Self Study Report

Name of unit:	Individual Ph.D. Program
School/College:	The Graduate School
Degree offered:	Doctor of Philosophy, Individual Ph.D.
Year of last review:	2002/2003
Chair/Director:	Gordon Bradley, Professor Forest Resources, Box 352100 685-0881, gbradley@u.washington.edu
Program Coordinator:	Jean Rogers, Program Operations Specialist Graduate School, Box 352192 543-6398, jeanp@u.washington.edu
Date Submitted:	Winter 2010

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Executive Summary

The Individual PhD program's primary role is to offer opportunities for exceptional and highly motivated students in high academic standing to achieve a PhD in areas of study where other UW PhD degree-offering units cannot accommodate the students due to the highly interdisciplinary nature of their research interests. This special program allows students to integrate coursework and recruit supervisory committee members from two or more UW PhD degree-offering units so as to form a program of study without having to satisfy each academic unit's individual requirements. Many programs involve an international component and all require students to enter the program with a dissertation proposal approved by their established guiding committee.

PART A. Background Information

Section 1: Overview of Organization

Mission & Organizational Structure

1. **Describe the overall mission of the unit. What does the unit believe in and what are its goals?** The Graduate School maintains the Individual Ph.D. degree granting unit, the Individual Ph.D. (IPhD) Program, for exceptionally able students in high academic standing whose objectives for study are so truly interdisciplinary that they cannot be met within one of the University units authorized to grant the Ph.D. degree. The Program is intended for dissertation topics which require supervision from two or more of the academic units through which the University offers the Ph.D. degree. Each of these individual programs is designed by a student with a considerable amount of input and continued guidance from the student's supervisory committee. This Program is managed by an IPhD Program Coordinator , headed by a faculty Director, and overseen by an Associate Vice Provost & Associate Dean of the Graduate School.

2. **List: Graduate degrees offered in the unit**
   Doctor of Philosophy, Individual Ph.D.

3. **How is the academic and non academic staffing within the unit distributed?**
   The unit is managed by one non-academic staff person who serves as program coordinator and one faculty program director. Both positions are part time. Gordon Bradley, whose faculty appointment is with the School of Forest Resources, is the program director, and Jean Rogers is the program coordinator.

4. **Describe the manner in which shared governance works in the unit, along with how the unit solicits the advice of external constituents.**

The governance structure of the unit is provided by a five person Standing Review Committee comprised of faculty from the Departments of Education and Women Studies, the School of Forest Resources, and the College of Engineering. The review committee participates in the annual review of student progress and the admissions process. Reports on student activities and student progress are provided annually by the students and their academic advisor in consultation with their graduate program advisory committee.

Budget and Resources

1. **Outline the unit's budget**
   The budget for the IPhD program consists of 15% of the program coordinator's time (@ $8865 annually) and two weeks of summer salary for the program director ($5, 892.50 annually). A residual budget of initially $10, 000 has been available to the program over the years to offset nominal expenses for students for travel to conferences to present their work, and for periodic meetings to bring IPhD students and faculty together. The account has not been supplemented on a regular basis and at this time is almost depleted.

2. **How does the unit evaluate whether it is making best use of its current funding and human resources**
   Given the limited amount of both funding and human resources devoted to this program an explicit and systematic evaluation does not occur. However the director and coordinator do meet annually to discuss the overall program and determine where appropriate changes may be warranted.

3. **Describe any fund-raising/development plan, or grant/contract-getting strategies used to seek additional funding**.
   Grant and contract getting efforts are initiated by the IPhD students. This is done individually or in collaboration with their graduate program advisors. An IPhD advancement effort has not been a part of the program.

Focus of the remainder of the self study

Because of the nature of the IPhD program the remaining sections of the self study will provide a general discussion of the relevant topics for each section rather than a response to each specific question in the self study guidelines. Many of the questions of the self study are more appropriate for programs with specific curricula, coursework and a permanent faculty. The primary purpose and resources of the IPhD program are devoted to facilitating the coordination, collaboration and progress of student's programs with their faculty advisors in the completion of highly interdisciplinary graduate studies.

Section 2: Teaching and Learning

Student Learning Goals and Outcomes

Annually, students meet with their committee to review their course of study. The administrators of the program make sure the student proceeds as planned (and does not deviate from the original plan). During an annual gathering of the students and chairs, program participants are reminded of the program requirements (both programmatic and graduate school), the funding opportunities, and discussion takes place to address any issues that the students and faculty may have. Annual progress reports are solicited and collected from students and committee chairs. Spring quarter of each year the Standing Review Committee meets to review progress reports of current students.

All students have an opportunity to address their satisfaction with their program and advisors in the annual progress reporting process. In addition, the program coordinator and director meet informally with the students to discuss how their programs are progressing and any issues that they may have. This is done on an annual basis during a lunch meeting at the UW Club.

Instructional Effectiveness

The IPhD Program does not offer coursework. Students take their formal course work from a variety of departments on campus and the effectiveness of instruction is evaluated according to each department's respective standards and procedures. Opportunities for students in the program to engage in teaching is arranged between the student and their graduate program advisor. This may involve teaching assistant responsibilities, or in some cases offering a course with full instructor responsibilities. Opportunities for assistance in instructional effectiveness are available through the UW's Center for Instructional Development and Research.

Teaching and Mentoring Outside the Classroom

An explicit recruiting effort is not employed in the IPhD program as the intention is to maintain a program of about five to ten active students. This level of activity is achieved through simply listing the availability of the program on the UW Graduate School website. The program coordinator fields many program inquiries each year, which leads to three or four serious applications. Students who apply to the program are from within the UW and are either finishing a master's program, or transferring from another PhD program. Given the application requirements a student must be closely acquainted with the programs of the University and the faculty with whom they will be working in order to assemble a successful application. This would be difficult for an applicant who was not intimately familiar with the institution. In fact, as a part of the last review, it was recommended by John Slattery, Associate Dean for Academic Programs, that there be "no recruitment outside the UW campus."

As noted earlier, academic progress is evaluated annually in a variety of ways. Students meet with their committee annually to review their course of study and then both student and advisor submit an annual progress report. The administrators of the Program make sure the student proceeds as planned and does not deviate substantially from the original plan unless approval is

given by both the advisor and program director. In addition, during an annual gathering of the students and chairs in the program, they are reminded of the requirements (both programmatic and graduate school), the funding available, and discuss any issues they may have. Finally during spring quarter of each year the IPhD Standing Review Committee meets to review progress reports of current students.

Preparation for opportunities and success after completing the program is addressed in different ways. The UW Graduate School provides a full service menu of guidance on mentoring and professional development that is available to the students. In addition, students are encouraged to present their work at professional meetings. Although the IPhD program historically has not had a substantial budget, students are made aware that resources are available to enable their attendance at meetings to advance their careers and build their professional networks.

Section 3: Scholarly Impact

IPhD students and graduates continue to impact various fields through their highly interdisciplinary pursuits, performing vibrant, cutting-edge research. Since the last program review of 2002/2003, there have been two graduates, Ainius Lasas and Maura O'Neill (both graduates of 2009).

Ainius Lasas' dissertation was entitled, "Burdened by History: EU and NATO enlargements through the lenses of collective guilt," and it focused on the role of the European Union in the transition of the Baltic States, specifically examining how European norms influenced the political and socioeconomic transformations in Estonia, Latvia, and Lithuania. His supervisory committee included faculty members from Scandinavian Studies, Political Science, and International Studies. Ian is now at the United Nations University in Tokyo, and he continues to publish in journals on the Baltic region.

Maura O'Neill's dissertation is entitled. "Cognitive Myopia: A thinking error that can result in serious judgment and decision-making mistakes." Maura examined biological gender differences that might explain differential outcomes for men and women in business. Maura had faculty members on her committee from Biology, Women Studies, and Psychology. Maura is a faculty lecturer at the Haas School of Business, University of California, Berkeley, the School of Business, Columbia University, and is Chief of Staff and Senior Advisor for Energy and Climate to Undersecretary for Research, Education and Economics, US Department of Agriculture.

Katherine Larson, a current student in the program, is working on a study of the warp-weighted loom as employed in the Norwegian double-weave tradition. Her research falls into three parts: a textile analysis, a study of probable technique, and a consideration of the historical context. On her supervisory committee are faculty members from Scandinavian Studies, Art, and History. Kay has received funding for several research trips to Norway, and was offered a spot on the UW/University of Bergen Faculty Exchange as a graduate student researcher on her last visit to

Norway in Autumn 2009. She is currently completing the writing of her dissertation, planning to defend in June 2010.

Section 4: Future Directions

The Individual PhD program was established to fill an important need in the University of Washington at a time when there were few opportunities to do interdisciplinary work. Over the years, several interdisciplinary programs have emerged that link specific disciplines. However the IPhD remains unique in many respects and is distinguished from other programs by the broad mix of disciplines that comprise the research of IPhD students, and the clarity of purpose and organization that is required of entering students. As a part of the application process, students in effect are defending their dissertation proposals at entry, while traditional PhD students defend their work as part of their general exams that usually occurs at least two years into their programs. Therefore, while the program captures the interdisciplinary nature of other programs on campus, it remains somewhat unique. Also, the program has always supported a small student population and that remains true today. It is the intent of the program to remain small in student numbers, low cost in terms of faculty and staff support, and provide opportunities for highly motivated students with a clear sense of graduate program purpose. This is a special niche that is not filled by other programs of the University.

In addition, IPhD students continue to do interesting, high quality work, and in many cases their work is situated in an international context. The employment record of graduates is comparable to other PhD graduates who traditionally go on to academic teaching, research and consulting positions.

Section 5. Supporting Program Information

1. Current Students
2. Standing Review Committee
3. Program Materials
4. List of Graduates of the Program
5. Enrollment statistics

Individual PhD Program Students
2009-2010

LNAME	FNAME	Year entered	Cand.?	Interest	Advisor(s)	
Campbell	Ryan	Autumn 2008	no	Electric power systems engineering education	Wilson, Co-Chair	Electrical Engineering
					Bell, Co-Chair	Educational Psych.
					Strunz	Electrical Engineering
					Turns	Technical Communication
					Anderson, GSR	Computer Sci & Engrg.
Cange	Charles	Autumn 2009	no	Post-conflict health in Kuwait	Grembowski, Chair	Health Services
					Emond, GSR	Biostatistics
					Paicheler	Sante et Societe
					Price	Nursing
Greenfield	Derek	Autumn 2001	no		Bilaniuk, Chair	Anthropology
					Banks	Education
					Bonus	American Ethnic Studies
					Lott	Education
					Varghese	Education
Haggerty	Kevin	Autumn 2008	no	Prevention science; biology & environmental interactions	Catalano, Chair	Social Work
					McMahon	Psychology
					Abbott	Educational Psychology
					Spieker	Family & Child Nursing
					Booth-Laforce, GSR	Family & Child Nursing
Larson	Katherine	Autumn 2006	yes	Scandinavian textile history	Leiren, Chair	Scandinavian Studies
					Yee, GSR	Women Studies
					Hevly	History
					Cabeen	Art
Mennet	Lisa	Winter 2001	yes	Infant mental health	Speiker, Chair	Family & Child Nursing
					Abbott, GSR	Education
					Huebner	Public Health
					Meltzoff	Psychology
					Repacholi	Psychology

Faculty Name	**Rank**	**Department / Research Specialty**	**Adjunct/Affiliate Appointments**
Gordon Bradley, **Director**	Professor	**Forest Resources,** Forest land use planning, Conservation area planning and design	Urban Design and Planning, Landscape Architecture, Urban Design and Planning Group (Interdisciplinary)
Michael T. Brett	Professor	**Civil & Environmental Engineering** , Eutrophication and food web and nutrient regulation of algal biomass and secondary production in lakes.	
Angela B. Ginorio	Associate Professor	**Women Studies,** women and science, violence against women, sexual harassment, racial identity among Latino/as, educational access issues	American Ethnic Studies, Psychology
Susan Nolen	Professor	**Educational Psychology,** Achievement motivation in educational settings, development of motivation, relationship of motivation and learning,	
Clare Ryan	Professor	**Forest Resources,** Natural resource policy and administration, environmental conflict management, water policy.	Marine Affairs

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Individual Ph.D. Program

Application Requirements

The Individual Ph.D. Program has demanding application requirements and a strict deadline. The following original documents and 10 copies of each must be provided by the stated deadline in support of an Individual Ph.D. proposal:

1. A completed Individual Ph.D. Program Application and a copy of a completed Graduate School Application for Admission.
2. Statement of purpose which indicates the scope and objectives of the proposed program of study and research, its theoretical significance and/or practical importance; justification of the program's interdisciplinary nature; and substantiation that the University has the necessary resources to support such a program.
3. A detailed description of the dissertation plan (approximately 6 pages/maximum of 10 pages).
4. A proposed program of study which lists by field the actual coursework completed and those courses still to be completed, and includes comments on the nature and relevance of preparatory work already completed and in progress.
5. A tentative schedule for completing these activities.
6. One copy of transcripts from colleges or universities attended.
7. Statement indicating to which other University programs the student has applied and the results of the applications.
8. Education Testing Service record of Verbal, Quantitative and Analytical Graduate Record Examination scores (scores submitted should not be older than 10 years).
9. A bio-sketch from the Chair of the proposed Supervisory Committee, including previous experience in supervising Ph.D. students.
10. Letters of evaluation from each member of the proposed Supervisory Committee, specifying in detail how each member will participate in guiding the student's program. The letter from the Chair should also include what forms of basic graduate support will be made available to the student such as office or lab space, computer availability, teaching or funding opportunities. These letters should be mailed directly to the IPhD Program Coordinator at: IPhD Program, Interdisciplinary Programs, University of Washington, 311 Loew Hall, Box 352192, Seattle, Washington 98195.
11. Resume
12. A maximum of 2 letters of personal recommendation is accepted but not required.

Application Due Date: February 1st
Applications submitted after this date will not be considered

Decision Due Date: May 31st

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Individual Ph.D. Program

INDIVIDUAL PH.D. (IPhD) PROGRAM APPLICATION
UNIVERSITY OF WASHINGTON -- The Graduate School

Applicant Name:	_____	**UW Student #:**	_____
E-mail Address:	_____	**Telephone #:**	_____
Mailing Address:	_____		
	_____		
Present academic unit:	_____		
Last quarter at UW:	_____		

Previous Degrees:	**Degree**	**Field**	**University**	**Year Awarded**

Proposed Field of Study:	_____
Tentative Dissertation Title:	_____

Proposed Supervisory Committee Statement

We find that this proposed Individual Ph.D. Program is (1) a well-considered program not now provided for within the academic units authorized to offer a Ph.D. program at the University and is adequate preparation for the Ph.D. degree; (2) that the existing library, laboratory and research facilities are adequate for this special program; and (3) that the applicant is qualified to attempt the program.

We are willing to serve as a Supervisory Committee for the applicant's program and, if the application is approved, we accept the responsibility of conducting an annual review of the student's progress to be submitted to the Standing Review Committee in addition to ensuring that coursework, research requirements and the General and Final Exams are completed in a timely manner.

	Name	**Department**	**Signature**	**Date**
Chair:	_____			
Members:	_____			
	_____			
	_____			
	_____			

Please indicate members of the Graduate Faculty with an asterisk (*)

All the above information is complete and accurate and I have submitted an original proposal along with 10 copies of this application and 10 copies of the proposal by the deadline of February 1st.

_____	_____
Applicant Signature	

Individual Ph.D. Program Applicant Evaluation

The Graduate School

Applicant:
Application Qtr & Year: Autumn 2010

1) Could this proposed dissertation be handled within your department's Ph.D. program? Yes: _____ No: _____

2) Has this applicant applied to your department's Ph.D. Program? Yes: _____ No: _____

3) If yes, what was the outcome and why was this decision made?

4) How does this applicant compare academically with others applying to your Ph.D. program?

5) Do you think the proposed committee members are appropriate? Yes: _____ No: _____

6) If no, what changes would you recommend?

7) We would appreciate any additional comments concerning this applicant, his/her qualifications for an interdisciplinary Ph.D. program, and the appropriateness of the proposal for the IPhD Program (please attach additional page if necessary).

Print Name _____ Signature _____ Date _____

Please return this form to the IPhD Coordinator, Jean Rogers, Box 352192, by Monday, March 9th. Thank you!

IPhD PROGRAM MANUAL

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OVERVIEW

The Individual Ph.D. (IPhD) Program is maintained by the Graduate School for students whose graduate studies are so interdisciplinary their programs cannot be developed and completed within an established University of Washington (UW) unit. Each of these programs is designed by the student with a considerable amount of input and continued guidance from the student's Supervisory Committee. Upon successfully completing the program, students will receive a Ph.D. in the program of Individual Ph.D. and, depending upon the students' individual programs, will have prepared themselves for careers in fields that may include academia, business/industry, government or research.

It is the responsibility of the Graduate School to provide the IPhD Program with a Coordinator who manages the Program's operations, advises and assists students with those operations, and acts as a liaison between the students, the faculty and the Graduate School. It is the responsibility of the students to familiarize themselves with all Graduate School requirements and policies as described in the UW *General Catalog* and Graduate School Memoranda and web pages, all IPhD Program requirements and policies as described in this Program Manual, and to adhere to their Individual Programs' courses and requirements as approved by their supervisory committees and the Dean of the Graduate School. It is the responsibility of the supervisory committees to guide and mentor the IPhD students throughout their graduate careers, ensuring that coursework, research requirements and the General and Final Exams are completed in a timely manner with an additional responsibility of conducting an annual committee meeting and review of the students' progress.

IPhD students receive their degrees after completing their individual programs, passing a General Exam to receive candidacy, successfully defending their dissertations at a Final Exam, and submitting acceptable dissertations to the Graduate School. The Graduate School requires a student to complete graduate studies within 10 years from the time of entry into a graduate program and the IPhD Program strictly follows this requirement.

IPhD PROGRAM OFFICE

Coordinator:	Jean Rogers
Location:	311 Loew Hall
Telephone/Fax:	(206) 543-6398/(206) 543-8798
E-Mail:	jeanp@u.washington.edu

The IPhD Program's Coordinator works within the Graduate School's Division of Student Services. The Coordinator assists current IPhD students and faculty with administrative operations and advises them about IPhD Program and Graduate School requirements. In addition, the Coordinator answers inquiries about the Program and manages the application and admission processes.

GRADUATE SCHOOL REQUIREMENTS

A. BASIC REQUIREMENTS

IPhD students are required to satisfy all Graduate School requirements in addition to IPhD Program requirements and individual program requirements. Listed here is a brief synopsis of Graduate School requirements. Refer to the UW *General Catalog* or the Graduate School web site at http://www.grad.washington.edu/area/currstuds.htm for complete details.

- A minimum of 90 credits must be completed
- A minimum of 60 credits must be completed at the UW
- A minimum of 60 credits must be completed prior to the General Exam
- At least 18 credits at 500 level and above must be completed
- At least 18 numerically graded credits at 400/500 level must be completed prior to the General Exam
- A minimum of 27 dissertation credits over a period of at least three quarters must be completed
- Registration and completion of credits is required for quarters of the General and Final Exams
- A minimum cumulative GPA of 3.00 must be maintained
- The doctoral degree must be completed within ten years from start of graduate study

B. SUPERVISORY/READING COMMITTEES

Once admitted to the IPhD Program, a student's proposed committee is officially established by the Graduate School. No later than the end of the first quarter of study, the student must convene a committee meeting to review and refine the initial proposal. At this time the IPhD Supervisory Committee Meeting Report form must be completed, signed by the committee and the student, and submitted to the IPhD Program's Coordinator for approval by the Dean of the Graduate School. This report will be placed in the student's file and reviewed by the IPhD Program's Coordinator prior to the student's General Exam. Should any requirements listed on this report not be completed, a "Departmental Contingency" will be placed on the warrant for the General Exam and candidacy will not be granted until the contingency has been met.

The interdisciplinary nature of an IPhD supervisory committee must remain intact; thus, committee changes are infrequent. However, when a committee change must occur, a student should email the proposed change, approved by the Supervisory Committee Chair, to the program coordinator. Each faculty member concerned must confirm via email their consent to the change. After a student successfully completes the General Exam and receives candidacy, a reading committee must be formed consisting of the entire supervisory committee. A student should contact the program coordinator (Jean Rogers, 543-6398, jeanp@u.washington.edu) to set this up.

For additional information regarding supervisory/reading committees refer to the UW *General Catalog* and Graduate School Memorandum #13 at http://www.grad.washington.edu/Acad/gsmemos/gsmemo13.htm.

C. EXAMS

General and Final Exams must be successfully completed to receive a Ph.D. The format of the General Exam is determined by the supervisory committee and should be agreed upon during the first committee meeting. If written exams are included, copies of the completed exams must be submitted to the IPhD Program's Coordinator for the student's file. Once the General Exam is successfully completed and the warrant has been submitted to the Graduate School, the student becomes a Candidate and usually devotes the remainder of study towards research and writing of the dissertation.

A Final Exam is scheduled after the reading committee has read a complete draft of the dissertation and the entire supervisory committee agrees the student is prepared to defend the

dissertation. Upon successfully completing the Final Exam, the warrant and the dissertation are submitted to the Graduate School and the degree is conferred.

For complete instructions regarding General and Final Exams refer to the UW *General Catalog* or to the Graduate School web site at http://www.grad.washington.edu/area/currstuds.htm.

D. SUBMITTING THE DISSERTATION

After successfully completing the Final Exam a student must submit two original copies of the dissertation to the Graduate School, following all formatting requirements as outlined in the Graduate School's Style and Policy Manual for Theses and Dissertations. The manual is available on-line at http://www.grad.washington.edu/stsv/stylman/00stylman.htm or from Graduate Student Services, G-1 Communications Building. An IPhD student is required to include all supervisory committee members' signatures on the signature page. The IPhD Program does not require a student to submit an additional dissertation copy for its records.

IPhD PROGRAM REQUIREMENTS

A. REGISTERING FOR 600 AND 800 LEVEL CREDITS

When registering for 600 level (independent study) and 800 level (dissertation) credits, an IPhD student must register for IPHD credits. Faculty codes will be assigned by the IPhD Program's Coordinator; the quarterly Schedule Line Numbers (SLN) are located in the UW Time Schedules. The number of 600 level credits is determined by the student's approved course of study. If additional 600 level credits are needed, the student should request a letter from the Supervisory Committee Chair that states the purpose and indicates the Chair's approval for the additional credits. The letter should be submitted to the IPhD Program's Coordinator for approval by the Program's Graduate Program Coordinator (GPC - faculty advisor). A minimum of 27 credits at the 800 level is required by the Graduate School. An IPhD student is allowed to register for up to 10 credits of 800 the same quarter candidacy is received.

B. ON-LEAVE STATUS

An IPhD student may request up to one academic year (3 quarters) of on-leave status. A letter from the Supervisory Committee Chair recommending the leave and a Petition for On-Leave Status form must be submitted to the IPhD Program's Coordinator for approval by the Program's

GPC. Under extenuating circumstances and with the approval of the Supervisory Committee Chair and the GPC, additional leave may be allowed.

C. ANNUAL PROGRESS REPORTS

Each year the IPhD Review Committee meets to admit applicants to the IPhD Program, to review IPhD Program policies and to review the progress of current IPhD students. In order to accomplish the latter task, it is imperative that supervisory committee chairs complete and submit the Individual Ph.D. Progress Report that is sent to them in winter quarter. These reports are essential for monitoring a student's program and progress and are used as aids in determining satisfactory progress for Graduate School purposes. The student is responsible for convening an annual committee meeting to discuss the progress and academic goals for the following year. Additionally, it is strongly recommended that the Chair and student meet to discuss the content that will be stated within the report.

In addition, an IPhD student is required to submit a paper (2 – 4 pages) describing his/her progress and research during the past academic year. This paper should include information regarding any seminars attended, papers published and awards/honors received. This paper should be completed and submitted to the IPhD Program's Coordinator for review by the IPhD Review Committee. Submittal deadlines will vary each year and sufficient notice of the due dates will be given to students and faculty.

D. FUNDING

The IPhD Program is supported by the Graduate School with very limited resources and funds. Upon entering the Program, IPhD students and faculty advisors should be aware of their funding responsibility. Students are required to report their source of funding to the IPhD Program's Coordinator annually or, if at anytime during the academic year, a change of funding occurs.

E. LOW SCHOLARSHIP AND UNSATISFACTORY PROGRESS

An IPhD student must satisfactorily meet all Graduate School and IPhD Program requirements as stated in the UW *General Catalog*, Graduate School Memoranda and this Program Manual. A student's progress is reported in the annual progress report completed by the supervisory committee chair and reviewed by the IPhD Review Committee. If the Review Committee is not satisfied with a student's progress, it will recommend probationary action to the GPC.

F. GENERAL INFORMATION

An IPhD student is responsible for keeping all personal data current with the IPhD Program's Coordinator. Additionally, address and telephone number changes should always be updated in the STAR system, name changes are handled in-person at the Registrar's Office and changes to e-mail accounts can be processed in MyUW.

INDIVIDUAL PROGRAM REQUIREMENTS

An IPhD student is recommended for admission into the Program based on a detailed program of study designed by the student and approved by the IPhD Review Committee. The Graduate School accepts the recommendation of the Review Committee to admit a student into the Program and requires the student to adhere to the individualized program that allowed him/her to enter the Program. Within the first quarter of study, an IPhD student should convene a supervisory committee meeting to review and refine the individual program. At this time an IPhD Supervisory Committee Meeting Report form must be completed and submitted to the IPhD Program's Coordinator for approval by the Dean of the Graduate School. This report will serve as a guide for the Graduate School to determine whether a student is satisfying the individual program requirements and ensure the start of a quality Ph.D.

Each individual program is comprised of a unique group of academic units, and faculty members from those units have agreed to accept the higher level of responsibility of serving on an IPhD student's supervisory committee. Each faculty member brings his/her expertise to the individual program and has an essential role within the committee. If any member should leave a committee or if a student should have a substantive shift in the nature of study, a meeting needs to be scheduled with the IPhD Program's Coordinator to discuss the individual's continued appropriateness in the IPhD Program.

REQUIREMENTS CHECKLIST

Beginning the Program

- ☐ Officially establish supervisory committee with the Graduate School
- ☐ Convene a committee meeting and submit the IPhD Supervisory Committee Meeting Report

Preparing for the General Exam and Candidacy

- ☐ Complete appropriate Graduate School residency requirements (page 3 of this Program Manual)
- ☐ Complete individual program requirements as approved in the IPhD Supervisory Committee Meeting Report
- ☐ Submit written exams, if any, to the IPhD Program's Coordinator
- ☐ Schedule the General Exam and submit a Request for General Examination to the IPhD Program's Coordinator at least 3 weeks prior to the exam
- ☐ Return signed warrant to the IPhD Program's Coordinator

Preparing for the Final Defense and Doctorate

- ☐ Officially establish Reading Committee with the Graduate School
- ☐ Schedule the Final Exam and submit a Request for Final Examination to the IPhD Program's Coordinator at least 3 weeks prior to the exam
- ☐ Return signed warrant to the IPhD Program's Coordinator
- ☐ Submit two original copies of the dissertation to the Graduate School

Annual Requirements

- ☐ Report funding to the IPhD Program's Coordinator
  (Autumn Quarter or anytime a change of funding occurs)
- ☐ Convene a committee meeting
  (Autumn or Winter Quarter)
- ☐ Submit the Individual Ph.D. Progress Report (must be submitted by the Chair)
  (Winter Quarter)
- ☐ Submit paper describing progress and research from the past academic year
  (Winter Quarter)

IPhD Supervisory Committee Meeting Report - *Revised*

Student Name: _____

Please list the coursework that must be completed prior to the General Exam:

Department Course Number & Title

_____

_____

_____

_____

_____

_____

_____

Does the student have a language requirement(s)? **Yes ☐** **No ☐**

If yes, what language requirement(s) must be met?

_____

Please describe the formats to be used for any preliminary exams and for the General Exam:

_____

_____

Proposed dissertation title: _____

Tentative dates for completion of exams: **General** _____ **Final** _____

After reviewing the student's initial proposal, we held a committee meeting with the student and have agreed to the above-listed requirements.

Supervisory Committee Names (Printed)	**Signatures**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____ _____

Student signature **Date**

_____ _____

IPhD Graduate Program Coordinator signature **Date**

Individual Ph.D.
2009-2010 Progress Report

Student: _____ Student #: _____

Field of Study: _____ IPhD Entry Date: _____

Chair: _____ Department: _____

Currently enrolled: _____ Currently On-Leave: _____

On-Leave Dates: _____

Quarter General Exam completed: _____

Number of dissertation credits completed: _____

Please complete the following:

1. Has the student completed all required coursework? ☐ Yes ☐ No

2. Has the student met all foreign language requirements? ☐ Yes ☐ No
   If not applicable, please check ☐

3. Has the supervisory committee met with the student during the past year? If yes, how many times has the committee met? ☐ Yes _____ ☐ No

4. What is the student's anticipated graduation date? _____

5. Is the student making satisfactory progress? ☐ Yes ☐ No

Please provide a brief summary of the student's progress towards the Ph.D. degree during the 2009-2010 academic year, including a statement describing his/her academic goals for the next year.

_____
Signature Date

Please return this form to the IPhD Coordinator, Box 352192, by Friday, April 10th.

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Individual Ph.D. Program

Individual Ph.D. Program Graduates

Name	Dissertation Title	Chairperson, Department	Published
Patrick Edward Connor	Reward protocols in technical organizations: interpersonal competence versus technical competence	William G. Scott, Business Administration	1970
John Glennace Varni	Cognitive and physiological control of bilateral differences in autonomic activity	Hans O. Doer, Psychiatry and Psychology	1971
Carl John Jensema	An application of latent trait mental test theory to the Washington pre-college testing battery	Clifford E. Lunneborg Psychology	1972
George Alfred Racette	Risk and the required rate of return	William W. Alberts, Business Administration	1972
Kathryn Elaine Barnard	The effect of stimulation on the duration and amount of sleep and wakefulness in the premature infant	Helen Bee Douglas, Psychology	1972
Chan Jin Kim	Foreign investment of Korea: Law and Administration	Dan F. Henderson, School of Law	1972
Dennis Schuetzle	Computer controlled high resolution mass spectrometric analysis of air pollutants	A.L. Crittenden, Chemistry and R.J. Charlson, Civil Engineering	1972
Joseph Patrick Geraci	Nucleic acid metabolism in X-irradiated rat thymocytes	Gerald M. Christensen, Radiology	1972
Henry Albert Kennedy	A behavioral study of the usefulness of financial ratios	Lee Roy Beach, Psychology	1973
Mary Louisa Baird Carlsen	A four-year retrospective view of the educational experience of a group of mature women undergraduate students	Maurice Freehill, Education	1973
Sharon Leanne Zablotney	Antigenic analysis of human cytomegaloviruses	George E. Kenny, Pathobiology	1973
Joel Thomas Champion	Some consequences of rapid managerial succession in complex organizations	William G. Scott, Business Administration	1973
Warren T. Hinds	An ecological assessment of energy and cargon pathways in swards of Bromus Tectorum L. on contrasting slope exposures	Roger Del Moral, Botany	1974
Rose Therese Sullivan	The subculture of the aging and its implications for health and nursing care to the elderly	Madeleine M. Leininger, Nursing	1974
James W. Balsiger	A computer simulation model for the eastern Bering Sea king crab population	D. Chapman, Fisheries	1974
Alan George Fantel	Fetomaternal potassium relations	Marshall T. Newman, Anthropology	1974
Michael John Meighan	Some characteristics of conversational behavior among people in a natural setting	Robert L. Burgess, Sociology	1974
Frederick William Allendorf	Genetic Variability in a species possessing	William K.	1975

	extensive gene duplication: Genetic interpretation of duplicate loci and Examination of genetic variation in populations of rainbow trout	Hershberger, Fisheries	
Beverly M. Horn	An ethnoscientific study to determine social and cultural factors affecting Native American Indian women during pregnancy	Madeleine M. Leininger	1975
Leo Edward Lindbloom	A catheter system for measuring blood vessel cross sectional area and blood pressure	Charles A. Sleicher, Chemical Engineering	1975
Barbara Jean Martin McArthur	An epidemiological study of nosomial infections attributed to Acinetobacter Calcoaceticus (Herellea Vaginicola) featuring a bacteriocin typing system	C. George Ray, Nosocomial Infections	1976
Charles Richmond Garthwaite	Laboratory control language; a laboratory automation system.	T.M. Kehl, Physiology and Biophysics	1976
Margaret Ann Singer	Attitudes about sex roles and the women's liberation movement as predictors of psychological adjustment and eight case histories of modern and traditional women	Nathaniel N. Wagner, Psychology	1976
Helen Mae Hanlon	Social and organizational influences on the nursing care of the institutionalized elderly	Mildred A. Disbrow, Nursing	1976
William John Young	Impact of the administration of justice on criminal offenders: Perceptions of stigma by men on parole	Ezra Stotland, Program in Society and Justice	1976
John Michael Cook	The planter and the Gael: The Ulster experience in the poetry of John Hewitt and John Montague	Donna Gerstenberger, English	1978
Sylvia Lynj Parriott Youngberg	The effect of cycled and uncycled lighting on the sleep behavior of neonates	Kathryn E. Barnard, Nursing	1978
Susan Tucker Blackburn	The effects of caregiving activities in the neonatal intensive care unit on the behavior and development of premature infants	Kathryn E. Barnard, Nursing	1979
Gary Seiji Morishima	A systems study of natural resource development on the Quinault Indian Reservation	B. Bruce Bare, Forest Resources	1979
Charles Francis Lough	Factors influencing uncertainty in decisions about health and illness problems	Robert F. Rushmer	1979
Marie Jeanette Cowan	Quantification of myocardial infarct size	Dennis D. Reichenbach, Pathology	1979
Tomas Ybarra-Frausto	Three contemporary Chicano poets: Antecendents and actuality	Michael Predmore, Romance Languages	1979
Nancy Kay Johnson	Cultural and psychosocial determinants of health and illness	Samuel F. Dworkin, Medicine	1979
Alice Lee Condgon	Studies on Mycoplasmatales Viruses	George E. Kenny, Pathobiology	1979
David Lloyd Urdal	The biochemistry of tumor associated Gangliotriosyl-ceramide and the use of this Glycolipid as a target for antibody dependent, Avidin mediated drug killing of tumor cells	Sen-itiroh Hakomori, Biochemical Oncology	1980
Jovan Emil Howe	The Soviet theories of primitive history: Forty years of speculation on the origins and evolution of people and society	Lyman H. Legters, Russian and East European	1980
Virginia Dale Adams	The implications of being an obligately outcrossing plant species: With particular reference to Pedicularis and its Bombus Pollinators	Roger del Morel, Botany	1980
Joan Frantz Vesper	The development of ideas, form, and flavor in children's compositions, 2-12	William F. Irmscher, English	1980
William Alexander Pearce	Functional and antigenic aspects of Fimbriae of Neisseria Gonorrhoeae as correlated with	Thomas Buchanhan,	1981

	structure	Immunochemistry of Infectious Diseases	
Sharon Lynn Mates	Neuronal maturation and synapse formation in layer 4 of Macaque Striate Cortex	John S. Edwards, Zoology	1981
Roger Maro Enoka	Muscular control of a learned movement	Robert S. Hutton and Doris I. Miller, Kinesiology	1981
Antje Rubach	Neutron dosimetry with spherical cavity ionization chambers	Donald K. Reynolds, Electrical Engineering	1981
James Joseph Mule	In Vivo studies of local and systemic immune reactions to tumors	Ingegard Hellstrom, Microbiology and Immunology	1981
Robert James Matthews	Thermoluminescent mechanisms in calcium sulphate doped with dysprosium	Thomas G. Stoebe, Division of Metallurgical Engineering	1981
Gerrit van der Wees	Mobility and choice of technology in the development process in rural areas of developing countries: A study of change in northwest Tanzania	Edgar Winans, Anthropology	1981
Marie Elailne Cantino	Electron Microprobe studies of the Acrosome reaction in sea urchin sperm	Dale E. Johnson, Center for Bioengineering	1981
James Haywood Satterwhite	Varieties of Marxist Humanism: Philosophical revision in post-war Eastern Europe	Lyman Legters, Russian/East European Studies	1982
Robert Edward Nelson	Late quaternary environments of the western Arctic Slope, Alaska	Matsuo Tsukada, Botany	1982
Nanette Marie Pyne	The impact of the Seljuq Invasion on Khuzestan: An inquiry into the historical, geographical, numismatic, and archaeological evidence	Michael B. Loraine, Near Eastern Languages and Literature	1982
Dirgham Hanna Sbait	The improvised-sung folk poetry of the Palestinians	Farhat J. Ziadeh, Near Eastern Languages and Literature	1982
Rosalind Ward Gwynne	The Tafsir of Abu Ali al-Jubba: First steps toward a reconstruction, with texts, translation, biographical introduction and analytical essay	Nicholas Heer, Near Eastern Languages and Literature	1982
Michael R. Pendleton	Police Stress: Value disparity, self-esteem and occupational strain	Morton Kroll, Psychology	1983
Wael B. Hallaq	The gate of Ijthihad: A study in Islamic legal history	Farhat Ziadeh, Near Eastern Languages and Literature	1983
Robert David Stevenson III	The ecology of body temperature control of terrestrial ectotherms	Raymond B Huey, Zoology	1983
Lynn Ellen Averill	Elucidation of the mechanism(s) responsible for the decline in B and T lymphocyte Mitogenic activity with age in mice	Norman S. Wolf, Immunopathology-Radiological Sciences	1984
Richard Scott Stephens	Monoclonal antibodies to Chlamydia trachomatis	Cho-chou Kuo, Pathobiology	1984
Andrew Marc Garfinkle	Improvement of small diameter vascular graft performance with glow discharge treatment	Allan S. Hoffman, Center for Bioengineering and Chemical Engineering	1984
Lynn Robert Frumkin	Pharmacological asymmetry in the human brain: Evidence for the differential hemispheric action of amobarbital	John E. Carr, Psychiatry and Behavioral	1984

		Sciences and Psychology	
Neelima D. Courtney	Possible neural control of lipoprotein lipase	Stephen C. Woods, Psychology	1984
Roger Oliver Silfvast	Transferability of management skills between the public and private sectors	Morton Kroll, Public Affairs/Political Science	1985
Bruce E. Torian	Antigens of pathogenic flagellated protozoa	George E. Kenny, Pathobiology	1985
Julianne Clark	The persistence of hierarchy in participatory systems: Yugoslavia, Peru, and a critical theory alternative	Lyman Legters, Russian and East European History	1985
Michael William Corr	An ethnophenology for Kyoto with applications of geographical relativism to East Asian medicine	Eugene J. Hunn, Anthropology	1985
Wilma Lorrene Nicolai	Foundations of cognitive objectivity	Philip S. Dale, Psychology	1986
Paula Rae Sundstrom	Germ tube-specific antigens of Candida Albicans cell walls	George E. Kenny, Pathobiology	1986
Mary Frances Lee Wilkie	The effects of antihypertensive drugs on cognition and performance	Earl Hunt, Psychology	1986
Marjorie Bangs Bennett	Individual and community style in personal narratives of storyteller Del Ringer of North Bend, Washington	Henning Sehmsdorf, Scandinavian Languages and Literature	1986
Mostafa Kamal El-Din Mohamed	Effects of methylmercury on testicular function in Macaca Fascicularis monkeys	N. Karle Mottet, Pathology	1986
Mark Dale Morgan	Thermoluminescent mechanisms of Gamma-Irradiated Calcium Sulfate doped with Dyasprosium	Thomas G. Stoebe, Materials Science and Engineering	1986
Everett Junior Nichols	Carbohydrates of human fibronectins and their transformation-dependent alterations	Sen-itiroh Hakomori, Pathobiology	1986
Frank V. Brozovich	Muscle force and stiffness: Implications for the actomyosin ATPase	Albert M. Gordon, Physiology and Biophysics	1986
Carmen Cecilia Fernandez	Refinement of fish oil for human consumption: engineering investigations	George M. Pigott, Food Science and Technology	1986
Elisa B. Miller	Economic policy in the Soviet Far East, 1965-1980: One aspect of Soviet economics relations in the Asia Pacific Region	Herbert Ellison, USSR – East Asian International Relations	1986
Michael Stafford Donley	An X-ray photoelectron spectroscopy (XPS) study of in-situ fractured reaction bonded silicon nitride (RBSN)	Thomas G. Stoebe, Materials Science and Engineering	1987
Robin Allison Heller-Harrison	Structure and functional interactions of human type VI collagen in extracellular matrix and tissue	William G. Carter, Pathobiology	1987
David H. Monroe	Species and diet related resistance to chemical carcinogens: Biochemical mechanisms of aflatoxin B1 detoxification	David L. Eaton, Environmental Health	1988
Ann Marie Adams	Taxonomy, systematics, and ecology of Helminth Parasites of the Ringed Seal, Phoca hispida Schreber, in Alaskan waters	Robert L. Rausch, Pathobiology	1988
Ghada Bathish Hallaq	Discourse strategies: The persuasive power of early Khariji poetry	Farhat J. Ziadeh, Near Eastern Languages and Civilization	1988
Theresa Eileen Julnes	Collective bargaining among residents and interns in U.S. hospitals: Significant outcomes and implications	Fremont James Lyden, Public Affairs	1988

Timothy S. Bates	Evidence for the climatic role of marine biogenic sulfur	Robert J. Charlson, Atmospheric Sciences	1988
Bernice Laden	A model of tonality cognition which incorporates pitch and rhythm	Douglas H. Keefe, Music and Cognitive Science	1989
Mark Douglas Schaaf	Modeling the lateral diffusion of fluorescent particles within a forest canopy	Leo Fritschen, Forest Resources	1989
Virginia L. Butler	Distinguishing natural from cultural salmonid deposits in Pacific Northwest North America	D.K. Grayson, Anthropology	1990
Claudia Lynn Haglund	The development and testing of a multidimensional instrument for assessing patient satisfaction with hospital care	Diane Martin, Health Services	1990
Karen Ellen Sjostrom	Biochemical and immunological analysis of amino acid metabolism in the mycoplasmatales	George Kenny, Pathobiology	1990
Akihiko Kitano	Stress-induced structural changes in thermoplastic composites	James C. Seferis , Chemical Engineering	1991
Pamela Ann Mitchell	Clinical and organizational impact of multiple changes in critical care: A case study	Edward Perrin, Health Services	1991
Mary Beth Raum	Decision anatomies of three technology based public bodies in the state of Washington	Fremont Lyden, Public Affairs	1992
Robert David Keppel	An analysis of the effect of time and distance relationships in murder investigations	Joseph Weis, Sociology	1992
Gordon V. Wolfe	The cycling of climatically active Dimethyl Sulfide (DMS) in the Marine Euphotic Zone: Biological and chemical constraints on the flux to the atmosphere	Robert J. Charlson, Atmospheric Sciences	1992
Karen Marie Lajoy	Generalization of social skills training with traumatically brain-injured patients	Felix Billingsley, Education	1993
Andrew Harris Dittman	Behavioral and biochemical mechanisms of olfactory imprinting and homing by Coho salmon	Thomas P. Quinn, Fisheries	1994
Nancy Ellen Langston	The general riot of the natural forest: Landscape change in the Blue Mountains	Sievert Rohwer, Zoology	1994
Joseph Calvin Dupris	The effect of cultural assimilator training on cross-cultural bargaining outcomes	Ralph Johnson, Law	1994
Craig Jesus Poulenez-Donovan	Public policy impacts on organizational behavior: A case study program evaluation – transportation demand management in Washington State	Cyrus G. Ulberg, Public Affairs	1994
Matthew Wayne Dunn	A theory of animate perception	David K. Farkas, Technical Communication	1995
Galen Eaholtz	Molecular mechanisms of block of sodium channels by inactivation gate peptides	William A. Catterall, Graduate Program in Neurobiology	1995
Graciela Etchart	Sustainable development in one Amazon varzea	Robert G. Lee, Forest Resources	1995
Jeffrey M. Bradshaw	Mediating representations and constructivist knowledge acquisition	Earl Hunt, Psychology	1996
Mary L. Laucks	Quantifying the uncertainties in measurements of aerosol optical properties relevant to the direct shortwave forcing of climate	Robert J. Charlson, Atmospheric Sciences	1996
Andrea Edith Glassberg	Genetic testing for susceptibility to breast and ovarian cancer: A case study of clinical decision-making in medical genetics	Albert R. Jonsen, Medical History & Ethics	1997
R. Christopher Halaska	Engaging community in the technical design process: An analysis of the development of the Seattle Public Schools' budget builder World Wide Website	Andrew Gordon, Public Affairs	1998

Andrew Walsh Bartlett	The free place: Literary, visual, and jazz creations of space in the 1960s	Johnnella Butler, American Ethnic Studies	1999
Daryl William Hochman	Chloride-cotransport modulation of synchronous epileptiform discharge	Philip Schwartzkroin, Neurological Surgery and Mark Cooper, Zoology	1999
Tami Christine Bond	Light absorption by primary particles from fossil-fuel combustion: Implications for radiative forcing	Timothy Larson, Civil Engineering	2000
Kathryn J. Keller	Racing immunities: How Yellow Fever gendered a nation	Susan Jeffords, English	2000
Alice Maria Egyed	Theory and practice of music in a Tibetan Buddhist Monastic tradition	Ter Ellingson, Music	2000
Walter Frank Hatch	Rearguard regionalization: Protecting core networks in Japan's political economy	Kozo Yamamura, International Studies	2000
Janet M. Powell	Effectiveness of comprehensive inpatient rehabilitation following traumatic brain injury	Ilene Schwartz, Education	2001
Ainius Lasas	Burdened by History: EU and NATO enlargements through the lenses of collective guilt	Christine Ingebritsen, Scandinavian Studies	2009
Maura O'Neill	Cognitive Myopia: A thinking error that can result in serious judgment and decision-making mistakes	P. Dee Boersma	2009

Graduate Student Statistical Summary * The Graduate School * University of Washington Printed: 24-Nov-08

Individual Ph.D. Program

R	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Autumn Quarter Enrollment										
Enrollment History										
Total	7	5	5	2	3	3	5	5	5	3
Full-Time	3	2	1	0	0	1	2	3	4	1
Part-Time	4	3	4	2	3	2	3	2	1	2
Male	2	2	2	1	1	1	1	1	1	2
Female	5	3	3	1	2	2	4	4	4	1
Ethnic Minority	0	0	0	0	0	0	0	0	0	0
International	0	1	0	0	0	1	1	1	1	1
Wash. Resident	7	4	5	2	3	2	4	4	4	2
Non-Resident	0	1	0	0	0	1	1	1	1	1
New Student Enrollment	0	0	2	0	1	1	2	1	0	1
Continuing	5	5	3	2	2	2	3	4	5	2
Annual Application (Sum-Spr qtrs)	1		2		1	1	2	1		
Autumn Quarter Application	0	0	2	0	1	1	2	1	0	1
Autumn Quarter Denials	0	0	0	0	0	0	0	0	0	0
Autumn Quarter Offers	0	0	2	0	1	1	2	1	0	1
Autumn Quarter Percentages										
% Denied (of Applications)			0.0%		0.0%	0.0%	0.0%	0.0%		0.0%
% Offers (of Applications)			100.0%		100.0%	100.0%	100.0%	100.0%		100.0%
% New Enrollees (of Apps)			100.0%		100.0%	100.0%	100.0%	100.0%		100.0%
% New Enrollees (of Offers)			100.0%		100.0%	100.0%	100.0%	100.0%		100.0%
Autumn Minority Admissions										
Applications	0	0	0	0	0	0	0	0	0	0
Denials	0	0	0	0	0	0	0	0	0	0
Offers	0	0	0	0	0	0	0	0	0	0
Autumn International Admissions										
Applications	0	0	0	0	0	1	0	0	0	0
Denials	0	0	0	0	0	0	0	0	0	0
Offers	0	0	0	0	0	1	0	0	0	0
Applicant Average GPA										
Denied										
Accepted But Not Enrolled			3.93		3.44	3.74	3.89	3.52		3.83
Accepted and Enrolled			3.93		3.44	3.74	3.89	3.52		3.83
Applicant Average GRE Scores										
Denied										
Verbal Score										
Quantitative Score										
Analytical Score										
Accepted But Not Enrolled										
Verbal Score			665			350	760			480
Quantitative Score			665			610	590			530
Analytical Scor			660			440	620			
Accepted and Enrolled										
Verbal Score			665			350	760			480
Quantitative Score			665			610	590			530
Analytical Score			660			440	620			
Annual Degrees Awarded (Sum-Spr qtrs)										
Masters:										
Doctoral:	2	2	1	3						
Ph.D. Candidates:	2	1						3	1	
Autumn Quarter Financial Support										
Teaching Assistants	3	1	0	0	0	1	2	1	2	1
Research Assistant	0	0	0	0	0	0	1	1	1	0
Fellowships	1	0	0	0	0	0		0	0	0
Traineeships	0	0	0	0	0	0		0	0	0

PART B. Unit- defined Questions

In this section the unit should outline the findings for the specific core questions it identified as important outcomes of the review. It is recommended that these questions be stated, followed by the findings.

1. *What is the intellectual necessity of the program? Could the program's function be served through other units on campus?*

   The IPhD Program meets a need in a major research university for exceptional and highly innovative students to be able to break with a traditional view of a research problem and pursue an interdisciplinary course of study without the confines of an established program. Giving students the opportunity to establish a supervisory committee of faculty members from at least 2 PhD granting units and tailor their coursework toward a highly interdisciplinary problem, is an opportunity that should continue. The program's function could not be served within the rigid confines of an established unit.

2. *Do the costs of the program justify the intellectual benefits to the university?*

   The costs of the program, being so minimal, most definitely justify the intellectual benefits to the university. The costs of the program are approximately 15% of the staff coordinator's time, 2 weeks of summer salary of the director's time, occasional travel support for students to attend conferences, and the pro bono time of the faculty members serving on supervisory committees and the standing review committee of the program. With this minimal expense to the university, an opportunity to take advantage of the diversity and depth of research, university-wide, in creative and innovative ways, is fostered.

3. *How does this program compare to individual PhD programs nationally?*

   The following web site: http://www.units.muohio.edu/aisorg/Resources/4-SELFDESIGN.HTML) lists 15 interdisciplinary, self-designed, Ph.D. Programs nation-wide, of which our program is one. To our knowledge a comparison study has not been done.

   Copied below is the list of universities and programs:

Self-designed Interdisciplinary Programs

Clicking on the name of the program will take you to the associated website.

University	Doctoral Program
Bowling Green State University	Interdisciplinary Studies
California Institute of Integral Studies	Transformative Studies
Emory University	The Graduate Institute of the Liberal Arts (ILA) is Emory University's institutional center for comparative and interdisciplinary studies across the social sciences and humanities."
Marquette University	Interdisciplinary PhD
Michigan State University	Dual PhD. "Michigan State University offers doctoral students the exceptional opportunity to work in conjunction with faculty mentors to develop a dual major doctoral program. Such a program will reflect the required courses and standards for both of the departments with a single dissertation."
New Mexico State University	Interdisciplinary Doctorate
Tufts University	Interdisciplinary Doctorate
University of Alabama	Interdisciplinary Studies

University of Chicago	Social Thought "the serious study of any academic topic, or of any philosophical or literary work, is best prepared for by a wide and deep acquaintance with the fundamental issues presupposed in all such studies, that students should learn about these issues by acquainting themselves with a select number of classic ancient and modern texts in an inter- or trans-disciplinary atmosphere" "The primary themes of the Committee's intellectual life have continued to be literature, philosophy, history, religion, art, politics, and society."
University of Missouri, Kansas City	Interdisciplinary PhD This program is not just permissive, but extends across all disciplines and is guided by a set of principles.
University of Oklahoma	Interdisciplinary PhD
University of Texas, Austin	ad hoc Interdisciplinary PhD (must first be admitted to current PhD program)
University of Washington	Individual PhD
Vanderbilt University	Individualized Interdisciplinary PhD (Information found in pdf on Academic Programs/Special Programs)
Washington State University	Individual Interdisciplinary

4. *What is the quality of students, especially over the last five years as compared to the five years prior to the 2003 program review? Can you trace a trajectory of students in terms of quality, completion, and placements?*

   At the time of the last program review 2002-2003, there were two students in the program. Neither of these has graduated, but neither has dropped out. One has been slow in her dissertation progress due to the difficulty of recruiting subjects; her sample population of high-risk, high-stress infant-mother dyads has been unreliable. Nevertheless, she continues to work on expanding her subject recruitment efforts.

The second student left the program shortly after the last review, but reapplied for admission, and has just re-joined the program winter 2010.

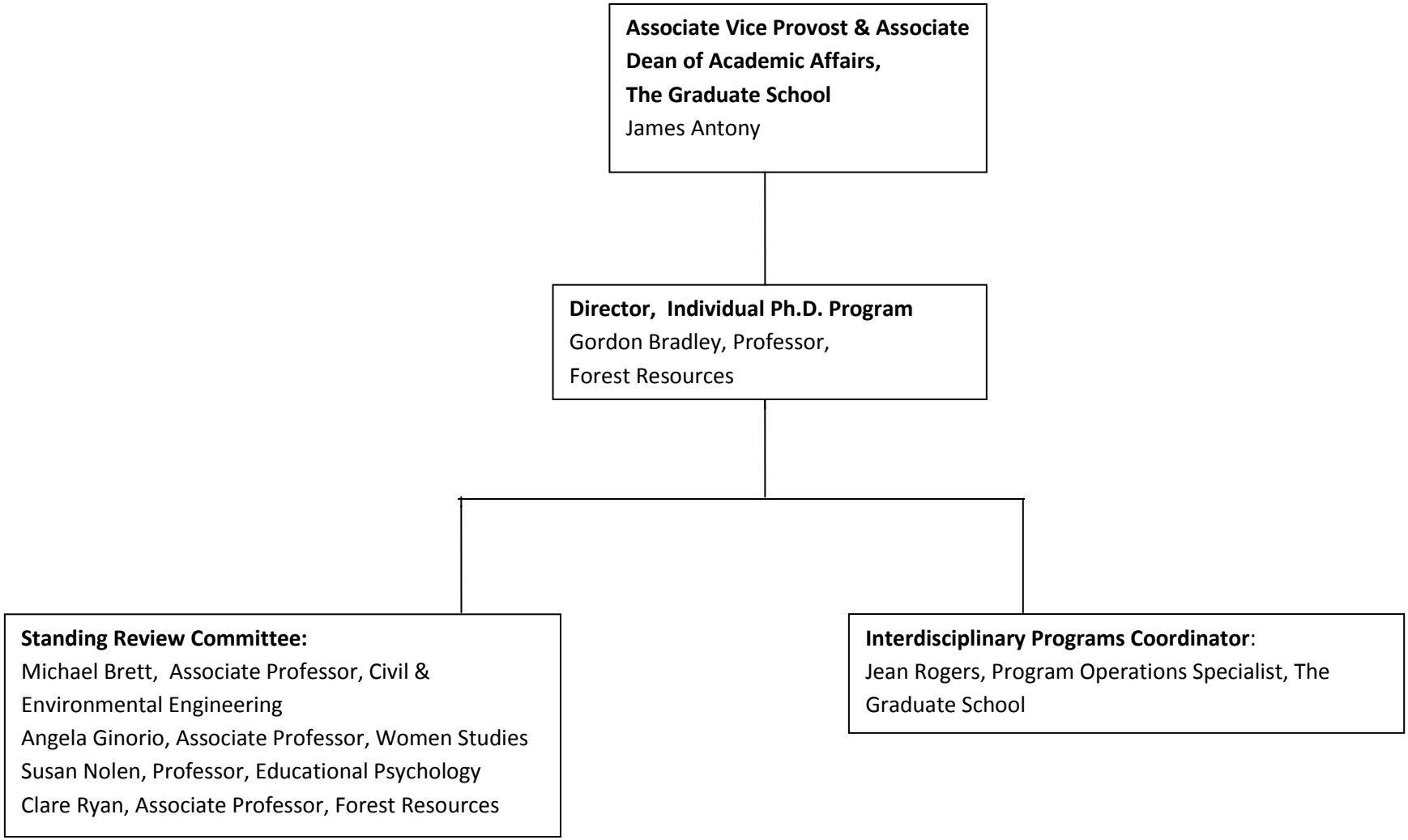
There have been two students to discontinue their studies since the last review: one chose to leave to make a stronger commitment to home and children, and the other one became challenged by the commitment of an outside business venture.

From 1993—2002, there were 22 graduates, and 9 who dropped out. Of course, this is a larger time frame than 2003—2009, when there were 2 graduates and 2 who dropped out. This difference could be more indicative of the fluctuation in enrollment (from 1992-1998 enrollment was 10-15 students as opposed to 2-6 students in 2003-2009) than issues of quality of students and advising. Placement data from the previous review time frame is unavailable.

6. *How well does student oversight work in the absence of a departmental structure?*

While a regular system is in place for student oversight and students and advisors are regularly reminded of oversight issues, oversight continues to be a challenge. One of the main challenges arises from the fact that students do not adhere to the course of study or the committee composition outlined in the original application. After gaining admission to the program, students sometimes want to abandon the course of study or various committee members. Sometimes students, immediately upon admission, want to sign up for dissertation credits and begin work on their general exam. It takes regular quarterly monitoring and regular reminders to the students and faculty of the basic graduate school and IPhD Program rules and guidelines to try to prevent these issues from arising. Suggestions for better prevention of these rules and guidelines infractions are welcome.

Appendix A: Organization Chart



APPENDIX B: BUDGET SUMMARY
2003--2009

ACCT CODE	ITEM	BUD AMT	BUDGET #
01-10	**Instr/Res Faculty Salary**		**06-1400**
	2007-2009	11,785.00	
	2005-2007	11,785.00	
	2003-2005	11,785.00	
	TOTAL SALARIES--6 years	**35,355.00**	
04	**Travel**	**2,250.00**	**65-3366, 75-1700**
05	**Supplies, Food**		
	Discretionary Funds	**541.04**	**various**
Disc.			
	TOTAL NON-SALARY ALLOCATION	**2,791.04**	
	TOTAL 2003-2009, BUDGET ALLOCATION		**$38,146.04**

Appendix C: Faculty participating in Supervisory Committees or serving on the Standing Review Committee , 2009-2010

Faculty Name	Rank	Department / Research Specialty	Adjunct/Affiliate Appointments
Gordon Bradley, Director	Professor	**Forest Resources,** Forest land use planning, Conservation area planning and design	Urban Design and Planning, Landscape Architecture, Urban Design and Planning Group (Interdisciplinary)
Michael T. Brett, Standing Review Committee	Professor	**Civil & Environmental Engineering** , Eutrophication and food web and nutrient regulation of algal biomass and secondary production in lakes.	
Angela B. Ginorio, Standing Review Committee	Associate Professor	**Women Studies,** women and science, violence against women, sexual harassment, racial identity among Latino/as, educational access issues	American Ethnic Studies, Psychology
Susan Nolen, Standing Review Committee	Professor	**Educational Psychology,** Achievement motivation in educational settings, development of motivation, relationship of motivation and learning,	
Clare Ryan, Standing Review Committee	Professor	**Forest Resources,** Natural resource policy and administration, environmental conflict management, water policy.	Marine Affairs
Terje Leiren, Committee Chair	Professor & Chair	**Scandinavian Languages,** Scandinavian history, nationalism, immigration, ethnicity	History
Susan Spieker, Committee Chair	Professor	**Family & Child Nursing,** developmental psychology, infant security, mother-infant interaction	Psychology, School of Social Work
Denise M. Wilson, Committee Co-Chair	Associate Professor	**Electrical Engineering,** Distributed sensing systems design with emphasis on electronics interface.	Civil & Environmental Engineering
Philip L. Bell, Committee Co-Chair	Associate Professor	**Education,** Cognition and learning, science education, argumentation, design of learning technologies.	
Richard F. Catalano, Committee Chair	Professor	**Social Work**, crime, violence and drug abuse prevention, promotion of positive youth development, Prevention/Intervention design and testing, Etiology of positive and problem development	Education, Sociology
David Grembowski, Committee Chair	Professor	**Health Services,** Health services research, survey research, program evaluation, performance of health care systems, prevention, access to health care, quality of health care.	Dental Public Health Sciences, Sociology
Laada Bilaniuk, Committee Chair	Associate Professor	**Anthropology**, Language politics, language ideology, ethnicity, nationalism, gender, Ukraine, former USSR.	Linguistics

Appendix D: **HEC Board Summary**

Name of unit: Individual Ph.D. Program

Name of School or College: The Graduate School

Degree title: Doctor of Philosophy, Individual Ph.D.

Year of last review: Autumn, 2003

Current date: Winter, 2010

A. Documentation of continuing need, including reference to the statewide and regional needs assessment:

The Individual PhD program was established to fill an important need in the University of Washington at a time when there were few opportunities to do interdisciplinary work. Over the years, several interdisciplinary programs have emerged that link specific disciplines. However the IPhD remains unique in many respects and is distinguished from other programs by the broad mix of disciplines that comprise the research of IPhD students, and the clarity of purpose and organization that is required of entering students. As a part of the application process, students in effect are defending their dissertation proposals at entry, while traditional PhD students defend their work as part of their general exams that usually occurs at least two years into their programs. Therefore, while the program captures the interdisciplinary nature of other programs on campus, it remains somewhat unique. Also, the program has always supported a small student population and that remains true today. It is the intent of the program to remain small in student numbers, low cost in terms of faculty and staff support, and provide opportunities for highly motivated students with a clear sense of graduate program purpose. This is a special niche that is not filled by other programs of the University.

In addition, IPhD students continue to do interesting, high quality work, and in many cases their work is situated in an international context. The employment record of graduates is comparable to other PhD graduates who traditionally go on to academic teaching, research and consulting positions.

B. Assessment information related to expected student learning outcomes and the achievement of the program's objectives:

Annually, students meet with their committee and go over their course of study. The administrators of the program make sure the student proceeds as planned (and does not deviate from the original plan). During an annual gathering of the students and chairs, program participants are reminded of the program requirements (both programmatic and graduate school), the funding opportunities, and discussion takes place to address any issues that the students and faculty may have. Annual progress reports are solicited and

collected from students and committee chairs. Spring quarter of each year the Standing Review Committee meets to review progress reports of current students.

All students have an opportunity to address their satisfaction with their program and advisors in the annual progress reporting process. In addition, the program coordinator and director meet informally with the students to discuss how their programs are progressing and any issues that they may have. This is done over lunch at the UW Club on an annual basis.

C. Plans to improve the quality and productivity of the program (excerpt from Section III.D.5 above):

The IPhD Program plans to continue to provide a special niche that is not filled by other programs of the University for exceptional and highly motivated students to achieve a PhD at the University of Washington.

The program plans to continue to produce faculty, researchers, and consultants that continue to do interesting, high quality work, and in many cases add to new knowledge in an international context.

	2006-07	2007-08	2008-09	TOTAL
Degree Program	PhD			
Headcount of enrolled students	5	5	6	
Number of degrees granted	0	0	2	2