

CHID Response to Review Committee Report

July 2016

Introduction

The faculty, staff, and students of the Comparative History of Ideas (CHID) Program would like to thank committee chair, Benjamin Gardner (School of Interdisciplinary Arts and Sciences, UW Bothell), and committee members Rebecca Cummins (School of Art + Art History + Design, UW Seattle), Ray McDermott (Graduate School of Education, Stanford University), and Elizabeth Wilson (Department of Women's, Gender, and Sexuality Studies, Emory University) for their thoughtful review of our program. We know program reviews take tremendous time and effort and we are grateful for their work and insights.

All faculty, staff, and students who met with the committee during the site visit were energized by the conversations. That visit and the committee's excellent report have provided us with important opportunities to come together to think about CHID's present and future. The report, in particular, offers clear and useful recommendations that can strengthen our program; we expect to implement several of these recommendations in the coming academic years.

In what follows, we respond to the key points raised by the review committee regarding: 1. The program's mission and intellectual focus/distinctiveness; 2. The need for CHID to become a line-bearing unit; 3. Governance; and 4. Staffing. We conclude our response by clarifying a few minor points from the committee's report.

Program mission, current intellectual focus, and distinctiveness

In our self-study report, we discussed what we find to be CHID's intellectual focus and approach. We noted that CHID has always been a dynamic and intentional learning community, concerned with exploring and troubling the forms, practices, and discourses of knowledge production. CHID is organized around emerging problematics, rather than specific content areas. To that end, our mission has always centered on creating a space for critique, community-building, and creative intellectual production. It is not a space for reproducing any traditional disciplinary norms, but rather a place in which we question where such norms came from and imagine how the world could be otherwise. CHID puts experience and theory into lively conversation with the aim of generating critical, capable, and compassionate citizen-scholars.

The committee's insightful discussion about CHID's mission and values have helped us further clarify our contributions. Perhaps the most important theme we have been inspired to underline is that CHID is a place where students and faculty *reimagine research*. Our students all gain an understanding of how research has been practiced traditionally in the humanities, social sciences, and natural sciences. We enliven that understanding by encouraging students to explore alternative archives, creative methods, and a wide variety of outcomes of research. In our self-study, we noted that CHID is committed to an interdisciplinary poiesis, a bringing-forth or blossoming. Following anthropologist Robert Desjarlais, we might have also noted that poiesis is a term used by philosophers, poets, and biologists.

The committee report captures this kind of bringing-forth by using a different set of metaphors and intellectual traditions. Invoking John Dewey and other "workbench theorists of education," the committee finds that CHID has encouraged "rigorous experimentation with methods." They note that "mixed methodological innovation is perhaps one of [the program's] signature features," and that CHID delivers "the methodology of graduate education [to undergraduates], focused on independent thinking and primary research" (p. 3). In short, CHID represents a generative critique of knowledge and knowledge-production. While it is a program focused on undergraduate students, CHID provides graduate-level training and opportunities to those students. Importantly, the committee's report emphasizes not only CHID students' ability to do innovative work across disciplinary lines, but also CHID's ability to attract and retain a diverse

set of “traditional” and “non-traditional” students.

Next year we expect to revisit our description of CHID’s philosophy and principles with an eye for revising those descriptions following the committee’s helpful suggestions. We understand the importance of clearly communicating the distinctiveness of CHID’s approach to education, and of clarifying our contribution to the College and University.

Becoming a Line-Bearing Program

The review committee notes that CHID is “constrained by its administrative position as a non-line bearing program” (p. 2), and strongly recommends that CHID become a line-bearing unit. We could not agree more. In fact, remaining a non-line-bearing program would impede our ability to move the program forward, and to implement review recommendations such as establishing a clearer governance structure and revising our major requirements and curricular offerings (per the committee’s recommendations on page 10). With a faculty of only three tenure-stream professors, all of whom are at the associate rank with tenure appointments in three separate units, it is very difficult to envision adopting the kinds of faculty governance that characterize other parts of the College. The path that is most appropriate for CHID is one leading to the status of a line-bearing program (as opposed to a department), following the example of Law, Societies, and Justice. This would provide the opportunities for institutional growth required for the health of the program, but avoid some of the challenges involved in departmentalization.

The report notes (p. 5) that CHID’s transition to a line-bearing unit would:

- Foster a cohesive intellectual mission;
- Enable more effective governance;
- Allow for better interface with the division, the college, and the university;
- Enhance our capacity to fundraise and leverage development resources; and
- Improve collaboration with other units both intellectually and strategically.

We agree with the potential impact of this change. In addition to the committee’s comments, this move—*and the prospect of adding faculty lines to CHID*—would help us with important curricular revisions and with the sustainability of our program and its signature features, such as the senior thesis project and the development of innovative and rigorous study abroad programs.

Along these lines, we appreciate the committee’s discussion of timeline and strategy for such a transition. We agree that—if granted line-bearing status—we should begin implementing these changes this coming academic year (2016-2017). We would start by moving existing tenure-stream faculty lines (García, Simpson, Thurtle) and senior lecturer positions (Taranath, Wygant) fully into CHID.¹ We would then focus on developing a process, with clear criteria and objectives, to move an additional current UW faculty member from another unit over to CHID. The following year (2017-2018), we would move one more UW faculty member into CHID, and begin conversations (with new faculty) about our hiring priorities. Looking ahead, we echo the committee’s strong recommendation that the College provide support for two tenure-track lines over the next five years. Ideally, we would conduct a search for a tenure-track faculty during the 2018-2019 academic year, and a second search at some point within the next five years.

Governance

As we mention in the section above, having only three associate professors in our program, all of whom have tenure appointments in other units, has made it challenging to adopt more traditional faculty governance. Moreover, as a non-line-bearing program, we have had to rely on other departments to host our lecturer and part-time lecturer appointments. Additional challenges exist in the promotion and tenure process for CHID tenure-stream faculty members: colleagues in our tenure homes often do not understand that our teaching

¹ Taranath’s 100% senior lecturer position (starting Fall 2016) is split 75% CHID and 25% English.

responsibilities are 100% outside of those departments and they may not be aware of the significant service obligations that we have in CHID, our home unit, and across the College. We have addressed some of these issues by having a Faculty Board and Standing Committee, but this still does not help us resolve the issue of internal governance.

Moving forward, we agree with the review committee that we need to rethink and revise our governance structure. We have already had preliminary discussions about this with CHID faculty and staff and we are moving toward an understanding and agreement about how this might work in our program. It is worth clarifying that in practice the CHIDposium (the program committee that includes faculty, staff, and students) does not make executive decisions for CHID (as is stated on page 14 of the committee's report). While this has been the narrative for many years, the director, in consultation with faculty and staff, has tended to make decisions that impact the program. We recognize the need to clarify our historical and current process, rethink this process, and move toward clearer faculty governance, while remaining true to our inclusive and collaborative ethic.

It is also important to note that we would not be able to institute a more traditional faculty governance structure without becoming a line-bearing program, where faculty votes in CHID would in fact "count." In the current situation, CHID faculty are *formally* members of other departments, but find themselves navigating responsibilities between two units. However, they only have a formal appointment in the non-CHID unit. Indeed, the University Faculty Code notes that department faculty consist of those full-time and part-time faculty members "whose official appointments are to positions within it" (Section 23-42, Subsection A.1). In responding to concerns for "regularizing" our faculty governance, it seems clear that our faculty should be officially appointed in CHID.

As mentioned above, we have already discussed the ways in which we can sustain our collaborative relationship with staff and students, even as we move toward a more traditional governance structure, as outlined in Sections 20-60 and 20-61 of the Faculty Code. For example, committees comprising staff, graduate students, and part-time lecturers can be established to provide brief reports or recommendations around particular issues on which faculty would then vote. This would better reflect what actually happens in practice and make more transparent CHID's decision-making process.

Staffing

Clarifying staff roles and responsibilities

The committee suggests that we need to "develop a staffing plan with clear roles for staff incorporating the new tasks and responsibilities associated with being a line-bearing unit" (p. 6). We agree with the importance of clarifying staff roles. While CHID does have a staffing plan in place (each staff member has job descriptions from which they were hired), roles and responsibilities can be further clarified for both the program and UW Administration. Suzanne St Peter, CHID's administrator, has already begun meeting with staff to revisit job descriptions, clarify the responsibilities that are/are not currently undertaken, those that have been discontinued due to lack of time or unrealistic expectations, and to revise and update these descriptions.

Moreover, per the committee's suggestions, we are also moving to more clearly define lines between faculty and staff. There was a concern that staff should not teach; in some cases, we agree with this. For example, over the past year, the 50% FTE CHID program assistant/50% FTE CHID International Programs outreach coordinator has reduced their FTE at times in order to teach at 50% FTE in a study abroad program or at 25% FTE in an on-campus course. We are transitioning this position so that, in the future, the administrative responsibilities and FTE will not be reduced in order to teach, as doing so disrupts the continuity in this position and increases the already substantial workloads of the few other administrative CHID staff. However, we do not agree with the idea that staff should *never* teach.

Currently, two of CHID's staff—the adviser and the Director of International Programs—contribute considerably to CHID's curriculum through their teaching. Specifically, our adviser teaches CHID 101, a two-credit (C/NC) course that introduces students to faculty and provides a supportive and friendly space in which students plan the successful and timely completion of major requirements. This innovation provides an efficient way to offer advising to all our students and also helps new majors understand the kind of work that is possible in CHID. Secondly, CHID's Director of International Programs, employed at 50% FTE, teaches one or two CHID courses per year *without reducing staff time*. These courses are crucial to our programmatic vision and fill important gaps in our curriculum.²

Overall, this clarification process will help us delineate the functions and responsibilities of urgently needed additional staff positions, especially as becoming a line-bearing program would create additional administrative responsibilities and will further increase the workload of an already over-stretched staff.

Staffing needs

The committee's report makes a strong statement about the need for additional staff. We agree wholeheartedly. In order to sustain the work we are doing, and especially as we grow, CHID urgently needs at least two additional staff positions. Specifically, we are in need of one program coordinator (1 FTE) and one additional adviser/outreach coordinator (.5 FTE adviser and .5 FTE outreach coordinator).

Currently, the CHID program's daily operations are managed and conducted by a staff of 3.5 FTE, divided into the main CHID office, which is supported by 2.5 FTE (1 FTE administrator, 1 FTE adviser, .5 FTE program assistant), and the International Programs office with 1 FTE (.5 FTE director and .5 FTE outreach coordinator). As noted in the self-study, CHID is one of the largest UW humanities programs (in terms of student numbers), yet we are operating with fewer staff than any similar sized program. With current staff functioning at and over capacity, we rely heavily on work-study students to provide main office phone and in-person coverage, which is not an ideal way to maintain a consistent presence for students, staff, and faculty. A full-time CHID program coordinator would provide steady administrative support and management for the main CHID office while freeing up the administrator and adviser from their current work-study oversight and daily office management duties. An additional .5 adviser/.5 outreach coordinator would enable CHID to implement such important activities as developing and maintaining relationships with alumni for both programmatic enhancement and fundraising purposes, while continuing to support and grow the number of CHID majors and minors.

CHID staff do not lack the creative ideas to further CHID's success and positive impact. However, they lack the staff hours to implement these ideas. Two additional FTE will provide the necessary support for CHID to grow into a line-bearing unit, and, with it, the expertise and ability to successfully manage the faculty promotion and tenure responsibilities, fundraising commitments and stewardship, and additional student support inherent in such a vital, growing educational program. *Please see the staffing plan at the end of this document for further details of how workload might be distributed with the additional staff.*

In their report, the committee notes that there are many CHID staff members who go above and beyond ordinary University expectations. The danger of course is that dedication to the job may also be a path toward exploitative and unsustainable labor conditions, something that we all want to avoid. With increased clarity of staff roles and College support for additional staff positions, CHID will be well positioned to avoid those negative outcomes implied in the committee's report.

² The Director of International Programs, Nick Barr Clingan, has a PhD in intellectual history from UC Berkeley. With the retirement of John Toews, having an intellectual historian of Nick's caliber is crucial to being able to offer courses on Marx, Nietzsche, and Freud that have been part of CHID's curriculum for years.

Clarifications

On page 6 of the report, the committee suggests that not all core courses are taught by core faculty. But our core courses are in fact taught by core faculty. There is one exception, which is the program's junior colloquium (CHID 390). We used to teach this class once each quarter, which allowed for this course to be covered by our tenure-stream faculty. Over the past two years however, due to the large number of CHID majors, it has been necessary to offer two different versions of this course during winter quarter. With just three tenure-track faculty, this has meant relying on some of our excellent part-time lecturers.

Again on page 6, the committee implies that the College has supported CHID in funding the new Collaborative Learning and Interdisciplinary Pedagogy (CLIP) Fellows Program. We wanted to clarify that we have not received any support from the College or elsewhere for the CLIP thus far, but we hope to find ways to collaborate on this program with the College and the Provost's office through the Race and Equity initiative, as well as with the Graduate School and Simpson Center.

We look forward to working with the College and University on all the issues that have emerged in this review process. We are optimistic about the possibilities ahead.

CHID Program Proposed Staffing Plan with Workload Distribution

CHID Program Office (funded by College of Arts & Sciences)

Current Staff: 2.5 FTE (1 FTE administrator, 1 FTE academic adviser, and .5 FTE program assistant)

Proposed Staff – 4 FTE

1 FTE Administrator (*no change*)

- Provide oversight and management of all CHID Program daily operations
- Supervise CHID Program and International Programs staff and conduct all performance evaluations
- Manage hiring, professional leave, promotion and tenure, payroll, and separation process for all CHID tenure-track and non-tenure-track faculty, staff, and academic student employees
- Conduct appointment/distribution change and salary release/recapture processes for faculty, staff, and academic student employees
- Maintain and monitor all CHID budgets; provide forecasting, spending pattern research, and reporting for both the administrative/operations and curricular components of the program
- Process travel and purchase reimbursements, honoraria payments, and procurement of equipment and supplies
- Monitor CHID donations and support the director with donor development and stewardship
- Coordinate submissions for the semiannual newsletter; edit articles and disseminate the newsletter to the CHID community
- Develop and implement CHID administrative policies and procedures, in accordance with University requirements, policies, and procedures
- Organize and facilitate student scholarship application, review, and award process

1 FTE Program Coordinator (*increase by .5 FTE; reclass from program assistant to program coordinator*)

- Serve as the CHID Program's initial/primary point of contact
- Provide students, staff, faculty, and the public with information and interpretation of CHID policies and activities
- Hire, schedule workload for, and manage work-study student office assistants, with support of the administrator
- Monitor the time schedule production calendar and meet published time schedule deadlines; make changes to existing time schedule as needed
- Work with the Time Scheduling office, Classroom Support Services, and various event services groups to reserve classrooms and venues for instruction and special events (e.g., guest speakers, meetings, graduation, etc.) and arrange accommodations as needed
- Post course descriptions to Canvas and the CHID website
- Update and maintain the website and Padelford bulletin boards
- Support Advisers with graduation, community-building, alumni activities
- Coordinate annual faculty/staff/alumni board retreat
- Request quarterly student evaluations for all CHID courses
- Provide general support for all administrative and student services operations

1 FTE Academic Adviser (*no change*)

- Advise all current and returning students in academic planning; interpretation of department, college and university requirements; degree requirements; study abroad; career exploration; and other related matters
- Liaise with central university counseling services (e.g. Center for Career Services, Minority Affairs and Diversity) and advising organizations (e.g., APAC, NACADA, AEP, First Year Programs)
- Participate in the College to Career Initiative Committee (2016-2018)
- Orient, train, and supervise .5 FTE academic adviser
- Teach CHID 101 (2 credits; C/NC) to an average of 18 students each Autumn, Winter, and Spring quarter
- Create and implement a plan to invite back students who have left UW without graduating; support those students in the completion of their degrees
- Develop and conduct workshops for CHID students on how to apply to graduate school and how to articulate and leverage their unique strengths and talents
- Oversee student-run focus groups (2 credits; C/NC); occasionally supervise internship students
- Coordinate internal community-building activities (e.g., quarterly faculty/staff/student potlucks, affiliate faculty/student lunches, director/student lunches, guest lectures)
- Plan, coordinate, and oversee annual graduation ceremony and reception

1 FTE Academic Adviser (.5 FTE) / Outreach Coordinator (.5 FTE) (*new position*)

- Advise all prospective students in academic planning, degree requirements, career exploration, and other related matters
- Promote CHID on campus; coordinate and conduct outreach to UW students and local/regional community college and high school students
- Maintain and grow CHID's social media presence (e.g., Facebook, Twitter)
- Develop and coordinate alumni and "Friends of CHID" donor relations and outreach in coordination with the director and administrator
- Create and disseminate advising materials and/or counseling resources for students
- Support graduation and internal community-building activities

CHID International Programs Office (funded by CHID self-sustaining budget)

Current Staff: 1 FTE (50% FTE director and 50% FTE outreach coordinator)

Proposed Staff – 1.25 FTE

.5 FTE Director (*no change*)

- Provide oversight and management of all CHID International Programs daily operations
- Collaboratively design, administer, and evaluate between 10 and 15 CHID study abroad programs each year
- Develop and lead quarterly orientations for all CHID study abroad students
- Ensure the intellectual integration of study abroad programs in CHID's broader curriculum (e.g., academic advising, representation at departmental meetings, curricular committees)
- Work with the UW Study Abroad Office to guide proposals and budgets through the university approval process
- Recruit UW and non-UW faculty instructors to serve as study abroad program directors

- Disseminate annual request for study abroad program proposals; assess and evaluate the viability and academic strength of all proposals
- Develop, implement, and advise faculty/students on International Programs administrative policies and procedures
- Develop special projects and campus events involving CHID's global partners, such as visiting scholar presentations
- Collaborate with faculty to develop congruent pre-departure program meetings
- Research and write grant proposals in collaboration with faculty (e.g., Office of Global Affairs grants)
- Allocate CHID International Programs budget funds for program grants and special campus events

.75 FTE Outreach Coordinator (*increase by .25 FTE*)

- Serve as the International Program office's initial/primary point of contact
- Market study abroad programs to the UW community/recruit student participants through online and print materials, presentations in classes and at study abroad fairs, social media, and news stories and event pages on the CHID website
- Coordinate and monitor student study abroad program applications and track enrollment
- Promote, schedule, coordinate and present at on-campus International Programs' student/faculty workshops, student orientations, visiting scholar presentations, and other special events
- Advise students regarding program selection, applications, scholarships, visas, credits, and financial aid
- Promote external study abroad scholarships to students; organize and facilitate scholarship workshops
- Support the International Programs Director with vendor negotiations and communications for student housing, transportation, tours, and other related logistics
- Collect, edit, and distribute study abroad programs' student evaluation results
- Administer the annual call for submissions for CHID's undergraduate study abroad journal, *Neither Here Nor There*