, a group of staff, faculty, instructors, TAs, and student representatives. CHID is also supported by a Faculty Board of affiliated faculty and a Standing Committee that evaluates faculty for tenure and promotion and for the appointment of non-tenure track instructional faculty.

CHID is an open major. It is committed to diversity from multiple perspectives and has been successful in retaining non-traditional students at University of Washington.

CHID has had a considerable impact on the continued development and implementation of University of Washington's study abroad programs and, in effect, serves as a center of excellence in this regard.

Challenges & Risks

While CHID has demonstrated excellence in undergraduate education, it also has a number of serious challenges that need to be addressed for the program to remain a viable one.

CHID has a culture of 'pragmatic innovation' that is dependent on the good will of faculty, staff, graduate students to work above and beyond what is reasonable or sustainable. As CHID is not a line bearing unit there are serious challenges to its sustainability moving forward without that being addressed. CHID's total full time faculty (FTE) is 3.0 and total 3.5 FTE staff

(supplemented by employing work-study students). CHID's three tenured faculty are officially housed in other departments (i.e., English, History, Jackson School). This creates administrative challenges, and issues with long-range planning and the ability to leverage existing resources.

In order to better leverage resources for maximum impact and to ensure the sustainability of CHID, the review committee recommended that CHID become a line-bearing unit and that two new full time faculty members be added to the CHID faculty. The review committee posed two possible alternatives, moving CHID to the Division of Social Sciences or keeping it in the Division of Humanities, and further recommended this decision be made through collaboration of the CHID leadership and the University of Washington Administration.

These recommendations resonated with the CHID faculty and are expected to result in the development of a clearer and cohesive mission; improved interface with the division, college, and the University; improved fundraising opportunities for fundraising and leveraging resources; and improved ability to collaborate intellectually and strategically across the University.

Increasing the recognition and acknowledging importance of CHID at the University were identified as additional benefits of making CHID a line-bearing unit. This should result in the added benefits of increasing student awareness of the program as a major or minor pathway, recruiting and retaining outstanding faculty, and bringing CHID to the table in a more formalized and recognized way.

Further recommendations were made regarding the governance of CHID, particularly in light of a future move to a line-bearing unit. While there was clear recognition of the value of the collaborative ethic of CHIDposium, the review committee recommended it would be beneficial to reorganize in to a more traditional structure of governance.

### Areas of Concurrence

In general, CHID's response to the review committee report was enthusiastic agreement with the report and recommendations. CHID did provide clarification on a few points: 1. An historical misperception of CHIDposium as having executive decision-making authority; 2. The Collaborative Learning and Interdisciplinary Pedagogy (CLIP) program is not receiving funding; and 3. CHID faculty teaches all courses, with the exception of one.

### Graduate School Council Recommendations

The Graduate School Council recommended that the program faculty review how resources are currently being used and whether consideration should be given to scaling back in particular program areas. If CHID does not achieve line-bearing status, the Council questioned what the faculty's strategic plan will be in moving the academic unit forward.

The Council recommended that the CHID Bachelor of Arts degree program and the Minor in Comparative History of Ideas be reaffirmed for continuing status with the next program review in 10 years, specifically in the 2025-2026 academic year. Further, the Council recommended that CHID submit an Interim Report in Spring Quarter 2018 concerning their progress on the issues the Council raised regarding resources and line-bearing status.