

**Comparative History of Ideas
College of Arts and Sciences
University of Washington, Seattle**

Self-Study Report

**Bachelor of Arts (and minor) in the
Comparative History of Ideas**

Year of last review: 2005

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Ideas and Associate Professor in CHID and the Jackson
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**Self-Study Report
Comparative History of Ideas Program
University of Washington, Seattle
January 2016**

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**Self-Study Report
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University of Washington, Seattle
January 2016**

The students, staff and faculty of the Program in the Comparative History of Ideas are engaged in a shared endeavor to construct a dynamic, creative learning community that will mobilize our collective and individual passions. We encourage our members to pursue the ideal of self-knowledge collaboratively through informed and self-conscious participation in the changing world in which their selves are shaped and which they will shape for their own and future generations.

—CHID Statement of Principles

Comparative History of Ideas (CHID) is a unique interdisciplinary undergraduate program at the University of Washington. An intensive and intimate liberal arts community embedded within a large research university, CHID continues to be recognized for its record of curricular innovation and steadfast commitment to creative, interdisciplinary research and co-thinking. CHID is not the result of a pre-determined plan, but the product of an ongoing commitment to the development of experimental, collaborative practices, and a rigorous curriculum that adapts to ongoing changes in student and faculty interests. The interplay of faculty cooperation, staff commitment and student involvement is at the very core of the program, even as we have grown in numbers to be one of the most popular majors in the humanities.

By introducing students to various theoretical approaches to the interrelation of ideas and society, knowledge-production and world-making, the program asks learners to consider intellectual and political problems from multiple perspectives, to find new ways of framing and engaging our historical present. One of the program's primary goals is to identify new ways to encourage learners to think critically about the world and the tools and categories we use to understand it.

CHID began as a small program in the College of Arts and Sciences under a grant from the National Endowment for the Humanities in the late 1970s. The Department of History hired Professor John Toews, a modern cultural historian in 1979 with the understanding that he would become Director of the program as soon as he was granted tenure. Toews remained Director of CHID from the time of his promotion in 1981 until 2010. The program gradually grew in size and visibility during the 1980s, under the academic umbrella of the Comparative Literature Program.

In the early 1990s the program moved from the College of Arts and Sciences to Undergraduate Academic Affairs, where it remained until 1998 when it was moved back to the College as an independent program in the Humanities. Under the leadership of James Clowes, who became Associate Director in 1994, the program developed and consolidated its characteristic institutional shape as an exemplary, collaborative, student-centered learning community, and rapidly became a national leader in the development of groundbreaking pedagogy, international study programs and innovative community-based learning opportunities for undergraduates.

The CHID major is both rooted and responsive, meaning the core curriculum is designed to nurture a pragmatic, problem-oriented approach to education. As a result, CHID has produced students recognized across the university for their inquiring, experimental, engaged participation in the life of the mind, their outstanding intellectual achievements, and their passionate commitment to asserting ownership of both the content and the process of their education. CHID learners are seen as co-creators of knowledge and as

a result, the program has been continually recognized for innovative teaching, research, extensive cross-unit collaborations, and for its focus on engaged community learning and public service.

As the program has developed and grown, we have been guided by a number of principles:

- The questions are the content;
- Students are the agents of their own education;
- Education is a dialogical process within a learning community;
- Experience is the best teacher;
- Critical thinking and self-understanding are tied to knowledge of the world.

These principles and practices have not only enriched the CHID community, but have contributed as a whole to the undergraduate life of the university and beyond. Many people think that an intense, engaged community of learning is not possible in the context of a large, urban research university. However, CHID continues to embrace the challenge as a unique opportunity for new forms of collaboration and exploration. In fact, we have found the large university a perfect setting for passion, perspective and community.

As we enter our fourth decade of existence, we have used this self-study as an opportunity to reflect on our place in the university, our strengths, challenges, and possible futures. We look forward to the on-site review and welcome suggestions on how to strengthen our program in ways that are sustainable, imaginative, and consonant with our commitment to a student-centered, boundary-crossing approach to education.

PART A: BACKGROUND

Section I: Overview of the Organization

The poem clearly displays a strong tendency to grow silent... the poem holds its own at its own edge; it calls and, in order to survive, continually brings itself back from its already-no-more into its still-there.

—Paul Celan

Mission

The Comparative History of Ideas program, like Celan's poem, has always held its own at the edge. Unbounded by canonical or formal disciplinary concerns, CHID has always been a dynamic and intentional learning community, concerned with exploring and troubling the forms, practices, and discourses of knowledge production. CHID is organized around emerging problematics, rather than specific content areas. To that end, our mission has always centered on creating a space for critique, community-building and creative intellectual production. It is not a space for reproducing any traditional disciplinary norms, but rather a place in which we question where such norms came from and imagine how the world could be otherwise. CHID puts experience and theory into lively conversation in the hopes of generating critical, capable and compassionate citizen-scholars.

CHID was led for many years by John Toews, an intellectual historian of nineteenth-century Germany. Although that may seem like mainstream academic work, Toews' critically acclaimed explorations of Hegel, Nietzsche, and Marx provide one example of the kind of work CHID students and faculty embrace: an engagement with the transformations of social forms and cultural idioms. What is the shape

of knowledge? What are the consequences of those formations? Though these concerns may seem abstract or open-ended, they become quite concrete in the courses we offer. Consider this sample taken from our Autumn 2015 offerings:

Autumn 2015				
Qtr	Course	Section / SLN	Instructor	Meetings
AUT	CHID 101: Introduction To The Comparative History Of Ideas	A - 12343	Cynthia Anderson	F 10:30-12:20 EEB 037
AUT	CHID 120: Yoga: Past And Present	A - 22033	Christian Lee Novetzke	M W 13:30-15:20 CMU 326
AUT	CHID 207: Introduction To Intellectual History	A - 12345	Nick Barr Clingan	M W 10:30-12:20 CHL 015
AUT	CHID 222: Biofutures	A - 12349	Phillip Thurtie	MTW 13:30-14:20 THO 101
AUT	CHID 230: Introduction To Disability Studies	A - 12354	Joanne Wolak	M W 10:00-11:20 MGH 241
AUT	CHID 250: Special Topics: Introduction To The History Of Ideas: Exploring Human and Nonhuman Animal Bodies In Literature and Film	B - 12360	Nancy White Katie Gillespie	M 14:30-16:20 SMI 105
AUT	CHID 250: Special Topics: Introduction To The History Of Ideas: Postcolonial Literature and Culture; Focus on Pakistan and South Asia	C - 12363	Anu Taranath	T Th 08:30-10:20 SMI 407
AUT	CHID 250: Special Topics: Introduction To The History Of Ideas: The Politics of Graffiti	D - 12364	Caroline Chung Simpson	T Th 14:30-16:20 CMU 326
AUT	CHID 270: Special Topics: Food In Russia	A - 12365	Alaniz, Jose	T Th 13:30-15:20 BAG 154
AUT	CHID 350: Women In Law And Literature	A - 12367	Novotny, Patricia S.	M W 10:30-12:20 CMU 230
AUT	CHID 390: Colloquium In The History Of Ideas: The Politics of Life	A - 12369	María Elena García	T Th 12:30-14:20 MGH 085
AUT	CHID 434: Civil And Human Rights Law For Disabled People	A - 12372	Sharan Brown	T Th 13:30-15:20 JHN 026
AUT	CHID 444: Eye And Mind	A - 12373	Phillip Thurtie	T Th 14:30-16:20 MGH 287
AUT	CHID 480: Special Topics: Advanced Study Of The History Of Ideas: Thinking Nature: Philosophy, Literature and the Environment	A - 12381	Mary Childs	T Th 11:30-13:20 SMI 109

Even in this curricular snapshot, one can see how CHID approaches familiar academic territory in radically interdisciplinary ways. In our seminars and lecture courses, students re-think the very limits of *anthropos* and *bios*, and challenge the separate study of bodies and texts, nature and culture. Ethnography, biology, philosophy and literature get remapped and unsettled in encounters with the critical study of animals, (dis)ability, science, art, and writing.

These courses are meant to prepare our students to undertake their own interdisciplinary explorations through a required thesis project. Indeed, CHID theses offer one more vantage point from which to appreciate the particular kind of learning our program encourages. These projects can take multiple forms including research papers, multi-media works of art, films, musical compositions, and creative writing. Students work with individual faculty members and with their peers in thesis courses, coming together at the end of each quarter in an all-day symposium to present their work to the university community.

Though CHID emerged as a critical cultural studies program, even the capacious language of “cultural studies” does not quite fit the kind of space CHID has become. It is a place of critique and creation, where skepticism and artistic creation enable a kind of interdisciplinary poesis: a bringing-forth, begetting, or blossoming.

As CHID represents the generative critique of knowledge and knowledge-production, it is inherently open to transformation. This gives our curriculum the gift of unpredictability and an openness to constant re-invention. Nevertheless, this openness to new sites of inquiry remains rooted in an understanding of how our knowledges are situated in various legacies, epistemological and political. We occupy a certain space in the world, so when we talk about positionality and interdisciplinarity, we understand that we are wrestling with the overlapping histories and tensions of the Enlightenment and settler-colonialism, narratives of emancipation alongside the workings of patriarchy, racism, and speciesism. We approach the “history of the present” inspired not only in the meaning that theorists like Michel Foucault have given this term, but also with an openness to the multiple temporalities that come with decolonial Native and Indigenous ways of knowing.

Finally, international education has always been a constitutive part of a CHID education. CHID has been recognized as a leader in study abroad at the University of Washington (and beyond), creating a wide variety of international programs in Africa, the Americas, Asia, and Europe. CHID is responsible for various innovations including the “exploration seminar” which provides a robust international experience for students who cannot spend an entire quarter abroad. More recently, CHID has also led the way in reconceptualizing the study of “abroad” by piloting a “study away” model that de-emphasizes the traditional (and often uncomfortably colonial) desire to locate programs beyond the borders of the United States. In 2015, CHID instructors led a study away program to New York City, on the theme of urban change. CHID affiliate faculty have proposed future study away programs in Puerto Rico and closer to campus, the land of the Coast Salish peoples, a particularly important proposal given that the University of Washington itself is on the lands of the Duwamish people, though dominant geographies and political orders often obscure seeing our location in this way.

All our off-campus programs, coordinated by our CHID International office, are guided by three clear principles. All programs must (1) be intellectually rigorous, (2) encourage students to reflect critically upon the privilege and politics of study abroad, and (3) enact meaningful practices of reciprocity and collaboration with the peoples and places that make our programs possible. In just this past year, our programs have explored the intersections of art and politics in Peru, India, and Martinique; discourses of tolerance and the theory and practice of creative design in Amsterdam; and the challenges of peace in Vietnam. A full list of the global offerings of our curriculum is available [here](#) and in Appendix D.

We have also worked to articulate our study abroad programs with our campus-based community building efforts. Our most recent example of this was a collaboration between the CHID/Honors Peru program and the CHID/French Martinique program called “Visual Ecologies and Solidarities” (VES), a week-long set of linked lectures, conversations, and panels on the power of art in the Americas. VES brought artists and activists from Guatemala, Martinique and Peru to the University of Washington in an effort to emphasize the principles of reciprocity, critical engagement, and collaborative scholarship that guide CHID International.

As always, our current moment is one of rethinking. We expect to spend this year and next rethinking and revising our curriculum and major requirements to more clearly emphasize particular sites of inquiry and our core intellectual focus. To this end we welcome feedback from the committee about possible approaches to curricular and programmatic revision.

Degrees Offered and Student Data

As an undergraduate-only program, CHID offers a Bachelor of Arts and a minor in the Comparative History of Ideas. In Fall 2015, CHID had 119 majors, a significant decrease from the 221 majors we had in 2005-06. This is consistent with decreases in comparable departments over the past ten years. For example, the number of majors in History over the same period has decreased 49% (413 to 210), while Comparative Literature majors have decreased 54% (151 to 69).

However, over this same period the number of CHID degrees granted has remained more consistent, from 85 in 2005-06 to 79 in 2014-15 (see Appendix D for graph). Importantly, this is the case even when all majors are required to develop a senior thesis project, something no other unit in the Humanities does. We attribute the decrease in the number of majors to a combination of the economic downturn and a related shift towards STEM fields and the Business School by many students. We see the consistent graduation rate as linked to recent curricular changes, and to the intensive and intimate advising CHID students receive.

Finally, it is worth noting that while the number of majors in CHID has decreased, the number of students minoring in our program has more than quadrupled, from 6 in Spring 2005 to 26 in Autumn 2015.

Organizational Structure and Staffing

In the roughly 37 years of CHID's existence, we have had to rely primarily on the work of contingent faculty, graduate students, and other departments' generosity in allowing their faculty to occasionally teach courses for CHID. For years, John Toews was CHID's only tenured faculty member, and his teaching responsibilities were shared with the Department of History. It was not until 25 years after the program's founding that Phillip Thurtle was hired as CHID's first full-time tenure-track faculty member (with a tenure home in History). CHID's second tenure-track faculty member, María Elena García, arrived in 2008 (with a tenure home in the Jackson School of International Studies). In Spring 2015, Caroline Chung Simpson joined CHID (tenure home in English), bringing the total number of full-time tenured faculty in CHID to three. While John Toews has no official position in CHID, he has cross-listed all of his undergraduate History classes with CHID for years, and has taught one of our required courses each year. Toews will retire at the end of winter quarter 2016, and this will have an important impact on the program.

As noted above, because CHID is not a line-bearing unit, all three of our tenured faculty are officially housed in other units (Thurtle in History, García in the Jackson School, and Simpson in English). This has created challenges for hiring full-time faculty, as well as promoting tenure-track faculty. CHID's total Full Time Equivalent (FTE) is 3.

In 2004, CHID lost two senior lecturers, when Kari Tupper (who was split 50/50 with GWSS) left the UW and when Jim Clowes passed away. We did not have another Senior Lecturer until 2010, when Anu Taranath's part-time 50% position was split between CHID and English. In 2014 Taranath increased her FTE to 75% (50% CHID, 25% English).¹ We have an additional part-time Senior Lecturer (Christina Wygant) who was promoted from part-time lecturer in 2013. Our Senior Lecturer FTE at this time is 1.25.

Starting in Winter 2014, CHID has used the unofficial designation "Affiliate Faculty" to recognize faculty from across campus who have been particularly committed to supporting CHID, either by cross-listing courses; leading study abroad programs; advising senior theses, independent studies, or focus groups for our students; or serving on CHID's faculty board or standing committee. We currently have 52 Affiliate Faculty members, from more than 25 different units across campus.

¹ As we write this, CHID and English are in conversations with the College to increase Taranath's position to 100%, and begin the process of promoting her to Principal Lecturer.

To make up for the lack of tenure track and full-time lecturer positions, CHID has created a patchwork of instructors out of part-time lecturers and graduate students, composed on average of 12 people each year, teaching 1-3 courses per year. In order to better support these part-time instructors, CHID created the Collaborative Learning and Interdisciplinary Pedagogy (CLIP) Fellows Program which supports 3 graduate students or part-time lecturers by providing them with regular courses, professional development, and research funds over the course of two years (additional details [here](#) and in Section II).

The Director of CHID, currently María Elena García, is responsible for the overall administration of the unit. The program has four members on the Administrative Staff. The CHID Administrator is a full-time professional staff position that reports to the Director and is responsible for the overall management, budget, and personnel functions in CHID.² CHID also has a part-time (50%) program assistant, Erin Clowes, who is responsible for our time schedule planning and maintenance, marketing and publicity, and student internship coordination. CHID has a full-time professional advisor, Cynthia Anderson, who advises all CHID undergraduate majors and minors, maintains student records, represents CHID at student recruiting events, and co-ordinates the departmental graduation.

Our study abroad office, referred to as “CHID International,” is staffed by two part-time employees. CHID’s Director of International Programs, Nick Barr Clingan (50% program operations specialist), is responsible for working closely with faculty on the development and implementation of study abroad programs, particularly in terms of writing proposals and budgets. Our Outreach Coordinator, Erin Clowes (50% program assistant, making her a full-time employee with two separate positions in CHID), is responsible for marketing CHID’s study abroad programs to the UW community and for acting as the primary contact for students interested in studying abroad with CHID.

Our total staff FTE is 3.5. We supplement this by employing undergraduate student assistants, who staff our front desk and provide basic administrative support to the faculty and staff. We are able to employ four work-study students each quarter to provide roughly 40 full-time hours of reception coverage.

CHID Governance

Over the course of its history, CHID has taken pride in its non-hierarchical decision-making structure, one that has been facilitated by having many community members occupy multiple roles within the official organizational structure. For example, Nick Barr Clingan (PhD in History, UC Berkeley), CHID’s Director of International Programs, teaches one or two courses each year, while also holding a part-time staff position in the office. These fluid roles enable us to have discussions in which multiple perspectives are represented, even while the actual numbers of people involved in any given discussion may be small. While we respect that different constituencies have different investments in participation—particularly our contingent faculty and graduate student instructors—we do our best to create an environment in which everyone, including undergraduate students and contingent faculty, feels that their input is valued.

CHID’s primary decision-making body is the CHIDposium, which is made up of CHID staff, faculty, instructors, TAs, and Student Representatives. It meets quarterly to review subcommittee proposals, and to discuss and vote on CHID business such as event sponsorship, international programming, and curricular changes.

² Amy Peloff, CHID’s administrator for almost 13 years, left CHID in the summer of 2015. We hired a new administrator in late summer 2015, but she resigned in December 2015. As we write we are once again searching for a new administrator. We expect to hire someone in the coming weeks and for that person to be in place by early-mid February 2016.

Given CHID's precarious position as a non-line bearing program, we find it important to consult regularly with our Faculty Board. CHID's Faculty Board is made up of a selection of our Affiliate Faculty and represent important institutional and disciplinary diversity. Members of the Faculty Board currently include Ellen Garvens (Art), Sara Goering (Philosophy), Vicky Lawson (Geography and Honors), Chandan Reddy (GWSS and English), Matt Sparke (Geography and JSIS), John Toews (History), Adam Warren (History), and Kathleen Woodward (English and Simpson Center). This group functions as an advisory board, with members serving three-year terms.

In accordance with university policy, CHID also has a Standing Committee, which consists of at least three Full Professors, of whom at least two are members of the CHID Faculty Board (currently Matt Sparke, John Toews, and Kathleen Woodward). The Humanities Divisional Dean (currently Michael Shapiro) determines the committee's membership, in consultation with CHID's director. The duties of the Standing Committee include evaluating faculty for reappointment, tenure, and promotion and recommending the appointment of non-tenure-track CHID instructional faculty. The Committee can delegate hiring authority for part-time faculty members to the Director.

CHID has three subcommittees that report to the CHIDposium.

- The Faculty/Staff Committee meets at least quarterly to discuss key issues of concern for the program and to develop proposals for curricular and policy changes.
- The Curriculum Committee meets at least once a quarter, and is responsible for identifying courses offered across campus that can fulfill CHID major requirements, as well as developing proposals for curricular change.
- The Scholarship Committee meets as needed to oversee CHID's student scholarships. Members focus on developing criteria for scholarships, setting up the application process, and awarding scholarships.

Budget & Resources

CHID receives funding primarily from UW General Operating Funds (GOF), tuition and state appropriations. As summarized in Appendix B the total biennium budget has been a little over \$1 million since 2009-11. Ninety-seven to ninety-eight percent of the budget is spent on faculty and staff salaries. The rest is expended on operational costs.

We have supplemented our permanently budgeted instructional funds with temporary instructional funding from the College of Arts and Sciences, and faculty buyouts from other units (particularly Honors and the Simpson Center for the Humanities). In the 2014-15 fiscal year, a significant portion (86%) of our temporary instructional funds for the year was converted to permanent funds. Starting in 2012-13 and guaranteed through 2018-19, CHID has received funding for Part-Time Lecturer Mary Childs to teach 2-3 courses per year as part of a hiring package for her husband.

In addition to our GOF funds, CHID has a revenue budget (CHID International Studies Revenue Budget) to support our study abroad office. The revenue is generated by a \$300 administrative fee paid by every student who participates in a CHID-run study abroad program. These funds are used to support expenses related to CHID International programs, including marketing materials, resources for students and faculty, and to pay CHID International staff salaries. There is currently a significant surplus in this budget (roughly \$80,000) that primarily comes from a transfer of individual surplus program funds that occurred in spring 2011. The amount was made up of the surplus of individual programs that CHID had run through the UW's office of International Programs and Exchanges from 1995-2010. We have been using this money to cover individual program deficits, to provide grants to program directors for program innovation, and to bring global partners to Seattle to participate in our on-campus courses, workshops, and other special events.

CHID also has three gift funds and two endowment funds that are used primarily to provide modest awards to undergraduate students (primarily research funds and study abroad scholarships) and graduate students who work for CHID (support for conference travel and research). In 2014-15, we awarded \$5,550 to students. We also use these funds to support on-campus events, such as visiting lecturers, film screenings, and CHID's graduation ceremony.

In 2014-15, CHID established the CHID Advisory Board, made up of CHID alumni, and students who are committed to helping to create more community and fundraising events for the larger CHID community. Additionally, over the past two years we have developed a donor stewardship plan that includes meeting with donors regularly, often with students who have benefited from their generous support. Finally, we hope to spend time in winter and spring quarters this year to begin searching for institutional development grants, and expect to apply for relevant grants next year.

Diversity

Our commitment to diversity and accessibility runs across our curricular, programmatic and staffing efforts. Over the years CHID has been a space for generative critique that has centered questions of difference and power. For example, the Disability Studies Program at the UW began as a focus group in CHID, and then developed into the existing program with support from CHID. Additionally, around the time of the last program review, CHID applied for and received a grant (2005) from the President's Diversity Appraisal Implementation Fund titled "Comparative Exploration of Diversity: Interdisciplinary Knowledges and Personal Engagements." Our permanent class "Rethinking Diversity" (CHID 260, offered yearly) emerged from this effort. The course has been a catalyst to continue conversations about diversity in CHID, on campus and beyond. Over the years it has also been a springboard for collaboration with community organizations and institutions (such as the Seattle Art Museum, Casa Latina, Centro de la Raza, and others).

It is important to point out that this focus on difference is also a response to some serious challenges that our students raised around questions of diversity. In 2006-2007, several students collectively authored what they called "Manifesto 390" which developed a critique of the ways in which they felt the program (and especially our core seminar CHID 390) was complicit in perpetuating colonial frameworks and marginalizing students of color in the classroom. The program responded by opening up many spaces for dialogue between students and faculty; by reaching out across campus and inviting others to help facilitate these conversations; and by revising the program's curriculum in its entirety.

Since this challenging moment, CHID has continued to engage with issues of diversity in multiple ways. In terms of staffing, the program has hired four women of color in recent years: Senior Lecturer Anu Taranath (2010), Associate Professors María Elena García (2006) and Caroline Simpson (2015), and CHID Administrator Mona Halcomb (2015).³ With CHID Advisor Cynthia Anderson, who has served in this position for 10 years, there is a critical mass of women of color in permanent faculty or staff positions. In fact, women of color make up a numerical majority of our faculty and staff. CHID has also increased outreach to students of color through work with organizations such as College Assistance Migrant Program (CAMP) and Movimiento Estudiantil Chicano de Aztlán (MEChA), and has continued to be attentive to non-traditional students.

That said, CHID needs to do more work in this regard and we look forward to taking advantage of opportunities to enhance our focus on diversity especially in the context of UW President Ana Mari Cauce's Race and Equity Initiative. We hope to use the spaces created by the program review and President Cauce's initiative to continue conversations about diversifying our program, and to think about

³ Mona Halcomb resigned in December 2015.

how best to utilize the institutional resources available to us for this work. While we have worked closely with units such as the Office of Minority Affairs and Diversity (OMAD), the Graduate Opportunities and Minority Achievement Program (GO-MAP), and others, we could do more, especially in creating the conditions necessary to recruit and support students from underrepresented minorities in their academic success. Finally, if we are able to become a line-bearing unit, and have the ability to hire additional faculty in the coming years, we would work closely with the Office of the Associate Vice Provost for Faculty Advancement (and units across campus) in order to recruit and retain faculty from underrepresented minority groups.

Section II: Teaching & Learning

Student Learning Goals and Outcomes

The specific learning objectives that guide the CHID curriculum emerge from our foundational principles. As CHID prioritizes the development of transferrable critical thinking skills and lifelong intellectual curiosity, from their entry into the program, students are encouraged to identify a unique problematic or line of inquiry through which they might realize our common learning objectives. For the duration of their time in the program, students develop greater familiarity and facility with relevant disciplinary and interdisciplinary methods and intellectual frameworks that allow them to explore their specific intellectual interests. In so doing, students hone their research questions and their insights through rigorous study, experiential learning, intensive mentorship, and extensive dialogue with other students, staff, and faculty. As a result of this highly personalized curriculum, students are able to connect their scholarly questions to their lived experiences and realize the stakes of their intellectual work. Our students leave the program with a well-developed sense of their passions, and as importantly, with the skills and knowledge required to follow them. Former CHID students have pursued paths that run the gamut from postgraduate studies in the humanities and social sciences to professional training and careers in a wide variety of fields, including but not limited to law, international relations, administration, public policy, medicine, education, journalism, the fine arts, new media, and film.

While the interests of CHID students are highly diverse, the program cultivates a shared approach to intellectual work that is reflected in our learning goals and inculcated by our core curriculum. Our stated learning objectives are as follows:

- Students will learn how categories like gender, race, class, sexuality, age, disability, religion, and species structure the terrain of social orders and struggles.
- Students will explore how ideas are shaped by different conceptual frameworks, inter/disciplinary approaches, historical understandings, and ways of knowing.
- Students will engage in comparative cultural analysis in order to better participate in a world that is both increasingly entangled and persistently diverse.
- Students will practice interdisciplinary approaches to intellectual questions, not only combining but transforming disciplinary methods and knowledges.
- Students will develop writing skills across a variety of genres, using choices and conventions appropriate to the purpose, audience, and context.
- Students will hone conversation and presentation skills through discussions as well as formal and informal presentations (learning appropriate technology to do so).
- Students will work collaboratively as members of a democratic learning community and come to understand learning as a dialogic process.

To earn the CHID major, students must complete 60 credits of classes, 13-18 of which may be electives. The required series of courses is carefully designed to help students realize the learning objectives stated above (see Appendix D for full course descriptions). Students typically enter the CHID major by

enrolling in “CHID 101: Introduction to CHID” (2 credits). This course introduces students to the program’s philosophy and structure. It further entails conversations with a range of guest speakers (including CHID faculty and students) as well as assignments that acquaint students with the resources available to them at the UW. By the end of the course, students are fully oriented to both the CHID community and the logistics of proceeding through their undergraduate study. Students then typically proceed by taking two Gateways courses (for a total of 10 credits), which are also heavily populated by non-majors and students, many of whom are inspired to declare the CHID major. Gateways courses examine a specific topic from a wide range of theoretical and disciplinary perspectives. However, they all emphasize the comparative thinking that proves crucial for students as they proceed through their coursework. CHID has specified three additional subject areas that students must engage at some point in their coursework. Power and Difference courses (5 credits) raise questions about forms of domination, intersections of different oppressions, and modes of activism. Ideas in the World courses (5 credits) allow students to explore a specific conceptual framework, inter/disciplinary approach, historical understanding, or way of knowing in greater depth. Finally, courses fulfilling the Cultural and Historical Engagements requirement (5-15 credits) push students to engage in comparative cultural analysis, which may or may not involve international study.

There are three different pathways students may follow to fulfill their Cultural and Historical Engagements requirement. If students choose to pursue CHID Study Abroad (12-15 credits), they must write a reflection paper that assesses how their international experience informs their current understanding of cross-cultural encounters. The second way in which students might fulfill this requirement is by taking two Encounters Across Culture courses (for a total of 10 credits), which explore different peoples, places, or moments in history. As with the CHID study abroad pathway, students must write a reflection paper that defines the value of comparative research in addition to completing the relevant coursework. The third and final way in which students might fulfill this requirement is by taking one of our Local/Global Engagements courses (5 credits), which focus on transnational currents and exchanges to illuminate the links between the local and the global.

During their junior year, students enroll in CHID 390: Junior Colloquium (5 credits), a course that deepens students’ understanding of cross-disciplinary and interdisciplinary approaches to concepts like culture, identity, and power. This seminar prioritizes collaborative learning and often launches students into their senior thesis project. CHID students can choose from two senior thesis project options: a 10-credit (CHID 491 and 493) thesis or a 15-credit (CHID 491, 492, and 493) thesis. Continuing the collaborative exploration emphasized in the Junior Colloquium, CHID 491 is a workshop-based class that leads students through the initial phases of their senior thesis (formulating research questions, identifying research methods and tools, writing a project proposal, and so forth). CHID 492 and 493 are subsequently taken independently with students’ advisors, who are most often faculty or part-time faculty in CHID. Significantly, CHID is the only undergraduate degree (excluding departmental honors) at the University of Washington that requires the completion of a senior thesis project for all majors.

Students are required to formally present their senior thesis to the wider CHID and university community (presentations take place at the end of every quarter). The CHID senior thesis presentations are one way in which CHID gauges the exciting and rigorous work that students are doing in our program. Projects have ranged from a documentary about the experiences of first-generation students of color to a theoretical approach to the politics of human-wolf relations in Washington state to an exploration of the ways in which cancer and gender identity shape one another. While CHID invites a wide variety of senior thesis projects, from performance and arts-based projects to more traditional academic arguments, students are constantly reminded that “creative” projects must ask scholarly questions and “scholarly” projects require creative thinking. The senior thesis project is the culmination of the CHID major, but student learning is assessed along the way through writing, discussions, presentations, collaborative projects, and so forth. CHID classes are perhaps distinguished by instructors’ encouragement of “outside-

the-box” and meta-critical thinking (thinking about thinking itself), and thus assessment of student learning often involves student reflection and self-assessment as well as more traditional methods of evaluation.

CHID prides itself upon the continuous evolution of its curriculum in response to the needs of students as well as the latest developments in scholarship. Many of the curricular guidelines outlined above were created in 2009, when CHID underwent the largest curricular reform of its history in response to the student-initiated discussions of the 2007-2008 academic year. This reform reconceived the role of introductory classes, more fully integrated international studies and cross-cultural learning into the curriculum, established more effective preparation or prerequisites for challenging upper-level courses, and introduced new foci in Indigenous studies, animal studies, textual studies, science studies, and critical gaming studies, among other things. More recently, CHID expanded the senior thesis requirement from 5 credits to 10-15 credits, realizing that students were having trouble completing their projects within one quarter. Further, Senior Lecturer Christina Wygant developed new learning objectives and assignments for CHID 491 to create better scaffolding for the initial stages of the senior thesis project.

While these curricular changes have yielded measurable positive outcomes, we realize that curriculum is never complete or static but always open to revision. Currently, we are considering reducing the number of credits required for the major to allow students greater flexibility in pursuing their specific interests. More substantively, we are rethinking the categories we are using to organize course requirements. And we are always exploring ways in which our curriculum might better reflect and support diversity in the classroom – this commitment impelled some of the curricular changes of 2009 and continues to inform our curricular development today. In revisiting student assessment, in particular, we are currently exploring the possibility of formalizing the self-reflexivity that is so typically encouraged in CHID classes into a capstone portfolio. As we eschew the claims to linear development and “mastery” that portfolios sometimes encourage, we hope to cast the capstone portfolio instead as an opportunity for students to narrate their journey through CHID, think through the value of the CHID major (and a Humanities major more broadly), and find ways to make their experiences legible.

Instructional Effectiveness

CHID uses standardized evaluations from the Office of Educational Assessment to assess the quality of undergraduate education in the program (see Appendix D for the five-year course evaluation summary). Notably, CHID instructors receive outstanding scores on their course evaluations: median scores ranging between 4 (very good) and 5 (excellent) are the norm, not the exception. These scores are particularly remarkable in that CHID raises the bar above the assessment standards set by the University of Washington: instructors must conduct student evaluations for every class they teach. Additionally, collegial evaluations are required of all tenured faculty members, senior lecturers, part-time lecturers, and pre-doctoral instructors who teach two or more CHID courses in any given academic year. Perhaps the most significant way in which CHID assesses instructional effectiveness and student satisfaction cannot be easily measured, however. As the liberal arts philosophy of the program encourages more familiar and authentic relationships among students, staff, and faculty, CHID has been able to establish a feedback loop in which students (particularly underrepresented students) are empowered to voice their interests, experiences, and concerns to a highly responsive team of faculty and staff who work together to adapt both individual instruction and larger curriculum accordingly. As we move forward, we hope our commitment to assessing and ensuring student satisfaction through the development of interpersonal relationships will be supported with the requisite number of diverse faculty and staff.

CHID organizes opportunities for all instructors (tenured, non-tenure-track, and pre-doctoral) to develop their pedagogical philosophy, strengthen their pedagogical approach, and share their teaching ideas and resources at our annual faculty/staff retreat. More informal opportunities for pedagogical development are encouraged through the conversations that follow collegial evaluations in CHID, and pedagogical

questions and tips are a frequent topic of exchange on CHID's highly active listserv, chidposium@uw.edu. Finally, CHID recently launched the Collaborative Learning and Interdisciplinary Pedagogy (CLIP) Fellows Program, a teaching fellowship that affords not only interdisciplinary teaching experience but also interdisciplinary pedagogy workshops and additional professional development opportunities for participating graduate students and newly-minted PhDs.

Faculty members who lead study abroad programs through CHID International receive additional teacher training and support. CHID Senior Lecturer Anu Taranath's recent publication, *T.I.P.S To Study Abroad: Simple Letters for Complex Engagement* (2014), is only one of many resources that CHID distributes to faculty leading study abroad programs. A 50-page handbook provides further guidance to faculty who are designing study abroad courses for the first time. In addition to the UW Study Abroad Office's program proposal and budget forms, all program directors are required to complete a supplementary CHID proposal, which compels them to consider the politics of studying abroad, and more specifically, to examine how their programs might better facilitate self-reflexivity and reciprocity. Additional supports for study abroad programs include quarterly workshops that encourage program directors to identify and implement best practices as well as customized student evaluations for study abroad programs, which provide much more detailed and relevant feedback than standard evaluations. The pedagogical training for CHID International has been recognized across the university and beyond. Administrative staff from the UW Study Abroad Office have incorporated CHID's ideas about study abroad and further invited CHID International staff to lead portions of their trainings. Additionally, we are often approached by faculty from other departments and universities (such as Pacific Lutheran University) who are seeking partnerships or best practices in study abroad.

Teaching and Mentoring Outside the Classroom

CHID has been at the forefront of efforts to forge cross-sectoral educational endeavors, campus-community partnerships, and "informal" as well as highly individualized learning opportunities at the University of Washington. As CHID encourages students to be agents of their own education, independent learning is integrated into our program in a number of ways. From 2005 to 2015, CHID students pursued 687 *independent studies* that were overseen by CHID faculty and part-time faculty. CHID majors and minors also have the opportunity to organize focus groups, which are student-initiated and facilitated conversations involving small groups of interested students who proceed under the guidance of a faculty mentor. Focus groups are credit-bearing and require student facilitators to identify a clear topic/theme, learning objectives, guiding questions, and a list of texts and assignments to be approved by the CHID Director. From 2005 to 2015, CHID students organized 332 focus groups on a wide variety of topics; the focus group themes of the 2014-2015 academic year alone range from Mormonism to Trash Talk to Reproductive Justice. Importantly, CHID focus groups have driven curricular innovation not only in CHID but across the University of Washington as a whole: the Critical Gaming Project (discussed below) emerged from a CHID focus group; the Gender, Women, and Sexuality Studies course offering GWSS 486, "Representing Beyond the Binaries: Mixing Race, Gender, and Sexuality in the Media," was incorporated following a CHID focus group on the topic; and the Disability Studies Program at the University of Washington has roots in a CHID focus group. Even if they do not pursue independent study in the ways outlined above, all CHID students pursue an independent research project in completing their senior thesis. Again, each CHID senior thesis requires demanding involvement on the part of faculty advisors, who take an active role in guiding students through every stage of their project by meeting with advisees frequently (often weekly), reading multiple drafts, and providing research guidance as well as moral support. Remarkably, all of these independent learning opportunities—independent studies, focus groups, and senior thesis projects—have been facilitated with the support of only three tenured faculty, two senior lecturers, and a number of generous (and unrecompensed) part-time lecturers to date. Given the high impacts of independent learning not only upon CHID students but also upon campus-wide curricula and programming, supporting mentorship of

independent learning in CHID with sustainable numbers of faculty and staff would be a sound investment.

CHID instructors also prioritize experiential learning in their classrooms and work to build healthy and lasting partnerships with organizations and communities beyond the University. In their class, “Adaptation,” Amy Peloff and Nara Hohensee collaborated with the Seattle International Film Festival (SIFF) so that students screened and watched films throughout the duration of the festival. In Tamara Myers’s class, “Edutopias,” students regularly met in non-traditional settings to disrupt the idea that learning is confined to the classroom; further, students took field trips to non-traditional schools, including Puget Sound Community School, and offered support to activist organizations in the community, e.g., by participating in Seattle Young People’s Project workday. Katie Gillespie’s recurring summer class, “Animals, Ethics, and Food,” meets weekly at an animal sanctuary called Pigs Peace, where students not only learn about the politics of food but also develop skills in multispecies ethnography. To list one final (though hardly exhaustive) example of community-based learning in CHID: Erin Clowes, Christina Wygant, and Tamara Myers recently created a 12-credit summer seminar, CHID 399, which combines an individual student internship experience at an internationally-focused, non-profit organization in Seattle with theoretical readings and group discussions that encourage students to critically approach their work at placement organizations. As these examples suggest, other University of Washington initiatives that seek to push the boundaries of traditional learning models and contexts (such as The Center for 21st Century Liberal Learning) are situated within the longer history of applied learning and community engagement that has taken place in CHID and other units on the Seattle, Tacoma and Bothell campuses.

Perhaps the most outstanding example of student learning that takes place outside the classroom is CHID International. CHID remains a leader at the University of Washington in the number of students it sends abroad annually as part of its 10-15 faculty-led programs. Participating students hail from diverse majors as well as from the UW Bothell and Tacoma campuses, which means that many UW students’ experiences are shaped by CHID’s approach to study abroad, even if they have never previously taken a CHID course. Non-major involvement is encouraged through the Colin Wang Memorial Scholarship, an award of \$1000 available to any undergraduate student participating in CHID study abroad programs. CHID also offers three MacRae Study Abroad Scholarships of \$400 and an “Emerging Scholars Award” of \$500-\$1000 to majors and minors, as we view cross-cultural learning as integral rather than “extra” to undergraduate education. Far from offering a mere avenue for adventure or self-exploration, CHID Study Abroad programs challenge students to responsibly situate themselves and participate in our complex world. This approach to study abroad is introduced before departure with the CHID Study Abroad Orientation, which encourages the thoughtful, ethical travel that our study abroad programs then reinforce through their own curriculum. Anu Taranath’s “Social Justice and Artistic Expressions,” program in Bangalore, India, for example, requires students to participate in a 5-credit class the quarter before travel. Here, students familiarize themselves with academic writing in postcolonialism, feminism and queer theory, theories of travel, diaspora and identity. In Ruggero Taradel & Erin Clowes’ program, “Legacies of Empires: Power and Diversity in Rome, Vienna, Budapest and Prague,” students partner on projects developed by and within Romani communities in Rome and Budapest to learn from Romani artists, academics, and activists and experience the resilience of these severely marginalized people. As these examples would suggest, students emerge from CHID Study Abroad programs with a deeper understanding of their own cultural location and relation to the global. Importantly, the partners developed through CHID’s study abroad programs contribute to cross-cultural learning on the UW Seattle campus as well, such as with the example of the CHID sponsored program, “[Visual Ecologies and Solidarities: Art Across the Americas](#),” mentioned in Section I.

While the academic progress and success of CHID students is guaranteed in part by the well-considered curriculum and programming described above, there are less quantifiable but no less crucial ways in

which CHID supports students' intellectual and personal growth. CHID is distinctive among other programs and departments at the University of Washington in its commitment to building community. Through occasions that range from committee meetings (involving undergraduate representation) to informal lunchtime conversations to quarterly potlucks held in alternating homes, students, staff, and faculty have the opportunity to deepen relationships beyond what is typical at a research university. It is almost impossible for a CHID student to fall through the cracks, particularly given the outstanding work of CHID Academic Adviser Cynthia Anderson, who received the university-wide Distinguished Staff Award in 2009. Beyond her leadership in the wider UW advising community, Cynthia was recognized for her work as an advocate for students of color in CHID. As former Assistant Director Amy Peloff wrote in her nominating letter, "She reaches out to each student because she knows what it's like to have to fight ... to get a college education, and she knows what a difference it makes when someone steps out from behind the mask of bureaucratic efficiency and offers a helping hand." Cynthia's work is exemplary, but her investment in student success, particularly the success of first-generation and minority college students, is a commitment that is shared by all CHID staff and faculty and reflected by our diversity profile and trends (see Diversity Profile and Trends in Appendix D).

Not surprisingly, student retention is high in CHID. Yet faculty and staff play an active role in preparing students for the steps they will take after college graduation, as well. We often organize panels and conversations with CHID alumni who are applying their degree in interesting ways so that current students are inspired to consider their future plans. More pragmatically, CHID offers regular workshops on identifying potential career paths and applying to professional and/or graduate school. Students bound for graduate school in CHID are given an edge by scholarships that are used to support undergraduate research and conference travel: these include seven CHID Student Research Awards of \$250 to cover research-related expenses as well as four Toews Travel Grants of \$400 to cover conference travel (these are also distributable to our graduate student instructors). In addition to research and travel scholarships, CHID offers awards to cover the expense of taking graduate entrance exams and/or applying to graduate school. Beyond this monetary support, CHID boasts a number of projects that hold professionalizing potential for students. CHID's multimedia, online journal, *Neither Here Nor There*, is produced by a team of students as part of a formal course and provides students with an opportunity to learn editing and web-based publication skills. CHID students also produce *interSections*, an interdisciplinary journal that provides a forum for the free expression of intellectual ideas and inquiry. Additionally, CHID students have actively participated in the Critical Gaming Project, which offers an online space and hosts public events to discuss current issues and questions surrounding gaming. Many CHID alumni who have gone on to work in the video game industry have given credit to the skills and opportunities they gained from CGP project coordinator Terry Schenold.

While CHID does not have a graduate program, it provides invaluable professional development and support for the graduate students who serve as pre-doctoral instructors. As previously mentioned, CHID demonstrates its commitment to its graduate student instructors through monetary support in the form of Toews Travel Grants. As importantly, the innovative, interdisciplinary classes that graduate student instructors design in CHID are often disallowed by their home departments. In an increasingly dismal academic job market, experience teaching in an interdisciplinary program with a liberal arts philosophy gives many of our pre-doctoral lecturers a competitive advantage. Further, graduate student instructors in CHID often develop mentoring relationships with students, which provides early-career academics rare practice in a skill set essential to the profession. In the fall of 2015, CHID strengthened its support of graduate students by launching its Collaborative Learning and Interdisciplinary Pedagogy (CLIP) Fellows Program. In brief, CLIP provides structural and monetary support for two years of teaching and research clusters, which are comprised entirely of pre-doctoral or part-time faculty members with overlapping interests. Each CLIP cohort of two-three instructors plans a group of five or more thematically-related undergraduate courses; CLIP cohorts are further encouraged to incorporate these courses into a larger framework of quarterly events such as talks, symposia, student presentations, pedagogy workshops, and

so forth. Thus while it provides significant support for current graduate students and recently graduated PhDs, CLIP simultaneously contributes to the vibrant, vigorous educational experience of undergraduates in CHID. Currently, however, we are only able to support one CLIP cluster at a time. Given its positive impact upon both undergraduate and graduate students, we hope to increase the number of CLIP clusters we can support in upcoming years.

Section III: Overview of Scholarly Impact

It is difficult to measure scholarly impact under the best of circumstances. Few metrics exist to quantify the excellence of a program's alumni and measuring the impact of faculty is hard to gauge beyond simple measures of productivity. The difficulty of this problem is compounded when a program is an interdisciplinary undergraduate program. There is no single source of data that we can appeal to that demonstrates our success as a program. We do not train students for a single field and we do not have a single pathway that a student chooses to work through to complete the major.

That said, six factors especially stand out when assessing CHID's scholarly impact over the past 10 years:

- the exceptional number of influential educational initiatives
- the diversity of achievements of our students
- the high number of students who have achieved notable, even remarkable careers
- the productivity of a faculty body with an extraordinarily high teaching commitment
- the success of graduate students that have worked in our program; and
- the influence of our international programs.

A quick survey of the tangible accomplishments of CHID students, staff, and faculty makes clear that the CHID program has been extraordinarily successful. In order to give the reader a sense of these accomplishments we have chosen to formulate our response in four sections: programmatic innovations, student accomplishments, faculty innovations, and graduate student success.

Programmatic Innovations

International education and collaborations

On the UW campus, CHID has been a leader in "interdisciplinary education" in the humanities and social sciences, in "project driven education" for undergraduates, peer education initiatives amongst undergraduates, and the role of thematic international programs. A few examples of some of these initiatives will help demonstrate how important CHID has been for the development of undergraduate education at the University of Washington.

In 2014-15, CHID programs provided 253 UW students opportunities to study abroad and away, among the highest of all academic units. It has accomplished this by changing the emphasis of international study from language acquisition to the study of particular ideas in a specific cultural context. At first, this concentration mostly focused on peace and conflict studies but has since diversified to a whole series of important initiatives such as identity and settler-colonial politics, the relationship of art to politics, natural environments and human history, the role of design and built environments, food sovereignty, the politics of space, and the relationship of language to music in civic development. Each of these offerings usually includes innovative interdisciplinary collaborations between academic units as well. The "Food Sovereignty and Migration in Oaxaca, Mexico" program is a collaboration between CHID and Urban Development and Planning, for instance.

This thematic approach has now been adopted by other undergraduate programs and defines the bulk of all international programs offered by the University of Washington. Even more telling, the University of Washington has adopted a number of specific innovations by CHID in international education and has made them college-wide initiatives. Perhaps the most instructive is the highly successful Exploration Seminars. These four-week seminars are given before the start of autumn quarter and allow students to

study abroad without the time and expense of a whole quarter's study. These were first developed by the CHID International Programs office and are now administered by UW Study Abroad. CHID has also helped change how students prepare for and return from international programs. CHID has long encouraged the use of preparatory seminars before program travel to ensure that students are adequately prepared for the challenges of studying abroad. We now also lead program director workshops, require a CHID-specific orientation, and help non-traditional and undocumented students participate in study beyond the UW campus. CHID has also experimented with the use of seminars to help returning students process their experiences of study abroad and pioneered full-year, multi-sited international programs. CHID was also the first program on campus to officially offer "Study Away" as opposed to "Study Abroad" programs through UW Study Abroad. These programs take students for in-depth study to US destinations, hoping to provoke students to rethink their relationship to the diverse cultures found within the US.

Additionally, CHID works hard to develop international study as a fully integrated aspect of a student's education, encouraging students to reflect, write, and communicate with others about their experiences. For instance, CHID encourages students to publish their international experiences in scholarly publications and exhibits, such as the student edited journal *Neither Here nor There*, the published volume "TIPS to Study Abroad," and the 2014 CHID International Expo. Recently, Odegaard Library also hosted a [month-long photo exhibit](#) from the 2015 CHID Exploration Seminar "Conflicting Currents: Romania and Georgia in a Turbulent Black Sea Region."

Finally, CHID has developed a number of collaborative initiatives through its extensive network of international programs, often developed by CHID Lecturers. In addition to Taranath's initiatives with scholars from South India, Mary Childs has developed a scholarly exchange with scholars from the Republic of Georgia; Norman Wacker has brought writers and scholars from the Balkans; Erin Clowes has recently sponsored a Spanish Romani artist and activist; and we have consolidated collaborative projects with artists in Peru and Martinique, activists from South Africa, and educators in the Faroe Islands.

Curriculum and Institutional Development

It isn't just the UW's international programs that have benefitted from CHID's presence on campus. CHID has also been instrumental in helping other programs develop. CHID originally provided academic support for a cluster of classes that would become UW's Disability Studies Major. CHID and Disability Studies still work together to develop special events and cross-listed classes. CHID has also helped the UW Q Center by supporting a 2 credit class they offer each quarter. This has helped CHID maintain a presence in the LGBTQT community despite not having a dedicated faculty line to teach queer studies.

CHID has also helped to transform what subjects are taught on the UW campus. CHID's faculty have used grants and funding opportunities to develop new curricular initiatives in animal studies, new media and game studies, Indigenous studies, and hybrid art and science research. For instance, funding opportunities from the Simpson Center for the Humanities helped establish some of the first classes on campus that brought together the study of science, humanities, and the arts. Recently this has led to a curricular cluster in CHID on the humanistic and artistic study of the sciences, as well as two classes cross listed with the School of Art. CHID faculty members have taught a remarkable six times in the Summer Institute of the Arts and Humanities. Because of this, CHID has been central in developing a focus on Intersectional Animal Studies, Global Indigenous Studies, and Food Studies. The spark plug for all of these developments is the care and attention that CHID has given to all of its undergraduates.

Student Accomplishments

CHID students are exceptionally accomplished students. Since the last review, CHID has produced two UW Presidential Award Winners, 14 Bonderman Fellows, 7 winners or honorable mentions for the

Library Research Award, and 109 Mary Gates Undergraduate Research Fellows. CHID students have also placed well in National Scholarship competitions. Since 2009 we've had a Beinecke Scholar, two Fulbright recipients, two Humanities in Action Fellows, a recipient of the NSF Graduate Fellowship, and a FLAS recipient. In addition, CHID students routinely secure Fritz/Go and Gilman scholarships for study abroad, have a pronounced presence at the Undergraduate Summer Research Institute for the Arts and Humanities, the Undergraduate Research Symposium, and they produce their own journal, *interSections*.

Not only are CHID students successful, they also demonstrate an incredibly diverse set of interests. A large number of our students go on to graduate and professional schools in a surprising number of disciplines. For instance, recent CHID graduates have gone on to study History, English, Comparative Literature, Political Science, Informatics, Dentistry, Anthropology, Law, Medicine, Journalism, Geography, Communications, Science and Technology Studies, Art, Computer Science, Art History, Education, Architecture, and Media Production. CHID students are now faculty at institutions as diverse as Duke University, Columbia University, University of Washington (where we boast multiple faculty members), University of Texas, University of Oregon, Dartmouth, University of Chicago, University of Toronto, Queen's University Belfast, The University of Scranton, Seattle University, Grinnell College, Columbia University in Chicago, Oregon State University, University of California Berkeley, Seattle Pacific University, and Rensselaer Polytechnic Institute, to name a few. The list of institutions where our students have placed for graduate and professional school is perhaps even more impressive. CHID students have recently placed in programs at UCSD (in 3 different programs), UC Santa Barbara, UC Santa Cruz (3 students in two different programs), University of California at Berkeley, Oxford University, UC Hastings, University of Alabama, University of Chicago, Vanderbilt University, Erasmus University, Harvard University, UCLA (2 different programs), Georgia State University, George Washington University, Edinburgh University, University of Helsinki, McGill University, Universitatea "Alexandru Ioan Cuza" din Iași in Romania, University of Illinois at Urbana-Champaign, and the University of Maryland.

When tracking student accomplishments in less traditionally academic pathways, CHID's record is even more impressive and space only permits to list a few of the amazing accomplishments of our alumni. **Yared Ayele** is now the Country Director of the non-governmental organization Camara Education Ethiopia. Ayele works to improve the quality of education by facilitating Information Communication Technology (ICT) throughout educational institutions in Ethiopia. **Emily Jensen** is an activist intent on changing how the bodies of breast cancer survivors are imaged. She runs a website entitled, "[Flattopper's Pride](#)", and has been written about in the Huffington Post, People Magazine, and received a photo spread in Glamour. CHID Alumni **Katie Bethell** turned her passion for activism into redefining the experience of motherhood in the 21st C when she created the organization, Momsrising.org. Katie has also been instrumental in developing one of the premier websites for social change, change.org, where she is the managing director of North American Campaigns. **Jason Sondhi** used his CHID degree and a love of film criticism to start a website reviewing films. Jason now is now Head Curator for the massively popular video presentation site, Vimeo. And alumni **Ryan Lewis** chose CHID instead of music or art school for his education because of its emphasis on creative and critical thinking. Ryan was named the Billboard Magazine's producer of the year for 2013, he has performed at the Grammys with his musical partner Macklemore, and received four Grammys for his album "The Heist." What is especially CHIDlike about Ryan's success is that he and Macklemore produced The Heist through independent production companies. Ryan and his mother Julia Lewis, have also set up the 30/30 project dedicated to improving world-wide access to healthcare for HIV+ patients. Ryan and his mother recently gave the Keynote Presentation for the 8th Annual International Aids Society Conference, and they were honored with the "Nelson Mandela Changemaker Award" in 2015.

What we find most impressive about our students is how they define success in their own terms. This has led to an amazingly diverse set of career outcomes for our students. CHID has trained technologists working in health care and informatics, therapists, health care professionals, and orthodontists; lawyers in

immigration reform, labor law, international law, and community services; award winning bartenders, baristas, standup comics, musicians, record label producers, photojournalists (including the White House family photographer), documentary film makers, and dancers; professionals in a large number of educational fields such as primary and secondary educators, university advisers, educational policy, and administrators. There are some career paths that even defy categories as CHID alumni have founded marketing firms; coordinated programs at the Gates Foundation; directed communications and business development for Bitcoin; reported for CBS News and Asia Week Magazine; served as an advisor to the Chairman of the Indonesian Chamber of Commerce and Industry; found community based arts and social justice organizations; co-founded GeekGirlCon, a yearly conference celebrating the legacy of women contributing to science and technology, comics, arts, literature, and game play and game design; and an artist who recently served as artist in residence at Seattle University and has been named the Henry Art Gallery's Brink Award Winner for 2015-2016.

Impact of Faculty Work

CHID's stress on the importance of research in education and the importance of international study has provided CHID's faculty an amazing number of opportunities to collaborate with other departments on campus, work with scholars from other institutional and national contexts, and develop strong ties to local organizations. It pays to be clear, when we are talking about CHID faculty we are only talking about three-full time tenured faculty (one who is designated as a program director), one part-time tenured faculty preparing for retirement, two part-time senior lecturers, and a number of part-time lecturers. CHID's remarkable productivity is due to the high productivity of the tenured faculty as well as a healthy dedication to research and public scholarship from CHID's non-tenured faculty. The result is that CHID is a whirlwind of activity where faculty, graduate instructors, and students benefit from a lively intellectual environment.

CHID's impact is perhaps most easily demonstrated by showing how some of the programmatic innovations within the department have led to substantive and transformative collaborations with other scholars and members of the community. For instance, CHID Director María Elena García has been instrumental in developing the *Critical Animal Studies Working Group* on campus with faculty from Anthropology, Geography, and French and Italian Studies. This group is among the most active on campus, holding regular workshops to discuss works in progress and hosting high-profile speakers (e.g. Cary Wolfe, Carla Freccero, Wayne Pacelle, and Temple Grandin). The group has helped to make animal studies a major intellectual focus on campus. It has also developed collaborations with other national and international groups. For example, Professor García was named a participant in Wesleyan University's *Race and Animals Institute* for this coming summer. García has also worked to develop a focus on *Global Indigenous Studies* on the UW campus. This is work that has led to collaborations with American Indian Studies, Anthropology, the Burke Museum, and the Jackson School of international Studies. García's projects have led to a number of important educational initiatives for undergraduates including two Summer Institutes in the Arts and Humanities (in collaboration with scholars from American Indian Studies, the Jackson School for International Studies, Anthropology, and Geography) and numerous events on and off campus including work with the Native and Indigenous Studies Association. Professor García has also had an extensive public speaking career including engagements at Seattle Arts and Lectures and the Henry Art Gallery.

One of the reasons for CHID's remarkable influence on and off campus is the hard work and passion of CHID's lecturers. For the last 13 years, part-time Senior Lecturer Anu Taranath, has linked the University of Washington community with activists and scholars from South India. This collaboration has resulted in a rich array of concrete events and exchanges, including 7 study abroad programs for UW undergraduates, 4 separate UW visits by Indian scholars and practitioners, a Simpson Center for the Humanities graduate seminar taught by Indian scholars, a *Theatre of the Oppressed* workshop for the UW community, workshops on *Transnational Feminist Pedagogy* and *Organizing in the Global South: What*

the Global North Needs to Know with Seattle-based non-for-profits and agencies, one completed book project *TIPS to Study Abroad: Simple Letters for Complex Engagement*, numerous articles, and a second book project currently in process. In addition to her work in South India, Dr. Taranath has collaborated with scholars in the departments of English at UW and Seattle Pacific University to develop the *Texts and Teachers Program*, where high school and university teachers concurrently teach a class offered at the high school as well as the UW campus. Taranath is currently developing the class *Margins and Centers: Who's In, Who's Out, and Why That Matters for Us All* for the program. This will be a full-day symposium for all of the high school and UW students taking the course. The event will feature mixed small-group discussions, presentations by a social justice group and UW colleagues. Dr. Taranath has also given numerous lectures across the state of Washington through her affiliation as a Scholar of Humanities Washington.

CHID has also helped to catalyze a unique set of efforts bringing together the study of humanities, natural sciences, and the arts. Through the support of the Simpson Center, Associate Professor Phillip Thurtle has taught six team-taught interdisciplinary lecture classes with faculty from English; DXARTS; School of Art, Division of Design; School of Medicine; and the Department of Genome Sciences. He has also had the opportunity to teach three Undergraduate Summer Institutes in the Arts and Humanities with faculty from GWSS, English, School of Art's Divisions of Photo/Media and Design, and DXARTS. These classes have helped build collaborations that have led to institutional developments within the University of Washington and Seattle, a number of single authored as well as co-authored publications, public outreach to institutions in the Pacific Northwest, and a series of national and international speaking engagements.

Recent examples of institutional initiatives catalyzed by the CHID program in the relationship of arts, humanities, and sciences include the sponsorship of the *Molecular Shadows Salon*, a Pacific Northwest based multi-institutional exhibition and presentation series bringing together faculty from the School of Art, curators from the Henry Art Gallery, faculty and administrators from Cornish School of the Arts, the Institute of Systems Biology, Fred Hutchinson Cancer Research Center, the Department of Neurosciences at University of Puget Sound, faculty from the School of Interdisciplinary Arts and Science at UW Bothell, organizers for the Infinity Box Theater Project, and local artists. This group has an application pending with Leonardo, the International Society for the Arts, Sciences and Technology, to become one of their LASER events (Leonardo Art Science Evening Rendezvous). These collaborations have also helped to formalize a group of scholars on campus in the study of science, technology, and society. Thurtle was a founding member of the *UW Science Studies Network* and is now a member of the Executive Committee for University of Washington's new *Graduate Certificate in Science, Technology, and Society Studies*. Although only in its first year, the program currently has a full introductory class and 14 enrollees.

These efforts have also led to a number of co-authored publications with scholars at Duke University, the University of New Mexico, Arizona State University, and North Carolina State University as well as a series of national and international speaking engagements. During the past ten years Thurtle has given invited talks in Amsterdam, Banff, Berlin, Bristol, Prague, Reykjavik and Victoria. He has also given special presentations at a number of US academic Institutions including Duke University, the University of New Mexico, and Yale University. Thurtle has sought out collaborations with local institutions as he has now given three independent TEDx talks, helped develop a relationship between TEDxRanier and students in the CHID Program, as well as engaging in public programs with Seattle Arts and Lectures, Seattle Repertory Theater, the Frye Museum, Institute of Systems Biology, as well as multiple talks at the Henry Art Gallery. Southern Utah University just invited Thurtle to discuss his interest in interdisciplinary research and education in a keynote address at their campus wide "Festival of Excellence" in March.

Thurtle and Lecturer Mary Childs have also contributed to work in the Digital Humanities on Campus. Dr. Childs was recently honored at the Freshman Convocation for her work developing the website, the Georgian Digital Text Collective, while Thurtle has published electronic interactive documents through University of Pennsylvania Press (*Biofutures*) and is now finishing an interactive site presenting fables using the history of biology entitled *Living Fables*.

In addition to other faculty accomplishments, long time CHID director and MacArthur Prize Fellow, John Toews, has used a number of public lectures to talk about the programmatic innovations of the CHID program. These include but are not limited to the Alumni Distinguished Professor of the College of Arts and Sciences for 2006-7, the Annual Faculty Lecturer for 2006-2007, and the Joff Hanauer Distinguished University Professor for Western Civilization, 2012-2015.

Graduate Student Success

One frequently overlooked aspect of the CHID program is its role in developing an interdisciplinary network of graduate students. Recently CHID has supported graduate student research initiatives in Animal Studies, Gaming Studies (including the formation of the Critical Gaming Project), and Food Studies as well mentoring graduate students in the design and teaching of interdisciplinary classes. CHID has sought out graduate students from a number of different departments, working with students in departments as diverse as Anthropology, Comparative Literature, Education, English, Geography, History, International Studies, the School of Art, and the School of Built Environments. We believe that the documentation of skills in developing and teaching interdisciplinary classes has helped in placing our students, as our graduate students have often found employment in an abysmal academic job market. For instance, CHID's graduate instructors have found positions teaching at Arizona State University, Charles University in Prague, Duke University, the Indian Institute of Technology at Roorkee, Seattle University, Seattle Pacific University, the University of Leeds, the University of Oregon, University of Victoria, and the University of Washington.

Section IV: Future Directions

As is evident from the previous sections, CHID is a program that has long been the gold standard for interdisciplinary studies in the College. For thirty years, we have taken as a given the necessity of making what students learn in the classroom matter to what they do in the world, well before it seemed reasonable or "cost-effective." As students, staff and faculty, we have made it our priority to imagine and then realize new modes of inquiry for ever more complex global questions and problems. Our confluence of course offerings, student projects, and staff-faculty partnerships within our program and across the College, are proof of the varied means by which we continue to achieve these goals. CHID is, however, equally concerned to address the challenges we find ourselves facing at every level of our program. This includes both those areas where we have already experienced widely recognized success, as well as those areas in which we acknowledge that more work and growth is needed. Indeed, it's not surprising that the areas of success turn out to be precisely those places where we find what we believe to be critical opportunities for advancing our program and its mandate.

International Programs: support for students of color and international partners

CHID is particularly proud of its International Programs, which partners across the university to offer our students, and those of numerous other units, the opportunity to live and learn about difference in a wide-range of global locations (e.g. Oaxaca is with Built Environments, Peru and Romania with Honors). As noted above, we currently house programs serving majors in English, History, Comparative Literature, Anthropology, History, and Law, Society and Justice, among others, amounting to over two hundred students a year, including even students from our Tacoma and Bothell campuses. Few would dispute the value of such studies. But in CHID we are concerned going forward with the impact of studies based on

encounters across difference for students of color, for whom such encounters may have a very different impact and meaning than for more traditional students.

The issue has been on the radar since CHID's early foray into study abroad programs, especially during programs in South Africa. More recently, students of color on Erin Clowes' Legacies of Empires program found themselves struggling in Europe as they were followed in shops and scrutinized in lines for clubs. A deeper discussion soon ensued that led to the publication of a student essay published in *Neither Here Nor There* titled, "Rethinking Study Abroad: Black Students Sold on the Experience of White Students," by Mayowa Laniran. Many other students of color agree that it would be helpful to have a module that prepares students of color for the potential of painful experiences abroad. CHID faculty and staff agree, and find that it is crucial to include their Program Directors and white classmates so that all participants can learn how to be thoughtful allies for students in these spaces.

When programs tackle issues of race, class, and gender directly, they draw students who might otherwise avoid studying abroad. We are currently beginning to develop formal structures to this end, including Anu Taranath's "[LGBTQ Communities and Change](#)" program in Mexico City, which partners with the Q Center; Erin Clowes' [Legacies of Empires](#) program, and Erin's new "[Island Migrations: Health and Human Rights in the Mediterranean](#)" program in Sardinia, both of which work with local Roma communities; and the new CHID/AIS program "[Indigenous Sámi Culture and Connection to the Land in Arctic Europe](#)." In addition, our study away programs (e.g. New York City, with possible future programs in Cherokee Nation, Puerto Rico, and more) also facilitate access for underrepresented/non-traditional students and importantly, undocumented students. We've tried to partner with OMA&D and the ECC before, without success thus far, yet going forward we remain deeply committed to tackling the myriad obstacles preventing students of color from access to study abroad and away. Recent collaborations on this topic have moved us in the right direction. For instance, we worked with UW Study Abroad, the Center for Teaching and Learning, and Memory War Theater on a Theater as Pedagogy workshop for international program directors last year (November 2015). The workshop was well attended and contributed to the recognition of issues students of color face.

The other major obstacle to study abroad for students at UW is affordability. We just launched the new Emerging Scholars Award within CHID, which could be key for students who depend fully on financial aid—we will be able to give them a scholarship check right before the program for \$500-\$1000, so that they aren't left hanging while their financial aid is being disbursed. However, looking ahead we need to find ways to increase donations to our program in order to establish endowments to permanently fund these scholarships and support students in need. Beyond this approach, there are real structural constraints to the study abroad financing model. It's one of the few places, for example, where two social justice issues compete directly: paying faculty (especially contingent faculty) fairly, and keeping program costs down. Salaries come directly from the program fees that students pay, so as salaries go up, so do the fees. There is no tuition or other revenue source involved, so the students bear the real costs of the programs directly. No radical options for addressing this burden seem to exist, so increasing our scholarships in CHID, as well as supporting students in applying for the GO, Fritz, and other merit-based scholarships outside of CHID, remains the only real solution in the near future.

The final area where we can see room for growth in our international programs is in supporting our collaborators and co-thinkers. Reciprocity has been a central dimension of our study abroad experience, urging students to understand that studying abroad is as much a responsibility as it is a privilege. As a way to model such reciprocal relations, we have supported the travel of many of our in-country partners to UW and Seattle. Those trips, however, are usually brief and fall short of the kind of reciprocity would we like to offer. With greater support and collaboration, we envision creating a Global Scholar/Artist in Residence position in CHID, that would allow our partners to spend a quarter or longer at the UW.

Staffing

Advising Support

Working with a shoestring staff has been the hard rule in CHID, but as our visibility and popularity as a major continues to grow, it's clear that this situation is no longer either ethically defensible or efficient in the long-term. This is especially true where advising is concerned. Cynthia Anderson has been our sole advisor for the past ten years, carrying not just the duty of counseling some one hundred and sixty students each year—in addition to teaching the CHID 101 class that provides an orientation for newly declared CHID majors—but also bearing full responsibility for all alumni resources, and for outreach to and support for work study students. It's little wonder that Cynthia was awarded the Distinguished Staff Award a few years ago. Indeed given that accolade, it seems all the more important that we address how we can continue to support her amazing work. As a program with one of the largest numbers of majors in the Humanities (behind only English which serves 484 majors and has a staff of four full-time advisors, and Linguistics, which serves 206 majors), CHID would seem, by any estimation, to require at least one other full-time advisor to assist Cynthia in advising our students. Consider, as a final example, that the College's fourth most popular major, Asian Languages and Literatures, with only 126 students, currently employs two advisors to meet its needs.

Communications/Data Management/Alumni Relations Support

The second order of priority concerns our commitment to strengthening our relationships with alumni, a critical source of support for CHID, whether in the form of material or cultural resources. CHID has time and time again confronted the need to procure a full-time data/research person whose duties would be split between maintaining and strengthening alumni networks (currently overseen by our advisor), researching and preparing grants for enabling projects both within CHID and in collaboration with other units, and developing and overseeing seminars on career counseling for our students. Such a position would obviously be of benefit to CHID and other units with which CHID works.

Program Assistant Support

The final need is for a full-time general program assistant to support existing staff in matters of computer and web support, both with regard to our curriculum and our International Programs responsibilities. CHID is currently so strapped for assistance that International Programs staff, our advisor, and even work-study students are often enlisted to manage basic front office duties. Again, this request for more front office staff may be usefully weighed in comparison with front office staff in English. English has four office staff, in addition to work-study students, and three computer support staff. Other comparable programs include American Ethnic Studies, with three front office staff, and History, with five front office staff and one computer technician. An additional program assistant seems, in other words, well within reason.

Line-Bearing Unit Status and Faculty positions

While CHID's ambitiously interdisciplinary range of courses and faculty have been essential in producing a vibrant range of student works, both within and beyond their degree program, CHID is seriously challenged in its ability to provide students with the complement of permanent faculty to serve their basic needs. CHID currently has only three tenure-track faculty, relying mostly on procuring seats in affiliated faculty courses or offering courses taught by a handful of amazing full and part-time lecturers. For this and other reasons, we feel strongly that CHID needs to become a line-bearing unit, something—it is important to note—that the previous ten-year review argued for as well. Clearly, this also means we need more permanent faculty. While the previous recommendation was not acted on by the College, in part due to a number of unforeseen changes in the Deans' office, we are hopeful that CHID will indeed be granted line-bearing status this time around. Given the College's current investment in C21, which shares with CHID a commitment to teaching that seeks to connect research to work on real-world problems, it seems particularly vital to recognize the work we and our students are so passionate about.

Lecturers

CHID's reliance on lecturers to meet curricular demands within the current budget is not special, either within the University or at the national level. The dependence on contracting lecturers, often to teach the most critical or foundational courses, for far less pay, a heavier teaching load, and no assurance of job security, has become the most pressing issue facing every university program in the country. We, in CHID, want to do everything we can to support our lecturers in the struggle for more equitable working conditions. The hard truth is that the majority of full-time lecturers at any university continue to do their own research and writing, even while carrying an inordinate responsibility for teaching. Bringing a project to publication is made much more difficult for them than for any tenure-track colleague.

A sampling of the current works-in-progress of some of our lecturers (Anu Taranath, Nick Barr Clingan, and Kathryn Gillespie) may help to explain why for those of us in CHID the opening up of access to resources for lecturers is vital to supporting scholarship in our UW community. While teaching a full load of courses, Taranath is in the process of finishing up a single-authored book tentatively called *Squat, Twist, Breathe: A Better Way to Study Abroad, Navigate Our Identities and Grapple with Global Citizenship*, a critical resource for study abroad programs to initiate dialogue about global North-South relationships, the ethics of going abroad, how and why we go, the limits and seductions of global solidarity, how our intersecting identities morph and shift abroad, and what we "do" with a global experience back in our regular local lives. She is also working on a collaboration with fifteen UW undergraduates across four study abroad programs (India, Netherlands, Peru and Nepal) showcasing an art assignment she created to deepen critical thinking and personal reflection, in addition to working with five high school teachers in the UW in the High Schools program—teachers from 3 different school districts—on a collaborative writing project reframing professional development and social justice trainings in educational spaces. Nick's accomplishments while working as both a part-time program administrator and part-time lecturer are similarly impressive. His current book project examines the reception of Critical Theory in the Netherlands from the 1930s through the 1990s in order to recast current debates about the legacies of the Frankfurt School. Nick is also working on journal articles: an essay on the importance of historical contextualization for intellectual history's engagement in contemporary theoretical debates, and on the role of Horkheimer and Adorno's thinking about animals in their thesis of the dialectic of Enlightenment. Similarly, in addition to teaching courses in CHID (and in Geography and Honors), Gillespie is actively working on her book manuscript, *The Cow with Ear Tag #1389*, under contract with University of Chicago Press. This book is the result of multi-sited, multispecies ethnographic fieldwork in the Pacific Northwestern United States dairy industry. It tells the stories of individual cows, bulls and calves in the dairy industry in order to understand the consequences of gendered commodification and the ways an institution like animal agriculture gets reproduced across time and space. This interdisciplinary book is written with crossover appeal to diverse academic and nonacademic audiences. It's worth noting that this is in addition to multiple journal articles and two co-authored edited volumes, both published with Routledge.

In light of the work these and so many other lecturers are contributing to our intellectual engagements, we propose that now is the time to explore new initiatives for support that may at least begin to lay the foundations for a change in current institutional understandings of the work performed by lecturers. In particular, we would like to develop ways for lecturers to be eligible to apply for research and fellowship opportunities on campus, which they are currently excluded from applying for at UW. Again, we would be delighted to partner with other units or programs looking for ways to work on turning the corner toward full recognition and support of those colleagues we rely on most to accomplish our goals as educators.

Future Faculty Needs

Over the past year we have identified six areas of faculty need. These are linked to our program's intellectual focus, and our vision for CHID's development in the coming years. In addition to the staff

positions described above, we see these potential hires as crucial to the sustainability and long-term success of the program. Without greater staff and faculty resources, the program will be very hard-pressed to continue the kind of creative, rigorous and student-centered work for which CHID has become known.

While we have traditionally developed partnerships with other units to try to realize opportunities for our students to do unique and innovative work, this arrangement is limiting. Faculty in other units who understand, and have the time to dedicate to, CHID students and their projects are not always easy to find and have significant demands on their time already. CHID is not simply seeking to fill identified ‘voids.’ Instead, we see these faculty needs as critically important to our future success as a program challenging our students to ask questions that remain difficult, and sometimes even impossible, to undertake in other, more traditional units.

Below we argue for a number of positions, understanding that these could potentially come over a number of years, and that they could be at various ranks including non-tenure positions such “faculty of practice.” Additionally, we would be delighted to partner with other units in developing and sharing these positions, especially those that would most clearly benefit from the collaboration.

All these potential positions reflect distinctive intellectual projects that have emerged through our on-going work. However, these sites of inquiry are situated precariously in our program as they are either being pursued by graduate students or contingent faculty that may leave the UW in the near future or have grown out of faculty research agendas but require more investment than our current faculty configuration is able to make.

The positions we have identified are as follows, presented in no particular order:

- **Art in the world.** This faculty position envisions a scholar/artist whose work bridges the divide between theoretical or critical work and the production of creative works. The successful candidate for this position will possess three complimentary skill sets: she will teach and publish on the role of politics and aesthetics in culture, she will help students create and evaluate artistic as well as multimedia projects, and she will make art themselves. The choice of medium is less important than the ability to move easily between theory and practice in teaching and research.
- **New Media.** With potential concentrations on gaming and social media cultures, this position will focus on the role of media in social change. A successful candidate will be well versed in theories on the political and economic effects of media (including the role of race and gender in media design and use), familiar with the recent literature in gaming studies, and able to contribute to campus wide initiatives on the digital humanities. It will be necessary for this individual to use digital tools as well as critically engage how these tools are developed within social and cultural contexts.
- **Settler colonialism.** This position is for a scholar focused on the interdisciplinary study of settler colonialism. This position will contribute to CHID's mission to explore the shape of knowledge and the consequences of those formations. The potential search would seek to attract a scholar working in the emergent field of Settler Colonial Studies (SCS), which is related to but distinct from Native American, Indigenous, and Postcolonial Studies. The successful candidate would examine settler colonialism as a distinct knowledge and cultural formation, what Lorenzo Veracini describes as one that “covers its tracks,” disavowing not only Indigenous peoples but also the identification as “settlers.” If Native and Indigenous Studies work to understand the survival, resistance and agency of Native peoples, SCS seeks to explore the discursive, spatial and political strategies through which settler colonialism paradoxically reproduces itself as it tries to extinguish itself as a “settler” society. As settler colonialism works through cultural expression,

political practices, and knowledge production, this search would be open to candidates from a wide variety of disciplines in the humanities and social sciences working in any part of the world.

- **Race/Nature/Environment.** Faculty position for a scholar working at the intersections of race, nature and the environment. This position would contribute to consolidating and bridging existing faculty specializations in CHID in the critical study of difference and science. The ideal candidate for this position would bring a historical, literary, ethnographic or sociological sensibility to the study of scientific work that has had important implications for creating, reinforcing, or blurring boundaries around categories that include race, gender, sex, species, nature, and culture. As science has long been imbricated with the workings of imperial, corporate, governmental, and environmental projects of management and control, we are particularly interested in interdisciplinary work that connects histories of racial difference with other bio-political enterprises. This position is close to the concerns of Science and Technology Studies, and would ideally be open to candidates from a wide variety of disciplines in the humanities and social sciences working in any part of the world.
- **Food and animal studies.** Although CHID has been central to the emergence of Critical Animal Studies, our curriculum and research agendas have only recently made contact with the critical and cultural study of food. Remarkably, the study of food and the study of animals have remained separate and distinct scholarly fields. This search would seek to attract a scholar who can bridge these fields. Specifically, we seek a scholar whose work provides insights into the aesthetics, ethics, and politics of cuisine, consumption and agricultural production. As there is a growing scholarship on the intersections between food and animal studies in anthropology and geography, we would expect and welcome applications from those fields as well as from scholars across the social sciences and humanities working in any part of the world.
- **Feminist pedagogies of international praxis.** As a “global university” we spend remarkably little time reflecting upon how we train students to conduct university-related work in the world. Reckoning with the legacies of empire and colonialism that have left an indelible mark on the human sciences, this position seeks a scholar that can teach courses on the epistemological and ethical sensibilities that should be part of all who seek to “improve the lives of others.” How should “the will to improve” be interrogated? What understandings of “otherness” should be part of efforts to improve livelihood of those in the Global South, near and far? Is there an imperialism of good intentions and if so, how should it be addressed? Candidates may come from across the social sciences and humanities and should have a record of scholarly publication and teaching on the legacies of colonialism and imperialism and theorize the ways that current configurations of global dominance and dependency interrupt and/or reinforce global power and privilege. We envision this position emerging out of and productively critiquing area studies, development studies, global health, international education in conversation with interdisciplinary conversations on postcolonialism, transnationalism, feminism, globalization studies and related fields. The successful candidate will also be expected to develop collaborations across various units and disciplines, and generate learning opportunities for undergraduate and graduate students.

PART B: UNIT-DEFINED QUESTIONS AND RESPONSES

Along with our own unit-defined questions, we have been asked to consider specific questions from the College of Arts and Sciences. At their core, these are questions about our intellectual focus, how we distinguish our mission from and articulate with the work of other units, and the appropriateness of our governance structure. We provide all the questions from the College and from CHID below and then proceed with our preliminary responses to them.

Questions from the College of Arts and Sciences

During the decades of its existence, the intellectual focus of CHID has gradually shifted so as to reflect the interests and priorities of the faculty and students involved in the program.

What, at present, is the central intellectual focus of CHID and is that focus appropriate to the needs of the undergraduate student population of the UW?

How well does the intellectual focus of CHID articulate with the subject areas of other undergraduate units on campus? To what degree does CHID have an intellectual focus or mission that is distinct from that of other units?

Is the governance structure of CHID appropriate to needs of the program? What mechanisms might be appropriate to ensure that the administration of and long-range planning for the program are integrated into the overall structure for undergraduate education in the College of Arts and Sciences and the University of Washington as a whole?

CHID Unit-Defined Questions

Defining our mission

CHID represents many productive tensions and lively paradoxes, yet these are not always easy to define or describe. Our program is characterized both by the continuity of our student-focused, active-learning pedagogies and radical interdisciplinarity *and* the constantly evolving nature of our intellectual content. Our learning and teaching community attracts the participation of some of the best teachers (tenure-stream and contingent faculty) in the College of Arts and Sciences, yet our model of teaching and learning does not map onto traditional divisions of students/ faculty/staff. CHID invites fierce loyalty while also providing a space for critical engagement with the very notion of education, thus inviting imaginative and innovative student and faculty efforts to re-think and create learning communities.

Yet, institutionalizing these productive tensions is not without its challenges. How can CHID better harness the power of the friction between a commitment to new questions and approaches and our dedication to core principles and pedagogical concerns? What do we do well, and what can we do better? Given that there is a growing family resemblance between many elements of CHID's approach to learning and new initiatives in other units across campus, how can CHID better articulate our mission to, and with, the broader UW community members? In terms of curriculum, how can we integrate and articulate gateway courses, study-abroad programs and the constantly changing offerings that our faculty (including affiliate) members teach? With courses that blur the boundaries that traditionally divide the humanities, arts, social and natural sciences, how do we convey a clear and coherent message about our particular style of interdisciplinarity?

Leveraging resources and building sustainability

CHID is one of the largest majors in the Humanities and has the fewest number of tenure-stream faculty (3) in the College. In the past ten years, we have graduated between 70-85 students each year (all of whom are required to complete a senior thesis project). There is a clear need for additional faculty and resources. As our student numbers continue to grow, we continue to face serious challenges to the

sustainability of our program. These challenges are both spatial (in terms of the small space that our program currently occupies in Padelford Hall) and financial (as represented by our budgets).

What are the best ways for CHID to grow? How can we better leverage our networks across campus to make more efficient use of already existing resources? What are strategies for attracting additional resources?

Becoming a Line-Bearing Unit

Given our resource constraints, we are actively considering the possibility of becoming a line-bearing unit. What are the potential costs and benefits of becoming a line-bearing unit? As CHID occupies a borderland space between the social sciences and the humanities (and two of its tenured faculty members' lines currently reside in the Division of Social Sciences) should CHID be housed administratively in the Social Sciences?

CHID Program Response

The questions from the College have clear connections with our own concerns over CHID's mission, the challenges of resources and sustainability, and the possibility of becoming a line-bearing unit. Taking these questions together they suggest a concern over two broad areas: our intellectual mission, and the structure and location of our program.

CHID's Intellectual Mission

This self-study begins with a description of our mission (see Section 1). At the risk of repeating some of what we describe there, it is worth providing a few more lines describing our interdisciplinary approach.

In our view, there is an urgent need for spaces like CHID that enable and encourage students to articulate critique and creativity. At its core, CHID is about exploring knowledge formation(s), which are apprehended not only by the mind but also with and through the body. This is how courses on soundscapes in Iceland, suffering and politics, love and science, eating and capitalism, to name only a few, can all be CHID courses. Our approach challenges the separate study of bodies and texts, nature and culture. Ethnography, biology, philosophy and literature get remapped and unsettled in encounters with the critical study of animals, (dis)ability, science, art, and writing.

Accordingly, this is why our thesis seminar teaches students the genres of both research proposal and artist statement. As students think about their sites of inquiry, they also experience various styles of inquiry. CHID student theses range broadly (see Appendix D for thesis titles from the past ten years). To list only a very few, they include: explorations of Lockean ideas about identity, a music video on commercialism and connection, an ethnography of primatology and the Woodland Park Zoo, an analysis of gender and space in Argentine social movements, and many more. What brings all these kinds of projects together is a sustained engagement with the texture of knowledge, both in examination of how knowledge is produced by others and also through self-reflective and disciplined efforts to produce knowledge in a multiplicity of forms. Through thinking and making, students see how thinking is making, and making is thinking. CHID is, to say it once more, a place of collaborative critique and creation, where skepticism and artistic creation enable an interdisciplinary poesis: a bringing-forth, begetting, or blossoming.

In response to the College's questions about how CHID's intellectual focus articulates with, and is distinct from the subject areas of other units, we would underline a few key characteristics of our program. First, CHID is organized around emerging problematics, rather than specific content areas. Rather than foreground one discipline or theme, CHID has remained open to a wide range of intellectual questions, though our work has always moved toward specific configurations that reflect faculty and

student interests. Second and relatedly, CHID is a space where ideas, methods and intellectual traditions can combine in unlikely configurations and be subjected to both critical scrutiny and creative re-articulations. CHID is not simply a place where various disciplines meet but where disciplines are interrogated as we think through their formations, exclusions, and alternative futures. For instance, CHID's interactions with the biomedical field allow us to explore philosophically and culturally informed question of life and death; our courses on species and food are necessarily courses on science, biopower, class, and race. In short, this style of inquiry, flexible, rigorous, and critically reflexive, is the signature of our program.

Introducing a profile of CHID alum and Emmy-winning musician Ryan Lewis ('09), *Columns* editor Jon Marmor asks "What do you do with a CHID degree? The answer is just about anything." We appreciate such a boundless reading of a CHID education, but our aims are perhaps more modest. CHID, as an academic program and community, is about cultivating senses and understandings of connection. The contemporary university offers a compelling configuration of connection, but CHID exists to think about how it might be otherwise and what difference that could make. We often hear that today's students will graduate to face not one job but perhaps 5 to 7 careers, and that they may have to create their own jobs. Our interdisciplinary focus on problematics and questions prepares students for this world and helps them imagine how they might improve it.

As our program encourages students to think critically about various forms of knowledge, they often notice that the configuration of CHID as an academic program is somewhat unique and unorthodox. Be that as it may, the particular configuration and location of CHID has generated particular strengths and challenges.

CHID: Structure and Location

As currently institutionalized, CHID has some features that differ from other units, admittedly running against the isomorphism that characterizes most university organizational dynamics.

First, we are a unit with a large number of majors and minors, but with a very small number of tenure-stream faculty members. This is a consequence of the decision made long ago that CHID not be a line-bearing unit, but which want to revise. One of the outcomes of the decision not to have lines in CHID has been that we are able to support many PhD students and contingent faculty members through our regular calls for course proposals. While this brings a lively dynamism to our course offerings, this arrangement is not entirely positive as these contingent teaching positions offer relatively low-levels of monetary compensation and they commit the program to what we see as an unfortunately exploitative and ultimately unsustainable staffing system.

A strong and enthusiastic consensus has emerged in our internal deliberations that CHID (a) become a line-bearing unit and (b) develop a more equitable and sustainable method of employing part-time lecturers. As one of the largest majors in the humanities with the smallest permanent faculty, we feel there is a clear and strong case for growing the program through investments in six key areas over the next 10 years: (1) politics, aesthetics and art-making; (2) race/nature/science studies; (3) settler-colonial studies; (4) feminist pedagogies of international praxis; (5) new media studies; and (6) food/animal studies. We discuss these in further detail in Section 4.

We also see a strong need to build upon the Collaborative Learning and Interdisciplinary Pedagogies (CLIP) Fellows Program, which we inaugurated last year. This program invites teams of part-time lecturers/graduate students to design a collaborative two-year curriculum, and offers successful applicants support for research and professional development. Though the CLIP program is hardly a solution to the growing gap between the labor conditions of contingent and permanent faculty members, we do see it as the foundation for more ambitious and comprehensive efforts to provide greater security, compensation,

and respect for “part-time lecturers,” which is often a misleading label given how much teaching, advising and service they provide across the UW.

Second, CHID is an outlier in the College because our governance structure differs from most other units. In most departments, tenure-track faculty members, in coordination with a chair appointed by the dean, constitute the decision-making body of the unit. At times of hiring and promotion, subsets of the faculty may be asked to step up (and serve on special committees) or step out (assistant faculty, for instance, do not participate in promotion decisions of senior colleagues), but generally speaking tenure-stream faculty members have the power of voice and vote in departmental matters. For CHID, a program that for most of its history had 1 or 2 tenure-stream faculty, such a structure made little sense. Moreover, CHID has long had a powerful egalitarian and communitarian ethos that rubbed up uncomfortably against the usual hierarchies of the university.

We describe CHID’s governance structure more fully in Section I. But to summarize briefly, the CHIDposium, a fluid group of current faculty, lecturers, students, and staff, has been the decision-making body of the unit for many years. All members of the CHIDposium have equal voice and vote. CHID has other committees including ones devoted to curricular matters, scholarships, and faculty-staff matters. Moreover, we have a Standing Committee that comes together as needed for promotional and hiring issues, and a Faculty Board that we consult with regularly. While we continue to believe in the importance of creating mechanisms of broad consultation and collaboration, should we become a line-bearing unit, we envision moving to a governance structure that has more in common with other units.

Third, and finally, there is the question of our place in the College. Intellectually, there is no disagreement or discomfort with being considered part of the Humanities. Institutionally, however, CHID seems to have little in common with the large number of units in the humanities that are mainly language and literature programs. In conversations with colleagues within and outside of CHID two possibilities have emerged, which we discuss in no particular order as our discussions have not generated a consensus around either of these paths.

The first idea is to move CHID to the Social Sciences Division. On its face, this proposal seems sensible as most interdisciplinary programs in the College—like AES, AIS, GWSS, JSIS, and LSJ—reside in the Social Sciences Division. Additionally, two of the three tenured faculty members in CHID have their tenure homes in Social Science units. That said, as all faculty members have a strong commitment to the humanistic modes of inquiry and excellent working relations with the Simpson Center for the Humanities, there is a strong feeling of intellectual connection with the humanities.

The second possible modification might involve a re-situation within the College, straddling the Humanities and Social Sciences Divisions. With the emergence of C-21, an initiative that is similar in spirit to, but different in scope from CHID, there may be a case for thinking creatively about how these two interdisciplinary projects could collaborate and mutually enrich each other. We have no sense of how feasible or desirable such a re-configuration might be, but we are very open to thinking through the institutional and intellectual possibilities with others in the College.

UNIVERSITY OF WASHINGTON
Comparative History of Ideas Program
Ten-Year Review
February 29-March 1, 2016

AGENDA
Communications 202, Simpson Center Seminar Room

Review Committee:

Benjamin Gardner, Associate Professor, Interdisciplinary Arts and Sciences, UW Bothell

Rebecca Cummins, Professor, Photomedia, School of Art, UW Seattle

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

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

SUNDAY, FEBRUARY 28

6:00pm Review Committee Dinner and Executive Session (Tilth Restaurant)

MONDAY, FEBRUARY 29

8:00am **Michael Shapiro**, Divisional Dean of Humanities,
College of Arts and Sciences

9:00am **María Elena García**, Associate Professor and Director, CHID Program

9:45am **CHID Faculty:** Caroline Simpson, Anu Taranath, Phillip Thurtle,
and John Toews

10:45am *Break*

11:00am **CHID Part-Time Lecturers**

11:45am **CHID CLIP Fellows:** Dave Giles, Kathryn Gillespie, and Nancy White

12:15pm *Break*

12:30-2:00pm **Lunch: Committee with CHID students**

2:00pm *Break*

2:15pm *Move to CMU 218D for today's final meetings*

2:30pm **CHID International:** Nick Barr and Erin Clowes

3:15pm **CHID Program Staff:** Cynthia Anderson, Nick Barr, Erin Clowes, and CHID
Administrator (TBD)

4:30pm **CHID Affiliate Faculty:** Jennifer Bean (Comparative Literature, Cinema and
Media), Tamara Cooper (CLCM), Tony Lucero (Jackson School/Latin American

6:30pm Dinner: Review Committee Dinner (Pair Restaurant)

9:00am **CHID Faculty Board:** Ellen Garvens, Sara Goering, Vicky Lawson, Matt Sparke, John Toews, Adam Warren, Kathleen Woodward (Chandan Reddy will attend CHID Affiliate Faculty meeting)

10:30am **CHID Alumni/Advisory Board:** Sunshine Eversull, Andrew Hughes, and Alexander Sullivan

11:30-1:30pm Lunch and Review Committee Executive Session

3:00pm **Exit Discussion Part II:** Review Committee with administrators and Graduate School Council Representatives without CHID faculty

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Appendix A

Governance and Organization

Appendix A-1: CHID's Governance Structure, 2015-16

CHIDposium

Membership: CHID staff, faculty, instructors, TAs, and Student Reps

Meetings: Quarterly

Description: This is the policy decision-making body of CHID in which subcommittees report on their progress and submit proposals, and where we discuss and vote on CHID business such as budget concerns, event sponsorship, and various departmental business.

Standing Committee

Membership: Matthew Sparke, John Toews, Kathleen Woodward

Meetings: As needed

Description: The CHID Standing Committee consists of at least three Full Professors, of whom at least two are members of the CHID Faculty Board. Recommendations for the membership of the Committee are made to the Divisional Dean of Arts and Humanities by the director of the program. The duties of the Standing Committee include evaluating faculty for reappointment, tenure, and promotion and recommending appointment of non-tenure-track CHID instructional faculty as outlined in greater detail below. The Standing Committee can delegate hiring authority for part-time faculty members to the Director.

Faculty Board

Membership: Ellen Garvens, Sara Goering, Vicky Lawson, Chandan Reddy, Matt Sparke, John Toews, Adam Warren, Kathleen Woodward

Meetings: Quarterly, and as needed

Description: The Faculty Board is made up of a selection of our Affiliate Faculty. This group functions as an advisory board, with members serving three-year terms. For this upcoming term, we anticipate this Board will focus on the upcoming 10-Year Review and the implementation of the recommendations that come out of the review.

Subcommittees that Report to CHIDposium

Curriculum Committee

Membership: Cynthia Anderson (Staff), Erin Clowes (Staff), Katie Gillespie (PTL), Terrence Schenold (PTL), Caroline Simpson (Faculty), Phillip Thurtle (Faculty), Nancy White (PTL)

Meetings: Quarterly, and as needed

Description: Each quarter this committee is responsible for identifying courses offered across campus that can fulfill CHID major requirements, as well as developing proposals for curricular change (for example, changing from a minimum 5-credit thesis to a 10-credit thesis).

Faculty/Staff Committee

Membership: Cynthia Anderson (Staff), Mary Childs (Faculty), Nick Barr Clingan (PTL/Staff), Erin Clowes (Staff), María Elena García (Faculty), Caroline Chung Simpson

(Faculty), Anu Taranath (Faculty), Phillip Thurtle (Faculty), John Toews (Faculty), CHID Administrator (Staff)

Meetings: Quarterly, and as needed

Description: This committee comes together to discuss key issues of concern for the program and to develop proposals for curricular and policy changes for the larger CHIDposium to take up.

Scholarship Committee

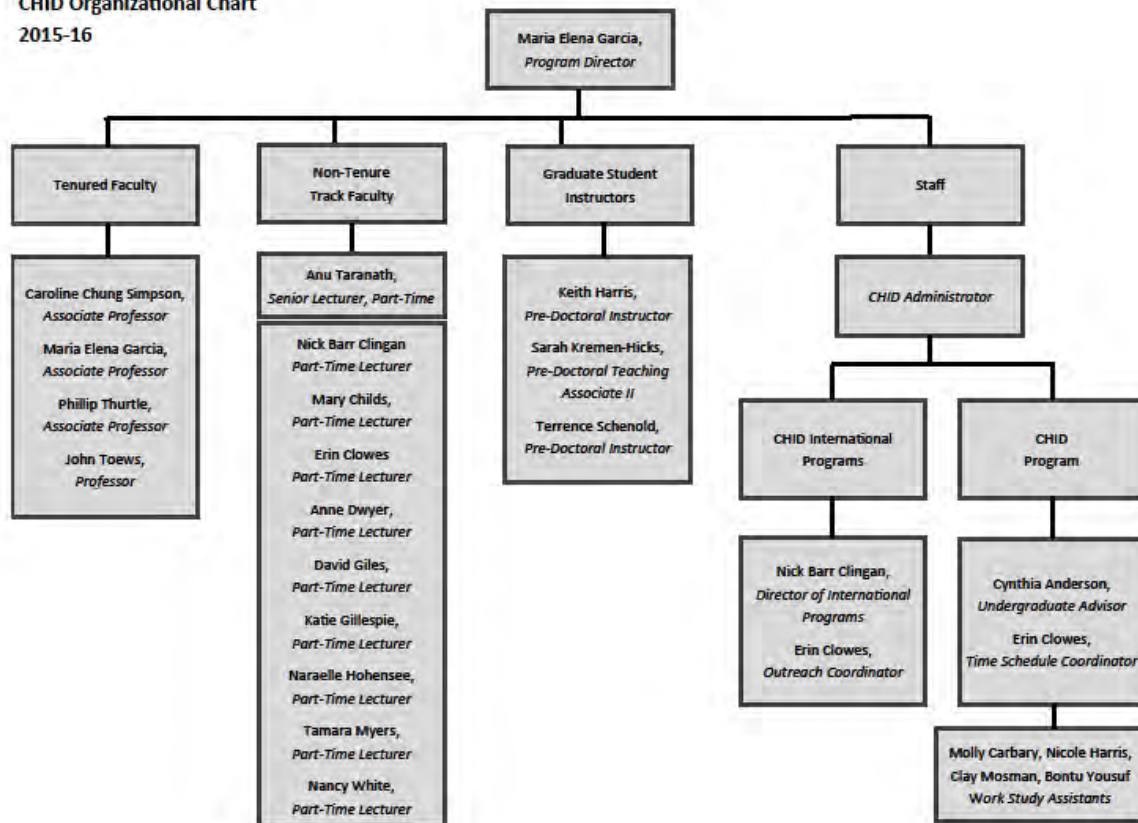
Membership: Nick Barr Clingan (PTL/Staff), Maria Elena Garcia (Faculty), Katie Gillespie (PTL), Keith Harris (Grad Student), CHID Administrator (Staff)

Meetings: As needed

Description: This committee oversees CHID's student scholarships: developing criteria for scholarships, setting up the application process, and awarding scholarships.

Appendix A-2: Organizational Chart

CHID Organizational Chart
2015-16



Appendix B

Budget Summary

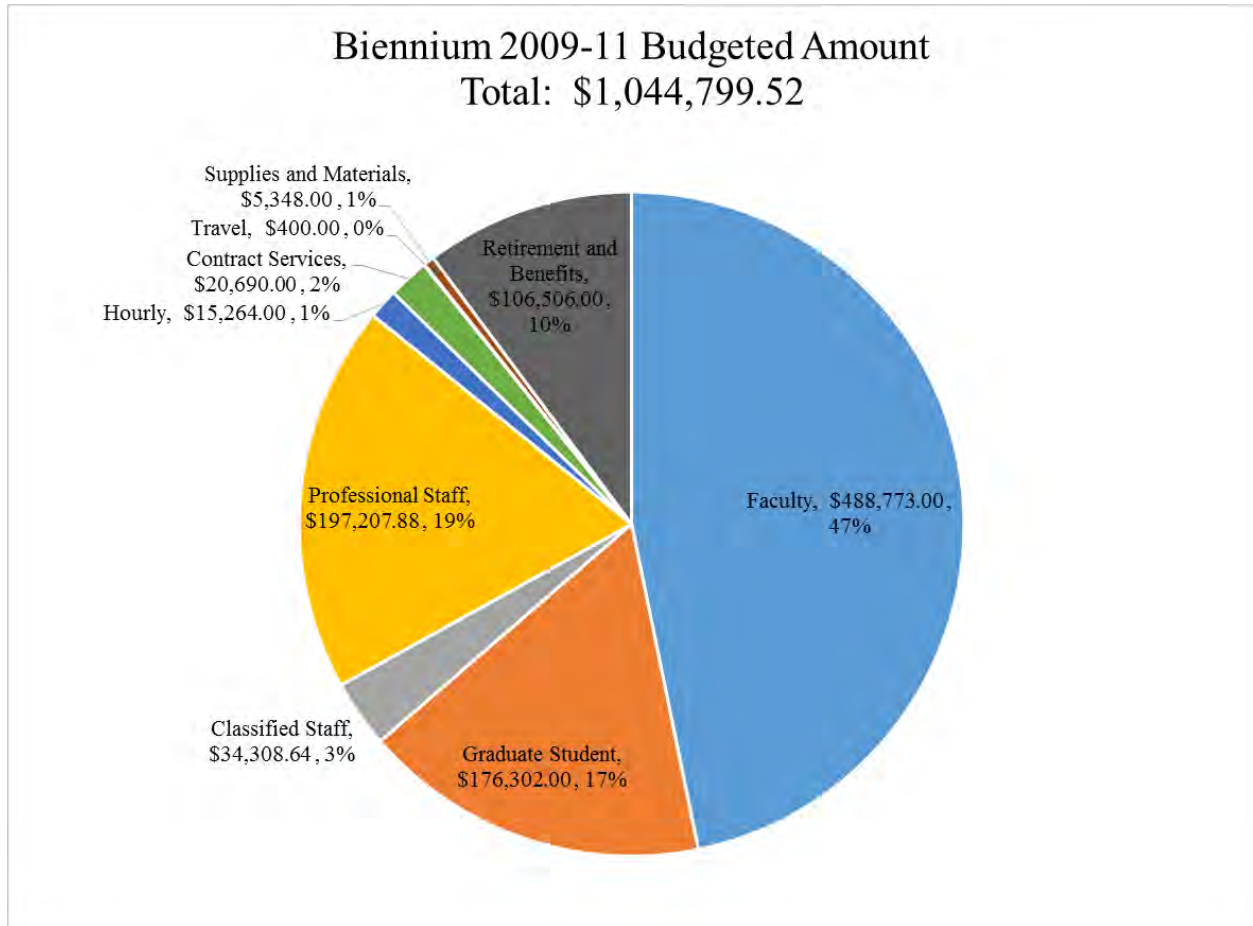
Appendix B-1: CHID Budget Summary

Account Description	Biennium 2009-11		Biennium 2011-13		Biennium 2013-15	
	Budgeted Amount	Amount Spent	Budgeted Amount	Amount Spent	Budgeted Amount	Amount Spent
Salaries and Wages	\$ 911,855.52	\$ 910,022.40	\$ 942,242.00	\$ 950,932.20	\$ 1,048,104.00	\$ 1,055,970.12
Faculty	\$ 488,773.00	\$ 474,109.04	\$ 514,565.00	\$ 543,076.13	\$ 602,650.00	\$ 646,756.36
Graduate Student	\$ 176,302.00	\$ 194,262.00	\$ 178,083.00	\$ 162,413.05	\$ 158,517.00	\$ 122,749.50
Classified Staff	\$ 34,308.64	\$ 34,308.64	\$ 18,144.00	\$ 19,649.50	\$ 37,615.00	\$ 37,626.00
Professional Staff	\$ 197,207.88	\$ 197,207.88	\$ 214,436.00	\$ 214,436.00	\$ 235,834.00	\$ 235,834.00
Hourly	\$ 15,264.00	\$ 10,134.84	\$ 17,014.00	\$ 11,357.52	\$ 13,488.00	\$ 13,004.26
Contract Services	\$ 20,690.00	\$ 20,511.77	\$ 28,427.00	\$ 17,408.37	\$ 34,751.00	\$ 20,415.05
Travel	\$ 400.00	\$ 669.82	\$ 400.00	\$ 221.11	\$ 400.00	\$ 2,559.70
Supplies and Materials	\$ 5,348.00	\$ 8,110.26	\$ 5,348.00	\$ 2,636.19	\$ 6,848.00	\$ 5,688.29
Retirement and Benefits	\$ 106,506.00	\$ 106,752.68	\$ 248,007.00	\$ 253,226.13	\$ 255,252.00	\$ 260,721.85
Total	\$ 1,044,799.52	\$ 1,046,066.93	\$ 1,224,424.00	\$ 1,224,424.00	\$ 1,345,355.00	\$ 1,345,355.01
Balance		\$ (1,267.41)		\$ -		\$ (0.01)

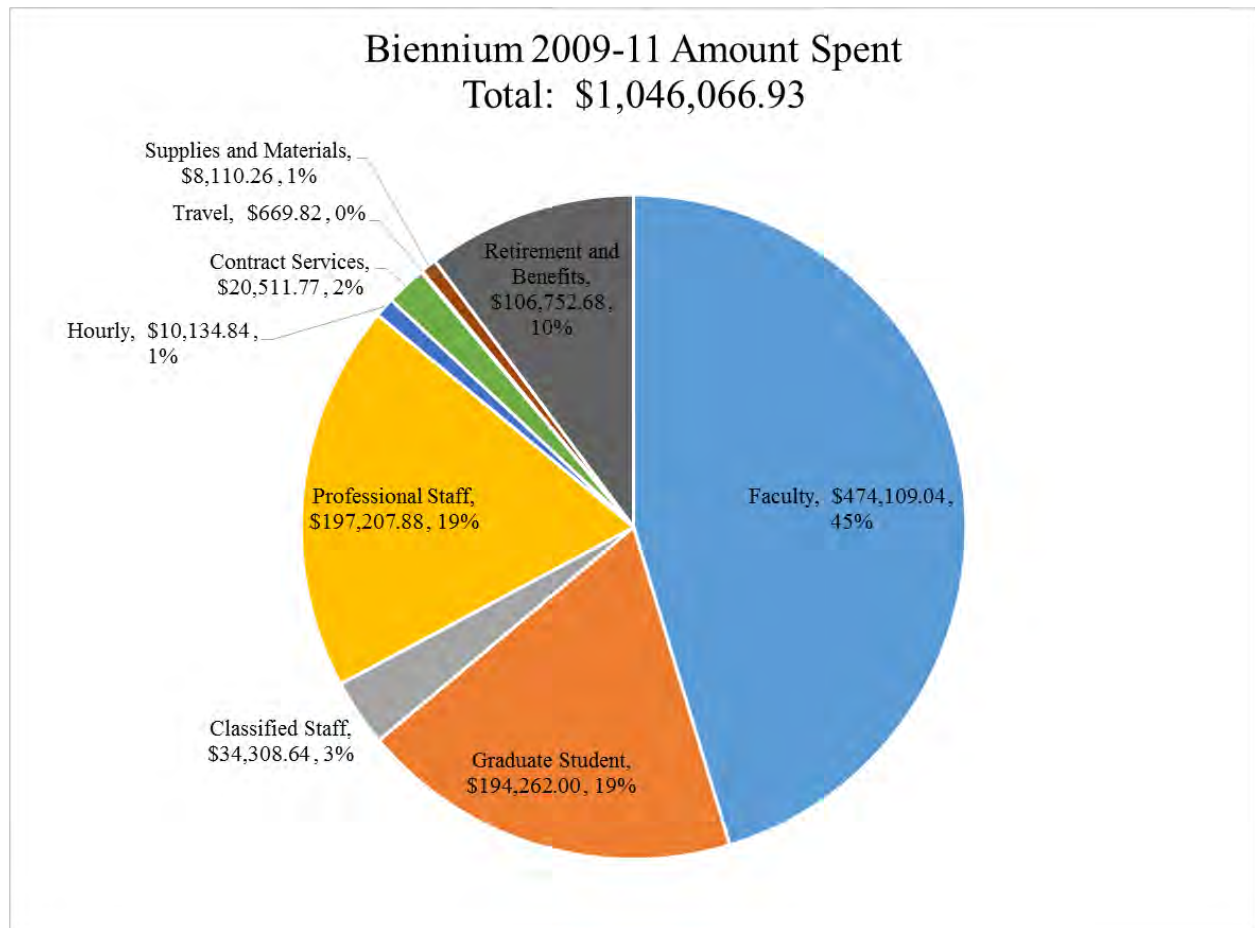
Appendix B-2: CHID Funding Summary

Year	GSA Salary	Permanent		Temporary		Total	Positions Available
		PTL Budget	GSA Budget	PTL Budget	GSA Budget		
2015-16	\$ 7,160	\$ 44,776	\$ 80,542	\$ 2,379	\$ 21,480	\$ 156,337	22
2014-15	\$ 6,393	\$ 44,776	\$ 80,542	\$ 7,134	\$ 15,983	\$ 154,828	24
2013-14	\$ 5,811	\$ 43,056	\$ 62,695	\$ 22,500	\$ 25,849	\$ 159,911	28
2012-13	\$ 5,283	\$ 74,703	\$ 53,137	\$ 33,422	\$ 25,860	\$ 192,405	36
2011-12	\$ 5,283	\$ 74,703	\$ 58,051	\$ 41,068	\$ 26,588	\$ 205,693	39

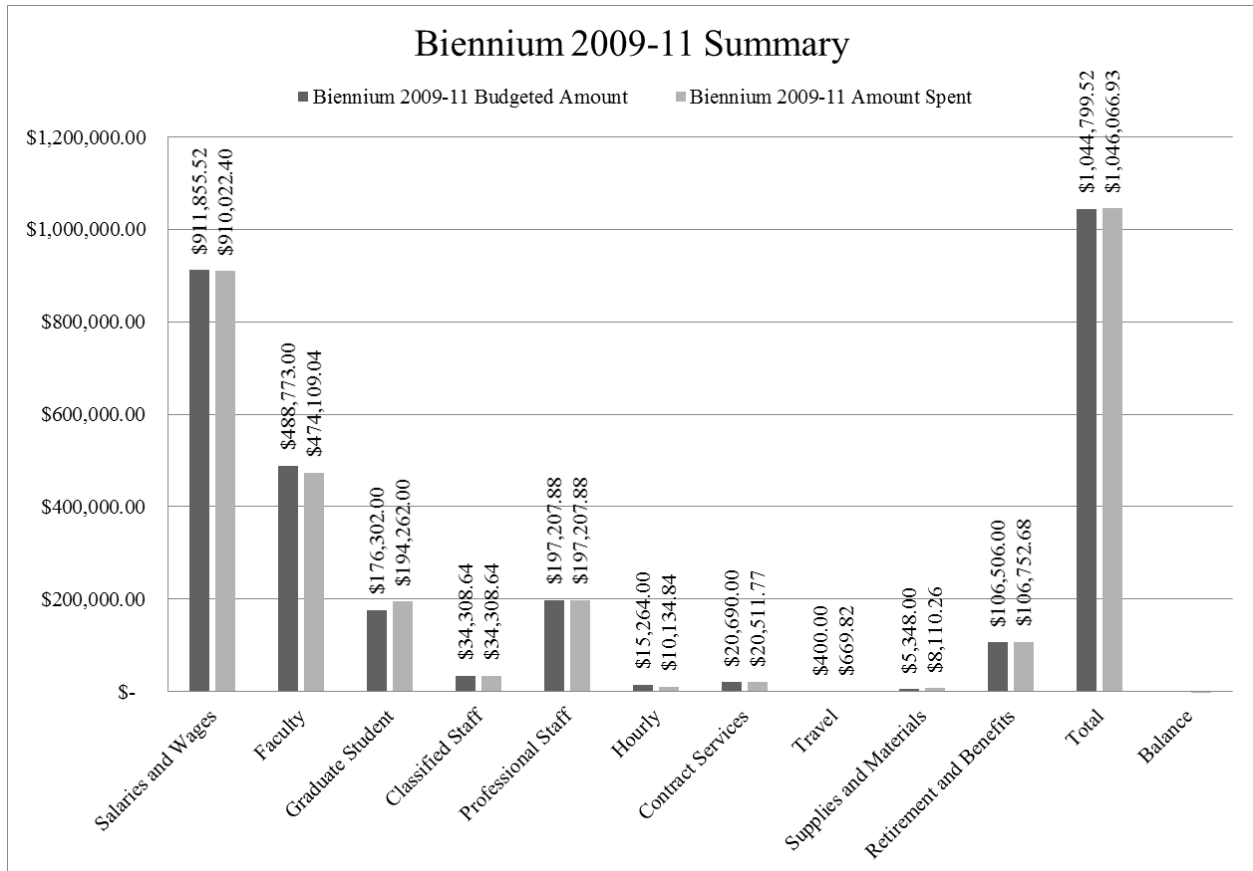
Appendix B-3: Biennium 2009-11 Budgeted Amount



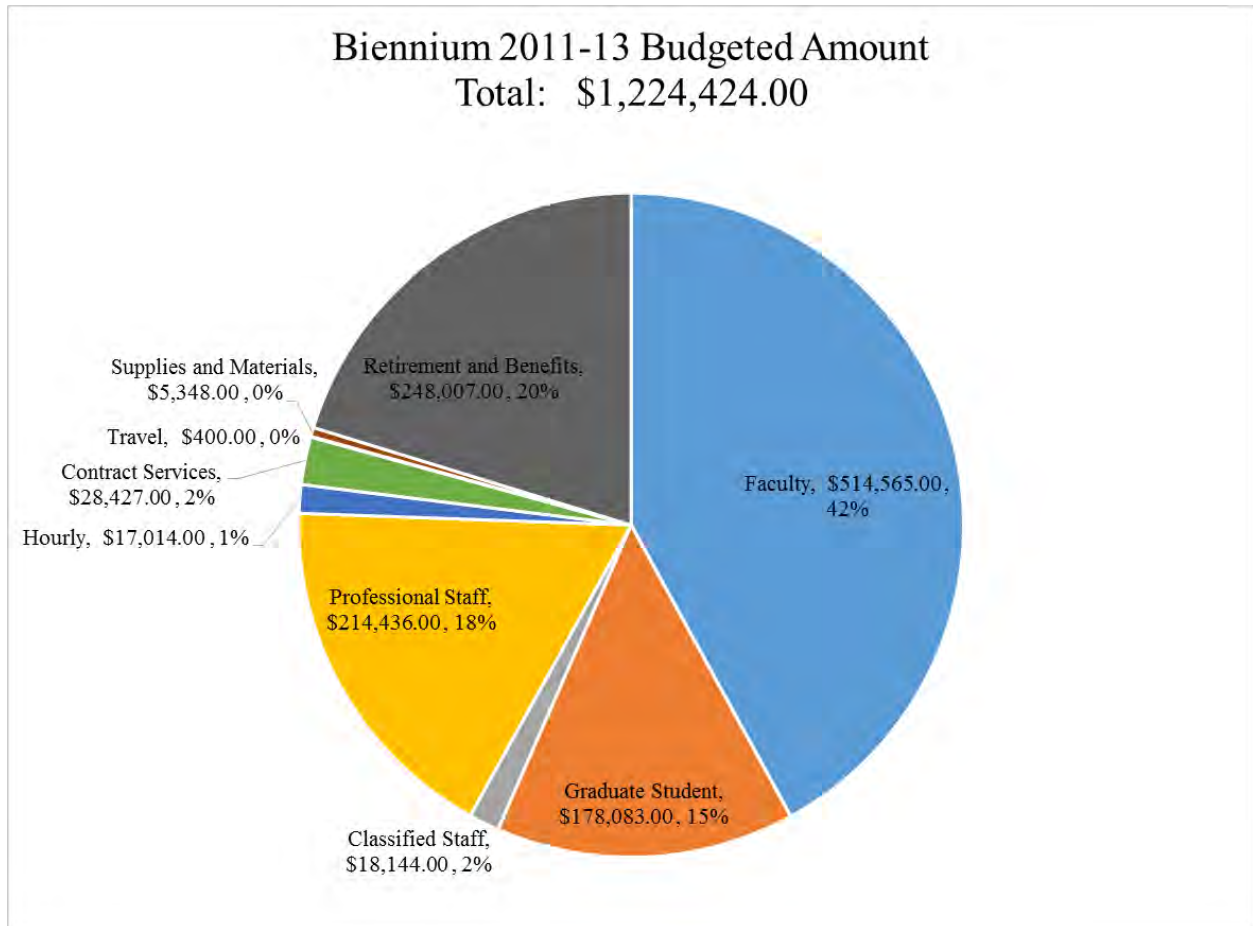
Appendix B-4: Biennium 2009-11 Amount Spent



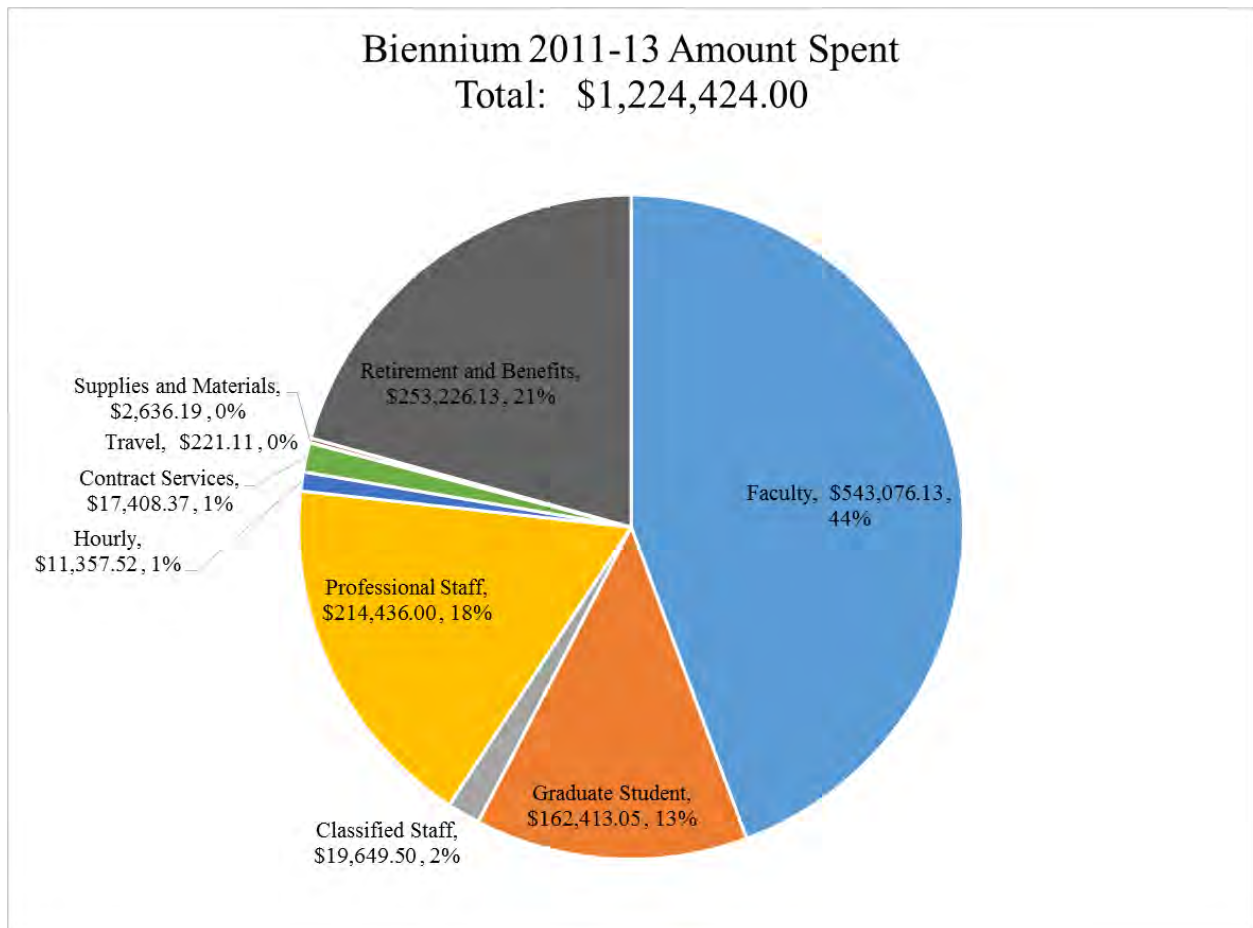
Appendix B-5: Biennium 2009-11 Summary



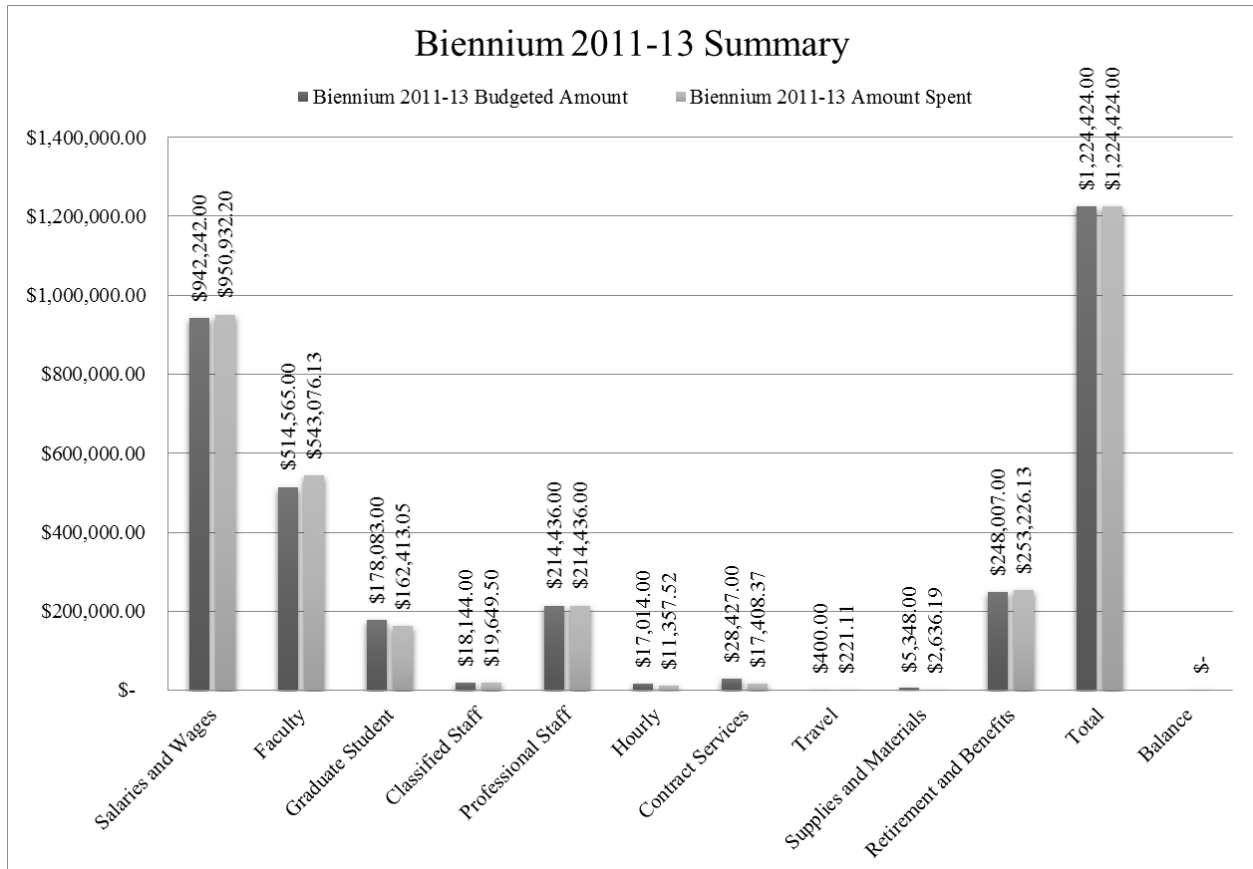
Appendix B-6: Biennium 2011-13 Budgeted Amount



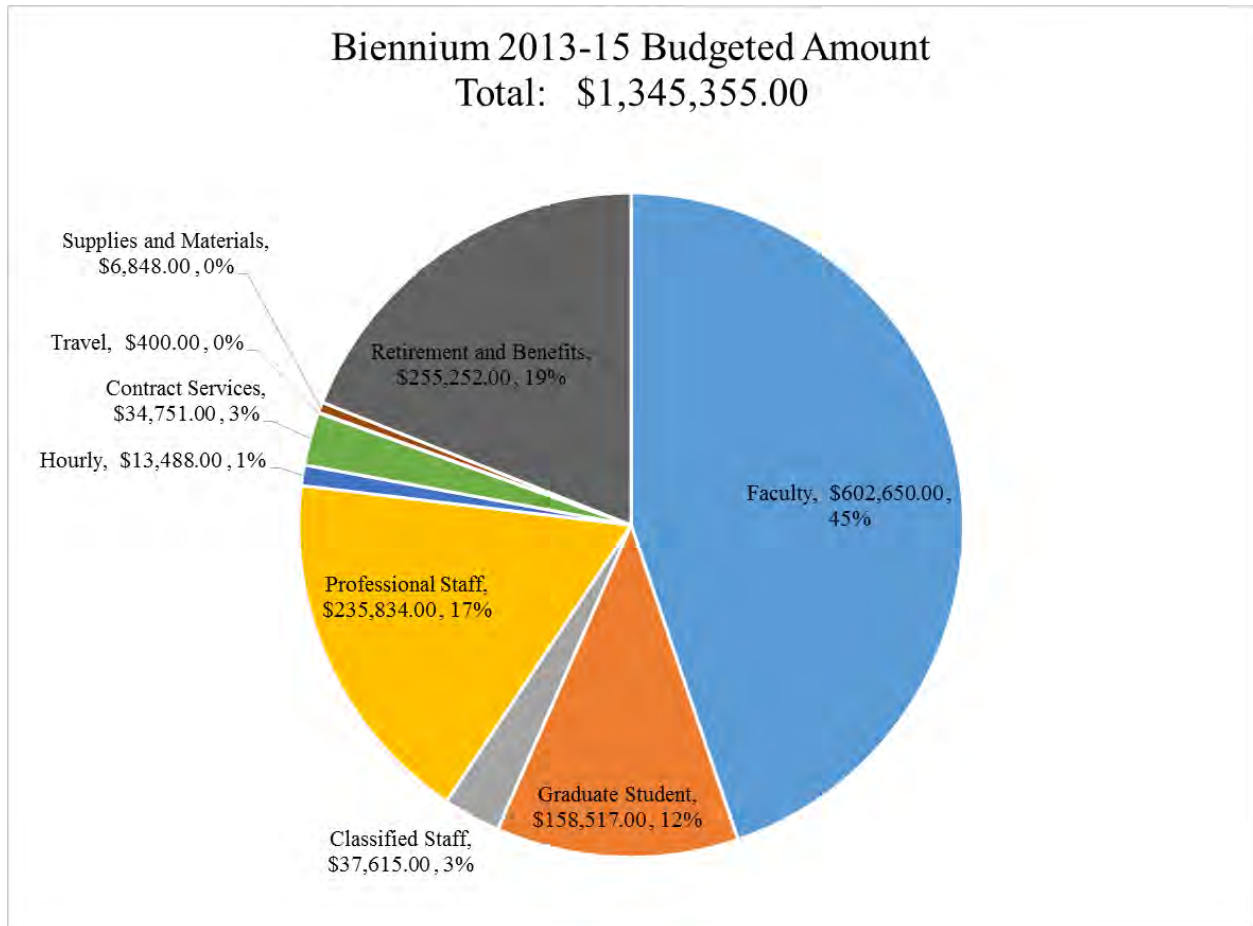
Appendix B-7: Biennium 2011-13 Amount Spent



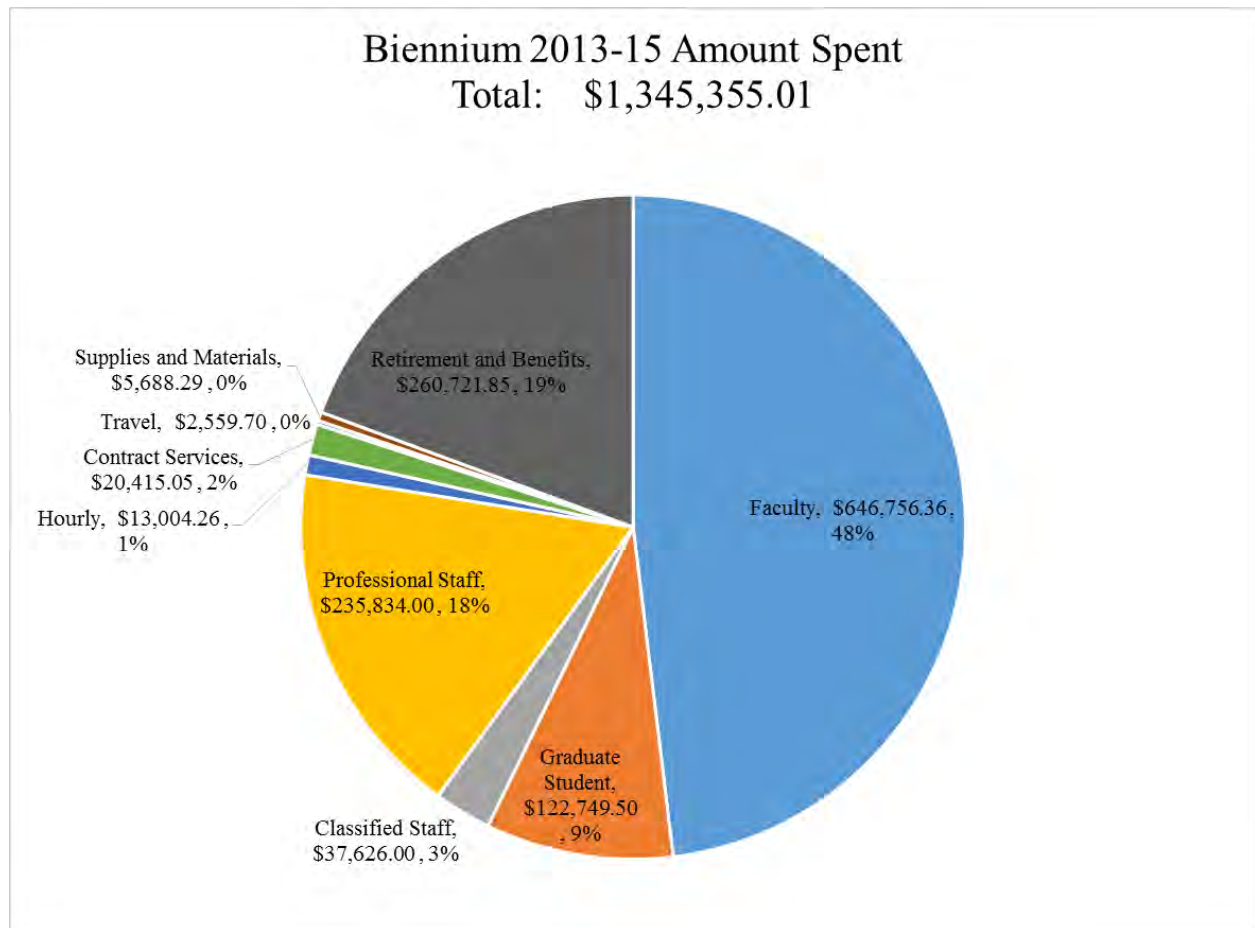
Appendix B-8: Biennium 2011-13 Summary



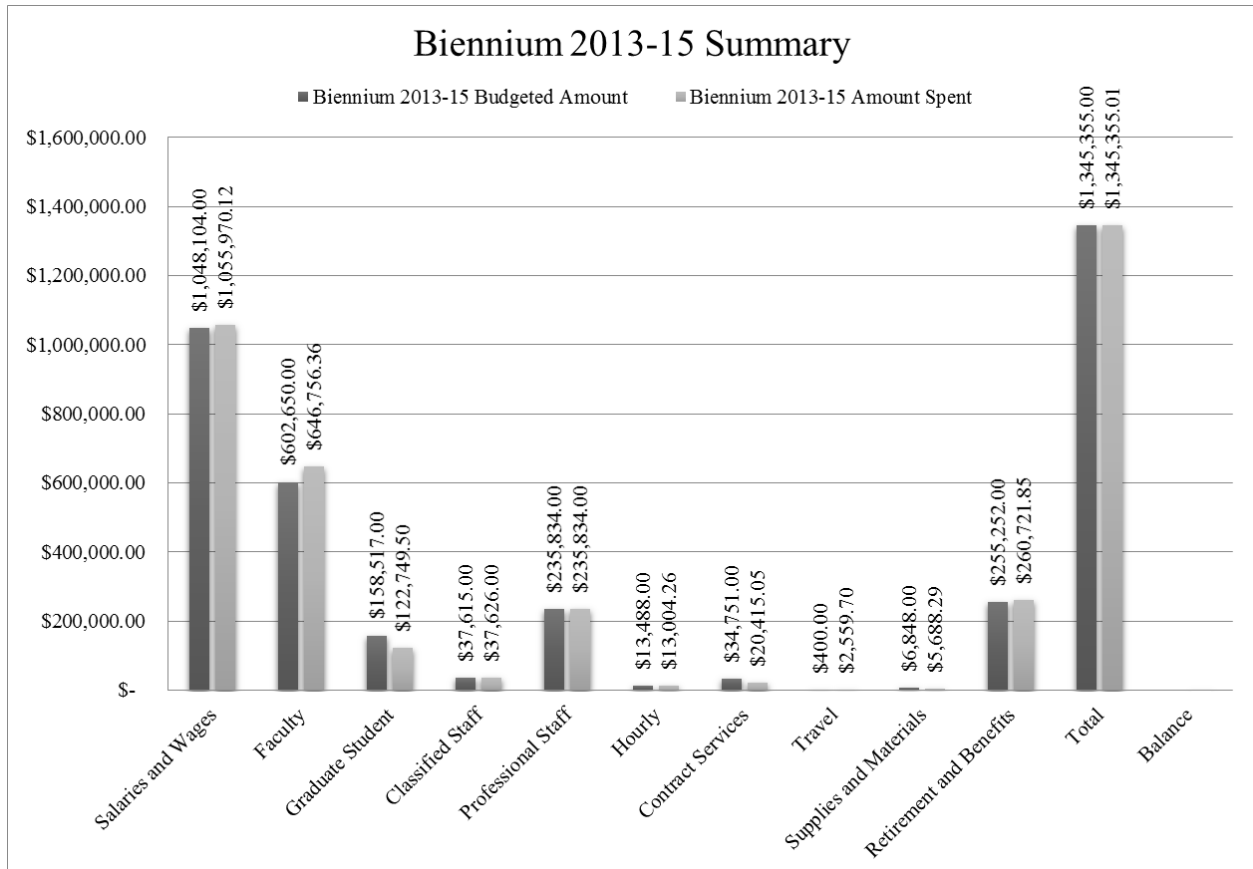
Appendix B-9: Beinnium 2013-15 Budgeted Amount



Appendix B-10: Biennium 2013-15 Amount Spent



Appendix B-11: Biennium 2013-15 Summary



Appendix C

Faculty

Appendix C-1: CHID Faculty, 2015-2016

Name	Title	Departmental Affiliations
Nicolaas Barr Clingan	Director of International Programs and Part-Time Lecturer	Comparative History of Ideas, History
Mary Childs	Part-Time Lecturer	Comparative History of Ideas, Comparative Literature, Slavic Languages and Literatures
Caroline Chung Simpson	Associate Professor	Comparative History of Ideas, English
Erin Clowes	Part-Time Lecturer and Outreach Coordinator, CHID International Programs	Comparative History of Ideas
Annie Dwyer	Part-Time Lecturer	Comparative History of Ideas
Maria Elena Garcia	CHID Director and Associate Professor	Comparative History of Ideas, Anthropology, Gender, Women and Sexuality Studies, Geography, Jackson School of International Studies, Latin American and Caribbean Studies, American Indian Studies
David Giles	Part-Time Lecturer and CLIP Fellow	Anthropology, Comparative History of Ideas, Interdisciplinary Arts and Sciences (UW Bothell)
Katie Gillespie	Part-Time Lecturer and CLIP Fellow	Geography, Comparative History of Ideas
Keith Harris	Pre-Doctoral Instructor	Comparative History of Ideas, College of Built Environments
Naraelle Hohensee	Part-Time Lecturer	Comparative History of Ideas
Sarah Kremen-Hicks	Graduate Student Instructor	Comparative History of Ideas, English
Tamara Myers	Part-Time Lecturer	College of Education, Comparative History of Ideas
Terrence Schenold	Pre-Doctoral Instructor	Comparative History of Ideas, English
Anu Taranath	Senior Lecturer	English, Comparative History of Ideas
Phillip Thurtle	Associate Professor	Comparative History of Ideas, Anthropology, History
John Toews	Professor	History, Comparative History of Ideas
Nancy White	Part-Time Lecturer and CLIP Fellow	Comparative History of Ideas

Appendix C-2: CHID Affiliate Faculty 2015-2016

Name	Title	Department
Jose Alaniz	Associate Professor	Slavic Languages and Literatures, Disability Studies Program
Sareeta Amrute	Assistant Professor	Anthropology
Jordanna Bailkin	Professor	History
Jennifer Bean	Associate Professor	Comparative Literature, Cinema and Media
Katherine Beckett	Professor	Sociology and Law, Societies, and Justice
Daniel Bessner	Assistant Professor	Jackson School of International Studies
Richard Block	Associate Professor	Germanics
Pat Brown	Clinical Associate Professor	Department of Rehabilitation Medicine
Sherrie Brown	Associate Director	University Center for Excellence in Developmental Disabilities
Nicole Cailan	Part-Time Lecturer	Germanics
Tamara Cooper	Lecturer	Comparative Literature, Cinema and Media
David Domke	Professor	Communications
Kathie Friedman	Associate Professor	Jackson School of International Studies
Ellen Garvens	Chair and Professor	Photomedia
Anthony Geist	Professor and Chair	Spanish and Portuguese Studies
Sara Goering	Associate Professor	Philosophy
Sara Gonzalez	Assistant Professor	Anthropology
Michelle Habel-Pallan	Associate Professor	Gender, Women, and Sexuality Studies
Gillian Harkins	Associate Professor	English
Daniel Hoffman	Associate Professor	Anthropology
Jason Johnson	Associate Dean	Undergraduate Academic Affairs
Sunila Kale	Assistant Professor	Jackson School of International Studies
Victoria Lawson	Professor	Geography
Tony Lucero	Associate Professor	Jackson School of International Studies
Louisa Mackenzie	Associate Professor	French and Italian Studies
Dian Million	Associate Professor	American Indian Studies
Devin Narr	Assistant Professor	History and Jewish Studies
Gina Neff	Associate Professor	Communications
Christian Novetzke	Associate Professor	South Asia Program and Comparative Religion Program
Vincente Rafael	Professor	History
Chandan Reddy	Associate Professor	English and GWSS
Brian Reed	Professor	English

Sonnet Retman	Associate Professor	American Ethnic Studies
David Ribes	Associate Professor	Human Centered Design and Engineering
Ileana Rodriguez-Silva	Associate Professor	History
Axel Roesler	Associate Professor	Art (Design)
Leroy Searle	Professor	English & Comparative Literature
Laurie Sears	Professor	History
Maya Smith	Assistant Professor	French
Matthew Sparke	Professor	Geography
Janelle Taylor	Professor and Chair	Anthropology
Lynn Thomas	Professor and Chair	History
Doug Underwood	Professor	Communications
Adam Warren	Associate Professor	History
Richard Watts	Associate Professor	French
Alys Weinbaum	Associate Professor	English
Sasha Welland	Associate Professor	Anthropology and GWSS
Joanne Woiak	Lecturer	Disability Studies
Kathleen Woodward	Professor	English and Simpson Center for the Humanities (Director)
Megan Ybarra	Assistant Professor	Geography
Shirley Yee	Professor	Gender, Women, and Sexuality Studies
Glennys Young	Professor	History