INTRODUCTION

When the University of Washington, Tacoma was founded in 1990, it gave its thirteen initial faculty members the extraordinary mission of creating a Liberal Studies Program from scratch. The program was conceived as the core of an institution, a hub around which professional programs would progressively be added over time. Fifteen years later, this program in Liberal Studies has been renamed Interdisciplinary Arts and Sciences (IAS), and has expanded to three degrees and twelve concentrations. Today we have 42 full-time faculty, and about half of all the undergraduate students on our campus are enrolled in IAS classes in a given quarter. No longer located in rented office space but having moved in 1997 to our permanent campus, we see ourselves as the intellectual heart of UW Tacoma, a metropolitan university that will enroll its first freshmen in the fall of 2006.

The three degrees granted are the Bachelor of Arts in Interdisciplinary Arts and Sciences, the Bachelor of Science in Environmental Studies, and the Master of Arts in Interdisciplinary Studies. The twelve concentrations under the BA are: American Studies; Arts, Media and Culture; Communication; Environmental Studies; Ethnic, Gender and Labor Studies; General Studies; Global Studies; Political Economy; Politics and Values; Psychology; Self and Society; and the Individually Designed Concentration. [See Appendix 1 for descriptions of the IAS curriculum, including detailed requirements for the concentrations and a copy of the IAS organizational chart.]

Interdisciplinary Arts and Sciences was conceived initially as a unit offering undergraduate education. Although IAS instituted a master's degree program in 2001, undergraduate education remains the great strength of the unit at present. IAS has a young, vital, interdisciplinary faculty, hired for teaching excellence, ability to adapt to a rapidly growing urban campus, rapid responsiveness to curricular, student, and institutional demands, and collegiality in an often challenging and even bewildering environment. Furthermore, while this idealistic and hardworking faculty have great strength in teaching, they also have developed strong records in scholarly productivity.

Two factors especially render problematic the completion of this self-study. The first is disciplinary. Unlike orthodox departments or even interdisciplinary graduate programs on the Seattle campus of the University of Washington, which may define themselves in relatively well delineated topical terrain, IAS includes a wide range of fields contained in the UWS College of Arts and Sciences. (Strictly speaking, IAS is primarily *multidisciplinary* in the composition of its faculty; however, we also value highly *interdisciplinarity* in teaching, curriculum, and research.) The intellectual identity of such a broad unit carries both advantages and challenges that will be considered in detail in this document. Broadly speaking, however, the lack of a disciplinary identity makes communicating what we do as teachers and scholars a less than tidy affair.

A second factor making this self-study challenging is IAS's sustained condition of growth and change. Three examples follow. First, during this last year we have been encouraged to change the twelve concentrations in the curriculum to majors. (These proposals are currently being reviewed by the appropriate campus and university committees.) Second, as a result of a bill passed in the Washington State Legislature in April 2005, UWT will become a four-year undergraduate institution in 2006 rather than continuing as an exclusively upper-division and master's level institution. This latter change means rapid curricular development, the fundamental rethinking and restructuring of majors, and hiring of large numbers of faculty and support staff. Third, as a logical outcome of increasing complexity and substantial growth, we anticipate that Interdisciplinary Arts and Sciences will become a College of Interdisciplinary Arts and Sciences in the near future. In sum, therefore, this self-study is a snapshot of a unit that is constantly in major flux; it takes high-speed film to keep it in focus, and with high speed a rarity in the university bureaucracy, we imagine that parts of this self-study will be outdated before the review process is completed.

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?

Interdisciplinary Arts & Sciences (IAS) views itself as the intellectual center of the Tacoma campus. It provides upper-division undergraduate and master's level education to a largely nontraditional, place-bound, time-bound South Puget Sound student population. Half the students enrolled on the campus have historically been matriculated in IAS, though in recent years that number has declined to about 36%. We provide instruction in the humanities, social sciences, and natural sciences. With a number of academic majors and degrees, we offer students a range of study options and the ability to examine issues from a wide variety of perspectives as well as in depth. Our growth and expansion has been directed toward responding to student and community need and demand as well as toward the intellectual and curricular integrity of an interdisciplinary program of study.

In order to describe the strengths of this academic unit, it is useful to describe the nature of the campus on which it is located. The University of Washington, Tacoma (UWT) has great advantages in terms of scale, educational resources and accessibility. It is relatively small and flexible, allowing for freedom in curricular development and innovation in administrative structure. As part of a three-campus university that includes a major research-focused campus, UWT enjoys access to an extensive array of intellectual and physical resources. Strong community ties and an active, resourceful, experimental faculty and staff are also hallmarks of the campus environment. Campus growth has been and will continue to be the key factor affecting programs at UWT. This pattern of rapid growth provides both opportunities and potential problems for future development.

IAS's faculty and staff are committed to the development of an interdisciplinary curriculum and to interdisciplinary teaching. The curriculum has consistently proven ideal for helping students draw connections among the subjects they study. Teaching and student-faculty interaction are particular strengths of IAS. All faculty members are evaluated every quarter on their teaching, and criteria for new hires, as well as tenure and promotion, consider teaching effectiveness as an essential component for success. Student evaluations are consistently high on average, and numerous IAS faculty members have been nominated for and received UW teaching awards. The faculty is encouraged to think in nontraditional ways about their subject matter, and to experiment by asking questions from diverse perspectives. Faculty members collaborate with one another in designing new courses and sequences of courses, and to as great an extent as possible, in team-teaching.

IAS classes are relatively small within the context of the University of Washington as a whole, and our commuter students are able to interact with their teachers in an atmosphere that is supportive and encouraging. We have no teaching assistantships, so in all our courses students enjoy an unmediated connection with professors. This human-scale arrangement consistently receives praise, most significantly by students who began their university studies at larger campuses. Students are able to master a range of humanities, social science, and natural science research methods in their courses, and they leave IAS with an understanding of how academic analysis varies across disciplines. Many participate in undergraduate research or internships. Many students from all three UW campuses are also able to benefit from the considerable number of study abroad opportunities IAS faculty members have developed over the last decade. In addition, all students benefit from the IAS commitment to writing across the curriculum. Almost all IAS courses are "W" courses, and our students find themselves working as hard on effective written communication as on any other part of their studies. Student-centeredness is key to IAS's success.

It is difficult to single out any one field in which IAS is particularly strong. For example: momentum has been high in Environmental Science, and our newer hires have brought ambitious research records with them. The Arts group is very productive and as a result of three hires in the last five years, has achieved a good balance between studio and theory and history offerings. The Communication group teaches communications in a typically interdisciplinary manner, incorporating film studies, global television studies, cultural studies, and legal theory into its curriculum. Psychology, also taught with an interdisciplinary focus, has gone from two faculty members to four in the last two years, and is a highly popular choice among undergraduates.

Scholarship is a major strength of IAS. While faculty members are intensively engaged in teaching and institution-building, they are also actively involved in research, writing, and other creative activities. IAS faculty scholarship is nontraditional in many cases; the program values the freedom to pursue research beyond the usual disciplinary boundaries. While one might assume that based on the teaching load (normally six courses per year) IAS has hired its faculty primarily for teaching skills and experience. In fact, we have

generally succeeded in attracting colleagues with excellent scholarly records and promise as well. Despite a history of tepid institutional support for research, a majority of IAS faculty have developed or continued significant scholarly/creative careers. They have been resourceful in obtaining funding through campus and university sources as well as from external agencies. UWT's untenured faculty research support quarter (instituted in 2002) has been particularly effective in allowing assistant professors time for research and writing. Some faculty members involve students in their research and the collaborative projects that have resulted have been recognized for their excellence and originality. [See Appendix 5]

Within the program we have made efforts to promote research by establishing a mentorship program for untenured faculty, and facilitating collaborations between faculty members on teaching and research. In the UW, connections with the Seattle campus (the Program on the Environment, the Harry Bridges Chair in Labor Studies, and the Human Rights Minor, for example) have promoted faculty teaching and scholarship. Indeed, connections with the Seattle campus have grown over time, and today the campuses benefit one another in terms of support, joint projects, and access to unique resources. In general, to the greatest extent possible within the constraints of the teaching and service loads, we promote an atmosphere of faculty growth and development. Our record of success with faculty probationary appointments has been excellent: all candidates thus far have been granted tenure and promotion.

There is a firm partnership between IAS faculty and staff. Staff members have a long-term commitment to the excellence of IAS. In addition to their daily efforts to support students and faculty, they often work with faculty on special projects and activities that benefit students. Examples of faculty/staff partnerships include advisers and faculty leading quarterly IAS new student orientations, staff and faculty putting together recruiting activities, advisers making presentations in various IAS courses (particularly in capstone courses), the science lab coordinator teaching a course and developing laboratory activities, and advisers working with faculty and students in IAS honorary societies. One adviser is joining with other UWT staff in teaching a course about career development and the program administrator has partnered with faculty in writing grant proposals and implementing grant projects.

IAS is closely connected with the communities it serves, and we consider this relationship one of our strengths. We have always had close ties with the community colleges in our service area; such collaboration has reached into team-teaching, grant writing, joint workshops, and other areas. Many of our faculty members carry out research rooted in the community; they serve on boards, committees, and task forces active throughout the South Puget Sound area. Student internships provide opportunities for opening doors to future careers and allow supervising faculty to maintain relationships with community groups. Strong community support is also essential for new IAS projects through the lobbying, fundraising, and other initiatives that help us realize many of our goals.

An adaptable and versatile unit, the program defines itself by its freedom to be innovative and ask new questions. Through constant discussion and idealistic dedication, the faculty has maintained a dynamic and cutting-edge curriculum. IAS's willingness to experiment with ways of improving education for its students is part of who we are and who we want to be as we move to being a four-year campus. We aim to become a nationally recognized interdisciplinary unit within a metropolitan university that is part of the three-campus University of Washington system. We expect UW Tacoma to be among the top choices for bright local students going to college. The key to our success will be our unique position in the South Puget Sound as a four-year small liberal arts college with access to a great university's resources.

2.   How do you measure the success of your unit as a 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?

Teaching and curriculum development are two of IAS's most important charges, and we employ a variety of techniques to measure our effectiveness in teaching and learning. Every faculty member uses standard UW evaluation forms to assess student perceptions of learning in every class taught in IAS, and peer reviews of teaching are done at least once each year for each untenured faculty member. In addition, many faculty members make use of the resources provided by the UW Center for Instructional Development and Research to carry out midterm assessments and other evaluations at various stages of the quarter. For fifteen years we have used student portfolios for the assessment of learning, and during the last few years we have regularly evaluated student learning objectives in courses [Appendix 2]. Still, the program needs to develop a more comprehensive assessment plan with a variety of instruments that can serve different purposes in the future.

Evidence of our commitment to teaching and teaching effectiveness can be seen by the number of IAS faculty who have been selected to participate in the UW Institute for Teaching Excellence and who have been nominated for, and won Distinguished Teaching Awards [Appendix 3]. Students consider their classroom experiences here to be among the best they have had anywhere, and our summary standardized evaluations are among the highest at the University of Washington [Appendix 4]. Another measure of success is the number and quality of undergraduate research projects done by our students, both independently and in conjunction with faculty members [Appendix 5].

Because IAS is an interdisciplinary unit, we measure our research success in ways that are perhaps not typical of more traditional academic units, though the faculty's accomplishments in disciplinary work are also strong. IAS faculty members write and publish books that win awards in their fields. Their articles are published in the best academic journals and in a range of other periodicals that reach wider audiences. IAS faculty members present their work routinely at academic conferences throughout the US and around the world, and often serve as guest lecturers to local community groups. Faculty members receive highly competitive grants and are sought after to contribute to scholarly projects. Though we explicitly request that they not do so, external reviewers

of tenure and promotion candidates often volunteer on their own that the candidate would unquestionably be promoted at their research institution.

Service is an essential part of working at a growing, rapidly evolving institution and many faculty members in IAS have carried a heavy service load during their time here. At the IAS level, faculty have been called upon to serve on search committees almost every year and, sometimes, on multiple search committees in the same year. In addition, a number of people have served as concentration coordinators, have been members of the IAS Faculty Council, and have been involved in extensive curriculum development for new concentrations. IAS faculty are encouraged to engage in community service, and many have done so, serving on everything from museum boards to Boys' and Girls' Clubs and AIDS organizations, speaking publicly, and working with city government on environmental issues. The faculty are also very engaged in professional service, organizing conferences and serving as board members for professional groups, reviewers for journals and academic presses, newsletter editors, members of editorial boards for professional journals, and grant reviewers.

In recent years, we have protected first-year faculty from being burdened with service, and we limit our expectations about the service junior faculty should perform in order to keep them on track for tenure and promotion. However, the tension between the needs of a rapidly-growing institution and the desire to nurture junior faculty is one that cannot be easily resolved, given that about half the full-time faculty in IAS are at the untenured assistant professor level. Another concern we must address is that service loads are unevenly distributed among faculty. There is a growing sense among some faculty members that service is not rewarded or valued by the administration at UW Tacoma, and that it takes time away from research and quality teaching, critical factors in the tenure process. In sum, the campus makes heavy demands on faculty for service, and it is an ongoing challenge to manage these demands reasonably and equitably.

UW Tacoma is a commuter campus, and about three-quarters of our students are employed. Given this student population, IAS's retention and graduation rates are excellent. We measure our success with students through surveys of current students [See Section B6], through the alumni evaluations carried out by the University, and through our alumni newsletters, which provide us with information about students' jobs, careers, and promotions. Retention data show that we are effective in keeping students involved and enrolled [Appendix 6]. We keep records of alumni admissions to graduate school, other subsequent training, and job placement. In the past, we have obtained this information primarily through informal contact between graduates and faculty or advisers; we are aware that we need to develop a more structured method for tracking the progress of our graduates.

It is somewhat tricky to determine peer institutions for IAS. Because IAS is an interdisciplinary unit, and is ready to make the move from being a program to a college, most potential peers are as different from us as they are similar. Nonetheless, four campuses have programs similar to ours in a number of ways; two are public, and two private. The University of South Florida St. Petersburg is probably closest in its

commitment to a commuting and non-traditional student body, to interdisciplinarity, to high-quality teaching and research, and to the development of programs of excellence and distinction. Arizona State University West held its first classes in 1989, is a metropolitan campus, and is committed to serving the needs of working and adult students as well as younger, more traditional students. Its New College of Interdisciplinary Arts and Sciences is interdisciplinary by design, and its definitions of teaching, research, and service are similar to ours. Hampshire College in Massachusetts is a small private liberal arts college. Its interdisciplinary units emphasize connections among separate disciplines around common problems. Teaching and research are both important for faculty, and undergraduate involvement in research is stressed particularly by the College. Finally, Eugene Lang College is a small private institution in New York City with an academic organizational structure that is quite similar to ours. Teaching is of great importance at Lang, and faculty are expected to pursue active scholarly and professional careers. In terms of student experience and learning, faculty productivity and teaching load, our program probably resembles St. Petersburg and Arizona State West the most closely. In terms of organizational structure and sense of culture and identity, Hampshire and Eugene Lang appear to be closer relatives.

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?

As in every unit, weaknesses exist in IAS. First, we continue to work towards defining interdisciplinarity in terms that are understandable to a wide audience. It may well be that this shortcoming is endemic to a multidisciplinary/interdisciplinary program, but in any case it continues to be an issue with which we struggle. In a similar vein, we have difficulty explaining to current and potential students the internal logic of at least some of our concentrations. To take just one example: Communication offers courses that may be found in any school of Communications, but in addition journalism methods courses, cultural theory courses, film studies courses, and other courses not usually found in Communications departments are central to its curriculum. For the undergraduate facing an array of twelve concentrations, what should be put in place to explain these expanded disciplines? We continue to discuss our curricular identity and our expectations for the development of IAS in the context of the campus and university. Our faculty, collegially cohesive as a pioneering group but emphatically not united by common disciplinary assumptions, is spirited, diverse, opinionated, sometimes fractious. In IAS's evolution, we have been called upon distressingly regularly to fulfill different missions. In the face of rapid changes in the program's identity mandated by changes in the larger institution, we pursue the goal of developing a cohesive vision that we can clearly articulate, both inside and outside IAS.

We also need to be vigilant in developing a clear and well coordinated plan for curriculum development and new faculty hiring. While individual concentrations have developed curricular and hiring priorities based on our *IAS 2010* strategic plan [see Appendix 7], we have found it difficult in the past to conduct fruitful discussions of

competing visions for IAS in faculty meetings of the whole. We have developed a hiring matrix that will help us recognize areas of complementarity across majors, but conflicts arise between student demand and the need to develop a truly interdisciplinary arts and sciences curriculum. Similarly, we need to work further on finding means to support innovative approaches to teaching, particularly team-taught and linked courses, and to finding ways to help our students succeed with courses emphasizing quantitative skills.

We have a pressing need for resources to enable the faculty to do all that is expected of them. First and foremost, we need to provide better support for scholarship. IAS faculty members need more funding for scholarly research projects, more time to engage students in research, and more course buyouts to support original scholarly initiatives. Second, some areas of the curriculum have in the past had limited start-up support, but now need sustained budgetary allocations to keep moving ahead. Having adequate start-up funds for basic infrastructure and planning time, as well as a realistic continuing operations budget, is critical for the development of new programs on a growing campus. Areas in particular danger in future are the fine arts, broadcast communication, psychology and the natural sciences, which need far better funding either because of their intensive use of facilities or because they serve large numbers of students. This is an ongoing problem at UWT , but is felt particularly severely in these subject areas.

IAS currently faces the challenge of developing the core components of the lower-division general education curriculum UWT plans to implement beginning in the fall of 2006. We are in great need of resources for the planning and implementation of this new program. The launching of a four-year undergraduate curriculum will require new faculty hires, a large number of faculty buyouts for curriculum development, and substantial thinking about appropriate facilities and support services for the freshmen and sophomores who will arrive on campus. While we shall be collaborating with faculty from other units, it is clear that this enormous task will fall mostly on our shoulders, and we are probably the unit most concerned about adequate funding to make the implementation of a four-year campus a success.

Finally, we are failing to develop and consistently implement sufficient strategies for the recruitment and retention of underrepresented student, faculty and staff populations. While we as an academic unit and as a campus have talked a great deal about this, we have yet to put together a detailed plan for doing something about it. One major goal of our revised *IAS 2010 Plan* is to establish a mechanism for dealing with this recurrent challenge, both within IAS and on the campus as a whole.

4.   What changes have occurred in teaching, research and service at UWT 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?

Certainly the growth of IAS over the last decade has strongly influenced how we have changed. The hiring of new faculty has made it possible to consider new curricular and academic initiatives, and in the last decade we have responded to student demand in a

variety of areas, especially Psychology, Communication, and Fine Arts. With growth come many challenges, one of which is building structures that work both pedagogically and administratively.

There is ongoing discussion in IAS and in the central administration of UW Tacoma and UW Seattle concerning the future of this unit organizationally. We anticipate that as a logical consequence of increasing complexity and growth, IAS will become a College. Current discussions envision the non-departmentalized College of Interdisciplinary Arts and Sciences to consist of three divisions, corresponding roughly to the humanities, social sciences, and natural sciences, and each with an administrative coordinator.

IAS envisions itself as the intellectual center of the campus. Yet as UWT grows in a variety of curricular directions and takes on a range of new responsibilities to satisfy the needs of state-supported higher education in our region, we constantly have to rethink how we operate and how we define our role. This analysis has been influenced by substantial changes that have taken place in the range of disciplines from which our faculty come, in the expectations of students and administrators with regard to what degrees and areas of study we offer, and in our fundamental fiscal support structure. The primary pressures we face are rapid growth, pressures from administrators and students to create traditional academic majors, and external market-driven curriculum development forces. In future, assuming the job market remains competitive, we will certainly suffer in recruiting and retaining faculty if we cannot offer increasingly attractive startup packages to new hires.

We need to work constantly to articulate policies and guidelines outlining expectations and duties for members of the faculty. We need to ensure a more evenly distributed class schedule for students. We will have to develop a cohesive organizational structure, both academically and administratively, in order to safeguard intellectual integrity and interdisciplinarity within a higher education system that returns by default to a departmental, disciplinary model. We have taken a step in this direction with the appointment of faculty coordinators for each concentration. We should explore other multi-disciplinary collaborative education models as we plan for the future.

Technology has had a major impact on what we do and how we do it. Few IAS faculty now find it possible to teach in any but "smart" classrooms, and students expect to use, technology in effective and creative ways. Many faculty members use Blackboard as a course organization and communication tool, and e-reserves, computer search of databases, and new wireless technology have all opened new doors for student learning. These are particularly appropriate for a campus of nontraditional, commuter students. An area of technology-based education that we need to investigate and incorporate is online instruction in courses. One project we are particularly interested in is an online class for students at UWT and the University of Cienfuegos (Cuba), team taught by faculty from both campuses. We see this as a model that could be replicated with students and faculty from our other international partner schools. The impact of technology on both teaching and learning is indicative of another change that has taken place over the last decade, certainly within IAS: the growing importance of student-centered learning.

The faculty is eager to establish more community ties and increase internship opportunities for students. Our planned full-time staff hire of an internship coordinator will aid progress in this area. IAS has expanded its learning opportunities for students by offering even greater access to international programs and involving students in undergraduate research and internships. IAS faculty members have been particularly creative in developing international study opportunities for students at UWT. These efforts have included programs in Russia, Cuba, Mexico, Costa Rica, Rome, Vietnam, and with a winter 2006 term in Australia and New Zealand.

IAS always prided itself on its small classes, an intensive interaction of students and faculty, and its promotion of a community of scholars and learners. Unfortunately, the larger class sizes produced by budget strains, faculty leaves, and an at times inflexible class schedule (as much the result of space utilization needs as programmatic needs), have hampered efforts at innovative education. We need to develop a varied credit, varied class size model to increase our educational flexibility and to better meet the needs of both students and faculty.

Over the last decade we have found it frustratingly difficult to create connections between the interdisciplinary approaches we feel students need to master and the traditional framework students have come to expect from university education. Large numbers of students want majors with traditional names, while IAS faculty want majors with names that identify their interdisciplinary nature. This issue has produced heated debate among IAS faculty, and how we resolve it will have a major impact on where we move as an academic unit.

Unfortunately the last several years have witnessed a significant decline in cross-program teaching. Early in our history, faculty from other academic programs taught courses in IAS, but now faculty members from only one academic unit (Urban Studies) do so. While this development was probably unavoidable because of budget problems and publishing expectations in other units, it has compromised an original ideal of encouraging interdisciplinary discourse at the UWT campus. While we teach many students from other academic units, few IAS students register in non-IAS courses, and few other units offer minors we believe would be attractive to our students (Business is one important example). We need to pursue models for re-instituting team-taught and linked courses between disciplines in IAS and between academic units on campus in order to strengthen the interdisciplinary educational experience for our students. Creating from the outset a genuinely interdisciplinary lower-division general education curriculum may make the implementation of the model more realizable in the future.

**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?**

We see no major differences of opinion about IAS on campus. But the differences that exist focus principally on the concept and implementation of interdisciplinarity in IAS.

We see interdisciplinarity as being built into every course we teach, with each subject being examined from more than one disciplinary perspective. We ask students to consider course topics from a range of disciplinary approaches, and have attempted to avoid creating courses that look solely at an issue through the lens of a single intellectual tradition. Our approach to the education of our students has been, from the beginning, one that emphasizes methodological and disciplinary dialogue rather than exclusive use of one disciplinary perspective from course to course.

Because of enrollment shortfalls earlier in our history, we have been pressured periodically by the administration and the community to establish conventional courses of study that are immediately "readable" to potential students. These demands have been most urgent in periods of rapid growth when extensive recruitment of new students is required, and when IAS has failed to reach its funded FTE targets. We believe that one way to maintain interdisciplinarity and intellectual integrity within IAS is to do a better job of marketing interdisciplinarity outside IAS. This strategy improves our image and aids in the recruitment, retention and placement of students after graduation. We have relied on the UWT Office of Student Affairs and the campus's public relations staff to do this. It has become clear, however, that we in IAS need to develop a better articulated vision of our identity and educational mission, and of ways to coordinate planning and market ourselves better. We plan to put some strategies in place in 2005-06.

There have been some tensions between IAS and other academic units on the Tacoma campus simply because of its size. For most of the past decade, IAS has been responsible for about half of the student credit hours produced at UWT. Only the Business Program (now the Milgard School of Business) has come close in terms of student enrollments. IAS's student, faculty, and staff numbers have a large impact on campus-wide decision making; smaller academic units worry about being marginalized by the sheer size of IAS. Currently, as schools and colleges are being created at UWT, underlying insecurities are more evident than at any earlier point in our history as a campus. At the same time, many on campus complain that the IAS faculty in particular is not contributing sufficiently to campus leadership and governance.

Growth and associated institution building will be our biggest challenge over the next decade. We will need to insure open lines of communication with programs, administrators and the community as we move forward to becoming a four-year institution made up of schools and colleges.

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

Faculty members play an active and essential role in all these processes. IAS's democratic culture since its founding makes it border on the unruly. IAS operates currently as a non-departmentalized school or college does on the Seattle campus. Many decisions are made by the faculty as a whole; others are handled by faculty committees

and task forces or by the IAS Faculty Council. The Council is similar to a college council in its responsibilities and charge.

The self-study process has been a collaborative one from the start. Faculty committees reviewed, edited, peer-edited, and rewrote text in this document. The program devoted several faculty meetings to reviewing and discussing the document, and at least part of every faculty meeting during the 2003-04 and 2004-05 academic years raised issues related to the self-study. The entire faculty reviewed the final draft and made corrections, suggestions, and emendations before adopting it by a vote.

The IAS strategic planning process is initiated from the bottom up. Faculty, organized in groups according to their primary affiliation by concentration, develop and discuss plans for growth and change before presenting them to the faculty as a whole at faculty meetings each spring. These unit plans are then incorporated into the final plan, currently entitled *IAS 2010*, which is then used to help plan biennial budget proposals, as the basis for hiring discussions, and as a public relations document displayed on our web page.

In sum, IAS has a highly participatory governance structure in which all faculty have a voice in determining the direction of our unit and in making the decisions that affect our common future.

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

Mentoring of Junior Faculty.   Mentoring is a high priority for IAS, and has become particularly important to us in recent years. We have a series of policies and guidelines in place that assist us in faculty mentoring [see Appendix 8]. Details of mentoring are discussed in section C2 of this study. While a few junior faculty members do not take full advantage of their assigned or chosen mentors, others certainly do, for various forms of advice and aid during the first stages of their careers at UWT. Some fruitful, mutually rewarding relationships have been forged through formal and informal mentoring, and anecdotal evidence suggests strongly that those who "use" their mentors navigate the tenure process with more assurance.

Mentoring of Graduate Students. Graduate students are assigned an academic advisor upon admission to the program, and this is typically the beginning of the faculty/student mentoring process in the MA program. Depending on the evolution of the thesis project, the student's advisor may or may not eventually serve as chair of the student's thesis committee. The chair of the thesis committee certainly serves as a mentor for the student regarding thesis activities. Faculty/student mentoring also occurs in the course of academic advising as well as in discussions with faculty about class performance, papers, and exams. Additional information about the mentoring of graduate students appears in section G2c.

Mentoring of Undergraduate Students. Because UWT is a small campus, and because of the limited number of instructors in any one disciplinary area, IAS faculty and students

tend to know each other fairly well. During a student's course of study, he or she may take numerous classes with the same professor, and an informal mentoring relationship often develops from these circumstances. To a large degree, mentoring of students takes place on an informal basis, as students tend to gravitate toward the faculty members with whom they feel the greatest rapport. Nevertheless, we do have some formal mechanisms in place to ensure that all students have access to a faculty or staff advisor. All IAS faculty members are expected to serve as advisors to undergraduate students, though students are not assigned to individual faculty as part of a formal process. Faculty help students make choices about careers or graduate school, they address specific academic questions related to their disciplines, and they work with students on independent studies, directed readings, and internships. [See Appendix 9 for our guidelines on faculty advising as well as more detailed information about the roles and responsibilities of faculty concentration coordinators.]

IAS's mission statement stresses our commitment to students. Faculty serve as advisors to student groups and act as sponsors for student events, helping provide students with a sense of belonging to campus life. In addition, individual faculty members work with student groups on the basis of shared research interests. Mary Hanneman mentored a group of students who went to Korea through a program she designed. Beth Kalikoff worked with a group of students engaged in creative writing; they met informally on a weekly basis to discuss the writing process. Bill Kunz collaborated with students on a video production project that took them to the Athens Olympic Games. Tyler Budge gives art workshops for his students which provide them with opportunities to be creative outside the formal studio setting. Cynthia Duncan works with students interested in the Latino community and with bilingual students who want to practice translating and interpreting. Mike Allen engages students through his leadership role in the Phi Alpha Theta honor society. The Environmental Science faculty have an extensive mentoring program for their students, which is described later in this document. In general, we can say that it is common for IAS faculty to give students one-on-one attention and encourage involvement in the field they are studying. Often, this results in an undergraduate research project where the student plays an active role in his or her own learning.

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 the following two pages.

2.   How are teaching responsibilities allocated?

At the undergraduate level, all faculty in IAS, except those in Environmental Science, have a standard teaching load of six five-credit courses per year. Science faculty teach four courses per year with varying credits depending on the nature of the class. This standard Environmental Science course load is lower because of the time involved in extensive lab and field work. Class sizes vary depending on the nature of the course; for example, studio arts courses are normally capped at 15 students, writing and mathematics courses at 25, and most other classes at 35. A few larger classes enrolling 60-70 students are taught in special circumstances. A very few undergraduate courses are linked with other courses or team-taught, and most graduate courses are team-taught.

The class schedule is a standard one for most courses (again with some exceptions for lab, field, film studies, and studio courses) and is determined primarily according to the needs of students. The faculty in each concentration works together to schedule courses so that a student in a given concentration can successfully complete requirements in a timely and efficient way, while studying with a variety of instructors. The course scheduling is overseen by the program's Associate Director, who makes final decisions when conflicts arise.

Faculty members are allowed to buy out courses with internal and external grants, and in some cases unfunded research leaves are covered by colleagues taking extra students in their courses. IAS has come to rely on part-time instructors to an extent that may not be in its best interests in the long run (for example, 24 part-time instructors taught 26 classes in Spring Quarter 2005). We wish to be able to attract and retain a continuing lecturer pool, with lecturers having annual appointments and appropriate benefits. That being said, we have identified a strong cohort of lecturers, and these part-time instructors have made remarkable contributions to our success because of their exceptional training and preparation, effective teaching, and commitment to their teaching assignments.

On rare occasions, faculty members from other academic units on campus teach IAS courses that they have developed for us. Credit hours produced by those courses go to the instructor's home department, not to IAS.

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.**

NOTE: The following table does not include summer school classes or those taught on the Seattle campus or outside of Interdisciplinary Arts & Sciences. It does include independent study credits completed over the summer terms.

	2002-03 Academic Year				2003-04 Academic Year				2004-05 Academic Year			
	Courses Taught	Credits Taught	Student Credit Hours	SCH from Independent Study Grad / Und	Courses Taught	Credits Taught	Student Credit Hours	SCH from Independent Study Grad / Und	Courses Taught	Credits Taught	Student Credit Hours	SCH from Independent Study Grad / Und
Adams, Luther	6	30	1070	0/18	6	30	1025	5/33	4	20	680	0/1
Allen, Michael	6	30	940	31/29	4	20	660	21/20	5	25	945	15/46
Baird, Katie	6	30	1005	10/11	4	20	630	0/16	5	25	820	3/3
Banks, John	6	29	332	8/4	8	36	697	4/15	6	28	448	10/18
Budge, Tyler	N/A				6	30	390	0/16	6	30	465	0/8
Cargill, Kima	6	30	1085	0/12	6	30	975	0/47	3	15	670	0/16
Crawford, Rob	6	31	885	55/8	6	31	879	66/2	6	31	810	54/18
Davies-Vollum, S.	N/A				5	28	549	0/6	4	17	453	0/5
Dawson, Linda	7	35	845	0/17	7	36	684	0/4	6	30	560	0/3
D'Costa, Anthony	4	20	560	12/3	4	20	555	0/2	SABBATICAL			
Demaske, Chris	6	30	765	3/167	6	30	800	0/133	2	10	315	0/63
DeTray, Stephen	8	28	929	0/224	10	50	1275	0/122	9	45	1085	0/146
Duncan, Cynthia	6	30	780	0/60	3	15	490	25/77	3	15	225	20/0
Forman, Michael	5	26	873	71/77	6	31	794	62/22	SABBATICAL			20/0
Gawel, Jim	5	25	406	25/42	5	29	607	5/20	5	28	663	5/38
Glenn, Sarah	6	30	1340	0/13	2	10	690	0/7	0	0	0	0/0
Gorbman, Claudia	5	25	855	5/12	SABBATICAL				6	30	930	24/14
Greengrove, Cheryl	4	23	490	6/62	SABBATICAL				2	12	297	15/30

	Courses Taught	Credits Taught	Student Credit Hours	SCH from Independent Study Grad/Und	Courses Taught	Credits Taught	Student Credit Hours	SCH from Independent Study Grad/Und	Courses Taught	Credits Taught	Student Credit Hours	SCH from Independent Study Grad/Und
Hanneman, Mary	6	30	1220	4/24	6	30	1060	0/14	4	20	675	0/53
Heldrich, Phil	N/A				N/A				6	30	620	5/9
Honey, Michael	3	15	670	30/3	2	10	310	9/1	0	0	0	0/15
Horak, Peter	N/A				2	10	205	0/3	4	20	355	0/3
Huckleberry, Trista	N/A				N/A				6	30	1030	0/10
Kalikoff, Beth	6	30	695	0/27	3	15	270	0/4	6	31	564	2/15
Kalton, Michael	3	16	466	53/0	3	16	435	57/2	6	31	945	18/4
Kucher, Michael	3	15	345	0/1	3	15	295	5/0	6	30	770	12/11
Kunz, Bill	N/A				6	30	785	0/86	6	30	720	8/126
May, Rachel	SABBATICAL				4	20	565	7/25	6	30	950	16/50
McKinley, Nita	6	30	1070	0/38	6	30	1060	0/64	4	20	675	5/12
McMillin, Divya	4	20	705	20/19	6	31	894	25/35	4	21	600	0/15
Morris, David	5	26	824	12/16	5	26	711	46/10	SABBATICAL			41/0
Naidus, Beverly	N/A				6	30	450	0/7	4	20	285	5/10
Nicoletta, Julie	SABBATICAL			3/12	5	25	815	26/32	4	20	535	38/9
Parker, Samuel	3	16	388	62/0	4	22	523	14/0	3	17	328	16/0
Preparata, Guido	5	25	815	5/19	4	21	549	10/1	2	10	290	0/0
Raynor, Deirdre	4	20	660	6/39	6	30	860	29/7	6	30	750	5/15
Reusch, Johann	6	30	890	0/7	4	20	635	0/6	6	30	910	5/4
Richardson, William	1	5	195	0/9	DIRECTORSHIP			0/7	DIRECTORSHIP			
Secord, David	SABBATICAL				5	26	356	0/20	0	0	0	6/10
Sharkey, E.J.	4	20	485	5/12	6	30	780	5/37	6	30	885	0/39
West, Carolyn	4	20	750	4/26	SABBATICAL			10/0	6	30	1055	17/44

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

As already stated, all faculty members advise students, though some have greater responsibility than others in their roles as coordinators for concentrations or advisors for minors and certificates. All faculty members mentor students, and the range of interaction can be substantial, depending on the individual student. For example, art professors Tyler Budge and Beverly Naidus mentor students in professional studio and curatorial practice, whether or not these students have taken their classes. Cynthia Duncan has worked extensively with the UWT Latino Student Organization and is an active mentor of Hispanic students, Mike Allen with the Pre-Law Society, Claudia Gorbman with student filmmakers in the Film Club, Chris Demaske with students from the student newspaper, *The Ledger,* and Phil Heldrich with students who produce the campus literary magazine, *Tahoma West.* Bill Kunz has made it possible for our students to work on internships with NBC, and Chris Demaske has overseen what has become an annual exchange of journalism students producing joint issues of newspapers at Moscow State University and UWT. Similarly, faculty members mentor students who go on to graduate school, advising them on the emphases of different academic programs and on the application process. Faculty members in concentrations with large numbers of students – Psychology, Communication, and Self and Society, for example – spend an especially large amount of time in such work.

All faculty supervise independent study, internship, and thesis projects, though again this varies widely from faculty member to faculty member [See Section B1]. IAS currently has no policy in place to reward faculty for supervising undergraduate independent study projects, though it is developing one that will work within the constraints of our budget. In general, these independent studies are seen as being part of all faculty members' teaching responsibilities.

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

Courses such as "Argument and Research in Writing," "Research Strategies for the Twenty-First Century," and "Humanities Research and Writing Seminar" offer undergraduates intensive training in research methods. The learning objectives of the concentration curricula include the ability to study, write about, and produce research. Michael Kucher and Beth Kalikoff serve on the newly formed campus-wide Committee on Information Literacy and Student Learning, whose charge is to consider ways to create opportunities that enhance student learning in the realm of research. IAS immerses students in research across the curriculum

Faculty extend this program-wide focus on undergraduate research to the production of scholarly knowledge outside the classroom. Johann Reusch encourages his students to submit their work to the UW's annual Undergraduate Research Symposium. Mike Allen accompanies IAS students to annual Phi Alpha Theta (history honorary society) regional meetings, where they present papers based on their research. With Divya McMillin's

guidance, at least six students have submitted their research to the International Communication Association conference and the Association for Educators in Journalism and Mass Communication Conference. Siân Davies-Vollum has been awarded Founders Endowment and Royalty Research Fund grants for research that includes funding for undergraduate field and lab research. Dave Secord includes students in field work, lab work, collecting survey data, and assisting with library research; he has also involved around twelve students on a federally-funded project to get timely scientific information to the general public. Katie Baird and others have applied for grants that would include support for undergraduate research in scholarly projects in a wide range of areas. Bill Kunz supervised work by one of his students at the Athens Olympics, and he will do the same with several students during part of the Torino Winter Olympics.

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

IAS assesses faculty teaching effectiveness primarily through the use of the standard teaching evaluation forms made available through the UW Center for Instructional Development and Research (CIDR). All courses taught by all faculty are evaluated every quarter. In addition, IAS faculty have colleagues visit their classes and write peer evaluations of their teaching. Untenured assistant professors are required to have these visits once or twice each year, associate professors every two years, and full professors once every three years. In addition, teaching effectiveness is always discussed and evaluated in the goal-setting meetings between the faculty member and the Director. All faculty review the teaching records of those junior in rank to them during merit evaluation meetings, second-year review sessions, and tenure and promotion deliberations. Several discussions on aspects of teaching effectiveness occur throughout the year at faculty meetings.

IAS is currently reviewing its methods of teaching evaluation in the interest of developing more holistic and meaningful assessment. Faculty members Beth Kalikoff and Cheryl Greengrove and program coordinator Julie Buffington have received a Founders Endowment grant to support a pilot project in this area.

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 the data you have collected.

Summaries of standardized evaluation forms allow us to accumulate data that are of use in assessing the effectiveness of teaching in IAS when measured across faculty ranks, disciplines, programs and campuses. The forms provide insight into students' perceptions of teaching in IAS, and we can use them as a point of departure to develop more robust, layered assessment methods. For example, concentration coordinators, working with Cynthia Duncan and Beth Kalikoff, have already begun to examine student learning objectives and discuss ways to measure outcomes. Since 1991, IAS students have graduated with portfolios as documentation and measure of their progress through the program; we are now exploring further ways to use student portfolios and capstone

classes to assess and measure student learning. We believe we need to give more sustained attention to the issue of assessment, and we are committed to working toward that goal in the coming academic year at the concentration and program levels.

The standardized student evaluation forms ask students to reflect on what they learned, how useful the class was in terms of advancing their education, and how they might have learned more. While we have instituted no quantifiable instruments to determine how teaching changes as a direct result of the student evaluation process, a substantial number of IAS faculty report that they have made changes to their classes and their teaching styles based on students' comments on these forms. While many student comments are subjective in nature, faculty can sometimes discern useful patterns, and discover which approaches to teaching work particularly well. This is normally a subject of discussion between faculty members and the Director in the regular goal-setting meetings mandated by the UW Faculty Code.

Students are also asked to comment on the professor's knowledge of course content, the fairness of grading, and the reasonableness of the work assigned. These types of questions are not as helpful in terms of assessing the effectiveness of teaching, as they encourage students to focus on their satisfaction with the way the class was structured rather than on what they learned. We would like the evaluation forms to focus more on student learning rather than on their satisfaction with workload and grades. Our current means of assessing student learning and teaching effectiveness relies to a disproportionate degree on student perceptions at the expense of five other areas of assessment: student learning, peer or colleague review, instructor self-assessment, administrative perspectives, and scholarship of teaching and learning. We intend to supplement our data on student perceptions with information from these five areas during the 2005-06 academic year, aided by a Founders Endowment grant on assessment.

A UWT alumni survey conducted in 2001 asked students what kinds of jobs they had, how well their education prepared them for their jobs, and how satisfied they were with UWT's contribution to their development in writing, speaking, analyzing, problem-solving, understanding scientific and quantitative principles, using a foreign language, and so on. Answers tended to fall between "mostly" and "somewhat" satisfied. A similar survey will be developed for IAS graduates in particular, to provide insight into the effectiveness of our teaching. IAS plans to have a more systematic way of keeping in touch with alumni and expect to use data from alumni surveys to examine how well we are meeting students' needs beginning in the 2005-06 academic year.

In Spring Quarter 2004, we conducted a survey of all students enrolled in IAS undergraduate classes [see Appendix 10]. Faculty were asked to distribute the survey in all of their classes for one week, with the hope that all students would have an opportunity to complete the survey, and we were able to obtain a 68% response rate. Survey respondents included mainly IAS undergraduate students (77%), but also some graduate students and students from other programs taking IAS courses as electives. The survey included questions about the quality of education and services in IAS, the amount of time that students spend in and out of school, and demographic information not

already collected from students. The survey reveals that the overwhelming majority of our students are satisfied with their experience in IAS. About 80% report that they would choose IAS as their major if they could start over again. They believe that IAS has contributed "very much" or "quite a bit" to their general education and to the acquisition of knowledge and skills that will be helpful in their future jobs. They also agree "very much" or "quite a bit" that IAS has helped them to improve their writing skills and has helped them to think critically and analytically. Over 50% report that their entire educational experience in IAS has been "good," and an additional 30% say that it has been "excellent." Over 80% of the students rank their professors in IAS as "available, helpful, sympathetic" and about 86% say that their examinations during the current school year have challenged them to do their best work. The amount of writing and reading students report they do in IAS classes is consistent with our expectations, and over 80% of students in IAS classes say that they spend a significant amount of time studying and doing academic work. This data suggests that IAS faculty are doing a good job of teaching and that students are satisfied with what they are learning. It also suggests that students feel a good rapport with IAS faculty, they find their IAS classes challenging, and that IAS classes are useful to them.

Again, much of the information contained in the survey is impressionistic and based on student perceptions rather than on objective proof, but the data will provide us with some direction in terms of future development. For example, a majority of students responding to the survey believe that IAS classes do not teach them to speak more clearly and effectively. While IAS does a good job of providing students with the support they need to succeed academically, students feel they do not get the support they need to thrive socially. And, despite IAS's expressed commitment to community involvement, students report that IAS classes do little to encourage them to become more involved in politics or to contribute to the welfare of the community. These responses signal areas for improvement. IAS is taking steps to address the concerns about lack of learning in speaking more clearly and effectively by reconfiguring the IAS portfolio requirements for classroom presentations and communicating with the faculty about the need to emphasize oral communication activities in their courses. Additional demographic data from the survey, such as the number of hours students work or spend on family obligations, their ethnicity, the educational level of parents, and their age, will help us understand our student body and what their specific needs are.

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?

Tenured faculty members are assigned to serve as mentors for specific untenured faculty. Often mentees find their mentors as a natural outgrowth of the hiring process. The peer review process (see Question 8 below) often becomes an opportunity for mutual mentoring and collaboration on teaching. In certain cases, tenured faculty have worked closely with junior faculty who needed special attention on a particular teaching issue. As indicated in the answers to Question 5 above, and Question 8 below, various forms of teaching review and evaluation, along with the contributions of the Writing Task Force

and Faculty Development Workshops, support the development of undergraduate teaching and learning. All faculty are encouraged to participate in teaching discussions and workshops on our campus, at UW Seattle, and in conjunction with faculty from local community colleges. We have no teaching assistants.

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

The IAS Writing Task Force annually surveys colleagues on best practices in the teaching and learning of writing in IAS. This survey collects data on successful instructional methods and assignments. Since almost all IAS courses are W-courses, this survey provides information on the effectiveness of various teaching practices, and offers innovative and creative models for writing assignments. The results of the surveys are discussed at a program meeting and posted on the faculty web site so that faculty may learn from the instructional successes of colleagues.

Faculty development workshops on teaching and learning are offered periodically throughout the year at UWT. Individuals propose topics and participate in round-table discussions that encourage collaborative work across disciplines. Past topics have included: assessing student learning; using peer review groups as a strategy for learning; and giving constructive feedback on student work. In addition, the UWT Center for Teaching, Learning, and Technology offers faculty development workshops on topics such as the multicultural classroom and teaching with technology.

The Director, Associate Director, and Senior Consultants of the Center for Instructional Development and Research (CIDR) on the Seattle campus sometimes offer faculty development workshops on the Tacoma campus, including a recent session on using Small Group Instructional Diagnoses, a variety of mid-quarter class interviews, to generate data on student perceptions of their learning. These mid-term class interviews are conducted by faculty facilitators from other academic programs. Some IAS professors use the SGID technique regularly in order to fine-tune and improve a course in progress, as well as to discover the student perspective on what elements of the course support their learning.

IAS faculty have participated in curricular innovations such as linked courses and learning communities in which the same cohort of students co-enrolls in two courses designed by faculty members to enhance undergraduate learning in both subjects. Cynthia Duncan, Rachel May, and Mary Hanneman are among the faculty members who have experimented with linking their courses to a writing course on research or textual interpretation. Most recently, Kima Cargill and Beth Kalikoff wrote two co-authored articles on the data they collected in their Winter 2004 linked courses. Their research indicated that linked courses improve academic achievement and reduce attrition, serving as a powerful determiner of student success. IAS is exploring ways to offer more linked courses and other forms of learning community to enhance student success through integrative studies.

All faculty members participate in peer review. Faculty members study a colleague's course descriptions, syllabi, and assignments; observe the colleague's class; and assess the colleague's teaching in a written report to the Director, who uses these reports as a point of departure for discussion during the yearly review. Because faculty members have many institution-building, advising, and service responsibilities, this process can become truncated, reduced to an hour's class visit and a letter, with no time for examination of course descriptions and assignments and no follow-up discussion. IAS is examining ways to refresh the process. Ideally, these peer reviews give faculty new ideas about teaching and offer them the opportunity to learn new teaching methods through observing classes in a wide variety of areas.

Finally, at least one IAS faculty meeting per year highlights teaching-related topics as the main agenda item. Many IAS faculty members have been nominated for UW Tacoma or University-wide teaching awards, and a number have won. More significantly, IAS faculty involve themselves in UW Tacoma's campus-wide culture of teaching and learning, serving on committees, being judges for writing competitions, and participating in roundtable discussions.

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?

The profoundly interdisciplinary composition of the IAS faculty, coupled with heavy service and teaching demands at this institution, challenges conventional research and productivity expectations of more traditional disciplinary departments. Yet UW Tacoma sets high standards for faculty research and productivity and IAS faculty meet these standards in contributing to their respective scholarly fields.   It is understood that faculty members' achievements in publications, grant-writing, and membership on editorial boards of scholarly journals are to be judged according to the criteria of the discipline with which they most closely identify.   Decisions involving promotion, salary, and retention in IAS are made with respect to these standards and criteria, often with the help of faculty in appropriate fields at the Seattle or Bothell campuses. Tenure and promotion decisions follow the processes outlined in the UW and UWT faculty codes. Salary decisions are based on recommendations by senior faculty about junior faculty records. Initial salaries are normally competitive and at the same level as new hires in appropriate departments and ranks at UW Seattle.   Retention adjustments are based on recommendations by the IAS Faculty Council.

The scholarly work of our faculty cannot simply be measured quantitatively and traditionally in terms of aggregate research output of articles and books.   The heavy teaching loads of IAS faculty, and necessary institution-building, represent significant impediments to IAS faculty research and productivity. Faculty's busy schedules also frustrate attempts that have been made toward institutionalizing IAS colloquia; and the diverse disciplinary backgrounds of the faculty (from environmental chemistry to African-American literature and global media studies) have not always produced the interdisciplinary dialogue envisioned and we are looking for creative ways to facilitate such intellectual exchange. The faculty considers such collegial colloquia to be an integral part of an academic environment, and hope to institutionalize them more firmly in the future.

Despite the structural impediments to research, IAS faculty members have forged respectable records and reputations in their fields with work that is often pioneering or reshaping traditional disciplinary boundaries.   One notable example of how we have overcome some of these difficulties was the University and Community Conference which we organized jointly with the University of Cienfuegos in Cuba in January 2005. Ten professors from IAS presented scholarly papers at the conference, and while we learned a great deal about Cuba and the projects being undertaken by Cuban scholars in the humanities and social sciences, we also learned much about ourselves and gained greater appreciation of our own scholarly accomplishments.

It is also worth noting here that faculty hires in this often rapidly expanding unit have always been made with high priority given to scholarly productivity and promise. On occasion, IAS has hired senior faculty who have brought already significant reputations with them to UW Tacoma. The founding faculty, for example, includes Michael Kalton, who is widely published in Korean studies, and is recognized as one of the world's major experts on Korean neo-Confucianism. All the senior faculty members bring their expertise and a strong commitment to teaching a broad range of courses at UWT. IAS's second generation of hires, those having been tenured and promoted in the past few years, are also very productive scholars. For example, Julie Nicoletta has two books in print (*Buildings of Nevada*, 2000, Oxford University Press, and *The Architecture of the Shakers*, 1995, W.W. Norton) and is currently at work on a third. IAS's more recent hires can be exemplified by Guido Preparata, assistant professor in political economy, whose book *Conjuring Hitler: How Britain and America Made the Third Reich* (London: Pluto Press, 2005) appeared this spring, while he was spending several months as a Fulbright scholar in Amman, Jordan.

IAS faculty have also played an important role in writing for the general public, acting as public intellectuals. A few examples: Mike Honey, Rob Crawford, Bill Richardson, and Katie Baird have written editorials for the *Tacoma News Tribune* and the *Seattle Times.* Carolyn West and Cynthia Duncan have done numerous radio, television, and newspaper interviews. Bill Richardson served twice as a speaker for the Washington Commission for the Humanities, speaking around the state on issues related to developments in Russia and Mexico.

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

New assistant professors are assigned mentors upon their arrival at UWT, and these mentoring relationships are reviewed yearly to determine if both parties are satisfied with the relationship. The Director and Associate Director of IAS oversee the mentoring process and work with junior and senior faculty to facilitate relationships. We make every effort to be sure that the junior faculty person is never without a mentor and that the mentor is a person with whom the junior faculty person feels comfortable. Some junior faculty work with the same mentor for six years, and others change mentors periodically. All junior faculty have mentors until they receive tenure. Both mentors and mentees are provided with a set of guidelines that explain the mentoring process and give suggestions about etiquette for mentors, mentee protocols, and suggested items to discuss at meetings. [See Appendix 11]

The success of the mentoring process depends, to a large extent, on the willingness of senior colleagues to spend time with the junior faculty and the junior faculty's willingness to seek advice and support from a mentor. In the best cases, mentors meet formally with mentees at least once per quarter and have informal contact, such as phone calls or a chat in the hallway, on a weekly basis. Mentees feel free to ask for an appointment or call their mentors when they need help or advice, and both parties share professional news and information whenever they think it is appropriate. Because of the

program's multidisciplinary makeup, many mentors and mentees do not share the same area of academic expertise, but we make an effort to match people on the basis of shared professional interests. Junior faculty are encouraged by their mentors to develop professional contacts at other universities, at national and international conferences and at professional meetings so that they can discuss content-specific scholarship with specialists in their field. We recognize that in most cases we are not in a position to give the junior faculty member specific advice about research in his or her field, but we can give general advice about the profession, the publishing process, research strategies, and other important topics. IAS mentors can help the junior faculty negotiate the adjustment from graduate school to professional life, help familiarize them with the campus environment, support them during tenure and promotion, discuss teaching issues and curricular matters, and provide a sounding board for their concerns and worries. We hope that a positive mentoring relationship will encourage junior faculty to be more productive scholars by providing them with a supportive environment, helpful advice, and an incentive to succeed.

3 and 4. What has been the impact of your research on your field and more broadly over the past five years? 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?

As the previous remarks have suggested, it is sometimes difficult to classify under traditional categories much of the scholarly output of members of the IAS faculty. This said, a brief summary of their scholarly interests and performance follows. In general, IAS faculty members are actively engaged with rigorous research agendas with impacts on their respective local, national, and international scholarly communities.

While the level of productivity varies among faculty members, the overall output in terms of books, book chapters, journal articles, and conference presentations is substantial given the high teaching and service obligations all faculty face at UWT. The nature of publications varies among faculty because of the different priorities for tenure and promotion in different fields. For example, people in such fields as history and political science most often present their research in the form of books, while others in such fields as psychology and environmental science work toward publishing peer reviewed journal articles.

Internal funding for research projects at UWT is scarce, adding to the challenge of maintaining a rigorous research agenda for faculty. Recognizing the difficulty of pursuing research given the demands of teaching and service, over the last several years the campus has provided untenured faculty one quarter of research leave during their probationary period. The UW Tacoma Founders Endowment gives small grants campus-wide on a competitive basis, but many of these funds are allocated to pedagogical projects and program development. However, several members of IAS have been successful at garnering prestigious external fellowships, grants, and awards to support their research. We have already mentioned Guido Preparata as a Fulbright Fellow in 2005; Anthony D'Costa is an Abe Fellow (Japan Foundation, 2005); Mary Hanneman

secured a grant from the Institute for Ethnic Studies in the United States (2004); Divya McMillin received a two-year research sponsorship from the Internationales Zentralinstitut für das Jugend-und Bildungfernsehen, Germany (2004-06); and Carolyn West received a grant from the National Institute on Alcohol Abuse and Alcoholism (2003). (For more information on individual grants, see Appendix 12.)

As a whole, the IAS faculty have been active in participating at conferences and giving lectures in the community, the region, across the United States, and abroad. In the last five years, mathematician Peter Horak has given invited talks and keynote lectures from Oman to New Zealand, from Canada to Japan, at Emory University and Georgia Tech; political economist Anthony D'Costa has spoken in Singapore, Japan, and other Asian countries as well as Brazil and Finland; film scholar Claudia Gorbman has given invited papers and lectures in Poland, Germany, England, and Australia, at Columbia University and UCLA, and has keynoted conferences at Stanford and NYU. Michael Honey and Carolyn West are peripatetic scholars who frequently speak in the region and across the country on labor and African-American history, and on family violence and the psychology of abuse, respectively.

Many IAS members have contributed to the vitality of the South Sound region. For example, the City of Tacoma has benefited from the scholarly expertise of Bill Richardson and Cynthia Duncan in the creation of sister-city relationships in Russia and Cuba. Profs. Richardson and Duncan act as cultural liaisons, interpreters and translators, and have played active roles in the development of these international relations. Julie Nicoletta has worked as an advisor and consultant at the Tacoma Art Museum. Dave Secord has worked on conservation issues at the Point Defiance Zoo and Aquarium. Rob Crawford has been involved in ongoing projects with Pierce County AIDS Foundation, and Jim Gawel and Cheryl Greengrove have been involved in community education projects related to environmental issues in Puget Sound.

There is clear evidence that ongoing research by IAS faculty members has a significant impact on scholarship in their fields. Just a few examples follow.

- Nita McKinley, a psychologist who researches body self-awareness, developed the Objectified Body Consciousness (OBC) Scale. The various factors measured by this scale give scientific assessments of individuals' satisfaction with their bodies and related factors of psychological well-being. Her work shows that OBC is related to age, and establishes that young women engage in more body surveillance and have more body shame than do young men.

- Michael Honey's two books on southern labor and black civil rights helped reshape the fields of labor and African American studies.

- Peter Horak, a mathematician whose interests cover several areas in Discrete Mathematics, published 14 scientific papers in the last five years. One of his papers states the best known lower bound on the size of a critical set in a Latin

square. His reputation has placed him on editorial boards of two international journals.

- Anthony D'Costa has been influential in developing political economy frameworks and generating primary data to understand industrialization in developing countries, especially in South Asia and South America.

- Claudia Gorbman studies the forceful effects of film music on moviegoers, from semiotic, aesthetic, and psychoanalytic perspectives; this work has been widely cited and anthologized and has earned her an international reputation.

In the humanities, the fields of literature, creative writing and composition, film studies, visual arts and art history, folklore, political and cultural history, and area cultural studies are represented. Much faculty research is informed by current paradigms of cultural studies that straddle humanities and social sciences.

- Johann Reusch does revisionist history of German culture during the 18th and early 19th centuries in the context of colonialism, travel, tourism, and identity formation.

- Other writing is informed by various philosophical traditions, such as the interdisciplinary work of Michael Forman and Michael Kalton.

- The new book manuscript by Joe Sharkey, *Idling the Engine: Linguistic Skepticism in and around Cortázar, Kafka, and Joyce*, is under contract with the Catholic University of America Press and has already received high praise from some of the nation's best known literary scholars.

- Beth Kalikoff has just published a detective novel: *Dying For A Blue Plate Special* (Five Star, May 2005).

- One of IAS's recent additions, Phil Heldrich, is a prizewinning author of books of creative nonfiction and poetry. His newest book, *Out Here in the Out There: Essays in a Region of Superlatives,* is a collection of essays on life in the Great Plains and the American West, and is winner of the Mid-List Press First Series Award for Creative Nonfiction. His previous book of poems, *Good Friday,* won the X.J. Kennedy Poetry Prize.

- History writing in IAS spans a wide range of concerns and approaches: while Michael Honey's work focuses on labor and race, Michael Kucher's new book from Routledge, *The Water Supply System of Siena, Italy: The Medieval Roots of the Modern Networked City*, is an interdisciplinary work focusing on the history of technology. Michael Allen has recently published *A Patriot's History of the United States: From Columbus's Great Discovery to the War on Terror*, with Sentinel Press, of the Penguin Group; already in its fourth printing (over 50,000 copies), the book has been ranked as high as #37 in sales by

Amazon.com. Allen is currently negotiating with Sentinel for *A Patriot's History of the American Frontier*.

- Bill Kunz was a member of a team who won an Emmy Award for his work as a producer for NBC Sports at the 2004 Olympic Games.

Issues such as social justice, human rights, media globalization, patriotism, health, food culture, body image, environmental ethics, political economy, urban history, and human sexuality are at the heart of IAS faculty scholarship in social sciences.

At least seven social science faculty members have published single-authored or co-edited books, many of which have received awards:

- Michael Honey's *Southern Labor and Black Civil Rights* (1993) and *Black Workers Remember: An Oral History* (1999) were recognized through national book awards from the Organization of American Historians, the Southern Historical Association, and the Southern Regional Council.

- Michael Forman's *Nationalism and the International Labor Movement* (1998) won the 1999 Michael Harrington Award.

- The book edited by Carolyn West, *Violence in the Lives of Black Women: Battered, Black and Blue*, won the Carolyn Payton Early Career Award from the American Psychological Association.

- Social science faculty members have published in top journals of their fields. Examples are Robert Crawford's essay in *Health,* Divya McMillin's much-cited work in the *Journal of Communication,* and Nita McKinley's paper in *Psychology of Women Quarterly*.

The Environmental Science faculty's research interests include zoology, applied statistics, marine biology, mathematical biology, conservation biology, tropical ecology, geosciences including sedimentology and paleontology, physical oceanography, and water management. As the first two founding scientists hired have become tenured, the research output of this group has increased substantially. The Environmental Science faculty members have demonstrated great success in grantwriting.

- A major National Oceanic and Atmospheric Administration grant of $450,000 is being administered by Cheryl Greengrove, Jim Gawel, and Sian Davies-Vollum.

- David Secord has been PI or co-PI on grants of $125,000.

- John Banks, the 2005 recipient of the UWT Distinguished Research Award for his ecological research exploring ways of integrating agriculture and conservation biology, has been co-PI of a U.S. Department of Agriculture grant for $116,000.

- Other smaller grants in the group have allowed for the beginnings of flourishing research at what began just six years ago as a seriously under-funded and under-equipped place to be an active scientist.

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 IAS faculty has a radically heterogeneous composition, embracing many of the disciplines that can be found in the University of Washington Seattle's College of Arts and Sciences. This situation is exceptional, sometimes in problematic and sometimes in positive ways. Difficulties arise from having no long disciplinary tradition or common language for interdisciplinary activities. Faced with hiring and tenure cases, for example, the faculty have often seemed obliged to reinvent the wheel, when in a discipline-delimited department the parameters for such faculty decisions would be self-evident or at least routine.

On the other hand, the IAS faculty has been remarkably cohesive and cooperative on many occasions. A culture that recognizes and encourages interdisciplinarity in both scholarship and teaching prevails. Unlike the work of faculty members within traditional disciplinary departments, IAS faculty research and creativity often intersect disciplinary borders. A few examples follow. Sam Parker's work on the art and architecture of Hindu temples straddles art history and anthropology. In recent work, Cynthia Duncan studies the construction of contemporary Cuban identity through the state's deployment of a rhetoric of revolution; in doing so, she draws on politics, history, and literary and film studies. She also writes on second-language acquisition through a lens of cultural studies. Rachel May unites Latin American studies with international human rights. Michael Kalton explores the interfaces between emergent areas of contemporary western science and East Asian traditions. Beth Kalikoff writes on assessment and democracy, adopting a focus that is wider, more historical, more social, and more political than narrowly disciplinary studies. Moreover, her work in writing education draws on the assumptions and methods of composition, education, history, literature, and sociology.

A number of IAS faculty members have combined their concerns in teaching and research to generate scholarship on pedagogy. A small sample would include artist Beverly Naidus who writes about teaching as a subversive activity and engaging art for social change, and environmental scientists Cheryl Greengrove, David Secord, and Jim Gawel who have produced essays on teaching marine research, and on undergraduate science research for nontraditional students.

Although there exists a central IAS administrative office, individual IAS faculty members are housed in offices across campus in several different buildings. An exception is the Environmental Sciences group, all of whose offices and labs are located in the Science Building. IAS has experimented with various approaches to office arrangement over the years, concluding on most occasions that an intermingling of faculty offices, mixing people not only from different concentrations of IAS but from all different academic units on campus, would foster the greatest cross-disciplinary sense of community. This has succeeded to varying degrees, in some cases facilitating new and stronger intra-faculty ties, but in other cases leading to more isolation due to dramatically different teaching schedules and the physical layouts of buildings.

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

There are two major impediments to scholarly productivity in IAS. The first is the level of service required for institution-building, and the second is the teaching load. Almost every faculty member who has come here has had to be engaged to one extent or another in the extraordinary effort of designing new courses and areas of study, collaborating with staff to equip new classroom and laboratory spaces, and working with Student Affairs and community college staff to publicize the new academic areas of study. Added to this is the exceptional energy required to participate in search committees, new faculty interviews, and the review of probationary faculty progress toward tenure and promotion. In some cases, this has been exhausting, and for some untenured faculty, the workload has threatened their scholarly success over the long term. On a few occasions in past years, start-up funds were available that gave faculty reduced teaching loads during the time they were designing and initiating new academic initiatives. These should be reinstituted in future.

The standard teaching load of six courses per year is not exceptional, but it does mean that faculty cannot produce scholarly work at the rate that can be expected on the Seattle campus. Traditionally, most faculty have developed twelve courses on the whole, so that in alternating years they can provide students with a full range of study options. They devote substantial time to student advising, supervising independent studies, evaluating student portfolios, and mentoring students in internships. Finally, all but a very few IAS courses are W-courses, which require substantial writing, revision, editing, and grading. This teaching load, combined with the service required on a small campus that nonetheless has the same range of committees that often exist on much larger campuses, means that faculty find it difficult to make scholarship the major priority in their professional lives that it is on more established campuses.

Other impediments include limited support for research at the campus level and limited funding for conference travel. Our faculty have been successful in applying for both University of Washington and external grants, but as a campus we have only a small pool of research funding that is made available each year. We need to work aggressively to increase the endowment dedicated to the support of faculty scholarship. Presentation of research at scholarly conferences is an expectation of all faculty members, yet IAS's

support of the costs involved remains at the level it was in 1990 when UWT was founded. Many tenure-track faculty members find themselves on a campus where they have no true peer to provide them with informed comments on their work, and opportunities to meet with colleagues on the Seattle campus are often limited in reality. Considering that many people in the program have international reputations and are regularly invited to prestigious conferences abroad, this level of funding is clearly inadequate. All this poses a special problem for associate professors, who need to continue to be active in their fields, yet who are called upon to provide service at a level greater than assistant professors.

Despite this rather dismal picture, some progress has been made in addressing several of these problems. Newer faculty generally are not expected to engage in the same level of institution building as faculty hired in earlier years, and during their first year on campus they are protected entirely from substantial service commitments. Our campus now has a program to award tenure-track faculty an entire quarter off from teaching and service to focus on research and publication. Some groups of faculty have investigated ways of organizing their teaching schedules collaboratively so as to free up more time for research. In sum, we have done a great deal, but much remains to be accomplished in removing impediments to faculty scholarly productivity.

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?

All IAS staff are vital members of the IAS team and are encouraged to consider and try out new ways of doing things. Weekly staff meetings include opportunities for brainstorming and discussion among staff members about specific areas that need attention and creative ideas for addressing those areas. Staff members are generally rewarded by promotions and raises reached through reclassification of positions. Since IAS has grown and changed at quite a rapid rate, staff members have taken on new tasks that have resulted in position reclassifications and promotions. Two staff members have recently completed master's degrees and another is enrolled in an M.A. program. Flexible scheduling and, in one case, setting up a part-time position for one year, supported these staff members in completing their degrees.

Staff members are routinely encouraged to take advantage of professional development opportunities offered through UW and in their professional areas. Flyers and announcements about UWT, UW and external professional development activities are circulated among the staff. Many staff members have attended workshops at UWT as well as on the Seattle campus. From time to time, workshops have been organized specifically for the staff such as those on communication skills. Staff members are also encouraged to grow professionally by serving on UW and UWT committees and make significant contributions to the University in this way.

Section D: Relationships with Other Units

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 you face impediments to developing interdisciplinary research or connections with other units? Expansion of interdisciplinary programs is an emerging issue. Describe your 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? For already existing interdisciplinary programs: How do you maintain relationships with contributing units? How could the university aid you in solidifying old relationships and fostering new ones?

IAS has well-established and effective relationships and collaborations with other units at UWT. We understand that the spirit of the questions above has to do more with collaborative scholarship, but we will consider inter-program relationships in teaching as well.

Despite structural limitations, IAS faculty members have been eager to collaborate with other programs at UW Tacoma. Trista Huckleberry, an educational psychologist in IAS, consults regularly with the Education Program director and faculty. Mary Hanneman (Asian history) and Lisa Hoffman (cultural anthropology) have collaborated on a scholarly oral history project about the Japanese Language School in Tacoma, an effort that has involved writing and publication, community-based research, a community-wide event, and grant proposals. Rob Crawford (American and cultural studies) has collaborated with June Lowenberg and others in Nursing in conducting research and teaching on AIDS and other health related issues. Rachel May (international human rights) has worked with Jill Purdy and Zoe Barsness from the Milgard School of Business on both a course and degree program proposal in peace studies and conflict resolution. More informal collaborations between faculty members across disciplines occur with regularity.

In addition, at least two cross-campus initiatives have received Tools for Transformation grants. The Human Rights Education and Research Network project involved collaboration among Bothell's IAS, the UWS Political Science department, the Comparative History of Ideas, and the libraries. The Human Rights project resulted in a three-campus minor that is popular with IAS students and other students at UWS as well as UW Bothell. The Restoration Ecology Network produced a three-campus certificate program. UWT's new Global Honors Program was a joint effort by faculty from IAS and other faculty from across campus, and received initial funding from the University's Innovation and Redesign Committee. IAS faculty members worked closely with Urban Studies to develop a certificate program in Geographic Information Systems. Furthermore, some in IAS have collaborated actively with UWT's International Programs Office, recently initiating two programs in Costa Rica and Cuba.

IAS has collaborated with other units on at least two occasions to make faculty hires. The UWT Institute of Technology provided the funds for IAS to hire a mathematician (Dr. Peter Horak), and IAS collaborated in a hire in Geographic Information Systems (Dr. Tom Carlson) with Urban Studies. IAS faculty have also served on numerous occasions on search committees in other academic units on campus, as well as on tenure and promotion committees.

With regard to teaching: because UWT was established with the understanding that arts and sciences would provide the core to all of the interdisciplinary undergraduate programs on campus, we have been careful to forge and maintain connections with newer programs as they have emerged. Undergraduates from other academic units (except Education, which has no undergraduate program, though many IAS students planning to move into the teacher certification program will enroll in our Education minor) regularly take elective courses from the IAS curriculum. In some cases these IAS courses are required or highly recommended by the student's home unit. Urban Studies students, in particular, rely on IAS in order to fulfill their degree requirements, but some Social Welfare, Business, Nursing, and Institute of Technology students also regularly enroll in our courses.

The several minors that exist in IAS (Hispanic Studies, Education, Environmental Studies, Non-profit Management, etc.) are also very popular with students outside IAS. In the case of the education minor, the students are, quite often, preparing to enter UWT's teacher certification program or the M.Ed. program.

IAS students take courses in the other units as well. They find courses in these programs to be attractive as electives and in a few cases as degree requirements, though prerequisites can sometimes pose a problem for them. Competition over FTEs between academic units has discouraged cross enrollment to some extent. Without this external pressure, there would undoubtedly be far more cross enrollment and collaborative teaching across academic units.

In general there is a high level of interaction among both faculty and students in IAS and other UWT academic units. Faculty and students wish to maintain and increase the opportunities for these interactions. In light of the recent mandate to offer lower-division courses on campus, we anticipate working closely with other units on campus in developing a comprehensive and cohesive four-year UWT curriculum.

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?

IAS faculty serve as members of the IAS Faculty Council, charged with advising the Director on important issues related to budget, personnel, retention packages, strategic planning, and a range of other issues. They provide important insights into the development of new policies, particularly important on a campus that is growing rapidly

and becoming increasingly complicated. The Director meets with the Council on a regular basis and assigns this group important tasks to undertake for the benefit of the program as a whole.

IAS faculty participate as active members of the campus-wide UWT Faculty Council and a wide variety of other committees, groups, and task forces charged with making decisions and recommendations about the growth and everyday operations of the campus.

IAS faculty members were instrumental in the creation of the UWT Faculty Assembly, and have played leadership roles in the organization since that time. IAS faculty have served regularly as UWT representatives to the UW Faculty Senate and have made major contributions to three-campus committees and task forces. These have included the Program on the Environment, the Restoration Ecology Network, the Human Rights Network, the Environmental Stewardship Advisory Committee, the President's Advisory Council on Women, and many others.

Faculty are encouraged to participate in these activities, and this service is recognized during annual merit evaluations. In general, such commitments are seen as being major contributions to the campus and the University. At the same time, service of this sort can be exceptionally time-consuming for all faculty, but particularly for untenured faculty, and there is some tension between the needs of the campus and the university and the professional development of individual faculty members.

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.

Interdisciplinary Arts and Sciences has, since its inception, made a commitment to diversity as part of its mission.   We have developed a curriculum and created concentrations and minors that are grounded in a respect for diversity and a responsiveness to the needs and desires of the communities around us. We seek both traditional and nontraditional students from varied cultural, social, racial, ethnic, and historical backgrounds. We have also made strong efforts to recruit and hire a more diverse faculty and staff for our program. While we have made some progress in these areas, much remains to be done. Specifically, we need to develop and institutionalize measures that will promote and guarantee the kind of systematic inclusion we envision.

IAS has made great strides in the gender diversity of the faculty. The founding faculty of IAS consisted of 11 men and 2 women; as of autumn 2005, 23 are male and 19 female. Of these faculty members, ten men are tenured (five at the rank of Full and five at the rank of Associate), and six women are tenured (one at the rank of Full and five at Associate.)

Despite the progress IAS has made in gender diversity, we have been considerably less successful in realizing racial and ethnic diversity in the faculty, staff and student body. Historically, Washington State has not been a racially diverse state, and the low number of students, faculty and staff from underrepresented groups reflects the lack of diversity in the region. Yet other local institutions such as Tacoma Community College and The Evergreen State College/Tacoma have higher percentages of students from underrepresented groups, suggesting that the students are out there but they are not coming to UWT. IAS accepts the challenge and responsibility for increasing diversity in IAS and on the campus. To accomplish this task, we will need to advocate for more resources, training and support from the University.

Ethnic/Race percentages at UWT and surrounding areas/ institutions	African American	Asian or Pacific Islander	Hispanic	Native American	White	Other
WA State residents (2000)	3.2%	5.5%	7.5%	1.6%	78.9%	3.3%
Pierce County residents	7.0%	5.1%	5.5%	1.4%	78.4%	2.6%
Enrollment at UWT	4.7%	8.9%	2.9%	1.1%	61.2%	21.2%*
Enrollment in IAS	6.1%	7.0%	4.2%	1.5%	58.0%	23.2%*
Enrollment at UW Seattle	3.0%	29%	4.6%	1.3%	53.9%	7.9%
Enrollment at Tacoma Community College	11.0%	8.0%	5.0%	2.0%	67.0%	7.0%

*Most of this group declined to state racial/ethnic affiliation

The table above shows the race/ethnic make-up of Washington State, Pierce County, and enrollment figures for UWT, UW in Seattle, and Tacoma Community College (TCC). The enrollment figures for UWT fall far below our desired enrollment outcomes, especially in light of the enrollment figures at TCC and other local community colleges. As we become a four-year institution, we aim to move closer to those figures.

One obstacle we have faced is our status as an upper division campus, which limits us to accepting students who completed their first two years of college elsewhere. National trends show that non-Asian minority students do not complete high school and college at the rates of white and non-Hispanic students. It is encouraging to note, however, that during the past five years, TCC has doubled their number of Hispanic students enrolled, and the number of African American students has increased by more than 25%. IAS must step up to the challenge of helping these students complete their baccalaureate degrees.

Aware that we must reach out to underrepresented students long before they enroll in IAS, we have made efforts to work cooperatively with community colleges and high schools in the area, to send IAS recruiters to them, to invite their students to our campus, and to open activities and events on campus to a large contingent of potential students. For example, high school and community college students attend education fairs on the UWT campus, they attend events such as the Cinco de Mayo celebration, and they are invited to meet faculty and students in classes. The Environmental Science faculty has been particularly innovative in this regard. Beyond these steps, we plan to develop more ongoing, systematic, and effective means of attracting and retaining underrepresented students.

IAS is making a more determined effort to diversify our student body through recruiting. In the past, IAS has relied exclusively on staff from the UWT Office of Student Affairs for almost all recruitment of new students. Now, however, a member of our staff, Karin Dalesky, works part time as a recruiter. While she is charged with all IAS recruiting, she

has worked to reach underrepresented groups especially by targeting community colleges with diverse student bodies and recruiting at the annual Tacoma Ethnic Fest. A student employee, Maria Trujillo, is developing a recruitment program targeted at Latino students. We have cultivated a new relationship with Highline Community College's Early College Program that is aimed at first-generation students underrepresented in higher education, and it shows great promise. Although the IAS Diversity Taskforce has pointed out the need for a staff person to recruit underrepresented groups and work on diversity issues full time, this position has not been funded. Also, we have strongly advocated for the hiring of a new recruiter to focus on recruiting students from underrepresented groups in UWT's Student Affairs office. However, this person would spend only part of her time recruiting for IAS, so it is essential to continue to press for funds for an IAS-specific position.

We understand that we should not stop at recruitment, but must work to retain students from underrepresented groups as well. The Washington State Commission on Hispanic Affairs and the Washington State Commission on African American Affairs have compiled mission statements and guidelines that can help IAS be more responsive to the needs of this student population. The guidelines should inform teaching, interaction with students, the development of new courses and the revision of established ones. They can also help us understand the problems associated with campus climate for underrepresented students and provide a framework for change. Multiple ways of learning must be embraced. We must reexamine methods of evaluation. These examples indicate the path IAS should take, and our charge now is to put the ideas into action.

Racial diversity among IAS faculty and staff also needs attention and work. Currently, all IAS full time staff members are white, as is one of the work-study students. The only representation of diversity on the staff at the present time is one Hispanic work-study student. The faculty in IAS (self-reported) now includes 9% African Americans (four people); 5% are Hispanic (two); 5% are Asian (two); and 81% are white (32). Of the tenured professors, one is African American (Associate), two are Hispanic (Associate), one is Asian (Full), and the rest are white. We wish to correct this imbalance by recruiting and hiring a more diverse faculty and staff as positions become available.

Over the past few years, we have engaged in various strategies to attract and retain faculty of color. Of course our job announcements and ads include the standard diversity statements. Sometimes, however, it is not clear whether the search committees fully read or benefit from the diversity hiring toolkit that originated in the UW School of Engineering and has gone to all UW departments; we need to be much more vigilant about making diversity a key priority in faculty searches by taking advantage of all legal channels to do so. In addition, over the years IAS has identified and several faculty of color through Target of Opportunity hires. Profs. Gorbman, Kalton, Crawford, May, and Honey have mentored some junior faculty of color. Still, we are not always successful in retaining colleagues from underrepresented groups. UWT is as yet building an environment that is supportive of underrepresented faculty and discussion is underway to implement strategies that facilitate recognition of the strengths of a diverse faculty and that attract and retain of faculty of color.

To address recruitment and retention, in spring 2004 IAS formed an ad hoc task force to recommend ways to work for greater diversity. The program dedicates one faculty meeting per year to a serious discussion of diversity issues. Individual IAS faculty members and staff have engaged in a variety of activities to promote, encourage, and support diversity in IAS. Profs. Raynor, West, McMillin, and Kalikoff serve or have served on the Chancellor's Task Force on Human Diversity at UWT. Profs. Adams, Honey, McKinley, and Raynor served on the IAS Diversity Strategic Planning Committee. Prof. Raynor is a founding member of the UW Diversity Research Institute, and she serves on the Diversity Curriculum Transformation Advisory Committee.

The IAS curriculum offers a variety of courses that examine race, class and gender from an interdisciplinary perspective. New courses have been developed to enhance offerings in African American and Latino studies. New minors, such as Hispanic Studies, Asian Studies and Africana Studies, have also been created to strengthen our curriculum. Student organizations also contribute to a positive campus climate and IAS has been active in supporting these organizations. Currently, Deirdre Raynor is faculty advisor to the Black Student Union and Cynthia Duncan is faculty advisor to the Latino Student Organization. Allies—the lesbian, gay, bisexual, and transgender student group—is advised by Suzanne Dahlin, a graduate of IAS and currently undergraduate advisor of the Business School.

In addition, Profs. West, Honey, Duncan and Raynor have attended conferences and published on diversity related topics. Faculty members have also organized and facilitated many community and campus-wide discussions and workshops on diversity (e.g., Diversity Research Institute, Curriculum Transformation Advisory Committee, "People of Color in Predominantly White Institutions," "The Importance of the Concept of Self for Multicultural Studies," "Latino Contributions to Contemporary American Society," "African American Education"). Linda Dawson worked on with the Tacoma Police Department on a racial profiling project. Faculty members have taken part in educational fairs, orientation programs, and other academic forums highlighting diversity issues. They have also acted as advisors or mentors to minority students.

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 from underrepresented groups are neither favored nor penalized in terms of teaching loads (normal load is 6 courses per year, except for Environmental Science at 4 courses).

Service loads can sometimes be a problem for faculty from underrepresented groups, however. IAS faculty of color in particular have repeatedly been asked to serve on campus-wide committees and task forces dealing with diversity, invited to work with UWT's Office of Student Affairs to recruit students of color, and urged by community groups to serve as board members or on advisory groups. Faculty of color have been

happy to participate in these activities. While faculty of color continue to engage in exemplary teaching and research in spite of this additional workload, these service obligations need to be more equitably distributed. IAS is committed to having faculty who are not from underrepresented groups take on a greater share of this service work that promotes a positive campus climate and benefits IAS as a whole.

3.   What steps, including outreach and recruitment, have we 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?

Retaining students and faculty from underrepresented groups has been a problem within IAS. While our students from underrepresented groups have access to a variety of excellent support systems that are available to all students, including academic and personal support, there are few formal support systems designed specifically for the retention of underrepresented students. As stated in section E1, we have identified a need for a full time staff position to recruit underrepresented students and to work on diversity issues in IAS. IAS faculty have worked with UWT student groups on recruiting and retention activities, and IAS faculty and staff participate in campus-wide recruiting efforts.

We have had fair success at retaining faculty from underrepresented groups. Four of our faculty of color were brought to UWT as the result of targeted hires (the Target of Opportunity program), with temporary and sometimes permanent funding from the University's central administration. These colleagues have made good progress toward tenure and promotion, have been supported in their teaching and scholarship, and have been valued for their contributions to the campus, the university and the community. In fall 2004, however, a Hispanic colleague resigned after two years because she felt the atmosphere at UWT was not conducive to her professional development. We are committed to understanding and addressing the problems within IAS so that we can attract and retain faculty from underrepresented groups.

Recently faculty and students (both of color and white) in IAS have argued that there is an atmosphere that does not promote respect for diversity. Students have reported that classmates express racist opinions, and some students of color have reported that their professors have treated them unfairly. Students who have concerns or have experienced discrimination have access to IAS and UWT administrators, as well as to the University Ombudsman, who investigate the charges and attempt to address the problems. Faculty of color have also expressed their concerns about racial prejudice with the University's central administration, and these issues are currently being discussed at the campus-wide and IAS levels. Clearly, problems related to racial discrimination in IAS must be examined more closely. Our goal is to learn more about the problems, to respond to them, and to create an atmosphere that values and promotes respect for diversity. In each case

that has arisen, however, we have made serious efforts at the IAS level to investigate and resolve the concerns

The University of Washington and UWT have been supportive of our efforts to diversify our faculty through both recruitment and retention. Target of Opportunity hires allowed us to bring some excellent faculty of color to campus; however, this money is no longer available. We need assistance in increasing the diversity of our student body. We need additional recruiting and advising staff who can target efforts toward attaining our diversity goals. These new positions will require funding, and should be an important priority for the campus (as was the case when the Governor and Legislature created the Institute of Technology on this campus). UWT, through the Office of Student Affairs, needs to provide more support services for students of underrepresented groups (more bilingual tutors, more help with writing, more training with technology, ESL classes, etc.). Such a campus-wide support system will benefit all academic units at UWT, but will be of particular value to IAS.

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?

Services of the Graduate Opportunity Minority Achievement Program (GO-MAP) are only now becoming available to the Tacoma campus. IAS is working to pursue a more active relationship with GO-MAP.

As stated in previous sections, IAS is involved in campus-wide efforts to recruit and retain students and faculty from underrepresented groups. IAS faculty serve on the UWT Chancellor's Task Force on Human Diversity, work with UWT student groups on recruiting and retention activities, and IAS faculty and staff participate in campus-wide recruiting efforts including Ethnic Fest and events such those organized by Centro Latino. IAS recently hired a graduate student with interest and ties to the Latino community to develop a recruiting plan aimed at Hispanic students.

5.   Has the increased diversity of the student body and/or faculty in IAS 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 UWT can do to help us with these efforts?

The goals of diversity and multiculturalism were written into our mission statement when UWT was created in 1990, and they have remained essential to all the courses we offer. Since that time, our student body has changed in a number of significant ways, particularly changing from part-time "nontraditional" place-bound students to including more full-time "traditional" students who come to UWT directly from community colleges. As the number of students in IAS increased, we have added many new classes and programs of study, including two popular minors (Hispanic Studies and Asian Studies), and anticipate adding a minor in Africana Studies soon. Our classes provide a

multicultural approach to learning whenever pedagogically possible. For example, students can study Environmental Science in Costa Rica, television, film and popular culture in Latin America and India, folklore from Africa or Native American cultures, news writing and publishing in Russia, cross-cultural psychology, reading and writing in Spanish, and community-based art. Students have formed social groups such as the Black Student Union, the Latino Student Organization, the Multicultural Student Organization, and the Association of Pacific Islander Students, and IAS faculty and staff have been actively involved with these groups in advisory roles. A new student center has been constructed on campus, where students meet, socialize, and participate in events. Most recently, the Black Student Union and Latino Student Organization sponsored a dance and music performance by Brazilian artists to celebrate Black History Month on campus.

The fastest growing minority in the State of Washington and in the South Puget Sound area is the Latino population, which grew 105% in the past decade. The Washington State Commission on Hispanic Affairs recommends that universities start now to develop new courses and a curriculum that will attract Latino students and help them prepare to enter the job force in our state. The African American community in Pierce County has grown 8.3% in the past decade, and statistics show that African American children make up about 8% of all students enrolled in K-12 classes today. IAS must also make an effort to attract these students and create a curriculum that responds to their needs (see preceding sections). In anticipation of these future students, IAS hopes to expand the programs in Hispanic Studies and Africana Studies into majors. We would like to hire more faculty, create more classes, and enhance our study abroad programs in ways that will benefit our students. We hope to offer special programs for bilingual or "heritage" Spanish speakers, train people as translators, interpreters and bilingual educators, incorporate African American and Latino history, literature and culture into our new lower-division general education classes to make them more inclusive, and provide additional support for first-generation students from underrepresented groups that will guarantee their success in IAS. In order to develop these areas, IAS needs additional funding and support from the University's central administration as well as from the UW Tacoma administration.

Many questions remain regarding how to incorporate all these needed changes to promote IAS's vision of a community where all members feel valued. What work must be done, who will do it, how will it be done, and when? It is unfair to expect the members of underrepresented groups themselves to carry the entire burden of bringing more diversity to campus. Through faculty discussions and work on committees and task forces, we are addressing these issues. We aim for all faculty and staff in IAS, regardless of race or ethnicity, to be actively involved in creating an environment in which all students, faculty and staff feel supported, respected and valued.

Section F: Degree Programs

1.   **Doctoral programs**

The University of Washington, Tacoma has no doctoral programs.

2.   **Master's Degrees --** Master of Arts in Interdisciplinary Studies

<u>Introduction: Description and History</u>

The UWT Master of Arts in Interdisciplinary Studies (MAIS) offers a small (22 FTE) but distinctive educational opportunity to the citizens of Washington. It permits advanced research on concrete problems or projects – ranging from educational policy and public services to literary or theatrical productions – that do not fit easily within disciplinary boundaries. A series of four core courses expose students to a toolkit of theories and methods from various disciplines that can be fruitfully applied to an indefinitely wide range of concrete topics. Students are admitted partly on the basis of prior educational or work experience that has prepared them to focus on a specific constellation of tasks or problems. The typical student (with many exceptions) has been a mature employee of a public institution who is seeking to upgrade skills in order to advance within a career trajectory that is already reasonably well established.

The MAIS program is an associate member of the Association of Graduate Liberal Studies Programs (AGLSP). It displays all the typical features of an MALS (Master of Arts in Liberal Studies) degree: an interdisciplinary emphasis, a flexible student-centered focus, a series of required core courses and a capstone experience. However, the UWT MAIS differs from a conventional MALS in its unusually rigorous demands: 24 core course credits, 6 capstone credits, 15 subject matter electives and 10 thesis or project credits are required, for a total of 55 required credits. By contrast the typical MALS degree requires only 30-40 credits. Many of them allow students to avoid producing a thesis or final project by taking additional coursework. In addition, the UWT MAIS has a stronger emphasis on the practical applicability of knowledge than the more typical MALS program, which in its classic form is likely to have evolved out of a "great books" or "life of the mind" orientation.

Plans for the MAIS evolved for over a decade before the degree was finally approved in 2000. It began as a series of preliminary proposals for adding an MALS to the founding interdisciplinary Liberal Studies program. By the mid-1990s when it became clear that an MALS would not be approved for UWT the effort was taken up and slightly refocused by Liberal Studies faculty in collaboration with faculty from Business and Nursing.   At that point it was called an "inter-program masters" degree, intended to permit the advanced investigation of social, political and cultural problems intimately associated with Nursing (and other professional practices) in particular, but conventionally deemed outside of their fields. By the end of the millennium it became clear that the inter-program model could not be implemented within the broader University of Washington context. Informal feedback indicated that the degree would have to be housed within a

particular program to be acceptable. The Director of IAS then successfully proposed a Master of Arts degree with an emphasis on the "foundations of public action." This descriptive language resonated with pragmatic concerns for "public problems" expressed in the inter-program phase of development. In 2002 the original title of the program, "Master of Arts," was formally changed to Master of Arts in Interdisciplinary Studies. With exclusive IAS ownership of the degree, institutional barriers to the participation of faculty from UWT's professional programs emerged. To date we have only managed to offer one core course team-taught with faculty from outside of IAS. Nevertheless, faculty members in the professional programs have generously shared their time and expertise with MAIS students, especially those colleagues who shared in the earlier vision of an "inter-program" masters degree. Many of our students take appropriate electives outside of IAS and many non-IAS faculty have served on the thesis committees of MAIS students.

External reviewers of the original Master of Arts proposal were strongly complimentary and encouraging while offering some constructive critiques. Dr. William Sullivan of the Carnegie Foundation for the Advancement of Teaching recognized the program as offering "a new model for Master of Arts programs nationally," while Professor Richard Madsen of the University of California San Diego applauded the "courage" demonstrated by our faculty in proposing such an innovative program. Madsen wrote that "faculty at UWT have identified some real needs among students from the South Puget Sound region."   Sharon Fought, Associate Dean for Assessment and Planning at UWT, summarized six primary areas of concern raised by the outside reviewers:

- **Concerns about the conceptual distance between general theory and method presented in core courses and specific areas of application**.

Reviewers recommended the routine use of specific case studies in the core courses, as well as internship opportunities as strategies for bridging the gap between theory and application.   An examination of the core course syllabi [see Appendix 12] will demonstrate that this suggestion has been taken to heart. All core courses make use of case studies and assign students to experimentally develop their own, by applying what they are learning in the course to some aspect of their own area of special interest.

- **Both reviewers were critical of the possibility that the core courses might separate theory from action, or general process from concrete content**.

The syllabi demonstrate that the program responded to this concern with attempts to balance these in the core courses' assignments.

- **Reviewers recommended adding greater specificity to the thesis or project requirements**.

These criteria have evolved to provide greater specificity. However, given the unusual diversity of the projects and theses generated in the program, the parameters have necessarily remained relatively open, in order to avoid stifling the innovative,

interdisciplinary goals we have been created to serve. Thesis and project requirements generally follow the criteria established by the UW Graduate School, with a handful of additions specific to the program; the individual student's committee is largely entrusted with the responsibility of ensuring the integrity and quality of the work produced.

- **Both reviewers were worried about the over-representation of social science and the under-representation of the humanities in the core courses. Moral philosophy and ethics were of particular concern to them**.

An examination of the core-course syllabi will reveal a wide range of materials drawn from the humanities. While ethics and moral philosophy may not explicitly appear as such in every core course, one of the core courses, TIAS 504, Values and Action, overtly takes them as its subject matter.

- **The reviewers expressed an appropriate concern about the coherence of the program given the flexibility of the curriculum**.

In part this concern has been addressed by the heavy emphasis on core courses and the capstone. These five required courses, combined with our small student FTE, foster a vibrant set of intimately overlapping learning communities. While the students possess widely divergent substantive interests, they share a common set of intellectual experiences and routinely recognize general themes and patterns in diverse contexts of investigation. In addition, the faculty members who team-teach in the graduate program are automatically members of the MAIS Steering Committee. This committee meets every quarter to discuss aspects of the program and to review systematically the content of the core courses. These discussions serve to build and maintain a shared vision of the whole program among those who contribute to its parts.

- **Finally, the reviewers expressed concerns about assessment**.

The MAIS Steering Committee has instituted an ongoing process that assesses one of the required core courses or the capstone course each year in a series of three quarterly meetings. This not only provides an opportunity to reflect on what is and is not working well, it also constantly updates and familiarizes faculty with the content of the other core courses. As for student outcomes, given our small size it has been possible to easily keep track of our graduates' state of employment or further educational pursuits subsequent to the completion of the MAIS degree. These achievements are discussed in some detail below. Our students' impressive successes are the ultimate evidence of the value of the educational experiences made possible by the UWT MAIS program.

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 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.

The UWT Master of Arts in Interdisciplinary Studies (MAIS) primarily serves students pursuing the investigation of concrete, pragmatic problems that do not fit easily or fully within the purview of any single academic discipline. Students are provided an opportunity to cross conventional academic boundaries to explore and synthesize the findings of experts in a variety of fields as they bear on the concrete problem under examination.

The MAIS curriculum cultivates relational recognition and the transferability of knowledge, which are at the center of effective interdisciplinary study and practice. Students repeatedly practice in their readings and written assignments the ability to transfer knowledge and skills from one domain of theoretical or practical application to another. Students also learn to recognize relationships among phenomena that are otherwise separated by disciplinary boundaries. Such practices embody a high level model for flexible, creative responses to problems as they take shape in our individual and collective consciousness, and promote the habits of lifelong learning in a sophisticated and (ideally) self-sustaining manner.

For example, a former IAS undergraduate student, Lori Banaszak, obtained employment as Applied Academic Center Technician at Bates Technical College upon graduating in 1992. Years later, when she applied for the new IAS masters degree, she was working as the project manager of a US Department of Labor grant at Bates. Her MAIS thesis, completed in 2003, is a study of unemployment and worker reeducation titled *Constructions of the Dislocated Worker.* With MA in hand, she was able to advance her career significantly, becoming Division Dean for Health and Human Services at Clover Park Technical College.

Both in its size and mission, IAS lies at the heart of the University of Washington, Tacoma. During the past decade various baccalaureate and master's-level professional programs have been established at UWT. The MAIS degree allows IAS to function at the graduate level along with the five graduate professional programs offered on our campus. The MAIS serves as the primary opportunity for IAS faculty to engage students at a higher level of instruction that often includes the latest research in the field along with the transference of foundational knowledge and research practices.

Two primary links between IAS's graduate and undergraduate degree programs can be noted. First, faculty expertise defines the limits of the interdisciplinary range of the undergraduate program. It similarly determines the potential range of interdisciplinary inquiry available to graduate students. Second, because of the wide diversity of interests among the graduate students, most of our graduate electives are customized independent studies courses (TIBCG 590). These are routinely linked to courses offered in the undergraduate curriculum by members of the graduate faculty. Graduate students

enrolled in 590 Independent Studies are expected to perform more sophisticated and substantial work in addition to fulfilling the course requirements for the undergraduates.

For some students the MAIS program serves, in part, the lifelong learning function of a traditional interdisciplinary master's degree in liberal arts. In that respect the program provides opportunities for rigorous graduate study for those who, for a variety of personal reasons, wish to pursue lines of interdisciplinary inquiry independent of career or employment considerations. As higher education in Washington State comes to be increasingly driven by jobs and market forces, the MAIS responds to the demand among a segment of qualified potential graduate students for an alternative graduate education experience, and cultivates lifelong learning that can serve both the student and the student's community.

MAIS graduates typically work for governmental and non-governmental agencies; a small number go on to pursue PhDs in academic disciplines. The MAIS core curriculum provides an array of theoretical and methodological tools applicable to a wide spectrum of public problems. A list of recent graduates and their current occupations is provided further below.

UWT was founded to serve primarily the South Puget Sound region. Nearly all the MAIS graduate students are residents of this region. The majority are already established in career tracks that limit their mobility in pursuit of advanced academic studies. In some cases the attainment of an advanced degree facilitates career advancement. Our students 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. The MAIS program indirectly serves, through our students, these present and future employers.

The UWT MAIS structurally resembles the traditional interdisciplinary Master of Arts in Liberal Studies degree (MALS, sometimes also called MLA, or Master of Liberal Arts). MALS degrees are common in the northeastern United States and comparatively rare on the West Coast. Like ours, these programs were created to provide lifelong learning opportunities for mature, well-qualified students. Historically they largely served to provide personal enrichment in the humanities to professional populations through the study of "Great Books." In recent decades, under the growing institutional pressures of market-oriented values, many of these older programs and a host of new ones have gradually shifted emphasis away from the humanities and toward a focus on practical, career-oriented applications of interdisciplinarity. Our program reflects this trend.

Members of the Association of Graduate Liberal Studies Programs define their objectives in terms similar to ours. For instance, DePaul University says the following about its MALS:

> The Master of Arts degree in Liberal Studies is a multidisciplinary program designed especially for part-time adult learners. Because many adults find traditional continuing education programs unrewarding, MALS offers a

challenging approach to graduate education in small, effective learning communities. Our flexible program allows students to take courses in multiple fields in order to achieve a truly interdisciplinary approach to knowledge. Honing the skills of communication, developing the powers of reflection and judgment, the program engages the imagination to enhance the student's potential for leadership.

Stanford University describes its objectives in similar language:

Begun in 1991 as the degree-granting component of Stanford Continuing Studies, the MLA Program [is] designed for adults who wish to pursue a broad, interdisciplinary course of study. The program aims to help students develop the intellectual methodology they need to engage in contemporary debates; to cultivate their ability to find connections among different areas of human thought; to acquire the tools to conduct original research; and, most of all, to pursue a life of ideas.

As with these and other MALS programs, the UWT MAIS is designed to accommodate and promote the goals of lifelong learning – through refined debate, the recognition of "connections among different areas of human thought," intellectual leadership, and the cultivation of the life of the mind. However, it differs from others in its emphasis on the intellectual "foundations of public action," which point toward the practical application of interdisciplinary investigation. Our Program Overview defines the objectives of the UWT MAIS in the following terms:

Building on the success of the undergraduate program, Interdisciplinary Arts and Sciences offers a Master of Arts in Interdisciplinary Studies. The graduate courses offer opportunities to pursue concrete questions of interest across a wide range of fields, spanning the humanities, social sciences and environmental sciences, with special emphasis on the relation of knowledge to public action. The Master of Arts in Interdisciplinary Studies is especially appropriate for students with an interest in public action, public service, and/or public policy. Here, public action is to be broadly understood. An appreciation of the public nature of writing, speech, knowledge production, policy formation and social action opens the door to a wide array of possible pursuits through which students can develop the specific knowledge and skills needed to make a positive contribution in the world within their chosen areas of interest.

b. Describe the standards by which you measure your success in achieving your objectives for your 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.

Members of IAS's graduate faculty routinely measure the success of the MAIS program in the assessment of student achievement in coursework, in the quality of masters' theses, and in the subsequent success of students after graduation.

The Steering Committee conducts an ongoing review and assessment of the program at all times. Each year one of the core courses is selected for in-depth assessment. It is reviewed during the year in three stages. First, in fall quarter, the objectives of the course are investigated. Second, in winter, outcomes and student performance are examined. Finally, in spring, the Committee considers what has been learned through the assessment, considers the relation of the course to the program as a whole, and discusses possible improvements to the course design or, if appropriate, to the program as a whole.

Students routinely provide a measure of our success in formal student evaluations, which are conducted for every graduate course offered at UWT. Concerned faculty members use these to improve the structure and content of courses.

Most importantly however, our success is measured in the successes of our students. Because of the diversity of *their* objectives, we cannot simply point to a standardized set of outcomes. But we can address the specifics of individual cases. Since the MAIS is a new program (we have functioned for only 15 academic quarters as of Spring 2005), small in size (22 FTE), and largely populated by busy part-time students whose progress tends to be slow, we have relatively few graduates. As their numbers grow, patterns may emerge that will allow us to describe their successes in more normative terms. Our 27 graduates to date (spring 2005) are now engaged in the following forms of public action or further academic study:

- Lori Banaszak. Division Dean for Health and Human Services, Clover Park Technical College.
- Roger Bowman. Eurasian Foreign Area Officer, U. S. Army, Seaside, California.
- Caroline Calvillo. MBA advisor and recruiter, UW Tacoma.
- Charles Carson. Social Work Licensor, Rainbow Youth & Family Services, Tacoma.
- Mike Corsini. Consultant for community partnerships, Star of Seattle (disabled and low income access to technology).
- Jeff Cuiper. Project Manager, U.S. Department of State, Washington D.C.
- Gwen Ford. Americorps, assigned to City Year Project, South Africa.
- Liberty Laskowski. Constituent Services Representative and Federal Procurement Coordinator for Congressman Adam Smith.
- Jim McLaughlin. Full time faculty, Art Institute of Seattle.
- Michelle Maike. Evaluation Consultant, Port Angeles School District.
- Clayton Pierce. Pursuing a Ph.D. in Education at UCLA.
- Matt Richardson. Member of the Sumner City Council.
- Rhonda Sherran. Teacher, Chief Leschi School.
- Edward Sponholz. Professional Photographer. Studio Cameraman, UWTV.

Others of our students have had success in a variety of areas:

- Two sisters enrolled in the MAIS program, Maria and Yesica Trujillo, are currently engaged in collaborative research with Prof. Cynthia Duncan. In January

2005, Maria presented a paper on the retention of Latino students in the Washington State education system at a conference in Cienfuegos, Cuba. The paper has been submitted to a Cuban journal for publication. Yesica is currently working on a paper with Professor Duncan, which they plan to present at a conference in Puebla, Mexico in autumn 2005.

- Three students, Gloria Farman, Meredith Lynch and Tanya Eriz, presented papers at the National Writing Program Administrator conference in 2002, under the mentorship of Prof. Beth Kalikoff.

- An article about the research of student Dave Knoblach, "Writ in Stone," was published in *Arches* (the alumni magazine of the University of Puget Sound), v31, n1, Autumn 2003.

- Caroline Calvillo's article "Memoirs and Autobiography: Pathways to Examining the Multicultural Self" was published in the peer-reviewed journal *Multicultural Education*, v11, n1, Fall 2003. Her book review of "Composing Critical Pedagogies: Teaching Writing as Revision" will be published soon in *NACADA*, The Journal of the National Academic Advising Association.

- Benjamin Peters, who graduated in summer 2004, delivered a scholarly paper at the 14th North American Interdisciplinary Conference on Environment and Community, held at Empire State College in New York in February, 2004. From June through August of 2003 Benjamin was one of three Summer Research Fellows at the Martin Luther King, Jr. Papers Project at Stanford University. He was admitted to both of the Ph.D. programs in Political Science to which he applied, at Rutgers and at the University of North Carolina, Chapel Hill, and began the program at Rutgers in fall 2004.

- Another summer 2004 graduate, Marion Dumont, has been accepted into a Ph.D. in Humanities program at the California Institute of Integral Studies, San Francisco. She has recently had a scholarly paper based on her MA research into the natural and social ecology of the Puget Sound geoduck industry accepted for presentation at the 2005 conference of the Southwest/Texas Popular Culture and American Culture Associations, to be held in Albuquerque.

- *self-image(s)*, the photographic work of Edward Sponholz, who graduated in 2003, was shown recently in at the Handforth Gallery at the Tacoma Public Library.

- Another of our recent graduates, Clayton Pierce, has co-authored (with UCLA critical theorist Prof. Doug Kellner) an entry on "Media and Consumer Culture" which will appear in the new edition of Blackwell's *Encyclopedia of Sociology*.

Considering how small and new we are as a program, the quality of the master's theses produced to date, combined with the achievements of our students and graduates, indicate that this program has already been highly successful and is well positioned for future growth.

That being said, however, a number of factors have impeded our ability to meet our objectives:

Over-enrollment. In recent years the MAIS has been consistently over-enrolled, ranging from 110-135% of funded FTE. Aside from obvious demand from well-qualified potential students, this pattern has developed partly as a response to the under-enrollment of the program in its first year, combined with the highly unpredictable nature of the lives of adult students. Family crises, health problems, employment and financial emergencies force an unknowable percentage of our students to go on leave, or even drop out of the program altogether. As our students are nearly all completing this degree on a part time basis, they tend to move through the program at an unusually slow rate, and hence we must enroll a relatively large number of actual students in order to meet FTE targets. Combining these high levels of unpredictability with our concerns about the possibility of someday falling below 100% of our FTE target again, we have felt significant pressure to admit students at a rate that ensures a substantial cushion.

Faculty workload. The teaching, service, research and institution-building duties of UWT faculty add up to a demanding workload. In 2001 when the MAIS program was initiated, some faculty members implicitly greeted the new program as additional labor. This became a particular problem as the undergraduate program grew, and faculty were needed to teach essential courses to large numbers of baccalaureate students. Some faculty saw graduate instruction as irrelevant to the requirements for tenure, and thus not a wise use of time. Others stated that the nature of the core courses for the program (which they saw as being social-science oriented) made it difficult for them to participate actively. Thus graduate instruction fell primarily to a limited segment of the faculty. (Discussions regarding a master's degree date back to 1991, and so faculty from that era understood and to greater and lesser degrees, participated in the history of the effort.) In 2002 the Steering Committee addressed this problem by introducing an incentive proposal. According to this scheme faculty who chair theses and serve on thesis committees are able to exchange specified quantities of such contributions for an occasional course release. The faculty as a whole adopted this proposal, and subsequently we have witnessed an expanded willingness on the part of reluctant faculty to give time to graduate students. Nevertheless, we continue to experience difficulty recruiting faculty to help out in the teaching of graduate courses and, judging from anecdotal student reports, some faculty still display significant resistance to the idea of taking on the extra work entailed by graduate independent studies, academic advising and serving on thesis committees.

Part-time students and financial aid. Typical MAIS students work full-time, facing extraordinary challenges in balancing off-campus obligations and school in their non-working hours. A part-time schedule is entirely appropriate for them; however, financial aid is structured to make it difficult to receive adequate assistance unless they are enrolled full-time. We have consulted with financial aid officers, but it appears that the regulations governing their decisions are largely determined at state and federal levels. As a result we have a number of working students each quarter attempting to take an unrealistically large number of credits.

Electives. Because of the wide diversity of students' interests combined with the small size of the program and the overall institution, it is not feasible to offer many substantive

electives at the graduate level. We have addressed this problem through our system of independent study courses, which permits a graduate student to contract for course work at the graduate level beyond the demands of an undergraduate course. In addition we have developed three 500-level electives so far: "Teaching Writing as Public Action;" "Critical Analysis of Foundational Texts"; and a new course taught by Prof. Rob Crawford, "Themes in the Interpretation of Culture." We hope to offer at least one of these courses each year, provided they draw a sufficient number of enrollments.

Non-Profit Studies. Because many master's students work for government and non-profit agencies (or aspire to such employment), there is significant interest in coursework in non-profit studies. At UWT the American Humanics program, directed by Prof. Steve DeTray, formerly offered this instruction. American Humanics has been replaced with an undergraduate minor and certificate in nonprofit management. However, at this point, our faculty member teaching these courses does not have graduate faculty status. One of the priorities for IAS over the next several years is to develop Non-Profit Studies on campus. We invited a consultant to visit our campus two years ago, and his report recognized the value such a program could have at UWT. We now hope that through state funding and major gifts, and in collaboration with other units on campus, we will be able to develop an academic area that is of great importance not only to our MAIS program, but to our undergraduates and to the campus as a whole.

Team teaching. Although the MAIS program was designed and funded for team teaching in all four of the required six-credit core courses, budget cuts and an emphasis on meeting the demands of undergraduate FTE obligations in IAS have made it difficult to consistently uphold this part of the program's structure. Complicating this have been faculty sabbaticals, research leaves, and other releases and absences, so that team teaching has become rare in IAS. The MAIS Steering Committee considers team-taught core courses to be a crucial part of the program's design. We are worried that fiscal stringency will eventually damage the pedagogical values upon which the core course structure has been designed.

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 this information in departmental planning?

Since the MAIS is centered on serving a wide range of diverse student needs and interests, there is no standard career track for our graduates. Many if not most are already in established careers when they enter the program, and are using the MAIS as an instrument of advancement in existing career paths. Others are using the program as a stepping-stone toward further graduate study or for an assortment of motivations one might broadly characterize as lifelong learning.

The MAIS program is so new and small in size that formal follow-up procedures have not been necessary. We maintain informal contacts with virtually all our alumni. We are rapidly reaching a point in our growth where more formal methods are appropriate.

Consequently we have drafted a survey [see Appendix 13], which we plan to use as a standard assessment tool to keep track of our graduates.

The MAIS Steering Committee has proposed the addition of 10 graduate FTE. It has urged that the resulting new faculty line be devoted to a new faculty hire in Non-Profit Studies with the goal being the development of a graduate certificate that interested students could pursue alongside the MAIS. This plan responds to the reality that a significant percentage of our students are either already engaged in careers in the non-profit sector or express aspirations in that direction. Our eventual hope is that the area of Non-Profit Studies will enrich the MAIS program by providing opportunities for 500-level electives that would attract a sufficient number of graduate students from IAS (and other professional programs at UWT) to justify the expense.

Section F: Degree Programs

3. Bachelor's degrees: Bachelor of Arts

a.   Describe the objectives of your bachelor'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 department, university, and region. (Please attach a curriculum description as an appendix to this report.)

The primary goal of the BA in Interdisciplinary Arts and Sciences is to give students a broad liberal arts education at the upper division level. It also intends to provide students with the tools to be effective practitioners of interdisciplinary problem solving. By approaching topics from multiple perspectives and disciplines, it demonstrates how the complexity of real-life issues calls for a range of approaches and exemplifies the application of a multi-faceted method of examination and inquiry. IAS cultivates open-minded, informed and responsible individuals who will be better able to contribute to society, while meeting their own particular career goals.

Because IAS's BA degree is interdisciplinary in nature, students focus on a number of different fields and study the ways those areas overlap and inform one another. Students in the BA program specialize in one of twelve concentrations:

> American Studies
> Arts, Media and Culture
> Communication
> Environmental Studies
> Ethnic, Gender and Labor Studies
> General Studies
> Global Studies
> Individually Designed Concentration
> Political Economy
> Politics and Values
> Psychology
> Self and Society

See table on following page showing number of IAS graduates by concentration since 2000 and the number of IAS graduates with minors since 2001.

The concentrations encourage students to focus on an area of knowledge, examine it through multiple disciplinary perspectives, and explore the interconnections that emerge beyond traditional disciplinary boundaries. They are designed to give students the skills to identify and utilize the range of perspectives relevant to a given complex problem; the strategies learned are as important as the particular subject matter investigated. The habit of identifying the complexity latent in any concrete issue orients students toward critical reading, thoughtful analysis, and lifelong learning.

IAS BA/BS Graduates Per Year, By Concentration
(current concentrations only)

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
American Studies	45	21	27	28	19
Arts, Media and Culture	17	15	24	26	29
Communication	1	8	24	39	30
Environmental Studies (BA)	8	6	11	5	8
Ethnic, Gender and Labor Studies	9	10	5	14	6
General Studies	65	73	82	52	57
Global Studies		3	10	13	10
Individually-Designed					
Political Economy		1	4	3	10
Politics & Values	12	14	18	16	25
Psychology	10	28	63	60	50
Self & Society	33	35	49	40	66
Environmental Science (BS)	4	5	14	14	11
TOTAL:	**204**	**219**	**331**	**310**	**321**

BA/BS Graduates with IAS Minors, Per Year

	2001-2002	2002-2003	2003-2004	2004-2005
Asian Studies			11	14
Education		4	37	58
Environmental Studies	1	19	14	13
Hispanic Studies			8	14
Human Rights		9	6	19
Museum Studies			1	3
Nonprofit Management	1	16	12	19
Public History			2	1
TOTAL:	**2**	**48**	**92**	**141**

NOTE: The number of Graduates by Concentration and with Minors for 2004-2005 is an approximate as of 7-1-2005

Graduates with our BA degree find positions in education, government, diplomacy, business, nonprofit agencies, law, the media, museum work, public relations, public history, the publishing field, the arts, community organizations, human resources, social work, and scientific consulting. An increasing number of our students also pursue graduate work at UW (Tacoma and Seattle campuses) and other universities in such areas as education, law, psychology, communication, or other fields. A few examples of what our graduates are doing follows:

- Evan Catron (BA, 2004), admitted Autumn 2004 to Seattle University School of Law
- David Lundberg (BA, 2003), currently pursuing Master of Labor and Human Resources at Ohio State University
- Virginia Ith (BA, 2002), Deputy Director, Washington State Governor's Office of Indian Affairs.
- Nancy Draper (BA, Certificate in Nonprofit Management, 2000), Director of Philanthropy, Franke Tobey Jones Retirement Community
- Anne Lanning (BA, 2000), currently pursuing Master of Social Work at UWT
- Rob Cerqui (BA, 1996), Fife City Councilman, elected 2004

Our graduates work in many jobs that benefit the South Puget Sound region and the nation. They play an active role in the development of the UWT campus, downtown Tacoma, and Tacoma's numerous museums and other cultural venues.

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 your objectives and any plans for overcoming these impediments.

A first indication of the success of IAS's undergraduate program is in sheer numbers. As the chart below indicates, IAS began with 187 students enrolled in 1990; by spring 2005 that number had grown to 869. From a first graduating class of 4 in 1991, it graduated 343 students in June 2005.

See following page for a chart showing number of graduates and number of IAS students working for a degree during the past five years.

We have also monitored the successes of our students by tracking and examining the number and progress of entering students and graduates, as well as graduation rates [See Appendix 14]. We are currently working to develop a more systematic method for tracking the accomplishments of our alumni; in the past, we have relied primarily on informal communication between alumni and faculty or advisers to obtain this information.

IAS measures its educational success by a variety of other measures. This document describes student research and conference presentations (see the next section), and alumni

Comparison of IAS Graduates and IAS Students Seeking Degrees 2000-2005
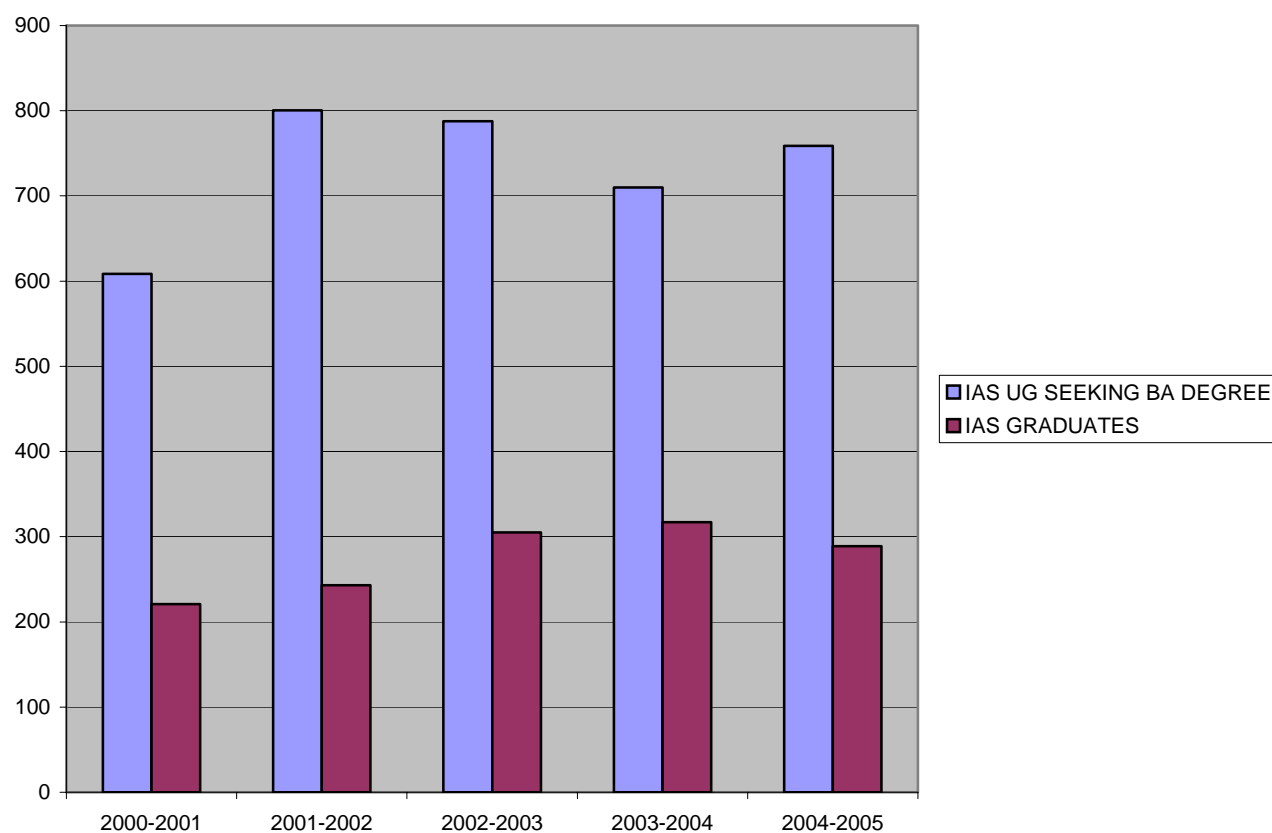
NOTE: The number of 2004-2005 Graduates is an approximate as 7-1-2005.

job placement. Another assessment tool designed to measure success in achieving the objectives of our undergraduate programs is the student portfolio. A part of IAS's mission and structuring from the beginning in 1990, the portfolio consists of a compilation of work done by the student over the course of his or her study at UWT. The documentation included in the portfolio, such as a specified selection of papers written by each student, enables us to assess the student's progress and our effectiveness in promoting good writing, critical analysis, and interdisciplinary thinking. Over the years, however, we have not been able to evaluate the enormous amount of documentation contained in these portfolios in a way that provides good information on our degree of success in meeting our objectives. The main problem in using the portfolios as an assessment tool is that it is time consuming to summarize or evaluate such information. Given the time constraints of a small faculty with considerable teaching and service loads, we have struggled to find a meaningful and efficient method for making the best use of student portfolios. Concentration coordinators and other faculty members do routinely examine the portfolios in their given concentration, mostly to monitor student progress. We are currently reassessing how we use the portfolio information; we are considering looking in detail at a fraction of the portfolios, writing a summary of their content along with recommendations, and discussing this at an annual faculty meeting. The idea is to review the portfolios in a structured way, such that the portfolios will be connected to the learning outcomes for the concentrations.

In addition to the portfolios, we rely on other less formal means for assessing our success in meeting educational goals. Most important, discussions of curriculum, requirements, student learning, and teaching strategies are regular features of IAS faculty meetings. The IAS faculty is committed to ongoing evaluation of our undergraduate programs. In addition, assessments are made in discussions at quarterly meetings of faculty members who serve as concentration coordinators, as well as in less formal discussions among faculty on an ongoing basis. On an individual level, every faculty member has every course offered evaluated by students, using forms that combine statistical assessment and written comments. The written comments in particular often provide instructors with valuable information on the extent to which the class has promoted IAS goals.

Effective measurement of student success requires setting measurable student goals and coordinating curriculum and assessment methods across the concentrations. Our program structures present some challenges in this respect. Trying to maintain a flexible interdisciplinary structure, we have avoided departmentalizing our concentrations (soon to be majors). Thus, a given concentration may draw on faculty from far-ranging disciplines, some of whom may identify to a greater extent with other concentrations. As we continue to evolve our interdisciplinary organizational structure, we must now devote serious attention to designing better methods to ensure responsibility for management of the concentrations/majors and tracking their outcomes.

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?

A number of IAS faculty members involve undergraduates in their research. The Environmental Studies and Psychology concentrations have been especially successful in doing this.   In almost every case, undergraduate research has served as a method to combine educational and research goals for faculty, a necessity at UWT where research expectations are significant while at the same time teaching and service loads are higher than is normally the case at most research institutions.   In order for undergraduate research to contribute to faculty scholarship, it is often necessary to consider appropriate research project design and in some cases to reorient research directions to make undergraduate involvement viable for both the students and the faculty member. Some examples of recent undergraduate student and faculty collaborative research projects are as follows:

- Beth Kalikoff and Rachel May involved three students in research on linked courses and human rights education. The group presented a panel/workshop as part of a conference sponsored by Washington Center for Improving the Quality of Undergraduate Education in Olympia, February 2005.
- Linda Dawson involved a student to create mapping data using GIS data from the City of Tacoma. This data was included in Dawson's report on racial profiling completed for the Tacoma Police Department.
- Johann Reusch has aided students in submitting work to *Agora*, a refereed research journal sponsored by the Melbern G. Glasscock Center for Humanities Research at Texas A&M University. It is published twice a year online; each issue features papers and book reviews written by undergraduates and reviewed by professors.
- In 2002, Deirdre Raynor worked with two students in her Contemporary Native American Women's Literature course, who presented papers at a national conference on Native American literature, art, and pedagogy sponsored in part by UWT and the Chancellor's Task Force on Human Diversity at UWT.

The impact of undergraduate research is measured informally in several ways. Student work is evaluated to assess whether it has added to the body of knowledge in a field. Student research is expected to advance knowledge, not merely to act as an academic exercise. Through valid research, students gain a sense of belonging to the academic community as contributors to a body of scholarly works. Another objective is to enable the presentation of student research in a public forum, either through written or oral venues, thus disseminating student work to the academic community. The suitability of student work for external presentation is a strong indicator of achieving student research objectives.

IAS frequently employs other teaching methods including internships, linked courses, field courses, and study abroad opportunities. Internships have often led to postgraduate employment opportunities for undergraduates. Linked courses have enrolled students together in complementary writing courses and other subject-oriented courses (such as Environmental Science or Asian Studies) to give students subject-appropriate writing direction while learning subject content at the same time.

UWT's course schedule design has made it possible to teach all-day field courses as well as a variety of film and media studies courses on Fridays and Saturdays without conflicting with most course offerings on campus. Field courses, although offered primarily in Environmental Science subjects, are being planned for environmental history courses as well. These classes allow time for fieldwork every week, and are easily extended into three-day weekend trips to expose students to field research methods and active learning techniques. In addition, IAS offerings in study abroad opportunities further allow students access to field research in other countries, including Italy, Mexico, Costa Rica, Russia, and Cuba.

By far the most innovative aspect of teaching in IAS has been curriculum development along nontraditional lines. IAS offers creative courses that combine different disciplines and approach topics from different fields of inquiry. For example, students do not examine art only as an aesthetic subject or in terms of art appreciation; they learn how art extends into the community, beyond the commercial gallery setting, and how it can be used for social transformation. IAS faculty take pride in their ability to bridge disciplines and teach students discipline-specific content in innovative and creative ways.

The "smart classrooms" on the UWT campus allow us to use multimedia and technology in ways that enhance traditional lecture and discussion. For example, many professors use Blackboard to communicate with students on line, to facilitate group work and discussion, and to link students to related web sites. Students can submit their work electronically and receive feedback from professors or classmates on the same day. Most buildings on campus are equipped for wireless internet access, so students can link to the UW Library and do research without leaving the classroom. Most IAS faculty have found ways to incorporate these developments productively into their teaching.

IAS faculty are also innovative teachers in the sense that they fold what they are teaching into the broader community. They provide their students with experiences that take them out of the classroom and connect them with the community. For example, Phil Heldrich and Beth Kalikoff have students give poetry readings at Tacoma's museums or in local coffee houses. Tyler Budge and Beverly Naidus ask students not only to display their art in public spaces, but to create art that makes a social comment on the space it inhabits. Divya McMillin and Katie Baird frequently invite people from the community to speak in their classrooms on topics that range from local educational policies to television marketing strategies. This allows students to engage in discussions with community leaders and professionals, thereby placing their academic subject into a meaningfully relevant context. In addition to research papers, some IAS faculty take a hands-on approach to student learning. Students in Rachel May's conflict resolution class designed a plan for graduate study in that field; upon completion of the project, they presented their proposal to UWT faculty and administrators. In her film studies courses, Claudia Gorbman asks her students to make short videos to understand better the concepts of narrative and visual style they are studying. Kima Cargill, in her class on the Psychology of Food and Ritual, had students prepare a family recipe and bring the food to class.

Students in the class then compiled a cookbook with stories about the importance of this food in their lives.

Through roundtable discussions, workshops and brown bag luncheons, IAS faculty share ideas about innovative teaching, read and discuss relevant literature, and plan collaborative activities. Some projects that have been mentioned but have not yet come into being include: coordinated science and education course offerings (in collaboration with the Education Program); more writing classes linked to core courses in the humanities and social sciences; Spanish language classes for health professionals, business people, and teachers; the creation of discipline-specific statistics classes for psychology, communication, and science students; cross-cultural psychology classes linked to study abroad experiences; and capstone classes for the various concentrations. These ideas face familiar obstacles: lack of release time for the faculty to work on developing new classes, lack of resources to fund new initiatives, and lack of faculty to cover classes in the existing curriculum. Nevertheless, the IAS faculty remains committed to innovative teaching and continues to search for ways to make the material they teach meaningful to students on many different levels.

Because of its interdisciplinary commitment, IAS presents an especially rich environment for team teaching, both within the program and in conjunction with faculty from our professional programs. While the desire to develop creative collaborations of this sort is widespread, we are able to offer few such courses. We regret this limitation, especially since team teaching was an integral component of instruction earlier in the campus's history. But in recent years any deviation from each faculty member's producing the expected quota of FTE translates into a perceptible burden for others, so without administrative encouragement and support, team teaching withers on the vine and inter-program collaboration remains a largely unfulfilled (but still marked) potential.

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?

In the past, UWT and IAS have had limited involvement in complying with state-mandated accountability measures while the Seattle campus bore the bulk of responsibility for compliance. However, at this point, UWT and IAS are working to collect data in a much more systematic and organized manner including looking at data within the framework of IAS concentrations and majors. Current accountability measures include:

- Annual Time to Degree Reports for UWT—available for bachelor and masters degrees from the UW Office of Institutional Studies
- Annual Undergraduate Degree Efficiency Index for UWT—available from the UW Office of Institutional Studies

- UW Satisfactory Progress Plan—monitoring undergraduate students who accumulate over 210 credits
- UWT Official Retention Data—a campus-wide effort to include program-specific retention data in the UWT Student Information System
- Quarterly Student Learning Objectives—completed by faculty with summaries discussed by faculty and administration
- Quarterly UW Instructional Assessment System scannable forms and comment sheets (course evaluations)—IAS summaries are reviewed by administrators and discussed with faculty
- IAS Portfolio—individual student portfolios required for graduation and reviewed by faculty in the student's concentration
- IAS concentration student learning outcomes—posted on the IAS website and reviewed by faculty

IAS recently received an award for a pilot project that will develop new assessment tools in the areas of student learning, instructor peer review, instructor self-assessment and faculty teaching portfolios. This project will be a major step forward in finding ways to improve the quality of student learning in IAS.

Specific information on accountability data is included in Appendix 15

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?

Staying informed of the career options and successes of IAS graduates is a challenge; a variety of university units and resources are involved in this effort. These include IAS faculty members, Linda Kachinsky (IAS advisor), UWT Career Services, and UWT Alumni Association.

While IAS faculty members often informally collect data from graduates through correspondence or meetings, one of our goals is to collect data from graduates in a much more consistent and systematic manner. Faculty are encouraged to forward information about graduates to IAS advisor and alumna Linda Kachinsky, who is gathering information about IAS alumni. A recent feature in the UWT Student Information System allows her to input data about alumni in a systematic manner. She has produced two alumni newsletter issues of *TRACKS,* which have been mailed to all IAS graduates. *TRACKS* both features and requests information about IAS graduates.

UWT Career Services sponsors Career Connections, a career networking service that offers students and Alumni Association members the opportunity to gain career information from UWT graduates. UWT alumni volunteer to provide advice and guidance on careers to current students and other graduates. This program has been very successful in keeping IAS graduates connected with UWT. The UWT Alumni Association has recently launched an ambitious program of activities aimed at tracking and engaging UWT graduates in the life of the University.

The Office of Educational Assessment (OEA) surveys University of Washington graduates nine to twelve months after graduation. These surveys, which are conducted annually or biennially, ask undergraduate and graduate degree recipients about post-graduation activities (especially employment and continuing education) and educational outcomes. Some of these surveys are broken out for UW Tacoma and IAS students. (See Appendix 16 for details.)

While a fair amount of data is available, IAS needs to collect and evaluate data on graduates in a more systematic way. Further, faculty do not often receive feedback about the perceived connection between students' learning in IAS and the impact of this education in post-graduate employment and studies. To improve this situation, IAS is beginning to develop survey tools for gathering alumni feedback. It has been suggested that IAS institute a system of entrance, exit, and alumni surveys with the purpose of evaluating student academic history and preparedness before entering IAS, gauging immediate student satisfaction with their IAS education, and capturing post-graduation information on the impact of their education on their success in pursuing the career options they have chosen. Together, these information sources could furnish valuable data for curriculum design efforts as well as act as assessment tools for measuring IAS's success in meeting its goals.

Section F: Degree Programs

3. Bachelor's Degrees: Bachelor of Science

a.   Describe the objectives of your bachelor'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 department, university, and region. (Please attach a curriculum description as an appendix to this report.)

Distinguished teaching is the cornerstone of the IAS Bachelor of Science program in Environmental Science, as evidenced by our winning the 2004 UW Brotman Award for Instructional Excellence, which recognized particularly the experiential learning elements of the degree. The BS is directed at students who wish to pursue scientific or technical work upon graduation, those who plan to apply to graduate programs in scientific fields, and to those who want a strong grounding in the pure and applied science disciplines. Topics such as ecology, evolution, conservation biology, biodiversity, atmospheric science, geology, energy resources, limnology, hydrology, marine biology, oceanography, environmental chemistry, agroecology and entomology are offered in a mix of lecture, lab and field courses. Two required "bookend" seminars, taken by entering juniors and graduating seniors, introduce students to scientific research, writing and funding processes. The senior capstone experience allows students to obtain practical experience in individual or team research or internship positions.

The UWT Environmental Science faculty are also working toward meeting the science and environmental literacy needs of the entire UWT campus and its several academic programs. In doing this, we increase the civic base of informed citizens who engage in service to our region.

One of the missions of IAS's Environmental Science BS degree is also to serve the South Puget Sound community's needs in environmental training. We prepare our graduates to work in local and state government, the public school system, the business and consulting worlds, the nonprofit sector, the US military, and in many other jobs that benefit the region and the nation. These graduates play an active role in addressing the integrated science and policy concerns of Tacoma and the greater Puget Sound region. An increasing number of our students go on to graduate work at UW Seattle and other universities and are pursuing advanced degrees in civil and environmental engineering, environmental law, biology, education, environmental management, marine and estuarine science.

Students who complete the BS in Environmental Science degree will:
- Have learned advanced science skills including physical, chemical and biological measurements, statistical data analysis, hypothesis building and research project design, oversight and completion. This includes substantial interdisciplinary laboratory and field experience.

- Demonstrate the ability to apply these skills to environmental problems of regional, national, or global significance.

- Be particularly conversant in the specific fields of ecology and environmental chemistry, and be highly trained in a broad area such as conservation biology, geoscience, water resources, or another subarea of environmental science.

- Be capable of understanding scientific and technical reports, analyzing a wide variety of quantitative data and qualitative case studies related to environmental science, and be able to draw reasonable conclusions from their analyses.

- Be familiar with the major technical and computational tools essential for environmental analysis and understand the limitations of these tools.

- Understand the broader context of science via familiarity with both environmental ethics and environmental law/policy, and with at least two related areas from the humanities or social sciences such as business or natural resource economics, education, environmental history, environmental literature, or related areas.

- Be outstanding communicators in both oral and written forms to either technical or non-technical audiences, and be able to work collaboratively.

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 your objectives and any plans for overcoming these impediments.

With regard to the program itself, we have emphasized the creation of new curricula, concentrations, minors, certificates and degrees; the creation of infrastructure for teaching science at UWT (e.g. building, laboratories, field logistics, equipment, personnel etc.), and regional and national recognition of excellence in these efforts; and infusion of environmental science into an interdisciplinary unit and campus that had previously lacked all natural science instruction.

With regard to evaluating our success with students, we have examined the following issues: number and rate of change in entering students, graduates, and completion rates; number and percentage of graduates entering the workforce (employers include Parametrix, Washington State Department of Natural Resources, GeoEngineers, and the US Environmental Protection Agency) and graduate school (examples incude Johns Hopkins University and Tufts University); success of our students in being hired by specific employers and graduate programs (for example, several of our students entered the MS program in Civil and Environmental Engineering at UW Seattle, and several have been hired by the Washington State Department of Natural Resources); and tracking students to provide a comprehensive database on student retention, graduation rates and post-graduation activities.

We have met our initial objectives to design and create the first Environmental Science program at UWT. This process has included the creation and approval of the BS degree,

the design and construction of a new laboratory building, and the hiring of three new faculty (for a total of five) plus one professional staff member.

Measures of our success include:

- Graduates: The number of Environmental Science graduates between 1997 to 2004 rose from 3 in 1998 to 14 in 2005.
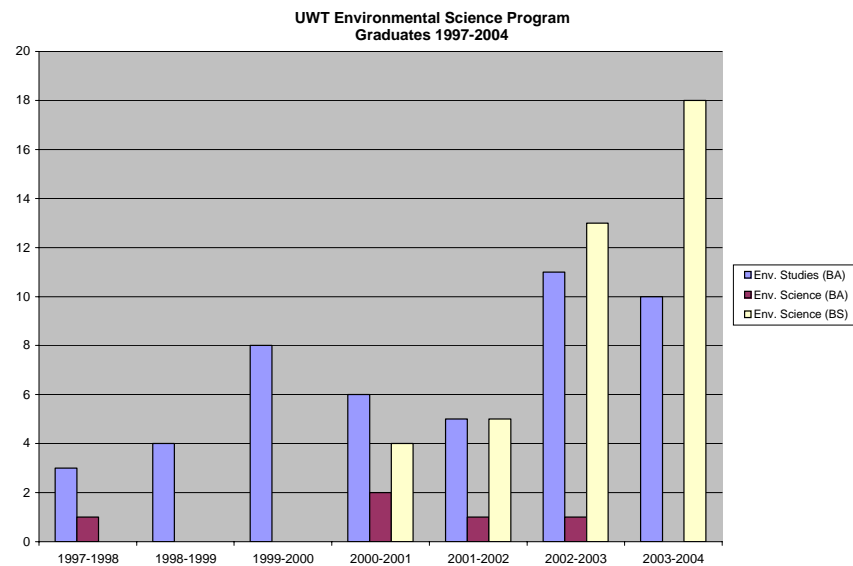
Number of BA and BS in Environmental Science and Environmental Studies concentration within the IAS BA, graduating 1997-2004 (the Environmental Science BA was a transitional degree, in place until the BS was implemented).

- Number of entering students.

Academic year	# BS students entering program
2004-2005 (fall only)	18
2003-2004	16
2002-2003	17
2001-2002	30
2000-2001	14
1999-2000	3
1998-1999	4

- Graduation rates: out of 160 students admitted to the BS in Environmental Science or the BA in Environmental Studies between fall 1996 and fall 2004, 93 (58%) have graduated and 51 (32%) are current students. Out of 97 students who were admitted to the BS program between autumn 1998 and fall 2004, 52 have graduated (54%), 37 (38%) are currently enrolled, and 8 (8%) have inactive status.

We have faced a number of impediments to meeting our objectives, and we are taking a number of steps to overcome those impediments. In 1996 UWT had literally no science faculty expertise at all, no campus and no science building, no labs or equipment, no field vehicles, no science library resources, no science students of any kind, no budgets for science program development, no established partnerships with lower-division science resources at community colleges, no curricula including natural sciences of any kind, and no support staff assigned exclusively to Environmental Science to help the first (untenured) science faculty accomplish this long list of foundational tasks. Inadequate staff support for recruiting students has been a substantial impediment to growth in the BS program in particular. The number of students entering the BS program peaked in 2001-02, reflecting a pent-up demand for the BS which has stabilized at a more manageable level considering the broader general education responsibilities of the Environmental Science faculty.

- We have only just begun collecting non-anecdotal data about how we are doing at ensuring student success during their two years on the UWT campus. We are also in the process of designing surveys to collect data from entering students, new graduates, and alumni. The goals of collecting these data are 1) to assess the state of preparation of our entering classes, including trends through time, 2) to gain immediate reactions from graduating seniors about the sequencing and content of the overall BS curriculum, and 3) to determine how well we are preparing our graduates for lifelong learning required in a rapidly changing field. We will use these data to inform and improve our prerequisites, UWT curriculum, and relationships with external partners.

- A chief component of our plan to overcome our limitations is to transform Environmental Science into a program within an incipient College of Interdisciplinary Arts and Sciences. That plan includes creating a Director of Environmental Science position with appropriate release time, as well as creating new staff positions to perform much-needed functions (including fiscal support, recruiting, and student tracking).

- We have overcome limitations in the preparation of students for upper-division success in science by establishing close working relationships with UWT's seven partner community colleges, thereby helping community college faculty understand better the lower-division preparation needed for success at UWT. We have also established and modified annually a "gateway" course for all transfer students, to prepare them to succeed in science at the baccalaureate level. These impediments should be reduced when UWT evolves into a full four-year institution: then we may nurture scientific skills in our students over a longer period of time, and provide them greater consistency in their intellectual development as well as a hands-on research experience.

- A major limitation to the success of a BS program emphasizing student engagement in research is general support for faculty scholarly activity. The ES faculty has begun to address this impediment by stepping up grant-writing

activity, but they are still limited by inadequate state funding. Our goal is to expand Environmental Science into an MS program, which would help sustain growth in the BS program by increasing opportunities for research and mentorship.

- Finally, there are administrative and structural impediments at UWT to ensuring interdisciplinarity in the science program, such as a budget and resource model based too closely on FTEs, barriers to team teaching, and obstacles to inter-program and inter-campus curricular partnerships.

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?

The ES faculty has involved students directly in undergraduate research in a variety of fields. Our success in this derives largely from the many new partnerships we have formed with individuals, organizations, and groups outside the campus. See Appendix 5 for examples of recent student research projects, listed under the professors that supervised these projects.

We assess our successes in undergraduate involvement in research by examining the presentations students have done (examples include the UWT Environmental Research Symposium [UWaTERS], the UW Seattle Undergraduate Research Symposia, and the Regional and National Science and Policy Meetings), their publications in refereed journals and elsewhere (specifically, faculty publications with student coauthors, publications by faculty about undergraduate research, and the creation of our own refereed UWT *Journal on the Environment*), and participation in public outreach projects.

The Environmental Science faculty has made innovations in teaching and measured those innovations in a variety of ways. We focus on field experiences, innovative and intensive field courses that are essential to our learning objectives for the real-world learning of science by doing science. We emphasize a hands-on approach in all courses, including those for nonmajors, the Friday field courses (restoration ecology, marine ecology, limnology, watersheds and estuaries, etc.), and the summer and foreign study field programs (Clayoquot Sound, Ecuador and the Galapagos Islands, Pacific Northwest field geology, Costa Rica Agroecology, UWT at SEA, Geology of the UK). Especially exciting in this area are our new partnerships in field studies of regional environmental history. All but one of the Environmental Science faculty have participated in UW's Institute for Teaching Excellence operated by the UW Teaching Academy. All the Environmental Science faculty have attended national conferences focused on excellence in science education of various kinds, and upon their return they have used ES courses as laboratories for best practices in interdisciplinary undergraduate science education. Faculty are constantly developing new initiatives to engage students in research. We have consistently experimented with different approaches to environmental education that best fit the UWT institutional context. We are working with UW librarians to

improve student skills in the BS gateway course and with reinforcement and application of these skills in all courses.

The BS program has established numerous partnerships. Within UWT, these include Urban Studies (Geographic Information Systems and the Australia/New Zealand winter quarter study abroad program) and new alliances with the Institute of Technology. Within the University of Washington, these include the Restoration Ecology Network, the Program on the Environment, the College of Ocean and Fishery Sciences, the Friday Harbor Laboratories, and UW Bothell's Environmental Science Program. Within the community, they include the Point Defiance Zoo and Aquarium, the National Oceanographic and Atmospheric Administration, Citizens for a Healthy Bay, the Puyallup River Watershed Council, the City of Tacoma, Northwest Trek Hellyer Natural History Center, the Puget Sound Center for Urban Bay Research, and the Vashon Organic Farm.

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).

We have limited data on any of these because the Bachelor of Science program is too young to measure trends. However we are putting the surveys in place to collect these data in a useful way for future compliance.

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?

The BS program stays in contact with graduates and will be implementing formal mechanisms to collect data on their postgraduate careers and education during the 2005-06 academic year.

We will use the information gathered from graduate surveys in planning future curricular changes based on the needs of employers and the graduate programs our students enter. These will include updating course syllabi, developing new courses, and planning for new faculty hires. This will be particularly important as we develop a new MS degree in Environmental Science.

The careers panel of distinguished UWT Environmental Science graduates for the gateway seminar is composed of students in the environmental workforce with whom we maintain contact.

Section G: Graduate Students

1. Recruitment and retention

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

41% of MAIS students are alumni of IAS or the former Liberal Studies undergraduate program; the remainder are new to UWT. We have found our most productive tools to be our website, word-of-mouth promotion within the IAS undergraduate program, and individual advising meetings. In addition, we routinely participate in graduate school fairs at South Puget Sound colleges and universities (for example, The Evergreen State College, Pacific Lutheran University, University of Puget Sound, St. Martins College, UW Seattle) and in employer-hosted visits (State Farm Insurance, DaVita, Brown & Brown). We host local UWT events (South Sound College Fair, Career/Grad School Fair). We redesigned our website to be more user-friendly in May 2003. Advisor and graduate program coordinator Linda Kachinsky, in conjunction with faculty members, often meets and corresponds with interested students on an individual basis.

Some students come to the MAIS through the IAS undergraduate program; many of them continue on to graduate study thanks to good faculty mentoring of undergraduates. We invite those identified as prospective master's students to attend regularly scheduled UWT Graduate Information Sessions about the MAIS. The students who come from the undergraduate program tend to mirror its diversity. The graduate program is developing a relationship with the University's Graduate Opportunities & Minority Achievement Program (GO-MAP), which is only now becoming available to UWT.

The application and enrollment data we receive from the SIS (Student Information System, a comprehensive resource for information about UW Tacoma students) database provide information useful in the assessment of our recruitment efforts.

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 program meets or exceeds FTE goals regularly. Of the 105 matriculated students admitted to the MAIS program since 2001, 23 have withdrawn, creating an attrition rate of 21.9%.

Of our 23 withdrawals:

# of students	left after:
12	1 quarter (or less)
3	2 quarters
1	3 quarters
3	4 quarters
0	5 quarters

| 2 | 6 quarters |
| 1 | 11 quarters |

In sum, 11 of the 18 withdrawals (61%) left after one quarter or less. A total of 15 (83%) had left after three quarters or less. Anecdotal evidence gleaned from discussions with these students, plus the fact of their quick withdrawal, indicates that a good portion of these resulted from mismatches between student goals and the MAIS degree. Steps have been taken to address this issue. In recent years, potential students have been offered the option to sit in on a core course prior to applying to the program. Additionally, staff regularly supply applicants with information on possibly faculty advisors, and conversations between them often take place prior to enrollment. These pre-admission experiences allow applicants and faculty to start dialogues early, and from them often spring relationships that lead to good graduate student mentoring and successful thesis-writing.

2.   Advising, Mentoring and Professional Development

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

Students are assigned an academic advisor upon admission. In some cases a specific faculty member accepts this task due to past experiences with the student as an undergraduate. In other cases, the faculty member's expertise is a particularly good match with the student's background and interests. The Graduate Program Coordinator advises others until such time as the student develops a relationship with an appropriate faculty member. Depending on the evolution of the thesis project, the advisor may or may not eventually serve as chair of the student's thesis committee. Academic advising also occurs in discussions with faculty about class performance, papers, and exams.

The series of four core courses serves not only to deepen and strengthen students' ways of knowing and doing research, but it creates cohesiveness in each year's student cohort. The schedule for completion of coursework, for thesis proposals, and thesis writing and completion, is spelled out in core courses and meetings with advisors. These core courses also emphasize standards of scholarly integrity, and common problems of attribution and citation in an electronic age are given particular attention.

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; and employment of graduates two and five years after degree completion.

Information of this nature is regularly communicated to potential students in advising and information sessions, and to existing students, as appropriate, on an ad-hoc basis in the context individual advising. Because the UWT MAIS is a very small program barely five

years old, graduation rates, time to degree and employment of graduates are still best represented by the enumeration of specific cases. Given the particularistic nature of the program this will likely continue to be the case for the foreseeable future. The program is structured so that an ideal, full time student can complete the degree in five academic quarters. Our students, however, are invariably mature adults in school while also negotiating employment and family responsibilities. Few undertake the program on a full-time basis, and those that do often do not maintain full time status consistently while enrolled in the program.

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.

Due to the diversity of interdisciplinary interests and aims among our graduate students, mentoring practices tend to be student- and situation-specific. Four typical contexts for academic advising and mentoring in our program are as follows:

1. A large percentage of our students are older, experienced in the workforce, and already well established on a career track. In those cases faculty primarily aim to assist students in crafting a thesis or project that will enable them to develop skills and expertise in a specific area, and thus to use their master's degree as a stepping-stone in their existing career path.

2.   A significantly smaller number of students plan to pursue a Ph.D. in a field or specific academic program that values interdisciplinarity. In those cases faculty mentoring is aimed toward encouraging appropriate electives and crafting a thesis that will provide an appropriate foundation for further academic study.

3. Some students are unemployed or underemployed, and see this program as a pathway toward meaningful employment devoted to a set of social or environmental problems about which they care deeply. Mentoring in such cases seeks to steer students toward electives and thesis work that results in the cultivation of knowledge and skills of value to nonprofit agencies dedicated to the range of problems that interests the student.

4. Finally, as with the traditional Master of Arts in Liberal Studies degree, our program serves a number of students who wish to pursue a rigorous graduate-level investigation as a form of lifelong learning having little or nothing to do with remunerative employment. Mentoring in these cases is specifically aimed to encourage academic rigor while serving the student's goals.

Each student has a faculty advisor (who, in many cases becomes a member of the thesis committee), and these close academic relationships are developed early on. The faculty keep notes on individual students. The University of Washington sends out quarterly scholarship reports, which are regularly reviewed by the faculty coordinator, Professor

Sam Parker. There is an area on these reports for him to indicate if students need a low scholarship warning or probation letter, and when Dr. Parker indicates so, a letter is sent from the Graduate School to the student. These actions are rare, but usually come as no surprise, due to the small size of the program and close contact between the students and the professors.

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 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.

The students in the program are on unique career trajectories, so there is no formal or uniform professional development plan in the traditional sense. Faculty mentors work with students individually to attain their professional goals. Some are already in careers, and use the MA degree for advancement. A number make job changes, and several have moved on to doctoral programs with the support of their UW Tacoma MA faculty advisors. Some take time out for personal reasons, and some earn the degree for their own life enrichment.

The UWT MAIS is neither a disciplinary nor a professional degree program. Career opportunities are widely diverse, and so the formal parts of the program stress how to recognize relationships among diverse phenomena, how to analyze, interpret, discover and persuasively represent results to others. To date, the majority of our students have been already employed in governmental and non-governmental agencies when they applied for admission. Some have been seeking to redirect their career possibilities and others are seeking credentials that will facilitate advancement in the career paths in which they are already involved.

The skills needed by such a diverse group are wide-ranging. Consequently the MAIS offers an intensive series of core courses exposing students to alternative ways of modeling problems, understanding values and processes of valorization, analyzing and evaluating quantitative and qualitative evidence, and critically investigating the social processes by which public problems come to be recognized, defined and addressed. The approach to the core curriculum might best be described as a toolkit approach, in which the applicability of a variety of theoretical and methodological instruments are examined in light of their suitability for certain kinds of questions. As students consider their own areas of interest in the context of each of the core courses, they come to recognize which among these tools matches best, and in what ways, with the subject matter and questions they wish to pursue in their own thesis or project research.

The ability to present a persuasive analysis of a problem in both written and oral forms involves a set of critical skills for those who work in governmental and non-governmental agencies, as well as for those who teach or plan to pursue further graduate study. Accordingly, students are expected to make oral presentations of their work in the

core classes, followed by a more intensive series of presentations in the capstone course. This provides experience and confidence for presenting papers at academic conferences. As noted in section 2b above, a number of our students have successfully participated in a wide range of conferences related, for the most part, to the subject mater of their thesis research. In addition, each of the core courses and the capstone requires a significant amount of high-quality writing.   Students are expected to develop writing skills appropriate to a professional level of competence in their respective areas of current or anticipated employment. For some this means writing material suitable for publication. As listed above in section 2b, a number of our graduate students have successfully published works on their chosen areas of study.

3. Inclusion in governance and decisions.

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

Governance is primarily the responsibility of the Graduate Steering Committee, which is composed of faculty and staff. However, graduate students participate in a number of ways:

- MAIS graduate students routinely serve on search committees for faculty and administrative hires. One of our students served on the search committee for a new UWT Chancellor in 2004-05.
- MAIS graduate students are consulted through ad-hoc surveys on matters that directly concern them (for instance, class scheduling, or interests and expectations regarding course content).
- We have established an on-line instrument (the MAUWT listserv) to facilitate communication with graduate students on a variety of topics.
- MAIS graduate students have formed an association titled SOMA (Students Of the Master of Arts). SOMA leaders provide feedback to members of the steering committee on an as-needed basis.
- Interested individual graduate students have participated in ad-hoc forums with members of the steering committee to express their concerns.
- MAIS graduate students are exceptionally active in the leadership roles of student government at UWT.   Through student government our students actively participate in the governance of the institution as a whole.

b.   Please describe your grievance process and characterize the nature of any grievances that have been lodged over the past three 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.

Our grievance process is governed by the guidelines given in the relevant UW Graduate Memoranda. We have not yet encountered cases that have required us to develop policies beyond those already established by the Graduate School.

The only grievance we have dealt with since the inception of the graduate program had to do with a student's perception that inadequate guidance had been given for the completion of an assignment. After review by the faculty member, the faculty coordinator of the graduate program, and the Director of Interdisciplinary Arts and Sciences, it was decided that the student had ample opportunity to request clarification of the assignment given, and had failed to communicate with the instructor in a timely and appropriate way. Discussion continues with a second student about academic standards, but this case is under formal review and probably should not be discussed in this document at this time.

4. For graduate student service appointments:

IAS has no graduate service appointments.