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SCHOOL OF INTERDISCIPLINARY ARTS AND SCIENCES

SELF STUDY

FOR

MASTER OF ARTS IN CULTURAL STUDIES

(FIRST PROGRAM REVIEW)

AND

MASTER OF ARTS IN POLICY STUDIES

(PREVIOUSLY REVIEWED 2008; INTERIM REPORT 2012)

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School of Interdisciplinary Arts and Sciences

Master of Arts in Cultural Studies and Master of Arts in Policy Studies

Self Study

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PART A: BACKGROUND INFORMATION FOR REVIEW COMMITTEE

Section 1: Overview of Organization

1.1: IAS Mission and Organizational Structure

> The School of Interdisciplinary Arts and Sciences provides a rigorous liberal arts education that draws connections across academic disciplines and links classroom learning to practical experience across diverse fields. As a faculty and staff, we inspire our students to engage creatively and ethically with the concerns of the region and the world. We dedicate ourselves to integrative research, innovative and effective pedagogy, and dynamic curricula that prepare students for careers and lives in complex and changing environments. As part of a public university, we provide access to this unique educational experience for an inclusive community of students, staff, and faculty.
>
> —IAS Mission Statement

Since its founding in 1990, Interdisciplinary Arts and Sciences (IAS) has been a dynamic site of pedagogical, scholarly, and institutional innovation at the University of Washington Bothell and within the University of Washington as a whole. We have designed our undergraduate and graduate degree programs to provide access to higher education to the populations of Puget Sound region, and we have recruited faculty and staff dedicated to enhancing the economic, social, and cultural development of that region, including its many global connections. Our mission has demanded that we develop academically challenging programs of study that are responsive to rapidly changing research questions and community needs. Across our undergraduate and graduate programs, the goal of the faculty is to educate students, both non-traditional and traditional, and to conduct research through modes of inquiry that stretch across disciplinary boundaries. This endeavor requires an understanding of how multiple disciplines create knowledge about the world *and* a capacity to develop new avenues of exploration beyond the constraints of those disciplines. The result is a program where complex problems dictate the directions of student and faculty inquiry.

Our graduate programs in cultural studies, policy studies, creative writing and poetics, and public scholarship all advance this mission. The Master of Arts in Cultural Studies (MACS), launched in 2008, is the primary focus of this review, as mandated for new programs at the five-year mark. It offers an interdisciplinary approach to the study of culture as both a field of inquiry and a means of engagement. By linking theory and practice, it provides students and faculty opportunities to analyze and transform cultural practices. The first graduate program in the Pacific Northwest, and one of very few programs nationally, to partner the interdisciplinary study of art and culture with a community-based learning network, MACS prepares students for careers across a range of professional, academic, and community settings. Its portfolio- and project-based curriculum offers students – including professionals working regionally – multiple opportunities to develop and document educational experiences and professional skills suited to their individual career goals, preparing them for careers in social, culture, and arts fields, or further graduate study across the arts, humanities, and social sciences.

Launched in 2001, the Master of Arts in Policy Studies (MAPS) is a secondary focus of this review, which provides follow up reporting and context for a unit review performed in 2008, and a 2012 interim report, as well as an opportunity to discuss subsequent developments and planning.[1] MAPS draws on the strengths of IAS's interdisciplinary faculty to provide its students with a graduate education that develops the professional competence and rigorous policy research, analysis, and management skills essential for them to make substantive contributions to public policies and their outcomes. It prepares students for careers in government institutions, non-profit and non-governmental organizations, and for-profit entities. It shares with MACS an emphasis on critical and comparative thinking, academic and applied research, cross-sectoral engagement, and preparation for diverse careers. It also shares a student population that mixes recent college graduates and established working professionals. What differentiates MAPS from MACS is its focus on the specific professional skills and capacities required for policy analysis and implementation. These skills build upon prior background work in economics and statistics.

Though not under review here, the fee-based MFA in Creative Writing and Poetics (MFA) and the Certificate in Public Scholarship (CPS) round out the graduate program offerings in IAS. Launched in 2012, the MFA's emphasis on poetics, or why we write how we write, encourages students to explore multiple genres and media, as well as a host of questions about the function of writing as an ethical, political, and aesthetic endeavor. Launched in 2010 with an administrative home in the UW Simpson Center for the Humanities (before moving that home to IAS in 2014), the Certificate in Public Scholarship uses the portfolio- and project-based pedagogy developed in IAS and MACS to enable graduate students across the UW to integrate their intellectual, political, and professional interests through engagement with diverse publics. Open by application to all UW graduate students, it draws its enrollments from the arts, the humanities, the social sciences, and professional programs on the Seattle campus. Its cross-disciplinary advising faculty is made up of fifty faculty and staff members, including fifteen from IAS.

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[1] Following up on the 2008 IAS external review recommendations, the 2012 interim report discussed two areas of concern related to MAPS. The first addressed questions of student demand and recruitment. The second concerned the depth of faculty available to teach the curriculum. MAPS faculty have used the means within their control to address those concerns. In terms of recruitment, issues are being addressed through school-wide strategies (as discussed in section 1.4 and Part B of this report). In terms of faculty depth, IAS successfully hired three faculty members who serve as core faculty for MAPS (and our new undergraduate major in Law, Economics, and Public Policy) since 2008: Nitta (2008), Carlisle (2011), and Dana (2013), and three who serve as affiliate faculty: Walsh (2011), Collins (2013), and Lichty (2013). During this time, MAPS faculty member Dolsak split her appointment between IAS and the School of Marine and Environmental Affairs on the Seattle campus. IAS is currently conducting a search for an assistant professor in applied economics who will also contribute to this curricular area, along with searches in Environmental Science, Performance Studies, Interactive Media Design, and Science and Technology Studies that may add resources to MAPS and/or MACS. This report is an opportunity to provide an update on these two fronts (particularly with regard to leveraging faculty resources and recruiting/support strategies for students), while presenting general information about MAPS and context for its continued development (particularly related to community engagement and cohort dynamics). (See Appendix C, Information about Faculty, MACS and MAPS, for details.)

1.2 Context of Institutional Growth

Over the past decade, IAS and UW Bothell have grown rapidly. In 1990, twelve faculty members and one staff member founded the campus with the single Liberal Studies program and a student FTE of 86 (headcount of 103). At the time of the last self-study in 2008-2009, IAS offered six bachelor of arts degree options within its Interdisciplinary Studies major, a bachelor of science in Environmental Science, MAPS, and MACS. It housed a full-time faculty of thirty nine and a staff of 7.5 with a student FTE of 721 (graduate headcount of 56 across three cohorts) and an annual budget of $3,874,520. In 2006-07, the UW Bothell campus transitioned, along with UW Tacoma, from being an upper-division and master's level campus to an institution offering all four-years of undergraduate education and master's degrees, along with eligibility to offer doctoral degrees. UW Bothell made this shift by locating 100-level courses and pre-major advising in the Center for University Studies and Programs, with IAS faculty participating significantly in these offerings (participation not reflected in IAS FTE totals).

In the current 2014-15 academic year, IAS offers twenty-three transcripted degrees and programs, including thirteen majors and six minors at the undergraduate level, three graduate degrees, and one graduate certificate. The graduate degrees and programs are described above. The undergraduate degrees are:

> Majors: American and Ethnic Studies; Community Psychology; Culture, Literature and the Arts; Environmental Science; Environmental Studies; Global Studies; Individualized Study; Interactive Media Design (administered jointly by the Schools of STEM and IAS); Interdisciplinary Arts; Law, Economics and Public Policy; Media and Communication Studies; Science, Technology and Society; Society, Ethics and Human Behavior; and Mathematical Thinking and Visualization (to be launched in autumn 2015.)

> Minors: Creative Writing; Ecological Restoration; Human Rights; Policy Studies; Visual and Media Arts; and Diversity Studies (launched in autumn 2014).

The full-time faculty members supporting these degrees number 64 (42 tenure-track and 22 full-time lecturers/artists-in-residence), along with nine professional staff positions, three classified staff positions, and four student workers distributed across the IAS Main and Graduate Offices. The student FTE is projected to reach 1300 in 2014-15, including nearly 100 graduate student FTE. The annual unit budget for FY15 is $7,744,905. The current enrollment represents roughly 30% of the overall campus FTE, not including significant IAS contributions to courses offered through CUSP, while the budget represents approximately 10% of the campus resources.

1.3 IAS Governance and Structure

IAS's governance and structure reflects and supports its commitment to interdisciplinarity. We are nationally unique in being a fully integrated School of Interdisciplinary Arts and Sciences governed by a single faculty that collectively oversees curricular and faculty personnel issues (hiring, tenure, promotion, and merit). The unit has one Dean, one Associate Dean for Curriculum Development and Innovation, one Associate Dean for Faculty Development and Scholarship, an elected School Council that serves as the advisory body to the Dean, an elected

Personnel Committee, a Curriculum Committee, and a Diversity Committee. Each of the undergraduate majors and graduate degrees is overseen by a Curricular Area Working Group (CAWG). The CAWGs are steering committees led by CAWG coordinators (undergraduate) or academic directors (graduate). Full-time faculty members normally serve as core members of two CAWGs, and may affiliate with others as appropriate. The CAWG overseeing MACS, for instance, currently includes fifteen core and thirteen affiliate members, while the MAPS CAWG includes six core and twelve affiliate members. As a school, we also participate in a wide array of campus and university level committees, including those central to shared governance. (See Appendix D: Governance Structure).

Adopted in 2008, this structure offers an alternative to traditional disciplinary and departmental modes of organizing academic governance, labor, and collaboration. It allows faculty members and other CAWG affiliates to shift their scholarly investments and engagements over the course of their careers. It also enables IAS to launch (or sunset) degrees without creating new appointments for the purposes of promotion and tenure. In this sense, interdisciplinarity in IAS is best imagined as a network in which degrees are nodes (or a rhizomatic structure in which degrees are strawberries), not as bridges among structurally differentiated academic departments and fields. The result is that both MACS and MAPS benefit from the insights of faculty members with training in and complementary core commitments to undergraduate and graduate degrees in American and Ethnic Studies; Culture, Literature and the Arts; Community Psychology; Creative Writing and Poetics; Environmental Science; Environmental Studies; Interdisciplinary Arts; Law, Economics, and Public Policy; Media and Communications Studies; Science, Technology, and Society; and Society, Ethics, and Human Behavior. (See Appendices E and F for strategic planning documents that inform this structure and guide the day-to-day decisions of the unit.)

1.4 Program Enrollment History

The table below reveals that MACS and MAPS enrollments have fluctuated over the years, even as IAS has generally hit or exceeded its annual graduate FTE target of 30 per program.

Trends in Student Credit Hours[2]

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Cultural Studies	170	350	294	289	325	342
Policy Studies	387	441	284	295	325	334

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[2] Data taken from UW Profiles, Academic Activity, Trends in Student Credit Hours, October 27, 2014

Trends in Student Headcount[3]

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Cultural Studies	17	37	31	27	32	33
Policy Studies	48	49	39	32	34	33

Two campus-wide contexts are important for understanding these fluctuations. The first is that there have been ongoing discussions about a campus-wide graduate recruiting strategy, none of which have come to fruition. Instead, recruiting has remained the responsibility of individual schools. One negative effect of these discussions is that they have deferred the implementation of a school-based strategy in IAS as we have waited to see if campus-level coordination of general graduate recruiting would emerge. The second is that IAS has no marketing budget for graduate recruiting, very limited tuition assistance for MACS and MAPS, and few opportunities for graduate students to serve as TAs or RAs.[4] An additional challenge stemmed from a poor hire into a Marketing and Academic Events Manager position in 2012. When that person resigned her position in 2014, the stage was set to implement a new school-based recruitment strategy. (For further discussion of graduate student funding, see Part B: Unit-Defined Questions.)

In addition, in Autumn 2013, MAPS faculty reviewed data on the correlations between MAPS admission criteria (undergraduate GPA, GRE scores, and prerequisite coursework) and student success indicators (completion rates and grades). Data suggested that GRE scores and undergraduate GPA were modestly predictive, but that prerequisite coursework in economics and statistics often provided better or independent predictors of success. The implication for admissions is that the GRE requirement is not crucial, but unless the curriculum is adjusted, the prerequisite coursework is. Implementation of these findings is still under discussion.

In spring 2014, the Graduate Office undertook a longitudinal review of application and enrollment data, collecting data on: 1) who applies, from what schools and majors; 2) who recommends them—advisors and mentors; and 3) who signs up to attend information sessions, and how they heard about us (500 entries for MACS and MAPS combined, 2010-2014). This data helped identify existing networks, those whom we know, as well as targets, those whom we don't know, but with whom we should develop strategic relationships. Research into application and enrollment statistics reveals that between 2010 and 2014 MACS received 200 total applications. MACS received multiple applications from twenty-three schools, with nearly half of all applications (97), and nearly half our total enrollments (40) coming from just five schools: UW Seattle (35/13), UW Bothell (34/15), Western Washington (14/7), Evergreen (10/3), and UC Berkeley (4/2). Just as important, this data highlights conspicuous absences such as Seattle University (which has a robust commitment to Community-Based Learning and Research but has

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[3] Data taken from UW Profiles, Academic Activity, Trends in Major Registration, October 27, 2014.
[4] In 2013-2014, 1% merit funds totaled about $45,000/annually for approximately 60 students. In Fall 2014, IAS received notice of an increase in 1% merit funding to $93K. While this funding notice came too late to support recruitment for the incoming class of 2014, it marks a welcome new resource for the future.

only one applicant in this data set) and UW Tacoma (which has an Interdisciplinary Arts and Sciences curriculum).

Looking forward, we have identified several recruiting strategies. First, we will continue our local outreach though class visits, information sessions, and graduate fairs, as well as email outreach to lists collected from National Name Exchange, McNair Scholars Program, and faculty recommendation letters, and advisors. Second, the hiring of a new Communications Manager in August 2014 has allowed us to pilot a new communications platform designed to increase the profile of our faculty, students, and programs and modify our messaging strategies based on the analysis of specific campaigns. Third, we would like to explore strategies for approaching and engaging human resources departments in organizations (Starbucks, Microsoft, Boeing) that have supported employees as students in our programs, as well as enlisting the help of regional and national alum. All of these school-based strategies would benefit from a complementary campus-wide effort. Discussions for that possibility are ongoing, and may bear fruit as the campus targets expansion in graduate enrollments as a strategic priority over the next five to ten years.

1.5 Budget and Resources

IAS operates as a single budgetary unit. Like all of IAS's undergraduate degrees, MACS and MAPS are tuition-based programs, while the MFA is fee-based. (See Appendix B, budget summary.) Decisions about allocation of unit budget and resources are made by IAS leadership in consultation with faculty and staff members. Faculty hiring priorities are determined by an open annual process that includes discussion and revision of multi-year hiring plans. Staff hiring priorities are developed through consultation with staff leadership and, more recently, over the course of 2014, through a staff-led LEAN process. The latter focused on assessing processes and resource needs across the Main and Graduate Offices. It developed formal recommendations to integrate the two offices and to collaborate with other units on campus. It recommended that two externally-oriented positions which had been dedicated primarily to graduate programs be redeveloped to provide cross-office management for Alumni and Community Relations and for Communications and Events, and that a new cross-office events coordinator position be developed. A Major Gifts Officer, shared with UW Bothell Advancement, was also added to the team this year. These staffing shifts are designed to support IAS strategic planning and goals, particularly with regard to external relations, and to build the infrastructure for successful participation in the UW's upcoming capital campaign. (See Appendix F, IAS 2020.)

1.6 Unit Diversity

As a campus, University of Washington Bothell has engaged proactively in developing an institutional and intellectual culture that promotes diversity, inclusion, and access. While IAS does not have a formal diversity plan, it has played a key role in developing the campus's planning and in pushing forward diversity initiatives across campus. This groundwork includes the establishment of a campus-wide Diversity Council and the naming of campus commitments to "diversity" as one of the seven priorities for the UW Bothell's 21st Century Campus Initiative. This commitment includes the following strategic goals:

- Enhance recruitment, support, and retention for underrepresented faculty, staff and student groups.
- Incorporate multicultural content and diverse perspectives in learning and scholarship.
- Target services to support inclusion and success for a student population of increasing diversity in ethnicity, race, gender, age, sexual orientation, social class and disability.
- Create a multicultural program to support students of diverse backgrounds, foster understanding and appreciation of differences, and enrich campus life.
- Create bridge and other support programs to enhance recruitment and retention.
- Build P-12 and community college pipeline partnerships, forging relationships and aiding student preparation for university studies.
- Maintain commitment and support for students of all ages and students with disabilities

As a direct result of the pro-diversity work of the offices of admissions and student life, UW Bothell has a student body that is the most racially/ethnically diverse campus in the state of Washington and has been recognized in recent rankings as a top ten school nationally with respect to the success of first-generation students, low-income students, and students-of-color.[5] The campus has further supported its commitments to enhancing diversity in summer 2014 by hiring two new leadership positions dedicated to realizing the above goals: a Director of Diversity, a professional staff leadership position reporting to the Chancellor, filled by Dr. Terryl Ross; and a Special Advisor to the Vice Chancellor for Faculty Diversity and Development, a faculty position, filled by Dr. Scott Kurashige, a full professor appointed in IAS and well-respected in the field of American and Ethnic Studies.

IAS's own record with respect to diversity is mixed. On the one hand, IAS has been central to campus efforts to incorporate multicultural content and diverse perspectives in learning and scholarship, including the implementation of the new UW diversity requirement, the launch of a new Minor in Diversity Studies (jointly administered with the School of Educational Studies), and the re-launch of IAS's major in American Studies as American and Ethnic Studies, among many other initiatives. On the other hand, the racial/ethnic diversity of the faculty in IAS (and across UW Bothell as a whole) lags behind the diversity of our student body. Currently, the student population is approximately 50% white, while the full-time faculty is 80% white. Office of Minority Affairs and Diversity (OMAD) workforce statistics for 2013 put the ratio of faculty of color to white faculty (all ranks, including PT) at 14:63, or 22%. The racial composition of permanent staff is similar at 2:11 or 17%; the gender composition on staff is nine female to two male (See Appendix G, Academic Personnel Workforce Profile, available http://www.washington.edu/diversity/faculty-advancement/academic-personnel-data/). The trend lines in recent hiring and retention data in both areas are positive, but progress is slow.

Recognizing this persistent challenge in faculty and staff hiring, among other issues related to diversity, the IAS Dean created and charged a diversity committee in spring 2012. The committee is made up of between eight and ten faculty and staff members of different ranks, including the Director of Graduate Programs who serves as the committee's liaison to the Graduate School and its GO-MAP (Graduate Opportunity and Minority Achievement Program)

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[5] Presentation by Russell Cannon, the Office of Institutional Research, University of Washington Bothell, Campus Retreat, September 16, 2014.

diversity initiatives. Its membership reflects the unit's current racial composition, at approximately 80% white and 20% faculty of color. Its gender composition is 80% female, 20% male. To date, the committee has developed job template language on diversity (approved by the IAS faculty and implemented in 2012) and a syllabus template statement on diversity (approved by the IAS faculty and implemented in 2012); undertaken the design of a survey and study of climate issues in IAS; developed and piloted an interactive workshop on sexual harassment together with Human Resources; and piloted course development grants aimed at developing partnerships supportive of the diversity minor. It has developed a working document with guidelines for best practices on diversity and inclusion in faculty hiring, and seeks to promote this knowledge among faculty and staff through the annual retreat.

Within this context, IAS supports the career success of faculty members from underrepresented groups in a number of ways. All new faculty members are assigned a faculty mentor, intended to facilitate their integration and success in the institutional framework of IAS, UW Bothell, and the UW. IAS guidelines on tenure and promotion intentionally value a continuum of scholarship that provides faculty members a great deal of flexibility in shaping the inquiries they wish to pursue and choosing the venues where they will disseminate their scholarship (See Appendix H, IAS Guidelines on Tenure and Promotion). These guidelines are aligned with national research and policy recommendations that suggest that the opportunity to integrate research, teaching, and community-based commitments is highly valued by scholars of color.[6] The unit also supports faculty members in seeking mentorship more widely and houses faculty members involved in local and national mentoring networks. To this end, it sponsors IAS Distinguished Speaker visits twice annually; it encourages participation in the cross-campus initiatives such as UW WIRED (Women Investigating Race, Ethnicity, and Difference) Collective; and it provides institutional support for faculty receiving university and national fellowship opportunities. IAS junior faculty of color are recent recipients of two national fellowships targeted specifically at faculty of color: the Woodrow Wilson Foundation Career Enhancement Fellowship (Carlisle) and the Junior Faculty Fellowship of American Association of Hispanics in Higher Education (Silva).

In its recruitment of graduate students, the IAS Graduate Office participates in the National Name Exchange as well as the annual Graduate Program Fair hosted by the McNair Scholars/Early Identification Program and GO-MAP. IAS's record of recruiting graduate students of color is strong relative to cognate programs at UW Seattle. For example, MACS 2013 minority enrollment was 37.5% compared to 16% in English and Communications and 26% in Anthropology at UW Seattle, while MAPS's minority enrollment was 27% compared to 19% at the UW Evans School. As of Autumn 2014, MACS and MAPS minority enrollment is 53% and 33% respectively. (See Graduate Enrollment Statistics by Major, http://www.grad.washington.edu/about/statistics/enrollment/index.shtml.) Given this track record and because Graduate Opportunity Program (GOP) fellowships would require the programs to leverage all their current tuition assistance on a single student, both MACS and

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[6] See *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University.* Julie Ellison and Timothy K. Eatman. Syracuse, NY: Imagining America: Artists and Scholars in Public Life (2008). See also, *Linking Scholarship and Communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions.* Seattle: Community-Campus Partnerships for Health, 2005.

MAPS have opted instead to distribute their available merit funding to a small cluster of students with an eye to investing in the diverse make-up of the cohort as a whole. Member of the IAS graduate staff highlight GO-MAP "Get Connected" events as community-building opportunities for MACS and MAPS students, and MACS and MAPS Student Ambassadors have participated in GO-MAP recruitment events.

Section 2: Teaching & Learning

2.1 Student Learning Goals and Outcomes

MACS and MAPS share a variety of curricular strategies for achieving their learning goals, including a cohort model, a mix of core and elective courses, and a capstone project, as well as for assessing their learning outcomes. Because this review focuses on MACS, we will devote the majority of this section to that degree, with a comparative discussion of MAPS where appropriate.

Cultural Studies

The MACS curriculum is designed to build foundational knowledge of different forms of cultural studies inquiry, with a special emphasis on ethical and participatory research methodologies and diverse forms of professional development and community collaboration. It focuses on five core learning goals:

- Identify, analyze, and address the specific structural location of cultural issues and debates, and propose creative and effective interventions;
- Recognize, critically address, and collaboratively negotiate cultural diversity and difference in a variety of educational and institutional sites;
- Move effectively from project conception to project execution through the use of both critical and immersive techniques that engage specific publics;
- Create a dynamic portfolio of work that provides the opportunity for reflection and showcases examples of research and collaboration; and
- Engage in professional positions as researchers, educators, activists, artists, and problem-solvers in a variety of cultural and organizational arenas.

MACS students realize these goals through the production of a variety of artifacts during their two years, including a capstone project, and by articulating the significance of those artifacts in the context of an integrative academic-professional portfolio. The curriculum requires thirty-six credits of core courses which the students move through as a cohort, along with twenty-four credits of electives. Outside of those courses, support for portfolio development is provided by a portfolio advisor assigned to each student beginning in the autumn of their first year, while support for the design and completion of the capstone project comes from a capstone advisor who works with the student beginning in spring of the first year. Graduating students present their capstone projects at a spring quarter research colloquium each year, after which their capstone advisor signs off on their capstone project, with their portfolio advisor doing the same for their final MACS portfolio.

	Autumn Quarter	**Winter Quarter**	**Spring Quarter**
Year One Students are assigned a Portfolio Advisor in September. In Spring, they select a Capstone Advisor.	**BCULST 500** Formations of Cultural Studies (10)	**BCULST 501** Cultural Studies as Collaboration (5) Cultural Studies Elective (5)	**BCULST 502** Cultural Studies Research Practices (5) Cultural Studies Elective (5)
Year Two Students work with their Portfolio and Capstone Advisors over the course of Year 2.	**BCULST 510** Engaging Cultural Studies (5) Cultural Studies Elective (5)	**BCULST 511** Portfolio and Professional Development (1) Cultural Studies Elective (5) *or* BCULST 598 Directed Research (4)	**BCULST 512** Cultural Studies and its Publics (10)

The portfolio-based pedagogy central to the MACS curriculum draws out and develops students' existing and emerging strengths, interests, and experiences, whether their backgrounds and aspirations are largely academic or professional. It encourages students to reflect on their curricular and co-curricular experiences during and prior to MACS in ways that are oriented toward their career and life ambitions. The portfolio development process trains students to mobilize specific artifacts drawn from their archive as evidence of situated claims about themselves as cultural studies practitioners, claims that are shaped for the particular audiences or communities they wish to engage, both inside and outside the academy. Student learning about portfolio design and development is scaffolded throughout the curriculum, but most significantly in the first-year autumn and spring quarter courses (BCULST 500 Formations of Cultural Studies and BCULST 502 Cultural Studies Research Methods) and in the second-year winter and spring quarter courses (BCULST 511 Portfolio and Professional Development and BCULST 512 Cultural Studies and its Publics). The portfolio advisor's sign-off is required at the end of autumn and spring quarters in the first year, and, as noted above, at the end of the second year for graduation. (See Appendix I, Portfolio Guidelines and Sample Portfolios also online at: http://www.uwb.edu/culturalstudies/curriculum/portfolio-guidelines. Note that some of these are UW restricted, others are public.)

MACS students are also required to complete a capstone project. Capstone project development is scaffolded through the first-year core course in spring quarter (BCULST 503 Cultural Studies Research Practices) and the second-year core courses in autumn and spring quarters (BCULST 510 Engaging Cultural Studies and BCULST 512 Cultural Studies and Its Publics). It is also supported by elective courses across the UW that the students choose in consultation with their capstone and portfolio advisors. Students' capstone projects may take multiple forms depending on their intellectual interests, political commitments, and career ambitions, and may be completed individually or collaboratively (See Appendix J, MACS Capstone Research Projects,

for project titles). Some students opt to write a thesis-like research paper. Others pilot, document, and reflect on a community-based or site-specific action research project. Still others produce arts-based forms of scholarship, such as film or performance. Graduating students' presentations at the annual Cultural Studies research conference showcase their work, in and beyond the capstone project, and articulate its importance orally in public. One of the challenges for MACS has been to encourage students to take advantage of the full range of options available for the completion of their capstone projects. In May 2014, the MACS CAWG discussed faculty (and student) expectations about how ambitious capstone projects can and should be at the MA level.[7] Other conversations, including an end-of-year retreat in June 2014, have considered alternative ways of organizing capstone projects that might support more community-engaged and collaborative faculty and student research, along with collective advising. (For further discussion, see Part B: Unit-Defined Questions, Cohort Models and Community Engagement/Community-based Learning and Research.)

Over the past five years, MACS has under taken a number of changes aimed at achieving the program's multiple academic and professional development goals, and balancing its dual emphasis on both portfolio development and capstone research. (See Part B: Unit-Defined Questions, Integrating the Curriculum.) These measures include significant changes to Winter Quarter of Year 2, detailed in section 2.2, Assessment Findings and Implementation, designed to (1) allow students a choice between broadening or deepening their knowledge, by either taking an additional elective or taking additional directed research credits supportive of their capstone, *and* (2) focusing a series of workshops on the portfolio and professional development context of these choices. In 2013, MACS faculty also redistributed the relative weight of the capstone and portfolio advising roles by equalizing the points accrued by faculty serving in these roles.[8]

Policy Studies

The MAPS curriculum is designed to provide students with a broad-based understanding of policy, including policy formation, implementation, analysis and outcome evaluation, and to develop in students the skills that they need to be effective managers and leaders in varied organizational contexts. It focuses on seven core learning goals:

- Enhance intellectual growth through a cohort learning community model;
- Foster a public service identity through applied research;
- Develop analytical and synthetic thinking skills through training in quantitative and qualitative methodologies and a generalist module-based curriculum in policy studies;
- Engage in research in a wide range of policy arenas;
- Make connections within and among disciplines through critical thinking, problem solving, and modeling of policy work;
- Help students gain a mastery of policy studies that is competent, critical, and curious;

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[7] Director of Graduate Program notes, Capstone Advisor Meeting, May 22, 2014

[8] IAS accounts for full-time faculty members' involvement in FTE-generating teaching that does not fit into the standard 5-credit course load via a points system. Full-time faculty members generate course releases once they have accrued 50 points in addition to carrying their normal load.

- Prepare students for further graduate education and to improve their career opportunities in policy fields.

MAPS students realize these goals through thirty-five credits of core courses that provide them with essential frameworks and tools for policy research and twenty-five credits of elective courses where they have opportunities to learn how those frameworks and tools come into play in specific policy arenas, or in research design for specific policy issues and problems. The first-year core courses are BPOLST 500 Policy Process and BPOLST 501 Public Finance and Budgeting (autumn quarter); BPOLST 502 Statistics for Policy Studies (winter quarter); and BPOLST 503 Policy Analysis and Program Evaluation (spring quarter); the second year core courses are BPOLST 504: Management and Organizations (autumn quarter); BPOLST 506 Capstone Research (winter quarter); and BPOLST 508 Capstone Project (spring quarter). The first year-core courses are designed to provide students with a broad-based policy education; the second-year core courses prepare them for professional success in leadership roles and support the completion of their capstone project by enabling them to undertake the significant independent research experience that is the cornerstone of the curriculum.

	Autumn Quarter	Winter Quarter	Spring Quarter
Year One Students submit a capstone pre-proposal and advisor nomination form in Spring of their first year, and are subsequently assigned a capstone advisor	BPOLST 500 Policy Process (5) BPOLST 501 Public Finance and Budgeting (5)	BPOLST 502 Statistics for Policy Studies (5) Policy Elective (5)	BPOLST 503 Policy Analysis and Program Evaluation (5) Policy Elective (5)
Year Two Students submit a formal capstone proposal in Autumn of the second year, and work with their capstone advisor in Winter and Spring.	**BPOLST 504** Management and Organizations (5) Policy Elective (5) ∗ *BPOLST 594 Research Design strongly encouraged as elective*	**BPOLST 506** Capstone Research (5) Policy Elective (5)	**BPOLST 508** Capstone Project (5) Policy Elective (5)

As noted above, the MAPS capstone project requirement is currently the cornerstone of the curriculum. It is designed to teach students to synthesize and apply the insights of the core curriculum through independent research overseen by a capstone advisor and second reader. Through their capstone projects, MAPS students demonstrate mastery in formulating research

questions, strategizing methods for their solution, carrying out structured analysis, deducing appropriate conclusions, and presenting their research both in writing and orally (See Appendix K, MAPS Capstone Research Projects)

Of its own momentum, the capstone project could dominate the curriculum from winter quarter of the first year to completion. It might also narrow the education the students receive and may not be appropriate for the career ambitions of all students. MAPS faculty have responded to these tendencies in two ways. First, MAPS sought and received Graduate School approval to shift what had been a core course in winter quarter of the second year (BPOLST 505: Leadership and Organizations) to an elective open to all graduate students beginning in 2014. Second, MAPS is involved in ongoing discussions regarding a formalized clinical track as an alternative to the capstone requirement: the clinic option would build on the community-based learning opportunities that have been developed in core and elective courses. These discussions respond to the significant work that MAPS core faculty have done to embed community-based learning in the core curriculum: between 2008 and 2014, sixteen core classes (BPOLST 500, 501, 502, 504, and 505) have partnered with twenty-two different organizations (or departments/divisions thereof) on projects that simultaneously delivered on partner-defined research/development needs and MAPS program learning objectives. (See Appendix L for documentation on MAPS course projects and community partnerships. For further discussion, see Part B: Unit-Defined Questions.)

2.2 Assessment Findings and Implementation

A subcommittee of the MACS faculty conducted a systemic review of all portfolios from the first two graduating classes in summer 2010 and 2011, along with student feedback data from mid- and end-of-year program surveys collected every year since MACS was launched. (See Appendices M and N, Reports of the MACS Assessment Committee and MACS Student Surveys). The strategy here was to complete an intensive assessment of the curriculum at the moment of launch in order to make adjustments quickly. These reviews affirmed the program learning goals as a framework for assessing student accomplishment; applauded the rich diversity of artifacts included in the portfolios; and found the work emerging from the program to be strong, exciting, and promising. They also resulted in several recommendations for pedagogical or curricular change that have been acted upon. Two minor revisions involved pedagogical modifications designed to raise the visibility of the program's learning goals for students and faculty, and the development of peer trainings for portfolio advisors (which are now convened in the autumn of each year).

Both assessment committee reports, but particularly the second, recommended that faculty members take up the question of how to facilitate critical self-reflection about issues and experiences of difference, power, and intersectionality; how to manage conflict and difference within a cohort; and how to have difficult conversations about difference, and specifically race, tying this need to a more specific focus on the MACS learning goal concerned with negotiating cultural diversity and difference. These recommendations have resulted in revisions to individual syllabi, ongoing discussions in MACS meetings, and the creation of norms and onboarding practices for faculty members new to MACS and its advising roles. One notable result of these recommendations has been the institution of an intensive Interactive Theatre as

Pedagogy Project workshop. This workshop, which itself emerged from a UW Ford Foundation grant that included MACS faculty, uses Theater of the Oppressed methodology to facilitate transformational dialogue about institutional racism and to promote inclusive learning environments. It takes place early in the entering cohort's experience as part of their ten-credit introductory course, BCULST 500 Formations of Cultural Studies. Additionally, Graduate Student Liaisons, nominated and elected by their peers to take part in MACS CAWG meetings, have become an important mechanism for making the MACS academic director and faculty aware of issues and tensions in the cohort so that they can be addressed in a timely fashion.

Finally, MACS sought and received UW approval for two curricular revisions in response to the committee's findings, both of which took place in 2013. The first was to change the sequencing of the first-year core courses (Cultural Studies as Collaboration and Cultural Studies Research Practices), so that the course on Collaboration (winter) now precedes the course on Research Practices (spring). This change was intended to make collaboration practices fully recognizable as they inform a variety of research methods, and to ensure that students engage collaboratively in research projects with others. In making this change, the faculty noted and sought to enhance the specific intervention MACS makes into the field of cultural studies through its emphasis on collaboration. The change also allowed students to explore cultural studies research methods after they had gained more experience with theories and practices of collaboration. The other significant curricular change involves the second-year core course in winter quarter, BCULST 511 Capstone Research Seminar. Originally a five-credit course, it was reduced one credit (C/NC) and renamed BCULST 511 Portfolio and Professional Development. This reform was intended to support students' work on their portfolios, to respond to their requests for more focused professional/career development, and to free up elective credits for them to take an additional elective course linked to their capstone project. BCULST 511 Portfolio and Professional Development now consists of a series of three workshops which focus on how to develop portfolios in the context of career and professional planning.

MAPS has also systematically collected and reviewed mid-program, end-of program, and alumni surveys (see Appendix O and P). As noted in Section 1.4 above, MAPS faculty have also reviewed data concerning applicant attributes to examine admissions policies and student outcomes (program completion, time to completion, and graduate GPA).

2.3: Instructional Effectiveness

Like all IAS faculty members, those participating in MACS and MAPS are expected to provide evidence of excellence in teaching as well as research. IAS relies on a variety of means to assess individual instructional effectiveness. These measures include course teaching evaluations, annual peer observations, personnel processes that include merit reviews of all faculty members, and reviews for reappointment, promotion, and tenure. Available quantitative course evaluation ratings, averaged over a five-year period (autumn 2009-spring 2014), scored MACS classes at 4.1 (core) and 4.6 (elective) and MAPS classes at 4.0 (core) and 4.6 (elective) on a five-point scale. While these teaching evaluations are necessarily summative, IAS generally approaches them as a formative means of improving individual teaching within the context of the larger curricula, and faculty members regularly consult with one another and with the campus's Teaching and Learning Center about pedagogical strategies. Many have participated in IAS's

Project for Interdisciplinary Pedagogy (http://www.uwb.edu/ias/faculty-and-staff/pip) as teaching mentors. Faculty have also involved MACS students in their undergraduate classes as informal teaching mentees, sometimes framed around an independent study for the graduate student. Aside from the generally positive scores on the evaluations, one index of the success of this approach is the number of faculty members engaged in MACS and MAPS have received University of Washington teaching awards (Ashbaugh, Aanerud, Dolsak, Edwards, Gardner, D. Gillespie, Groom, Kochis, Krabill, Shayne, Thurlow, Toft).

Given the time, space, and sociality constraints imposed by a commuting campus, a student body committed to jobs and families, and the quarter system, MACS faculty have been deliberate in their use of online learning tools to support the learning and development of the cohort. Faculty view these efforts as part of our mission to provide access to education for students who arrive with differing levels of traditional academic preparation, assisting in acculturation to high-level academic work, as well as helping to provide digital competencies. These efforts include use of online discussion groups, managed in Canvas, as a site for developing shared vocabularies, reflection, reading and writing practices. The MACS program uses UW Google Sites as a common platform for students' development of their electronic portfolios precisely because it supports collaboration and consultation among students and advisors. Several MACS faculty have extended digital learning through mapping technologies that further the investigation of community resources and dynamics, globalization processes, and the prison system. Outside the classroom, MACS students have extended this use of online forums to support the development of graduate student culture and community, beyond the classroom.[9]

4: Teaching and Mentoring Outside the Classroom

The MACS and the MAPS curricula both require significant teaching and mentoring outside of the classroom for the purposes of capstone advising, with MACS also requiring it in relation to the portfolio. These requirements have led to multiple discussions in the MACS CAWG about capstone and portfolio advising, along with special meetings and on-boarding sessions designed to norm and enhance advising and mentoring practices in relation to individual students and the cohort as a whole. As part of these discussions, MACS faculty and staff have made a study of the literature on group dynamics. They describe the cohort as moving through the trajectory of "forming, storming, norming, and performing," with some cohorts storming more than others. Faculty teaching core courses have become alert to the ways that affect and experience around working together can accumulate: many self-consciously address this in how they structure and reflect on group work. Co-curricular teaching, advising, and mentoring is also provided by other units on campus that coordinate with MACS and MAPS faculty and staff on issues related to community engagement and career development, including the campus Career Center, the Office for Community-Based Learning and Research, and the Writing and Communication Center. Both MACS and MAPS enjoy a dedicated research and instructional librarian, who participates in the curricular area working group overseeing the degree, and who collaborates with faculty and students on the integration of research instruction into the core curriculum.

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[9] Examples include Rum and Donuts, developed by the first MACS class, http://rumanddonuts.wikidot.com/issue-1-dec-15-2009, and the UW Bothell Women of Color Collective Blog, developed by the class of 2011 http://uwbwomenofcolor.blogspot.com.

Annual student surveys conducted at the end of the first year of study and after completion of the program in the second year similarly indicate that the cohort, and the cohort experience, is both challenging and rewarding for students. In summer 2014, the IAS Graduate Office explored this issue further through focus groups with MACS and MAPS alumni. The findings indicate that students in both programs experienced the cohort, in retrospect, as a highly valued aspect of their graduate experience. One MAPS alum referred to it as a "built-in support structure," a sentiment that was echoed in other statements; a MACS alum noted that she continues to collaborate intellectually and professionally with others who were part of her cohort. This ongoing collaboration is evinced in alumni of both programs through ongoing professional networking, peer advising, informational interviews, and organizational recruitment, as well as co-curated events and cross-promotional activity. Perhaps more importantly, alumni understood the cohort, and the diversity of its make-up in terms of life experiences, ages, professional backgrounds, and community connections, as a deep part of their educational experience. Focus group members suggested that this diversity supported the development of their communication skills, and their ability to synthesize multiple perspectives. They also echoed faculty and staff descriptions of "the cohort" as an entity that has a powerful and dynamic affective life that permeates and extends beyond the classroom in ways that create pedagogical challenges and opportunities. (See Appendices N, O, and P. For further discussion, see Part B: Unit-Defined Questions.)

Another significant aspect of teaching and mentoring beyond the classroom involves supervision of the internships and practica that students complete outside of the core curriculum. Between Summer 2008 and Summer 2014, IAS graduate students completed fifty-nine academic internship quarters and 227 internship credits at sites ranging from Northwest African American Museum, University Beyond Bars, and Pongo Teen Writing (MACS), to Conservation Northwest, PATH, and Seattle Human Rights Commission (MAPS). IAS graduate students have also completed an additional twenty-four non-credit bearing internship quarters. Both formal and informal internships inform students' research and professional development and draw heavily on the collaborative learning networks developed by faculty and, in some cases, students and alumni. (See Appendix Q, "Internships and Practica Records" and Internship Development Resources, http://www.uwb.edu/culturalstudies/curriculum/internships.)

Section 3: Scholarly Impact

3.1: Faculty Scholarship and Impact

MACS and MAPS faculty members (core and affiliate) represent and participate in a broad network of overlapping and intersecting fields of inquiry. MACS's network includes Media Studies, Global Studies, American Ethnic Studies, Postcolonial Studies (and specifically in African, Caribbean, Central and Latin American contexts), Urban Studies, Prison Studies, Environmental Studies, Gender and Sexuality Studies, Performance Studies, and Disability Studies, all of which intersect with theories and methods that include feminism, critical race theory, Marxism, performance/ethnography, archival research, discourse analysis, and textual interpretation. MAPS's network adds the fields of social welfare policy, labor and economic policy, educational, environmental, human rights and international policy, as well as methodologies of organizational development and management, program evaluation, and quantitative/statistical analysis.

One means of measuring their scholarly impact is simply to list their individual achievements in the aggregate. Taking the calendar years 2013 and 2014 as a sample, twenty-four MACS faculty members published six monographs, three edited collections, twenty-two journal articles, and ten book chapters, on topics ranging from pan-Africanism, to LGBTQ youth identities, to Caribbean performance and the postcolonial poetics of disability and animality. They presented thirty invited or plenary lectures at institutions ranging from the Cultural Studies Association to the Howard Zinn Book Fair, to the Institute of Communication Research at University of Illinois Urbana Champagne to the Institute for Culture and Society at University of Western Sydney. They gave talks or ran workshops at more than ninety professional conferences. They served on governance and advisory boards of organizations for the Cultural Studies Association and Imagining America: Artists and Scholars in Public Life, and served on editorial boards of journals such as *Rethinking Marxism, Lateral: A Journal of the Cultural Studies Association, Communication Theory, Sexuality and Culture,* and *Ecquid Novi: African Journalism Studies.* Over the same time period, sixteen MAPS faculty members published two books, seventeen journal articles, two book chapters and four reports.

These relatively conventional metrics tell one story about MACS (and MAPS) as a broadly interdisciplinary cohort of highly-productive faculty members. A different story of impact emerges when one attends to the specific claims MACS makes on the field of cultural studies. As noted above, MACS was designed in part as an intervention into national and international formations of cultural studies, with the goal of shifting the field (back) toward the praxis orientation that lay at its (multiple) origins. It also aspired to create a model of graduate education in the interdisciplinary arts, humanities, and social sciences that does not focus exclusively – or even primarily – on the production of doctoral students and future faculty members. As the original proposal put it, "It is our conclusion that there is strong regional need and demand for master's-level education in the interdisciplinary arts, humanities, and social sciences, especially for a program capable of preparing its graduates for employment in regionally located, community-based organizations. Further, we are convinced by our research that there is strong demand in regional public, private, and not-for-profit sectors both for the types of skills and abilities this program will cultivate and for the types of learning networks and research collaborations it will sustain." (See Appendix R, Executive Summary).

These conversations have roots in local and national initiatives concerning the relations between academic and professional graduate education, praxis orientations in humanistic and social science scholarship, and the public purposes of higher education.[10] MACS developed out of an

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[10] In doctoral education, foundations and organizations including the Mellon Foundation, Woodrow Wilson National Fellowship Foundation, Pew Charitable Trust, the Modern Language Association, and Imagining America: Artists and Scholars in Public Life have advocated for and funded graduate education reforms that pluralize career tracks and diversify professional development training (in conjunction with attracting and retaining a more diverse student body and shortening time to degree). On studies undertaken by Mellon, see Ehrenberg, et al. *Educating Scholars: Doctoral Education in the Humanities*. Princeton, NJ: Princeton University Press (2009) and the publications associated with *PhD— Ten Years Later* http://depts.washington.edu/cirgeweb/phd-career-path-tracking/. On Woodrow Wilson National Fellowship Foundation initiatives, see The Responsive PhD (2000-2006) http://woodrow.org/about/past-programs/#RESP, and Humanities at Work (1999-2006) http://woodrow.org/about/past-programs/#HW. On local instantiations of this work, see Bartha and Burgett, "Why Public Scholarship Matters for Graduate Education," forthcoming in *Pedagogy.* For recent recommendations from the MLA on doctoral study and programs, see http://www.mla.org/report_doctoral_study_2014. On trends towards

engagement with these initiatives and through a vision of cultural studies as a field where knowledge should be put into situated practice. Through its portfolio-based pedagogy, MACS models modes of teaching at the graduate level that address students' scholarly, professional, and civic development on the one hand, and reflexively shape cultural studies as a field of practice as well as study. One indicator of local and institutional influence and impact of MACS is the incorporation of its portfolio- and project-based pedagogy into the UW's graduate Certificate in Public Scholarship, which was recently recognized as "the most robust graduate program for the new public humanists" in the PMLA.[11] MACS faculty have provided leadership in other initiatives across the campuses including a graduate student working group on indigenous studies and a collaborative community-based project between the African Studies Program and the Seattle International Film Festival. This expertise has also been enlisted in board and committee service, with three MACS faculty members serving on the Simpson Center for the Humanities Executive Board, and three on the Certificate in Public Scholarship steering committee in recent years.

On a national scale, MACS has also had significant impact, despite its short history. Several senior faculty members have taken on leadership roles in national organizations with missions to advance effective, ethical, and engaged cultural research and practice. Bruce Burgett is the chair of the National Advisory Board of Imagining America: Artists and Scholars in Public Life (IA), the co-editor of *Keywords for American Cultural Studies* (2007/2014), and the immediate past president of the Cultural Studies Association (CSA); S.Charusheela is an elected member of the CSA Executive Committee. MACS faculty members have also authored publications that disseminate its approach to praxis and to pedagogy. Examples include Ron Krabill's "Graduate Mentoring Against Common Sense" in *Collaborative Futures: Critical Reflections on Publicly Active Graduate Education* (2012), a series of interviews published in *Public: The Journal of Imagining America* and *Lateral, The Journal of the Cultural Studies Association,* and the co-authored "The Affirmative Character of Cultural Studies" in the *International Journal of Cultural Studies* (2011), which described the history, design, and purpose of the degree.[12]

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greater public engagement in humanities and social sciences see the 1990 American Council of Learned Societies, ACLS Occasional Paper No. 11, *National Task Force on Scholarship and the Public Humanities* (1990); Craig Calhoun, "Toward a More Public Social Science," Social Science Research Council (2004): 12-17, and "Social Science for Public Knowledge," Social Science Research Council (2007): 1-31, and the website for Imagining America, www.imaginingamerica.org.

[11] Julie Ellison, "The New Public Humanists." *PMLA* March 2013.

[12] Krabill, "Graduate Mentoring Against Common Sens." *Collaborative Futures: Critical Reflections on Publicly Active Graduate Education*, eds. Gilvin, Roberts, Martin. Syracuse: The Graduate School Press of Syracuse University, 2012.

--"Lateral Moves—Across Disciplines: An Interview with Randy Martin." Eds. Bartha, Burgett, Douglass, Kochhar-Lindgren. *Lateral, The Journal of the Cultural Studies Association.* 1: 2012. http://culturalstudiesassociation.org/lateral/issue1/lateralmoves.html.

--"Critical Purchase in Neoliberal Times: An Interview with Ien Ang." Eds. Bartha, Burgett, Krabill. *Lateral, The Journal of the Cultural Studies Association.* 2: 2013. http://lateral.culturalstudiesassociation.org/issue2/culture-industries/index.html

--"Art Gave Permission to Agitate: A Conversation with Pam Korza." Eds. Bartha, Burgett, Thomas. *Public: The Journal of Imagining America.* 1: 1&2: 2013. http://public.imaginingamerica.org/blog/article/art-gave-permission-to-agitate/.

-- Burgett, Kochhar-Lindgren, Krabill, Thomas ,"The Affirmative Character of Cultural Studies." *International Journal of Cultural Studies* (2011).Version of record available at: http://ics.sagepub.com/content/16/4/419

Cultural Studies faculty members and alumni have also disseminated MACS approaches and innovations in invited lectures, conference panels and workshops, sometimes in conjunction with MACS students. The sites of these presentations range from an invited keynote in Sydney, Australia, to a workshop at the Association of American Colleges & Universities, to the annual or biennial conferences of the Cultural Studies Association, the international Association of Cultural Studies, Imagining America, the Race and Pedagogy Conference, the Association of American Geographers, the Society for Cinema and Media Studies, and the Society for Community Research and Action.

Beyond these direct interventions into the field of cultural studies, MACS faculty members have had significant impact acting as bridges between cultural studies and other professional or disciplinary formations. Yolanda Padilla, for instance, serves on the Modern Language Association's Division of Chicana/o Literature and recently helped launch the Latino/a Studies Association. MACS faculty have published books on black prison organizing in the civil rights era (University of North Carolina Press); women's narrative renegotiation of identity and community after traumatic brain injury (New York University Press); the conjuncture of AIDS, sub-Saharan development, and global health science (Cornell UP); virtual literature (Zero Books), and feminist activism and research in Latin America (SUNY Press). They have published scholarly articles in journals such as *Antipode, American Quarterly,* and *Sociological Perspectives,* and creative work in journals such as *Hambone* and *Line.* A MACS faculty member and student have collaborated with others to deliver a policy brief to the US State Department on the policy options for reducing violence against sex workers.

Finally, MACS faculty members have realized the degree's claims to cultural praxis through the development of collaborations, projects, and exchanges at various scales across of host of local and translocal sites, including the Vera Project (all-ages music and arts venue); 911 Media Arts Center; Pat Graney Prison Transition program; Los Angeles and Northwest Film Forums; Humanities Washington (the state humanities council); the Women Who Rock Research Project; community and prison reading groups; On the Boards Performance Center, UW Women of Color Collective, and UWave Radio. They have also participated in small and large cross-disciplinary grant initiatives at the UW, including the Difficult Dialogues (2006-2008) grant from Ford Foundation on Engaging Southeast Asian Pluralism in Seattle and the Sawyer Seminar on B/Ordering Violence, as well as funded research clusters and working groups on community-based learning and research, indigenous knowledges and politics, and audience and affect, among others.

3.2: Student Scholarship and Impact

MACS is designed to support career and scholarly trajectories across a range of sectors, both in and beyond higher education. During their time in MACS, students have implemented capstone projects with outcomes and impact that extend well beyond the conventional master's thesis. Tyrell Edwards ('13), for instance, received a 2013 Emerging Leader Award at UW Bothell as a result his capstone research on *Establishing Student Support Services Through Community Based Action Research*. He later received a post-graduate Fulbright Scholarship at the University of British Columbia, Vancouver. Debbie Brown ('11), currently a doctoral candidate in Leadership

Studies at Gonzaga University, received a 2014 Fulbright award for study in Zambia: she continues to work with MACS faculty and alum. Many students have presented their individual and collaborative research at conferences and events, including the UN Commission on Women, the Critical Geography Conference, Imagining America, the Cultural Studies Association, and the Association for Asian American Studies. Still others have shown their work at the Seattle International Film Festival and other arts venues. All MACS students present their scholarship at the final MACS Research Conference at the end of their second year. The annual conference does more than showcase student work. It also invites students to think creatively about the form their scholarship will take in relation to its desired audience and impact. The result is a conference made up of sessions that typically mix verbal presentation and performance with samplings from interactive workshops and installations.

For students who desire to pursue further graduate education, MACS has a strong placement record in Ph.D. programs. A representative sample includes Performance Studies at University of California Berkeley; Gender, Women, and Sexuality Studies at the University of Washington and the University of Minnesota; English and Ethnic Studies at the University of California San Diego; the interdisciplinary program in Water Resources at University of Idaho; the Higher Education Administration program at Oregon State University; the Environmental Social Science program in Arizona State University's School of Human Evolution and Social Change; and American Studies at Washington State University's Department of Critical Culture, Gender, and Race Studies. This list shows both the diversity of fields MACS opens onto and the strong, shaping imprint of its focus on engaged forms of interdisciplinary inquiry. Though MACS is too young to have produced longer term data about its graduates' careers in higher education, we anticipate that MACS graduates will go on to careers in which they help to reshape higher education in ways that are congruent with MACS mission. We also assume that some of the future Ph.D.s MACS produces will find careers outside of higher education in art, cultural, or social service organizations.

For students moving directly into careers outside higher education, MACS has a similarly strong and diverse placement record. MACS graduates are serving as leaders, educators, and organizers in the public, private, and non-profit sectors, with many of them bridging these sectors. Some of them are pursuing free-lance careers as writers, consultants, or artists. They are working in a wide range of community development, human development, and resource development positions, across educational, social service, arts and cultural institutions. A few illustrative examples include: Arts Administrator, City of Redmond; Recruitment and Education Manager, Progressive Majority; Assistant Director for Development, Office of Minority Affairs and Diversity, University of Washington; Education Director for the Confederated Tribes of the Umatilla Indian Reservation; freelance photo journalist; Project Manager and Facilitation Coach for Microsoft; Service-Learning Program Manager for UW School of Medicine; and Human Resources Generalist and Strategic Business Partner for The Boeing Company. Among those with notable accomplishments in this group are EJ Juarez ('13), who was named to the Washington State Commission on Hispanic Affairs; Ruth Gregory ('11) and Luke Ware ('11), who produced "Maikaru," winner of Best Short Documentary Film award at the 2014 Seattle International Film Festival; Nora Johnson ('14), who serves on the Social Justice Training Team for YWCA Snohomish County; and Josh Heim ('11), who was named as a 2014 Washington

state representative to the WESTAF Emerging Leaders of Color Program. (See Appendix S for current MACS and MAPS alumni placement records.) [13]

By virtue of its relative longevity, MAPS has a more mature alumni base and record of impact. While some MAPS graduates have gone on to Ph.D. study in areas like public health, placement records, alumni surveys, and alumni focus groups indicate that most graduates are deploying their academic research training as engaged practitioners in range of professional placements across for-profit, non-profit, and government sectors. Data also evidence strong job satisfaction, full employment, and good incomes. Graduates are working as community advocates and field organizers for such organizations as Fair Labor Association and Planned Parenthood; as administrators, programs managers, and directors of city, county, state and federal agencies, philanthropic foundations, institutions of higher education, and non-profits; and as developers, consultants, and analysts in for-profit companies. There are multiple indications that they remain research active. Faculty member Nives Dolsak is exemplary, having co-authored conference papers with MAPS students and former students Megan Dunn ('13), Juliana Mandler ('12), Kristen Houston ('10), Emily Bowerman ('07), Karen Sampson ('06), and collaborated with them post-graduation on research and publications, the results of which have appeared in such journals as *Global Policy, Climatic Change, Administration and Society,* and *Policy Science.* Outside of traditional capstone work Carlisle, Jacoby, and Nitta have also collaborated with MAPS students, some of which has resulted in co-authored publications. MAPS participants in the 2014 alumni focus groups emphasized the desire to continue collaborative research with faculty; to contribute to the program as practitioners, internship supervisors, and community partners; and, to maintain access to the research resources and databases that had been afforded to them as students of the program. (See Appendices P and S for placement records, survey results, and focus group reports.)[14]

Section 4: Future Directions

In Part B of this self-study, we pose two unit-defined questions for MACS, two questions for MAPS, and three questions shared by MACS and MAPS. Because these questions are closely tied to the future directions of MACS, MAPS, and IAS, we have chosen to move that discussion to Part B.

These unit-defined questions are revised slightly from those originally posed in the charge letter. The most notable change is the combining of two separate questions about community engagement/community-based learning and research. Both our programs share this as a common interest: however, it is not clear whether common questions suggest common answers, when taken in the context of the two programs.

As both programs look to build their respective profiles, and UW Bothell looks to build further graduate programs and culture, another question suggests itself. How might we leverage the unique profile of University of Washington Bothell as an institution and a project, to this end? This profile includes an educational access mission focused on non-traditional and first-generation students, and investment in student success that centers close student-faculty

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[13] See http://www.uwb.edu/culturalstudies/about-us/alumni for selected MACS profiles.
[14] See http://www.uwb.edu/policystudies/about/alumni for selected MAPS alumni profiles.

relationships and advising supports, regional engagement, interdisciplinarity, and an increasingly diverse student body. University of Washington Bothell has recently received some national recognition for its success in these dimensions. How might these unique institutional strengths and commitments be built upon for our graduate programs and vice versa?

PART B: UNIT-DEFINED QUESTIONS for MACS and MAPS

1) MACS Questions

Integrating the Curriculum. MACS works deliberately at a point of tension between academic and applied forms of scholarship. It aims to open onto a wide variety of career pathways and to engage a diversity of methods. These goals require that faculty and staff members, along with students, share a broad vision of the degree, its advising structure, and its campus and community resources; create curricular through-lines; communicate options; and appropriately balance the value of the capstone and the portfolio within the degree. Over the past several years, the MACS faculty has made a concerted effort to shift emphasis within the program away from the capstone and toward the portfolio in order to emphasize trajectories other than a thesis-driven capstone and doctoral studies as the next professional step. However, students often enter the program with preconceived notions about how "academic and theoretical" or "practical and professional" a master's level degree program should be, thus making it difficult to meet individual student expectations *and* challenge the assumption that those approaches are mutually exclusive.

How can MACS develop coherent mechanisms, structures, and messages about its curriculum and co-curriculum among faculty and staff instructors and advisors?

Expanding Local and National Impact. The start-up of MACS involved intensive work on developing a broad-based learning network that extends across the region and engaged with national conversations about practice-based graduate curricula. Faculty and staff have built project-based relationships with a host of regional arts, cultural, and social service organizations. They have also taken on a variety of national leadership positions in professional organizations, ranging from the Cultural Studies Association (a professional organization in the field of cultural studies) to Imagining America: Artists and Scholars in Public Life (a national consortium of higher education institutions focused on public scholarship and transformative campus-community partnerships) to the Modern Language Association. Faculty members hired at the outset and subsequent to the program's launch are deeply embedded in a wide array of scholarly, activist, and professional communities on geographic scales from the local to the international.

How can MACS leverage the networks that it has developed locally and nationally in order to mobilize further resources for faculty, students, and alumni, build the reputation of the program, attract a broad range of students to the program, and enhance its impact?

2) MAPS Questions

Program Profile: MAPS faculty members currently represent strengths in the arenas of social policy (education, labor and health), environmental policy, and human rights/social justice. The program distinguishes itself from local alternatives such as UW Seattle's Evans School of Public

Affairs through its emphasis on policy studies rather than public administration. At the same time, MAPS attracts students with interests that diverge from these strengths.

How can we best leverage these concentrations in the context of a general policy education? What strategies can we use to provide quality instruction and sufficient depth in areas of student interest? (These issues emerge as an extension of earlier questions about recruiting, but also focus those questions more narrowly to MAPS current profile.)

Resource Leveraging: Though MAPS is a relatively small program, policy-oriented courses are distributed broadly across IAS and the UW Bothell campus. To date, attempts to collaborate across the campus and campuses have been met with only limited success. To maximize resources, MAPS has pursued, or considered pursuing, the following strategies, centered within the School of Interdisciplinary Arts and Sciences:

- MAPS has endeavored to broaden elective offerings by crosslisting graduate (500 level) and undergraduate (400 level) courses, creating in effect graduate and advanced undergraduate sections.
- MAPS faculty members led the development of a new undergraduate major (Law, Economics, and Public Policy, or LEPP) in response to regional and campus need, along with a policy studies minor. One of the larger undergraduate majors in IAS, LEPP provides undergraduates with an important opportunity to pursue more systematic study in policy- related fields. This undergraduate program supports a wider set of policy studies competencies among IAS faculty and creates pathways to the graduate program for Bothell students.
- MAPS is exploring the possibility of creating a Combined Undergraduate/Graduate program which would streamline pathways to the MA degree.

How can we strengthen MAPS curricular offerings by building synergies with undergraduate and graduate degrees in IAS and collaborating with other UW Bothell and UW graduate programs in which a latent or active policy area exists (in the Schools of Nursing and Health Studies; Educational Studies; Business; and Science, Technology, Engineering, and Mathematics, and at UW Seattle)? (These issues emerge as an extension of earlier questions about faculty resources for MAPS, but also focus those questions more specifically to MAPS current profile in the context of IAS, UW Bothell, and the UW.)

3) MACS and MAPS Questions

Community Engagement/Community-Based Learning and Research. MACS and MAPS share with many other degrees in IAS and across campus an interest in developing sustainable models for collaborative community-based learning and research that engage both students and faculty. In the case of MACS, this interest is central to the intervention the degree makes into the academic field of cultural studies through its emphasis on collaborative practice and diversified forms of professional development. In the case of MAPS, the focus has been on the mechanisms needed to pilot a clinic-based approach to the capstone project as a complement to the more thesis-based approach that is currently in place (See Appendix T, Proposed Clinic/ Practica Models). Both programs are well situated to develop more robust mechanisms for

collaborative practice across sectors, insofar as faculty, staff, and students are motivated, the school is supportive, and a campus infrastructure for community engagement, and specifically community-based learning and research, is emergent. MAPS and MACS faculty have provided campus-wide leadership on these issues through community-based learning and research initiatives. (See Appendix U, MACS and MAPS Community-Based Learning and Research Fellowships.) MAPS faculty have run both core and elective classes as community-based learning and research projects and MACS renewed a praxis-oriented vision of the program at its end-of-year retreat in June 2014. Yet we have found ourselves less successful at building and sustaining learning and research partnerships than we would like or expect. Barriers have included the full-time working and school schedules of students, a lack of funding/fellowships to support engagement opportunities for faculty and students, and a lack of knowledge and coordination among partnership initiatives across programs and schools. While some short-term projects have been executed successfully, we have yet to pilot and assess mechanisms to continue such projects over the middle-to-long term.

How can we build upon the mission of the MACS, MAPS, and IAS, and its specific cross-sectoral emphasis in ways that develop a sustainable infrastructure for community-based partnerships oriented toward research and learning? What curricular, co-curricular, and/or institutional structures or models might best support this work? How might other academic and non-academic units be engaged in developing community-engaged labs or clinics, for instance?

Cohort Models: Both MACS and MAPS are built on cohort models, with great emphasis on a core curriculum and great potential for collaborative student work, including clinics and capstones. This model of graduate education has resulted in positive retention and success rates, but it has also presented consistent pedagogical challenges, both curricular and co-curricular. We have found that cohorts regularly generate significant tensions in relation to each other and, sometimes, to faculty members as well, even as the specific issues at the source of those conflicts almost always varies from cohort to cohort. As a result, MACS faculty members have attempted to manage expectations by de-emphasizing the cohort experience in recent years; unfortunately, this can also have a negative impact on successfully conveying our focus on collaboration and justifying the cohort model itself.

What strategies might be deployed to leverage the cohort model of graduate education as a means of developing and teaching cross-disciplinary and cross-sectoral collaboration practice? What pedagogical best practices might enable us to deal proactively with the tensions produced by cohort-based learning?

Student Recruitment: Both MACS and MAPS are committed to building their degree profiles in ways that are responsive to diverse student interests and a diverse student body in terms of race, gender, age, class, and national identity/origin. Both offer curriculum and co-curriculum that are designed to appeal to non-traditional and/or adult students, with a particular (though not exclusive) focus on working professionals and evening students. At the same time, MAPS and MACS have struggled at times to meet enrollment targets. One reason for this is the lack of effective or coordinated graduate recruitment strategies at UW Bothell and in IAS. This is a problem we are currently addressing (see Section 1.4 above). Another reason is that MAPS and MACS have had limited tuition assistance funding (historically $45k/year for sixty MAPS and

MACS students, as earlier noted) and limited on-campus employment opportunities in teaching or non-teaching positions (as of 2014, two nine-month, fifty percent graduate staff assistantship appointments in the Graduate Office that come with a tuition waiver and monthly stipend). The result is that both programs are largely tuition dependent. Students who would prefer MAPS or MACS wind up attending another program due to the financial packages those institutions are able to offer.

What recruitment and funding strategies can best enrich these programs? Can the emphasis on community-engaged learning and scholarship be leveraged in this context? Are there models for supporting graduate students that do not rely solely on financial aid or teaching and research assistantships that come with tuition waivers?