

**Academic Program Review
Spring 2017**

**School of Interdisciplinary Arts & Sciences
University of Washington Tacoma**

Program Overview

Degrees & Certificates Offered

Bachelor of Arts

American Studies (CAC)	Individually Designed Concentration
Arts, Media, & Culture (CAC)	Interdisciplinary Arts & Sciences (SBHS)
Communication (CAC)	Law & Policy (PPPA)
Environmental Studies (SAM)	Politics, Philosophy & Economics (PPPA)
Ethnic, Gender & Labor Studies (SHS)	Psychology (SBHS)
Global Studies Concentration (SHS)	Spanish Language and Cultures (CAC)
History (SHS)	Writing Studies (CAC)

Bachelor of Science

Biomedical Sciences (SAM)
Environmental Sciences (SAM)
Mathematics (SAM)

Masters

Master of Arts in Interdisciplinary Studies (MAIS)

Minors & Certificates

American Indian Studies (SHS)	Nonprofit Management (SHS)
Asian Studies (PPPA)	Politics (PPPA)
Economics (PPPA)	Public History (SHS)
Education (SBHS)	Religious Studies (PPPA)
Environmental Studies (SAM)	Restoration Ecology (SAM)
Gender and Sexuality Studies SHS)	Social Science Research Methods (SBHS)
Geographic Information Systems (SAM)	Sociology (SHS)
Human Rights (PPPA)	Spanish Language and Cultures (CAC)
Law & Policy (PPPA)	Sustainability (SAM)
Mathematics (SAM)	Technical Communications (CAC)
Museum Studies (SHS)	

Year of Last Review: 2006

Academic Head of Unit: Dr. Anne Clark Bartlett, Dean

Self-study Coordinator: Dr. Riki Thompson, Associate Dean of Curriculum and Academic Initiatives

Submitted for Review: May 2017

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Section One: Overview & Organization

1.a Mission & Organization

1. Describe the overall mission of the unit. What does the unit believe in and what are its goals?

Consistent with the university's strategic plan, adopted in fall 2016 (See Appendix), the School of Interdisciplinary Arts and Sciences is committed to the mission, vision, and values of the UWT as a campus. We seek actively to foster a thriving and equitable society by educating diverse learners and expanding knowledge through partnership and collaboration with all our communities. Our urban serving mission moves to expand access to higher education in an environment where every student has the opportunity to succeed; to foster scholarship, research and creativity to address the challenging problems of our time and place; to partner and collaborate for the common good; and to catalyze the economic and social vitality of the region. Our values include access, diversity, innovation, community, and excellence. All of these values work collectively to create transformative educational experiences for our students.

The School of Interdisciplinary Arts and Sciences has recently attained school status, which takes us to a higher level of visibility and causes us to reexamine our operational structures. We now have our first non-interim dean, who will collaboratively shape and nurture a collective intellectual and institutional vision and work with the community to increase engagement and philanthropic giving. The dean has two associate deans (an associate dean for curriculum and academic initiatives and an associate dean for faculty and student affairs). SIAS now has a faculty comprising 127 members and 19 staff and we are hiring 10 additional faculty this year. Clearly, the School is a much larger and more complex entity than it was in 2006, when our last Self-Study was undertaken.

Three years ago, we organized into divisions that were designed to promote communication and community while maintaining the faculty's commitment to interdisciplinary scholarship, teaching, and research. These units comprise the divisions of Science and Mathematics; Culture, Arts, and Communication; Politics, Philosophy, and Public Affairs; Social and Historical Studies; and Social, Behavioral, and Human Sciences. Our majors are housed within these divisions (Appendix) and the MA in Interdisciplinary Sciences rests outside of these divisions.

The divisions have supported organization among faculty members, but they have not entirely solved the issues that our size and complexity have posed. When the divisions were constituted, it was understood that their success would be reevaluated after three years. The Faculty Council has charged a task force with this project and we hope that the current Academic Program Review will likewise assist us in this objective.

The divisions themselves vary widely in size and complexity and do not have any real decision-making authority. The faculty workload required to perform routine, yet critical, administrative tasks is overwhelming. Since we are an un-departmentalized school according to the UW Faculty Code, all faculty members must vote on all hires, on all cases for merit increases, and on all tenure and/or promotion cases (these are only a few examples), regardless of faculty expertise. Given our size, this has become a serious strain on faculty time and morale. It may well be that our size and structure have become significant barriers to the fulfillment of our mission, vision, and values. We remain committed to an interdisciplinary vision, but we need to operationalize it differently.

2. List: (1) undergraduate and graduate degrees offered in the unit, including program options, or majors/minors, and fee-based programs within these degrees; and (2) certificate programs offered, if any. In addition, provide detailed information on enrollment and graduation patterns for each degree program (these data should appear in aggregate form, i.e. No student names).

You may wish to supplement with the Graduate School Statistical Summary or other data available at <http://www.grad.washington.edu/about/statistics>. Majors

Major	2012 Autumn	2013 Winter	2013 Spring	2013 Autumn	2014 Winter	2014 Spring	2014 Autumn	2015 Winter	2015 Spring	2015 Autumn	2016 Winter	2016 Spring	2016 Autumn	2017 Winter	2017 Spring
MAIS	33	32	37	32	34	35	31							18	14
Community													1		1
MAIS: Nonprofit													1	5	3
Psychology	190	231	259	213	239	261	231	274	281	207	213	233	169	227	237
IAS Major	258	248	205	128	98	86	78	129	98	120	157	139	95	90	93
Biomedical Sciences													89	114	119
Environmental Science	135	134	138	140	135	141	141	149	146	150	155	143	122	101	95
Environmental Studies	42	43	41	42	39	43	44	40	35	29	25	30	41	43	47
Environmental Sustainability (beg A17)															
Env Sust: Env Policy and Law (beg A17)															
Env Sust: Env Comm (beg A17)															
Env Sust: Bus/Nonprofit Env Sust (beg A17)															
Env Sust: Env Education (beg A17)															
Environmental Science: Biology								1	5	9	15	16	19	19	19
Environmental Science: Geosciences										1	1	6	6	6	7
Mathematics										3	22	29	51	55	54
American Studies	18	20	19	17	15	13	8	11	11	11	11	11	11	12	13
Arts Media and Culture	65	75	71	83	88	92	82	84	79	69	72	83	79	87	79
Communications	111	137	159	130	151	191	144	204	214	166	168	183	136	171	185
Hispanic Studies	NA	1	3	3	2	2	3	4	5	4	5	7	3	4	5
Writing Studies	13	15	17	18	18	24	27	37	39	37	38	45	32	40	43
EGLS	34	43	46	42	49	58	50	71	71	56	64	62	60	59	62
History	30	34	38	41	48	51	54	60	65	31	30	20	25	10	10
History: US History										16	17	20	10	12	13
History: European History										7	7	9	12	18	22
History: Asian History										3	3	6	4	5	5
History: Global History										1	1	2	2	9	13
Global Studies Concentration	39	39	39	36	36	34	44	53	52	41	42	38	29	28	27
PPE	149	170	177	133	139	153	139	151	154	123	118	103	56	44	28
PPE Pol & Phil										1	6	11	22	27	27
PPE Economics										5	18	27	11	29	32
PPE Intl St										1	4	6	11	13	12
Law and Policy	1	8	13	11	16	25	38	42	40	44	51	54	53	54	62
Politics and Economics Concentration															
Politics and Values Concentration	2	1													
TOTAL	1120	1231	1262	1069	1107	1209	1114	1340	1321	1160	1265	1302	1175	1300	1327

Minors

Minor	Au15	Wi16	Sp16	Au16	Wi17	Sp17
Education (TIASED)	78	90	93	86	94	104
Math (TMATH)	71	81	83	65	58	64
Economics (TECON)	45	59	63	64	69	76
Human Rights (THRGT)	25	25	17	14	11	9
Law and Policy (TLAWPL)	24	30	32	34	32	37
Gender Studies (T GEND)	15	15	22	31	30	32
Global Engagement (TGLOBE)	14	18	21	12	15	21
Non-Profit Management (TNPM)	14	15	28	27	28	24
Religion (TRELIG)	14	13	13	10	11	9
Hispanic Studies (THISP)	13	11	12	8	10	12
Asian Studies (T ASIA)	12	8	6	9	10	8
Sustainability (TSUST)	11	12	9	7	6	3
Politics (TPOL)	10	8	16	14	14	13
Public History (2-PHIST-00)					0	0
Environmental Studies (TEST)	8	6	4	4	6	11
American Indian Studies (TAMIND)	n/a	5	6	9	8	8
Museum Studies (TMUSEM)	4	4	6	6	7	8
Restoration Ecology* (TECORE)	0					
Social Science Research Methods (T S	n/a	n/a	n/a	n/a	2	8
Sociology	n/a	n/a	n/a	n/a	n/a	n/a
Technical Communication (T TECC)	n/a	n/a	n/a	n/a	1	1
<i>Total</i>	358	400	431	400	412	448

The Master of Arts in Interdisciplinary Studies (MAIS) has a general degree option and two options, Community and Social Change and Nonprofit Studies. See **Appendix D** for detailed enrollment information.

3. How is academic and non-academic staffing within the unit distributed? (Please refer to the organizational charts in Appendix A)

The School of IAS has 127 faculty and 19 permanent staff. The majority of the staff position work as part of the administrative team assisting with specific work related items like academic human resources, scheduling, web and social media, and budgeting. Of our staff eight are dedicated to specific divisions or program within the school. The Science and Mathematics Division has a manager, lab coordinator, biomed advisor and administrator, and an instrumental technician. Culture, Arts, and Communication has one staff member dedicated to faculty and student support in the media classes and open lab hours. Two staff divide their time between two divisions each assisting the chair with administrative tasks including scheduling support, meeting support, event support, and faculty support.

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

In September 2013, the faculty of the School of Interdisciplinary Arts and Sciences approved bylaws defining the program's shared governance. The Faculty Council is the policy-making body for the program and consists of a chair, chair-elect and lecturer-at-large, each elected by the faculty as a whole, and an elected representative from each division.

The SIAS Curriculum Committee consists of the elected division chairs and a representative from Faculty Council, who serves as chair. The purpose of this body is to review and approve new curriculum and majors and make recommendations to the Council on matters of academic policy for the program. A number of administrators and staff members serve as ex officio members of these committees.

The Executive Leadership Team includes the dean, associate deans, director of administration and operation, a staff representative, and the dean's assistant. This group meets weekly to plan and prioritize key initiatives underway.

The Shared Leadership Team is the coordinating body of SIAS, consisting of the dean, the associate deans, the division chairs, the chair and chair-elect of the Faculty Council, the director of administration and operations and a staff representative. This committee is responsible for long-term, strategic planning and goal setting, problem identification, and review of program-wide policies.

SIAS solicits advice from the community through its engagement with the SIAS Advisory Board, which consists of prominent and committed Tacoma area residents with particular experience in the scholarly and teaching fields of the School. The Board meets quarterly with the Executive Leadership Team and a representative from University Advancement to learn about initiatives under consideration and provides valuable feedback.

1.b Budget & Resources

1. Provide an outline the unit's budget (Please refer to the budget summary in Appendix B)

The UW Tacoma campus is part of the UW Seattle system of Activity Based Budget (ABB) planning, however, as campus we are considered one "school" and therefore are able to fund our campus programs outside of the ABB budgeting model. The School of IAS operates on what I refer to as a budget allocation system. Meaning we request funds for operations, staffing, equipment, travel (etc.) and they are either allocated or not as individual requests. We do not, however, submit a comprehensive annual budget for approval and funding that outlines specific annual or ongoing needs. This allows the campus maximum ability to fund programs that benefit the campus but would otherwise not have sufficient funds in the ABB model to operate.

It is also important to note that the University of Washington operates on a biennium with funding and closing occurring in two year increments of time. The two year increment is referred to as the biennium with the start year assigned to it. For example, the current biennium is 15 since the biennium started in July 2015. In IAS we have three primary budgets that are funded with either General Operating Funds (GOF) or Dedicated Operating Funds (DOF). Here is an outline of our program main budgets:

06-0330 is our primary GOF funded budget used to pay for all IAS faculty and most staff, general expenses like pen and paper, travel, and other school related expenses. This budget is approximately \$18 million with a funding increase from biennium 11 to biennium 13 of 40% and from biennium 13 to biennium 15 of 22%. The increase in budget is in part due to the Provost requirement that we convert non-competitively hired lecturers to competitively hired lecturers. In SIAS, this was accomplished over a period of 4 years and required higher salaries and benefits for faculty in these new lines. Additionally, we moved faculty being funded for our science program budget to the main IAS budget in biennium 13.

06-0333 is our science operating budget. This budget is used to fund the staff required to run our science program and special equipment needed for labs and other science related faculty needs. This budget is approximately \$872,000 with little increase over the past three biennia.

74-0371 is a DOF funded budget and are funds generated from our summer school courses. This budget varies in amount annually as it is based 100% on summer enrollments with direct operating costs and campus cost shares removed. This budget is used to fund special projects for the school including subsidizing travel and professional development for faculty and staff, an internal grant fund called Scholarship and Teaching Fund and used to assist faculty with research or teaching improvements for their classes, to fund our administrative faculty appointments, for startup funds, and to purchase equipment needed to run our programs.

We also have two course fee budgets, one for science and one for main IAS courses, that help fund more expensive programs like science labs and art.

The remainder of our budgets are grant budgets (currently 17), gift budgets (currently 13), or scholarship budgets (currently 10).

For details on these budgets please refer to Appendix B.

2. Indicate how the unit evaluates whether it is making the best use of its current funding and human resources?

The majority of our funding is allocated for faculty salaries. When we have faculty vacancies we take time to evaluate our enrollments, strategic priorities, and replacement needs and then we request faculty lines. These are evaluated by the campus-wide Executive Budget Committee. Each replacement line must be requested for funding as a new line, since there are no guarantees those funds will come back to IAS for a new faculty line. The same is true for staff lines and other operational funding.

Where IAS has the most authority over budget is with our 74-0371 summer monies budget. Here the funds are allocated by the Dean but done so in conjunction with the faculty council. The majority of these funds are being used to directly support the research and teaching improvements of our faculty.

SIAS collects and uses data from a variety of sources to make best use of budgetary and human resources. Our policies dictate that all faculty share in the teaching of lower division and upper division classes, service courses, and classes that meet at less-desirable times. When evaluating

curricular proposals, we require budget projections that quantify student demand, market position, faculty salaries, and other metrics. We strive to balance efficiency with fairness and student needs.

3. Describe any fund raising/development plan, or grant/contract-getting strategies used to seek additional funding.

As a unit within the University of Washington, SIAS is presently supporting our Be Boundless Capital Campaign and is actively seeking support for student scholarships, endowed faculty lines, innovation funds, new initiatives, and other areas of need. In addition, Dr. Turan Kayaoglu, an SIAS faculty member, has recently been named Associate Vice Chancellor for Research and he coordinates externally-sponsored grant activities and organizes workshops for faculty and staff.

1.c Academic Unit & Diversity

1. Does the academic unit have a diversity plan?

In spring 2015, IAS approved a Diversity Plan, aligned with development of a campus-wide plan at the same moment. Given the turnover in leadership at all levels, the plan has not yet been fully fleshed out and implemented, but with an EVCAA and a dean who have a track record of support for diversity initiatives, we will begin addressing this need. SIAS is committed to using best practices in faculty recruitment and retention to hire and keep a diverse faculty. Our efforts are guided by these three principles: 1) diversity and inclusion are essential to academic excellence; 2) encountering a wide range of perspectives through curriculum and embodied in members of the university is critical to student success in and beyond higher education; and 3) enhancing diversity requires confronting our own biases, commitment, advance planning, and integrity and accountability at all levels. We know that diversity is our future, as minority student populations grow due to the demographic shifts, and simultaneously, the universities from Australia, Canada, Europe, and India increasingly compete against our universities.

2. Does the unit have a diversity committee and, if so, what is the representation on the committee?

SIAS has recently established a Dean's Advisory Council on Diversity, comprising faculty, staff, and community members. The Council has not met yet, but will do so at the beginning of the next academic year.

3. What is the diversity of the unit's faculty, administrative support services and technical staff?

Job Code & Title	EEO Code		Total	W	B	A	H	I	P	2
0185 6600001	Total	18	Mal	9	8	0	1	0	0	0
LECTURER PART-TIME	Tot Min	4	Fem	9	6	1	1	0	0	1
0115 6600001	Total	18	Mal	7	7	0	0	0	0	0
LECTURER FULL-TIME	Tot Min	2	Fem	11	9	0	1	1	0	0
0179 6600001	Total	28	Mal	10	9	0	0	0	0	1
LECTURER FULL-TIME	Tot Min	2	Fem	18	17	0	0	1	0	0
0117 6600001	Total	4	Mal	2	2	0	0	0	0	0
SENIOR LECTURER-FULL	Tot Min	0	Fem	2	2	0	0	0	0	0

0123 6600001	Total	3	Mal	1	1	0	0	0	0	0	0
ACTING ASSISTANT	Tot Min	1	Fem	2	1	0	0	1	0	0	0
0116 6600001	Total	22	Mal	8	7	0	1	0	0	0	0
ASSISTANT PROFESSOR	Tot Min	5	Fem	14	10	0	2	0	1	0	1
0102 6600001	Total	32	Mal	15	11	1	1	2	0	0	0
ASSOCIATE PROFESSOR	Tot Min	11	Fem	17	10	2	2	2	0	0	1
0101 6600001	Total	7	Mal	4	4	0	0	0	0	0	0
PROFESSOR	Tot Min	1	Fem	3	2	0	1	0	0	0	0
Total for 6600001	Total	132	Mal	56	49	1	3	2	0	0	1
	Tot Min	26	Fem	76	57	3	7	5	1	0	3

4. Describe how the unit utilizes institutional resources or partners with organizations such as the Graduate Opportunities and Minority Achievement Program (GO-MAP) in the Graduate School to conduct outreach and to recruit and retain underrepresented minority undergraduate and graduate students. This past year, we provided additional training and support for search committees and will provide additional resources in future years.

The Associate Vice Provost for Faculty Advancement assisted our efforts to recruit two African-American tenure-track faculty members this year, providing us with summer salaries that allowed us to make more competitive offers than we otherwise would have been able to do. We will soon search for an Associate Vice Chancellor for Equity and Diversity for the Tacoma campus and we look forward to working with whomever fills this role on enhancing outreach, retention, and persistence among underrepresented faculty, staff, and students.

5. Describe outreach strategies the unit employs with underrepresented minority students, women, student with disabilities, and LGBTQ students to diversify its student body.

Our student body is currently quite diverse, with some 65% of undergraduates identifying as the first in their families to attend university. To support retention and persistence, we view our students through an asset-based lens. Consistent with our university strategic plan, we are working to develop additional support systems for first-generation students.

6. Describe initiatives the unit has employed to create an environment that supports the academic success of underrepresented minority students, women, students with disabilities, and LGBTQ students.

In order to make better connections between faculty and advisors and advisors and students the School of IAS started discussing a plan for assigning advisor to majors in fall 2015. Our goals include relationship-building opportunities between faculty and advisors, better knowledge of curriculum for faculty advisors to relay to students, and an opportunity for advisors to provide trends they are seeing with students back to the academic programs. Additionally, we hoped to better track and assist low achieving students. Due to leadership turnover and excessive workload, this plan has not yet been implemented, but faculty advising of students is still a strategic priority.

UWT has a number of programs in place to support students of underrepresented groups. The Diversity Resource Center (DRC) is a place for students to find a welcoming and inclusive

environment where all members of the UW Tacoma community can learn through the exploration of human differences. Connected to the DRC is the Center for Equity and Inclusion, which aims to enhance campus education, develop community partnerships, and building a diverse campus community. The center also hosts Safer Zone trainings, which supports faculty and staff to become allies for LGBTQ students and colleagues. Training is designed to radically reduce prejudice and discrimination based on sexual orientation, gender identity, and gender expression and to create a safe and affirming campus. The Teaching and Learning Center (TLC) supports students with writing, research, and quantitative skills and is committed to diversity and inclusive teaching.

7. Describe how the unit utilizes institutional resources such as the Office of the Associate Vice Provost for Faculty Advancement to recruit and retain faculty from underrepresented minority groups.

We have called upon the AVP for Faculty Advancement for training and resources for hiring. The AVP has run several workshops for search committees and has pledged resources to help us make successful offers to underrepresented faculty. We look forward to learning about other resources that may be available through this office.

8. What specific strategy has the unit employed to support the career success of faculty members from underrepresented groups, and where applicable, women faculty? To what extent has the unit been successful in diversifying its faculty ranks?

We have begun requiring participation in workshops on faculty recruiting and have provided a wide range of resources on our Academic Human Resources webpage. We have also begun developing a mentoring program and have offered scholarships for faculty to attend the National Center for Faculty Development and Diversity boot camps and workshops. We also ensure that all competitively hired faculty are recruited through a national search that explicitly and intentionally targets underrepresented minorities.

Section Two: Teaching & Learning

Section 2.a Student Learning Goals and Outcomes

Answer the following questions for each undergraduate and graduate major/degree program/certificate program. There are reports provided by various university offices that may be useful in answering this section, and the Office of Educational Assessment can provide guidance regarding assessment (contact Nana Lowell at nlowell@uw.edu).

1. What are the student learning goals (i.e., what students are expected to learn)?

As undergraduates of the School of Interdisciplinary Arts and Sciences, students will:

- Develop proficiency in skills such as writing and critical thinking that are needed for productive careers, and gain mastery of a broad curriculum in the humanities, social sciences and environmental science
- Achieve knowledge of the theories, concepts and methods of cross-cultural analysis
- Understand the complexity of relations between groups, societies, cultures and natural environments; the history of these relations and the forces of social change
- Gain a knowledge and appreciation of cultures other than their own while exploring the expression of cultural identity, thought and beliefs through literature and the other arts

- Build experience in the analysis of environmental issues and their scientific basis

Given the diversity of the five divisions and the options for the MAIS graduate program, specific student learning goals and outcomes are provided in **Appendix D**.

2. In what ways does the unit evaluate student learning (e.g., classroom- and/or performance-based assessment, capstone experiences, portfolios, etc.)?

The MIAS graduate program does not currently have a formal assessment process, though it does have a Capstone course which the new Coordinator teaches and runs as a thesis/project writing workshop, in part so that there will exist going forward a venue for assessing the success of graduating students. SIAS has recently stopped using the exit portfolio for all graduating seniors and is in the process of developing and implementing specific assessment plans for each major. In 2017, an Assessment Steering Committee was convened to focus annually on one learning objective in each major and in MAIS; data is currently being collected. See **Appendix D** for specific assessment strategies in each major as well as MAIS.

3. What methods are used to assess student satisfaction? What efforts are made to gauge the satisfaction of students from under-represented groups?

This is area in which no formal assessment process exists within SIAS and for the MAIS graduate program, we know anecdotally, however, that student dissatisfaction in recent years has had primarily to do with lack of academic support and advising from faculty. Most of the majors within SIAS have metrics for assessing this and speak to findings in **Appendix D**.

The Office of Institutional Research collects and reports data for the campus at large, using National Survey on Student Engagement (NSSE) and local surveys to determine engagement and satisfaction but they are not broken down by ethnicities. The 2016 NSSE data suggest that longitudinally, underrepresented minorities persist in lower division at same rates as whites. The UWT IR report “Who Leaves and When” shows there is no statistical significance between underrepresented and non-underrepresented students for those who leave at the lower division level. The safety nets we have in place for lower division disappear once students are in majors and we are starting to see some differences, as the number of underrepresented minorities on campus expand. Attrition is higher in current years for upper division/transfer underrepresented minorities, as the population of underrepresented minority entering cohort rose above 200.

4. What are the findings of the assessment of student learning in each program of study?

When portfolios were initially abandoned, an exit survey was designed and tested as a stop-gap measure until majors could develop more meaningful assessment tools. This survey queried students about their understanding of interdisciplinarity and asked them to identify relevant courses and assignments that helped them apply their knowledge of the concept. While the survey results were limited, they suggested that students generally develop a core understanding of the meaning and application of interdisciplinarity, provided by the instructional content and assignments of their courses. These data provide preliminary evidence of effectiveness of this learning outcome and served as a pilot tool for many majors to adapt and integrated into more specific and robust assessment plans. See **Appendix D** for findings from majors.

5. How has the unit used these findings to bring about improvements in the programs, effect curricular changes, and/or make decisions about resource allocation?

Although SIAS had a portfolio model in place, it was not a good tool for providing meaningful assessment for our program. Because SIAS has been in a constant state of growth, a great deal of time and resources have been dedicated to building programs--rather than assessing them. We hope that we will be able to make program improvements after we have a couple of years to collect data for our majors. A couple of divisions, specifically SBHS and PPA, are further along in assessing their majors and have begun to make improvements as a result. See **Appendix D** for details.

6. If applicable, note the courses typically taken by undergraduates who will not be majors in any of the unit's programs. Are there specific learning goals in those courses designed to accommodate such "non-major" students? If so, how is student achievement in reaching these goals assessed?

Since SIAS offers a large number of Areas of Knowledge (AOK) courses to serve undergraduate general education requirements, it is likely that non majors are enrolled in a high percentage of SIAS courses. There are no specific learning goals that are non-major specific, rather each course has specific outcomes that are related to understanding, applying, synthesizing and creating knowledge.

Section 2.b Instructional Effectiveness

1. Including the use of standardized teaching evaluation forms, describe and discuss the method(s) used within the unit to evaluate quality of instruction.

In addition to standard teaching evaluation forms, SIAS also utilizes a peer review teaching observation process. Lecturers and Assistant Professors are required to receive a yearly teaching observation whereas Associate Professors need to be observed every other year and Full Professors every three years. Currently, the teaching observation process is not well-defined with peer review letters generally falling within the summative assessment category. Shortly after the last program review, a Teaching Assessment Task Force was convened and recommendations were made to adopt a formative assessment model. Due to a lack of institutional support for teaching and learning, coupled with a need to focus on growth, the recommendations of the Task Force have yet to be implemented. Recently, the division of SBHS has developed specific guidelines for doing teaching observations with the goal of providing formative assessment. Since peer observations tend to happen across divisions, it would be wise for all divisions in SIAS to follow the same guidelines as formative observations that provide constructive feedback about areas for improvement can be read as critical, and therefore potentially threatening to tenure and reappointment when placed next to summative observation letters that do not address areas for growth.

2. Please note all opportunities for training in teaching that are made available to any individuals teaching within the unit (including graduate students). These may be opportunities that support teaching improvement, innovation, and/or best practices, for example.

Support for teaching improvement for faculty exists in a number of venues across campus, some of which remains grassroots. Since the last self-study, institutional support for teaching seems to have improved, primarily in initiative areas such as lower-division, diversity, and technology. Faculty teaching in the first-year Core program, for example, participate in faculty development workshops which have periodically included stipends. iTech Fellows is a collaboration between the Executive Vice Chancellor's Office, Academic Technologies, the Faculty Resource Center, and academic programs to help faculty infuse digital engagement and new teaching practices into their classes. Faculty who participate and complete the iTech Fellows program receive a stipend and become certified to teach hybrid and online courses. The Teaching Forum, is a faculty facilitated series that meets monthly to discuss pedagogy. Past topics have included: assessing student learning; using technology in the classroom; making the classroom more inclusive; and giving constructive feedback on student work. This grassroots series was created by Riki Thompson in 2008 in response to recommendations of an IAS Task Force on Teaching and Assessment that called for much needed spaces to discuss pedagogy. In 2016, the Office of Research partnered with the Teaching Forum, providing greater visibility, logistical support, and assessment of the program's impact. The UWT Center for Teaching, Learning (TLC) used to offer workshops for faculty in collaboration with the Teaching and Learning Roundtable (TLR), but with the change in leadership in the TLC, faculty support from this branch seems to have all but disappeared in the last few years, as has the Teaching and Learning Roundtable. Some

There have been a number of improvements around teaching support in SIAS over the last ten years. With schools gaining control of summer monies in 2013, SIAS has been able to more effectively support teaching innovation and improvement through the Scholarship and Teaching Fund, which allocates a pool of money annually to support faculty scholarship, teaching, and teaching improvement. In addition, with the restructuring of the school that provided for administrative support, SIAS has been to create support and mentoring systems for faculty that did not exist on the previous structure, such as peer mentoring workshops for junior faculty, that include a focus on faculty development.

The MAIS graduate program does not offer TA-ships for graduate students.

3. Describe specific instructional changes you have seen made by instructors in response to evaluation of teaching within the unit.

At the undergraduate level, the most notable instructional changes since the last program review are a move to more online/hybrid teaching, inclusive teaching practices, and attention to High-Impact Practices that better engage students and encourage persistence. All three of these changes can be seen as a response to feedback about instruction and student learning needs.

Another change since the last self-study is the loss of team-teaching at the undergraduate and graduate level. In the MAIS graduate program, the elimination of team-teaching of TIAS 501, 502, 503, and 504 was largely a consequence of budget constraints however, not evaluation of teaching. In the first year Core program, team-teaching had mixed results, usually dependent on how well faculty were able to collaborate. Team teaching was initially replaced with a linked courses model, but that also failed after a couple of years, but due to scheduling logistics and lack of faculty buy-in. For faculty teaching in the Core, largely junior faculty and lecturers, the constant retooling of courses to fit the demands of the constantly-evolving first year program is notable.

At the individual level, many faculty members use the SGID (Small Group Instructional Diagnosis) mid-term evaluations and other forms of formative assessment in their courses to fine-tune and improve a course in progress, as well as to discover the student perspective on what elements of the course support their learning.

Section 2.c Teaching and Mentoring Outside the Classroom

1. Describe and discuss how faculty members are involved in undergraduate and graduate student learning and development other than through classroom teaching (i.e., informal learning, independent studies, research involvement, specialized seminars or workshops, etc.).

Significant numbers of students utilize Directed Readings, Independent Study, Directed Research, and Internships in pursuit of their degrees. Internships are encouraged and some majors require them to complete the degree, for example, the new Nonprofit Studies option requires an Internship/Practicum. At the time of our last program review, internships were treated as an involuntary overload to one's teaching load. For programs with an internship requirement this became untenable and there has been a shift to move to required internships when supervising is included in one's teaching load. It is also common for SIAS faculty to involve students in research and publish together. Faculty also supervise Independent Studies for special projects, Global Honors theses, and MAIS students when their research area is aligned with the student's work. There is much interest in service-learning on our campus--and a number of faculty who integrate this high-impact teaching practice--but the lack of institutional support has been an obstacle. There are a number of informal teaching spaces where SIAS faculty teach both to the campus community, as guest speakers for the SIAS Seminar and the SIAS Brown Bag Research Talks, as well as to the public at large through the Grit City Think and Drink, organized and sponsored by Environmental Science professor Jim Gawel and SIAS Dean, Anne Bartlett.

MAIS graduate students have participated in the following local, regional, and national conference/workshop opportunities:

- The annual UWT Graduate Student Showcase and "TacTalks" event.
- The West Coast Liberal Studies Symposium
- The Association of Graduate Liberal Studies Annual Conference
- The Graduate Leadership Council
- Other interdisciplinary conferences (such as the International Congress on Qualitative Inquiry) and occasionally disciplinary

2. Describe how the unit works with undergraduate and graduate students to ensure steady academic progress and overall success in the program, and any additional efforts to support students from underrepresented groups.

For undergraduates, the SIAS advising team works closely with students to provide guidance to graduation. There are several times during a student's tenure at UWT that an advisor would reach out to a student to inform and guide a student through a university policy or violation. What advisors would label intrusive advising.

Critical points when an advisor would reach out to student:

Student has been officially accepted into the School

Student has earned 105 credits but has not declared a major

Student has earned 165 credits and has not applied for graduation
Student has earned 210 credits and does not have degree plan on file
Student is on academic warning, probation, or drop status
Student has a graduation application on file but it doesn't appear the student will complete degree

One goal advisors have is to create a safe and reliable place for students to ask for help when navigating unfamiliar territory. Advisors are very accessible to students year round to encourage, coach, strategize, brainstorm ideas and advocate for students. New students receive welcome email from the advisors with important information and next steps and are notified of upcoming events, new courses, and critical deadlines.

In attempts to support students from underrepresented groups, the university has provided faculty development opportunities, such as the SEED Teaching Institute, which is funded by the EVCAA and the Office for Equity and Inclusion. SEED offers a week-long program to help faculty expand their ability to deliver courses that utilize best practices for inclusive classrooms. Faculty receive a stipend to attend the institute where they work with other faculty to engage in a rework of one or more classes to improve inclusive practices.

3. Describe how the unit works with undergraduate and graduate students to prepare them for the next phases of their academic or professional lives.

A number of majors have developed courses for this purpose, specifically Internships, Capstones, Practicums, and most recently the TIAS Portfolio class. The legislative internship course for PPPE majors can help place students after graduation, such as was the case for Andrea Roper who is now a staff person for U.S. Congressman Derek Kilmer. In Science and Math, Environmental Science faculty keep an active job list and help students connect with local agencies. In Communication, Bill Kunz has taken a total of seven students interns to work on the Olympic Games for NBC to expose them to the real work of sports television so they could decide whether to follow that career path. Another example would be the year long internship program at the Museum of Glass, where seven students from across campus were involved in all aspects of the development of two exhibitions to give students a real life experience in what it would be like working with artists in a museum such as that one.

The MAIS program offers a project option in which graduate students can begin to integrate their intellectual passion into their professional life. Ben Warner, who completed a BA in IAS, with a minor in nonprofit management, and the Masters in Interdisciplinary Studies, created Alchemy Skateboarding to offer Tacoma youth a safe space and education within a culture of inclusion as an outgrowth of his graduate project.

Section Three: Scholarly Impact

1. Describe the broad impact of faculty members' research and/or creative work. Feel free to note specific individuals and how their work embodies the unit's mission, or distinguishes the unit from those at peer institutions.

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

- Dan Shugar's geoscience research on climate-driven glacier retreat has recently gained public attention with a recent article in the journal *Nature Geoscience* that documents the rerouting of a Yukon river due to global warming.
- Michael Honey and Carolyn West are publicly-engaged scholars who frequently speak in the region and across the country on labor and African-American history, and on family violence and the psychology of abuse, respectively.
- Jim Gawel, Cheryl Greengrove, Bonnie Becker, Julie Masura, and Joyce Dinglasan-Panlilio have been involved in research and community education projects related to environmental issues in the Pacific Northwest.
- Many of our faculty have moved their scholarly agendas to the public sphere, sociologist Natalie Jolly and Writing Studies faculty Annie Nguyen have recently published Op-Ed pieces in *Huffington Post*.

Though not intended to be a comprehensive list of the books publishing by our faculty in the last ten years, the following shows the high productivity, breadth of subjects and interdisciplinarity of our faculty:

- Luther Adams, *Way Up North in Louisville: African American in the Urban South, 1930–1970* (Chapel Hill: University of North Carolina Press, 2010).
- Ji-Hyun Ahn, *Seeing Mixed Koreans: Racial Visibility and Neoliberal Multiculturalism in South Korean TV* (in press).
- Katie Baird *Trapped in Mediocrity: Why Our Schools Aren't World-Class and What We Can Do About It*. (Lanham, Md: Rowman & Littlefield 2012).
- Nicole Blair *Virginia Woolf and the Power of Stories: A Literary Darwinist Reading of Six Novels*. (McFarland 2017).
- Elizabeth Bruch, *Rights and Humanitarian Intervention: Law and Practice in the Field* (Routledge, 2016).
- Eric Bugyis and David Newheiser, eds., *Desire, Faith and the Darkness of God: Essays in Honor of Denys Turner* (Notre Dame: University of Notre Dame Press, 2015).

- Kim Cargill (2017). *Food cults*. (Rowman & Littlefield Gastronomy Series. Lanham, MD 2016)
 ----- *The psychology of overeating: Food and the culture of consumerism*. (London: Bloomsbury Academic 2015)
- David Coon *Look Closer: Suburban Narratives and American Values in Film and Television*. (New Brunswick, NJ: Rutgers University Press, 2014)
- Linda Dawson, *The Politics and Perils of Space Exploration: Who Will Compete, Who Will Dominate?* (Springer 2017)
- Chris Demaske, *Modern Power and Free Speech: Contemporary Culture and Issues of Equality* (Lexington Publishing 2009).
- Joanne Clarke Dillman *Women and Death in Film, Television, and News: Dead but Not Gone* (New York: Palgrave Macmillan, 2014).
- Sarah Hampson, *The Balance Gap: Working Mothers and the Limits of the Law* (Stanford University Press 2017)
- Mary Hanneman, *Modern East Asia: China, Japan, Korea and Vietnam in the Modern Era*, Lead Author (with Yi Li, Wayne Patterson, James Anderson), (Cognella Press, 2017).
 ----- *Hasegawa Nyozeikan and Liberalism in Modern Japan*, (Kent, UK: Global Oriental, 2007).
- Mike Honey, *Sharecropper's Troubadour: John L. Handcox, the Southern Tenant Farmers' Union, and the African American Song Tradition* (Palgrave Macmillan Oral History series, 2013).--
 ---*Going Down Jericho Road: The Memphis Strike, King's Last Campaign* (New York: W.W. Norton, 2007)
- Turan Kayaoglu, *The Organization of Islamic Cooperation: Politics, Problems, and Potential* (New York: Routledge 2015)
 ----- *Legal Imperialism: Sovereignty and Extraterritoriality in Japan, the Ottoman Empire, and China*. (Cambridge: Cambridge University Press 2014).
- Michael Kula, *The Good Doctor: A Novel*; Urban Farmhouse Press (Detroit, MI/Windsor, ON, Canada 2017)
- Divya McMillin, *Mediated Identities: Television, Youth, and Globalization* (Peter Lang Publishing 2009).
 ----- *International Media Studies*. (Oxford, UK: Blackwell Publishing 2007).
- JM Miller, *Wilderness Lessons* (FutureCycle Press, KY 2016).
- Michelle Montgomery, *Identity Politics of Difference: the Mixed-race American Indian Experience* (University of Colorado Press 2016).

- Beveral Naidus *Arts For Change: Teaching Outside the Frame*, (Oakland, CA: New Village Press, 2009)
- Amos Nascimento, *Building Cosmopolitan Communities: A multidimensional approach* (New York, Palgrave 2013).
- Loly Alcaide Ramirez, *Violencia, género y migración en el Caribe hispano: reescribiendo la nación*.(New York: Peter Lang 2011).
- Libby Sunderman *For God and Country: Butler's 1944 Education Act*. (Cambridge Scholars Publishing, 2015)
- Ingrid Walker, *High: Drugs, Desire, and a Nation of Users* (Fall 2017, UW Press).

In addition to publishing, our faculty are also often recipient of various types of external grant funding. Again, as with publishing, the types of funding received cross various disciplines. Here is just a small sampling of the types of grants we've received:

- Carolyn West in psychology who was awarded a Bartley Dobb Professorship for Study and Prevention of Violence, Grant awarded by University of Washington Foundation (\$135,000), 2005-2008
- Michael Honey in Ethnic, Gender and Labor Studies for his documentary "Love and Solidarity: Rev. James M. Lawson and Nonviolence in the Search for Workers' Rights" received an \$150,000 film contract from the Fetzer Institute in Kalamazoo, Michigan, 2014-16.
- David Coon, who teaches in both the Communication major and in Arts, Media and Culture, received a Faculty Fellowship through the National Association of Television Production Executives in 2017.

By far, not surprisingly, the science faculty have received the most external funding. These grants have awarded from agencies including the National Science Foundation, the Joint Fire Sciences Program, US Science Support Program / Ocean Leadership, Inc , the National Geographic/Waitt Society, National Institutes of Health, WA Department of Ecology/EPA National Estuary Program, the Stuntz Foundation, and the WA Department of Transportation, Federal Highway Administration. The grants ranged in size from smaller award amounts of approximately \$15,000 to larger grants of more than \$200,000. Outside of the sciences, faculty in the Humanities have received small grants of \$9,000 from the Simpson Center for the Humanities to large grants of \$500,000 from the Washington Student Achievement Council.

Our faculty also involved in various projects that directly impact our local community, an important aspect of UWT's mission. Some recent examples of this local involvement include:

- The faculty members in the Spanish Language and Culture major have developed partnerships with several community groups including Fife School District, Advocates for Immigrants in Detention Northwest, and World Relief, a Seattle-based organization that offers services for refugee resettlement.

•David Coon and Huatong Sun, both faculty in Communication, worked with the local lesbian groups and completed two service-learning projects for underrepresented and underserved minority groups. In the first project, David led a group of students to help the local advocacy group of Old Lesbian Oral Herstory Project to produce and release a DVD entitled “Our Stories, Our Voices” (<http://olohp.org/index.html>). In the second project, Huatong led TCOM 420 students to redesign the websites for the Coming Out Women support group (<http://faculty.washington.edu/htsun/420oh.html>). Both projects taught students to be open-minded with people of different cultural values and advocate for those minority groups with their media production skills.

•Will McGuire, Sarah Hampson and Katie Baird are investigating the effects of dropboxes on voter turnout in the Puget Sound. They have completed one project using data from King County, which shows that increased proximity to dropboxes significantly increases the likelihood to vote. They are developing a similar project with the Pierce County Auditor’s office. This project will also involve the Tacoma-Pierce County Health Department, who see voting as an important element of community engagement, an indicator of community health.

2. For undergraduate and graduate students, describe significant awards, noteworthy presentations, or activities that have had an impact on the field while in the program.

PPPA

- Bronwyn Clarke (PP&E, BA ‘16) UW President’s Medalist, Fulbright 2016-2017 semi-finalist, aims to pursue an MA in comparative social policy from the University of Oxford.
- Marae Slyter (Law and Policy and EGL, BA ’16), included in the Husky 100, student representative for two years, founder of a theater program, president of the UWT pre-law society.
- Chelsea Huddy (PP&E and Global Studies) 2016 Gilman Scholar to study in Japan.
- Brian McQuay (Law and Policy, BA ‘16) received a 2016 Mary Gates Scholarship for his research on discrimination against transgender individuals in the workplace. Also a 2015 Gilman Scholar to study in China.
- Diliman Abdulkader (PP&E, BA ’16) received a Spring 2016 Gilman International Scholarship to study abroad in Italy.
- Brianna Trafton, PPPA Paper Prize for 2015-2016, “The New Deal Watershed—for Watersheds: Franklin D. Roosevelt, New Conservation, and the Legacy of an Environmental President.”
- Eight students participated in the Washington State Legislative Internship program for

SAM

- Arabie Jaloway won the Bonderman Travel Fellowship in 2007, which is a tri-campus award that gifts 4 graduating college seniors with \$20,000 to wander the globe for eight months.
- Rob Tournay and Sharon Hunter were named as Mary Gates Scholars.
- Maureen Kennedy with Julie Eaton (who took the lead) and Haley Skipper helped to supervise a student using Research and Teaching funds for Spring and Summer 2016

(“Organizing and documenting data sets for statistics instruction”). Student organized a database of real-world data to facilitate the use of the data in statistics instruction. Have been using the database in TMATH 110.

CAC

- Haley Writing Award 2014: Torren Nace, Nancy Zahn
- Haley Writing Award 2015: Kari Treese, Zachary Powell, Nick Stillman
- Work with Hilltop Action Coalition Journal – several of our students are writing for this community based journal. Mostly they are working with Chris Demaske and with one of our master’s student William Towey.

SIAS has had eight students awarded the Husky 100, which recognizes 100 UW undergraduate and graduate students from Bothell, Seattle and Tacoma in all areas of study who are making the most of their time at the UW. In 2016, Marae Slyter, Melissa Workman, Beleqsa Tamaami were recipients from SIAS and in 2017, Ryan Hanley, Cyril Jones, Jay Novelo, Ashley Righetti, and Kayasee Schermerhorn

For graduate students, MAIS students Russell Hanson, William Towey and Erica Tucker made presentations representing the University of Washington Tacoma at the Association of Graduate Liberal Studies Programs (AGLSP) annual conference in Oklahoma City, Oklahoma in October, where William Towey won for best student presentation of 2016.

3. For units in which postdoctoral fellows are appointed, describe their participation in the research and teaching activities of the unit.

Environmental Science Jim Gawel and Ed Kolodji have post-doc fellows who are working on on research projects related to pollutant fate and transport issues. This is a new development for SIAS to have postdocs we have gotten to a scale where we are able to write grants. We are using post-docs instead of grad students because we don’t yet have a graduate program in the sciences.

4. Describe how program graduates have had an impact on the field either academically or professionally.

Our students go on to a variety of jobs and educational opportunities that impact their respective academic fields, professions or local communities. We have graduates working a variety of industries including government, media, the non-profit sector, business, computer/web design, and literary publishing. For example, Ben Warner has used his education in nonprofit management to develop a local business and Matthew McIlnay has used his Writing Studies degree and specifically his technical communication courses to get a job at Microsoft as a content publisher. As a graduate of Politics, Philosophy, and Economics, Andrea Roper went on to work as a staffer for local congressman Derek Kilmer.

Students from Environmental Science have gone on to a variety of jobs related to their degree:
Nick Schlafer – Pacific Northwest National Laboratory – Sequim WA
Elisa Rauschl – WA Department of Natural Resources
Catherine Crook – City of Kent – GIS Manager
Patti Sandvik & Julianne Ruffner – WA Department of Ecology

Laura Nokes – City of Tacoma – Environmental Division
Tonya Kauhi & Scott McDonald - Geoengineers
Andy Albaugh – National Oceanographic Atmospheric Administration (NOAA)
Prim Ly - Master of Physician Assistant
Erin Ewald – Taylor Shellfish
Simone (Hoffer) Simbeck – Water Quality Consultant, Hawaii
Alison Johnson & Richard Davis - K-12 Science & Math Teachers
Jeanine Riss – Citizens for a Healthy Bay – Environmental Non-profit – doing wetlands restoration

Working Locally:

Miguel Stutz, High School Science Teacher, Steilacoom
Daniel Marlowe, High School Science Teacher, Tacoma
Jamie Sloan, Senior Staff Environmental Scientist at Landau Associates, Inc.
Jolene Brokenshire, Environmental Engineer at Boeing
Julianne Ruffner, BEACH program lead, WA Department of Ecology
Elisa Rauschl, Compliance Officer - Diver at Washington State Department of Natural Resources
Joy (Douangsouponh) Chang, ER Nurse at Tacoma General Hospital
Heather Minella, GIS Coordinator at Snoqualmie Indian Tribe
Samantha Petrie, Aquatic biology technician, Weyerhaeuser
Jamie Forman, Hydrologic Technician at U.S. Geological Survey (USGS)

A number of students from Environment Science have even started their own businesses:

Jayson Stevens & Sean Hart - Green Earthworks Construction, Inc.
Jason Hall - Hall and Associates Consulting, Inc. – Environmental Consulting

In addition, many of our students pursue further education in master's programs, Ph.D programs and law school. For example, after completing a degree in Writing Studies, Nicole McCarthy has gone on to pursue an MFA at UW Bothell while also working as the Managing Editor for a local literary journal and Kylie Lanthorn is working on a masters in the Communication Department at the University of Massachusetts Amherst. Environmental Science graduates include:

Levi Keesecker – University of Idaho - PhD Tropical Ecology
Alex Gipp – UW Seattle graduate school – Environmental Health and Safety
Jerry Desmul - Law School – Environmental Law
Megan Hintz, UW SAFS (MS in Fisheries Science)
Hannah (Julich) Carroll, Iowa State (PhD in Ecology, Evolution, and Organismal Biology)
Lindsay France, University of Maryland University College (MA in Enviro Management)
Joy (Douangsouponh) Chang, PLU for MS in Nursing and Gonzaga for ARNP
Miguel Stutz, MEd, UW Tacoma
Jenny Young, MEd, UW Tacoma
Nannette Huber, PhD in Biological Systems Engineering, WSU

5. In what ways have advances in the field or discipline, changing paradigms, changing funding patterns, new technologies and trends, or other changes influenced research, scholarship, or creative activity in the unit?

Scholarship:

Since our last self-study there has been greater emphasis on public-engaged scholarship aligned with urban-serving mission that has become an important part of the campus strategic plan. In 2017, SIAS supported a campus-wide initiative to host the OpEd project and support faculty in producing public scholarship. Within a month of the program, two of the twenty faculty who participated as fellows had pieces accepted for publication with the Washington Post and Huffington Post.

A change in funding patterns that has had a significant effect on SAIS relates to summer money. During Chancellor Friedman's term, the control of summer money was pushed down to the programs. A portion of the summer money generated, which was originally held centrally, was given to programs to decide how they want to invest in their intellectual capital. This has allowed SIAS to more effectively provide professional development support, especially for junior faculty. This fund also allows us to support new faculty with start up funds and existing faculty through teaching and research funds.

In 2017, Chancellor Pagano reallocated funds from schools and programs to commit a portion of the university's general operating budget to invest in initiatives that advance one or more of the recently revised Strategic Plan's Impact Goals. While this Strategic Initiative Fund (SIF) invests in innovations, collaborations and efficiencies that help achieve the university's vision through initiatives, this shift in funding has begun to create stress on programs in terms of staffing courses, as well as supporting faculty development and initiatives. The effects of this budget reallocation, for good or bad, have yet to be seen.

Since our last self-study, technology and social media has had a tremendous influence on scholarship and teaching. Technology has changed how and what we research and even the forms of publication that we use. While there has been a growing number of venues for publishing in online and open-access journals, widespread acceptance of such spaces as equally prestigious has been slow. For scholars doing research about rapidly evolving technologies, the need to publish while results remain timely is vital, yet the risk of publishing in journals that may not be deemed significant enough for tenure and promotion are a real concern.

Technology has also changed the way we teach, which for some SIAS faculty has provided a rich area for scholarship on teaching, learning, and technology--a field that was merely in its infancy during our last program review. For example, Riki Thompson has published research on using screencasting as a tool for feedback and Chris Demaske, in collaboration with Assistant Vice Chancellor of Academic Technologies Collean Carmean, has published on academic freedom and use of social technologies for teaching and learning. In the last ten years, we have switched classroom management software tools multiple times, navigating Blackboard, Catalyst, Moodle, and most recently Canvas. UWT introduced iTech Fellows to support faculty development around teaching with technology, as faculty learn how to move from brick and mortar spaces to hybrid, online, and "flipped" classrooms. These opportunities have also introduced challenges in terms of accessibility, which has become a burgeoning area of scholarship for Sushil Oswal, whose research is focused on the areas of digital accessibility and disability.

6. List any collaborative and/or interdisciplinary efforts between the unit and other units at the University or at other institutions, and the positive impacts of these efforts.

Faculty in SIAS are actively involved in collaborative work across the UWT campus, as well as with the other two UW campuses. In addition, the faculty also collaborate with community partners, faculty at other universities and various other colleagues at the national and international levels. These collaborations include:

- In 2015, several faculty members in SIAS worked together to receive two grants, totaling \$85,000, by the UW Green Seed Fund. \$49,000 was used to support a project to raise awareness of individual and community impact on carbon emissions and \$36,000 was used to support analysis of student use of public transportation.
- Erica Cline, Chris Demaske, Amos Nascimento, Peter Selkin, and Vanessa de Veritch Woodside all participate in tri-campus COIL initiative spearheaded by UW Bothell. COIL (Collaborative Online International Learning) is an approach to fostering global competence through development of a multicultural learning environment that links university classes in different countries.
- In 2014, The Tacoma Theater Project was born out of discussions in Michael Kula's playwriting class that focused on the number of students who had never experienced a professionally staged play and the desire of a graduate student in the Master of Arts in Interdisciplinary Studies to create a nonprofit theater company. It was fueled by a culture of community engagement at UWT according to Kula, and has resulted in inclusive and relevant theater on campus as well as new mutually beneficial relationships between the school and the community. Dr. Kula would be awarded UWT Community Engagement Award for this work. The Project continues and is growing with even more community involvement.
- In 2016, SIAS would have second faculty member awarded the annual UWT Community Engagement Award. Dr. Gawel has devoted himself and his faculty position to creating connections and building pathways for students in local communities to move into careers in the sciences. Highlights include sustained workshops and partnerships with community college faculty; launching the South Sound Sustainability Expo, which is now a showpiece for the City of Tacoma's Office of Sustainability; working with Tacoma high school students on scientific research projects; and long-standing work with middle school students to interest them in science and scientific inquiry. This work has resulted not only in foundation funding, a film festival, and numerous student presentations, but also in the generation of interest in scientific work by students of all ages. This is most evident in current UW Tacoma students who first worked with Dr. Gawel in middle school!
- Since Spring 2003, Chris Demaske has supervised the Russian Journalism Exchange Program. This program is competitive internship where students from UWT travel to Moscow State University in Russia or their students come to Tacoma and together the students produce a media publication.
- Since 2013, Riki Thompson, along with colleagues in the School of Education and the Pacific Lutheran University Mathematics Department, has been awarded a total of \$1.5 million in grant support from Washington Student Achievement Council to provide professional development to teachers in Washington's high-need K-12 schools.

- Amos Nascimento continues to work with a variety of international partners including: a) i. Exzellenzcluster on “Normative Orders” (University of Frankfurt, Germany). ii. Foro Internacional de Derechos Humanos (Universidad de Salamanca, Spain) iii. Federal University of Mato Grosso do Sul, UFMS (Campo Grande, Brazil) iv. International Network on Human Rights (American University, USA and other members). b) i. Trans-Atlantic Network on “Environmental Humanities” ii. Saisir l’Europe project on “Sustainability” (European Union). iii. Working Group on “Environmental Humanities” (Oklahoma City University).

- Since 2014, Emma Rose has served as a faculty mentor for the Math Science Leadership program. MSL is a summer camp for underrepresented minority students. Rose is a faculty mentor to the 9th grade class who learn to program their own video games. In her role, she consults on curriculum, guest lectures, and attends students’ final presentations.

- In 2015, Danica Miller, in partnership with the Puyallup Tribal council, Puyallup’s language revitalization program, and BEST, has proposed and developed a two-week Lushootseed immersion program which began in August of 2016. This is the first Lushootseed immersion program on Lushootseed speaking land. A second Institute is currently being planned.

- Faculty members in the Sciences and Mathematics Division are currently involved in multiple outreach endeavors including STEM night at Totem School, the UWT Giving Garden events and SHED (Sustainability Education project), Women in Science & Engineering (WISE) conference, transfer and freshman prospective student advising events and mock classes and the Math Science Leadership summer program

7. How does the unit work with junior faculty to maximize their success?

In recent years, we have protected first-year faculty from being burdened with service, and we limit our expectations about the service junior faculty should perform in order to keep them on track for tenure and promotion, as well as offer them start up fund for faculty development. Junior tenure-track faculty are awarded a quarter research leave. In addition, there have been recent changes in the criteria for receiving Teaching and Research Funds. These changes will privilege faculty who are working on going up for promotion.

Mentoring is a high priority for IAS, and has become particularly important to us in recent years. While a few junior faculty members do not take full advantage of their assigned or chosen mentors, others certainly do, for various forms of advice and aid during the first stages of their careers at UWT. Some fruitful, mutually rewarding relationships have been forged through formal and informal mentoring, and anecdotal evidence suggests strongly that those who “use” their mentors navigate the tenure process with more assurance.

In addition to one-on-one mentoring, we also have a peer mentoring group that meets twice per quarter and multiple research/writing groups that two or three times per week. Finally, within the last few years, SIAS created an associate dean position which has as part of its responsibilities faculty development.

8. Describe how the unit utilizes institutional resources such as the Office of the Associate Vice Provost for Faculty Advancement to recruit and retain faculty from under-represented minority groups.

This past year, the Vice Provost for Faculty Advancement came to Tacoma and provided training and support for search committees. The VPFA also provided us with funding for summer salaries for one of our candidates, which helped us make a successful hire.

9. To what extent has the unit been successful in diversifying its faculty ranks?

This year's hiring is not quite finished, but so far we have been able to hire two African-American males (one in Film and Media Studies and one in Applied Ecology), one Latina (in Spanish), and one Indian female (in Global Ethics).

10. What specific strategy has the unit employed to support the career success of faculty members from under-represented groups?

We are planning to establish a mentoring network in SIAS next year. We have also funded faculty participation in the National Center for Faculty Diversity Bootcamp program, which seeks to jumpstart the scholarship of underrepresented minority faculty.

Section Four: Future Directions

Rather than simply addressing this section by reiterating previous sections of the self-study thus far, address this in a way that is constructive for the unit as it thinks about its future.

1. Where is the unit headed?

We have strategic academic initiatives and organizational objectives at the SIAS level as well as at the divisional level. These are described below.

A major issue that SIAS is contemplating at present is our organizational structure. As noted previously, the undepartmentalized school organizational model is not sustainable with 127 faculty. According to the Faculty Code, all faculty in the appropriate ranks must vote on all faculty personnel and curriculum issues, whether or not they have the expertise to make informed assessments. When UWT was a much smaller institution such deliberations could be conducted cordially and could function as an opportunity for interdisciplinary discussion. At present this is not feasible.

Another critical issue to consider is the future of graduate education at UW Tacoma. For the past 10 years we have had only the MAIS as a graduate program. This graduate degree was initiated with good intentions and a laudable vision, based on the classic Liberal Studies model. More recently it has added tracks, Community and Social Change, and Nonprofit Studies. The program requires a series of core (methods) courses, but the rest of the MAIS coursework involves adding graduate students to undergraduate classes, sometimes with little clarity on the expectations for the faculty, the graduate students, or the undergraduate students. Many faculty members have indicated that they do not want to teach in the MAIS: the program's objectives and focus are unclear and the

admitted students have research interests that do not correspond to our faculty's strengths. Some students do not have sufficient preparation for successful graduate study. The few students who are truly motivated and qualified to pursue interdisciplinary research often report growing frustrated with an overall lack of support--a lack of classes, of mentoring, of opportunities to collaborate with faculty on research, and the lack of funding.

An MS in Environmental Science has been proposed, but we do not have the resources to support an additional graduate degree if the MAIS is supported at its present level. An MA in Human Rights is also under consideration, as is an MA in Psychology. However, we need to discuss what kinds of graduate programs we have the faculty energy to staff and which ones are needed in the Tacoma area. It is important to consider that while we currently require a "pro forma" that provides detail about resource needs, we do not require (or adequately support) the gathering of solid data on enrollment projections, market position, and employer demand.

2. What opportunities does the unit wish to pursue and what goals does it wish to reach?

We are pursuing several strategic initiatives at the SIAS level. These include:

An ARTS MAJOR

The faculty have for years attempted to launch an arts major. The curriculum has been rejected because we have no studio space or arts classrooms on campus. Now finally we have a vacant building that we can rehab for Arts. The curriculum is moving through the approval process. We envision tracks in drawing and painting, in sculpture and glass arts, in media arts, and in performance. We will likely also have option to add a minor or certificate from Milgard School of Business on Arts and Culture management. The glass arts track will allow us to establish a pipeline from Hilltop Artists to UW Tacoma.

ENHANCED SUPPORT FOR STEM and BIOMEDICAL SCIENCES

We launched a Biomedical Sciences program this year. We had expected an inaugural class of some 20-30 students and it turned out that well over 100 applied and were admitted. We are scrambling to keep up with the demands on faculty, facilities, supplemental instruction, and supplies. Next year we will hire a faculty member in Bioinformatics and bolster our offerings in that area, collaborating with Computer Science and the Business School on Health Analytics. Thanks to a generous grant from a local donor, we will also expand our support for the UWT Autism Alliance, potentially offering curriculum in this area as well as mentoring for students who are on the Autism spectrum.

PRE-LAW and LAW SCHOOL PREP

Some in the Tacoma community want UWT to open a Law School. The feasibility study demonstrated that a Law School would be extremely costly to build, staff, and maintain. We hope to provide an alternative by offering an undergraduate pre-Law degree that is Tacoma-focused and encourages graduates to come back to Tacoma and practice once they have earned their JDs. We are waiting in news from the legislature about funding for a Professor of Practice to assist us in this initiative. In addition, there is interest among the faculty and the community in forming a Center for Law and Policy, which would provide a resource for legal education and community engagement around issues especially relevant in the Tacoma/South Sound region and provide an umbrella for inclusive and bi-partisan thinking and problem-solving. Associated with the Center

would be internships for young adults interested in becoming active in local governments—including tribal governments. Another feature of the Center could include: a Street Law program, which would train undergraduates to work under supervision of faculty members to bring legal resources into underserved communities. Another feature would be Urban Debate, which builds confidence by allowing students to hone their skills in persuasive and data-driven argumentation. Eventually, the Center could provide scholarships and training opportunities to students interested in public service and would host community and university forums for vetting, evaluation and comparison of policies affecting the South Sound. Such forums could result in periodic white papers on specific topics and offer opportunities for the community to participate in debates and panel discussions.

CENTER FOR WOMEN'S LEADERSHIP (CWL)

SIAS and Milgard School of Business are currently collaborating on the development of a Center for Women's Leadership. Our aspiration is to create an internationally recognized center that supports the advancement of women as leaders -- working in cooperation with people around the globe to uplift women leaders in every society, community and organization. We are putting together a Board of Directors now and will pilot next winter a weeklong workshop for new and established leaders to learn and network.

INTERDISCIPLINARY MA IN HUMAN RIGHTS

This program will address theoretical topics and practical concerns by providing students with an advanced, critical, interdisciplinary and systematic understanding of issues such as personal protections, socio-economic claims, and the conditions for their realization within a global context. Students will be prepared for careers in government (including the military), advocacy-oriented organizations and wide range of related positions in public and private sector non-governmental, and international organizations, as well as teaching and journalism. This program will complement the UW's Center for Human Rights, which was established by the Legislature several years ago, and strengthen the UW's growing reputation in the field of Human Rights.

3. How does the unit intend to seize these opportunities and reach these goals?

Reaching these and other goals will require collaboration among faculty, administrators, and community members. Faculty will need support for curriculum development in the form of stipends and course releases. It has been common in SIAS for new tenure-track faculty to be hired with the expectation that they will design new curriculum. This makes sense if the university is a start-up and there is little existing curriculum, but in general new tenure-track faculty members should focus on building their research and improving their teaching. We need the senior faculty to step up and develop new programs. We will also likely require some faculty lines to help us bridge the gaps between existing curriculum and the extensions that the new programs represent. Community philanthropic support for outward-facing initiatives is also critical.

4. Describe the unit's current benefit and impact regionally, statewide, nationally, and internationally. Given the unit's envisioned future, describe how reaching this future will augment that benefit and impact.

UWT was created to serve the South Sound area, especially Tacoma. Our mission is urban-serving and community-focused. We realize that many of our students are commuters and are place-bound.

One of our objectives, therefore, is to help students find a place in the local economy and cultural ecosystem. The Arts major will build on and enhance the extraordinarily vibrant community of artists in this area. Glass Arts is a natural fit as a component of this major, since our campus is located across the street from the Museum of Glass and we have longstanding partnerships with MoG and other museums nearby. The Tacoma Arts Commissioner, Amy McBride is an active member of the SIAS Advisory Board, as is David Fischer, Director of the Broadway Center for the Performing Arts. Biomedical Science provide a starting point for the Health Sciences degrees and careers that this community needs and students want to pursue. PreLaw and Law School Prep development is undertaken in partnership with the community, as is the Center for Women's Leadership. All of these programs will have opportunities for national and international experiences, so that students can bring back perspectives and experiences that will further enrich the Tacoma community.

Section Five: Unit Defined Questions

1. How does the distinctive interdisciplinary and urban-serving mission and curriculum of SIAS address the intellectual and educational needs of undergraduate and graduate students in the geographical areas we serve?

Our urban mission serves the city of Tacoma and the South Sound region admirably. Activists and prominent community members lobbied for the siting of a regional-serving University of Washington campus in Tacoma. The development of the campus served as an economic driver that transformed the downtown from a blighted and desolate area to a vibrant destination populated by museums, restaurants, and shops.

As the university has grown, faculty, staff, and students have served the city in other ways. Faculty figure prominently in community organizations, volunteer service, intellectual and cultural leadership, and philanthropy. At the faculty retreat last September, we spent an afternoon documenting all of the community engagement activities we have undertaken locally, and the post-its on which we recorded our work filled the walls of our meeting room. We had planned to compile the post-its and create a GIS map to document our impact. We have not yet completed the effort, but it remains a high priority.

The impact of our interdisciplinary curriculum on the region is harder to quantify. The academic world recognizes the benefits of interdisciplinary thinking and scholarship. Some of the most progressive colleges in the US offer interdisciplinary curricula that promoted expansive thinking and innovation. Complex problems such as climate change, poverty and homelessness, and disease require experts from multiple fields to collaborate on solutions that will benefit a wide range of stakeholders. Conveying this sophisticated approach to knowledge to the public can be a challenge. Parents and students may seek recognizable pathways to graduation and may not understand the value of an interdisciplinary degree. Our most popular majors (Psychology and Communication) are those that correspond with traditional disciplinary structures. Majors such as Arts, Media, and Culture translate less readily into the current higher education landscape.

2. How well is the current divisional structure serving the needs of faculty, staff, and students?

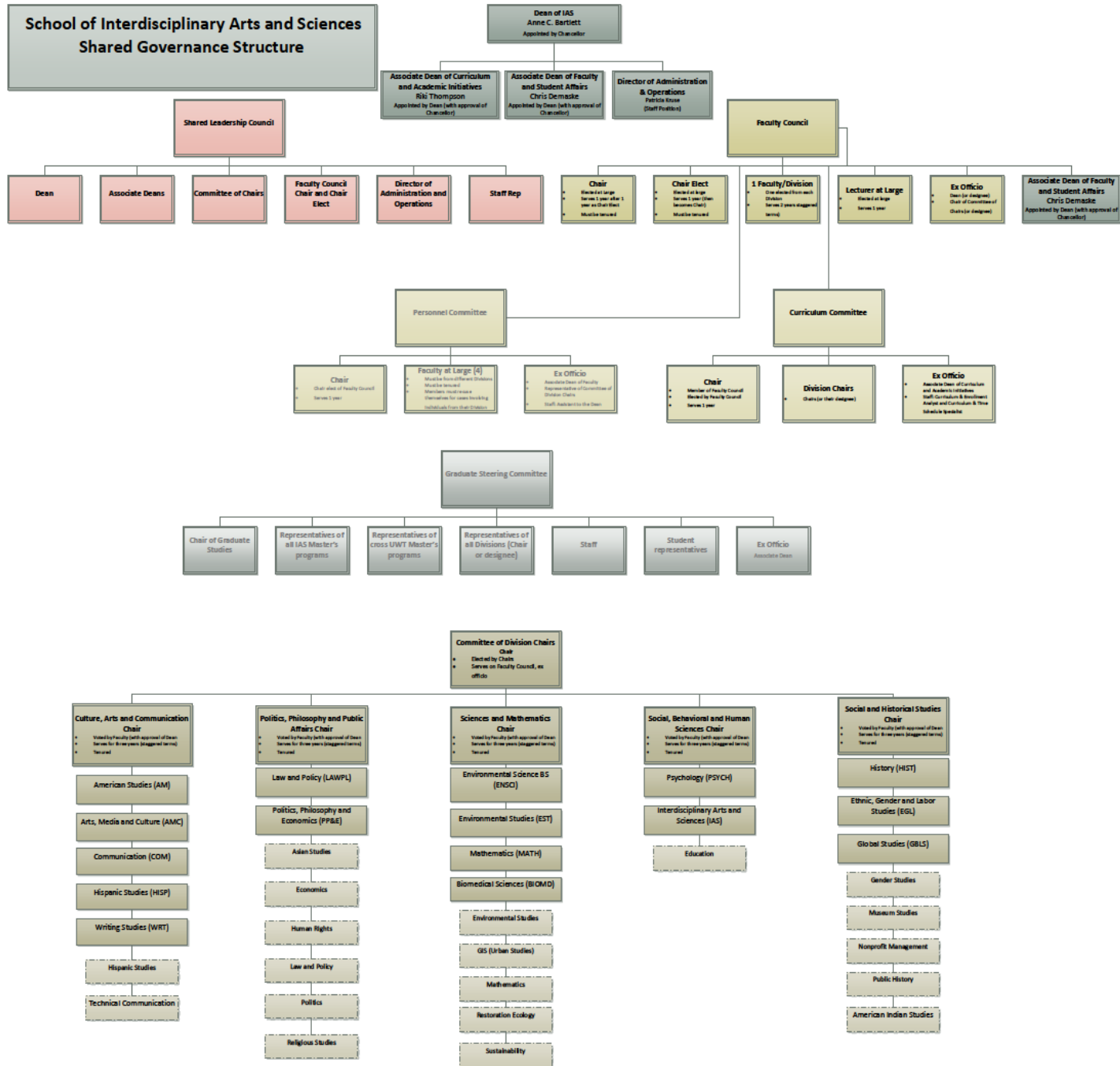
Discussed throughout this report, the divisional structure has strengths and weaknesses. It was designed to provide interdisciplinary intellectual homes for faculty as well as an administrative structure to support scheduling and strategic planning. The impact of the divisions on staff and students is less clear. And as has been mentioned previously, the divisions do not solve the problems of faculty workload, intelligibility for students, and staff support. The divisions offer no “front door” for students. They do not have consistent staff support and they do not provide a location for faculty offices, which are scattered throughout campus.

3. How manageable is the current faculty and staff workload?

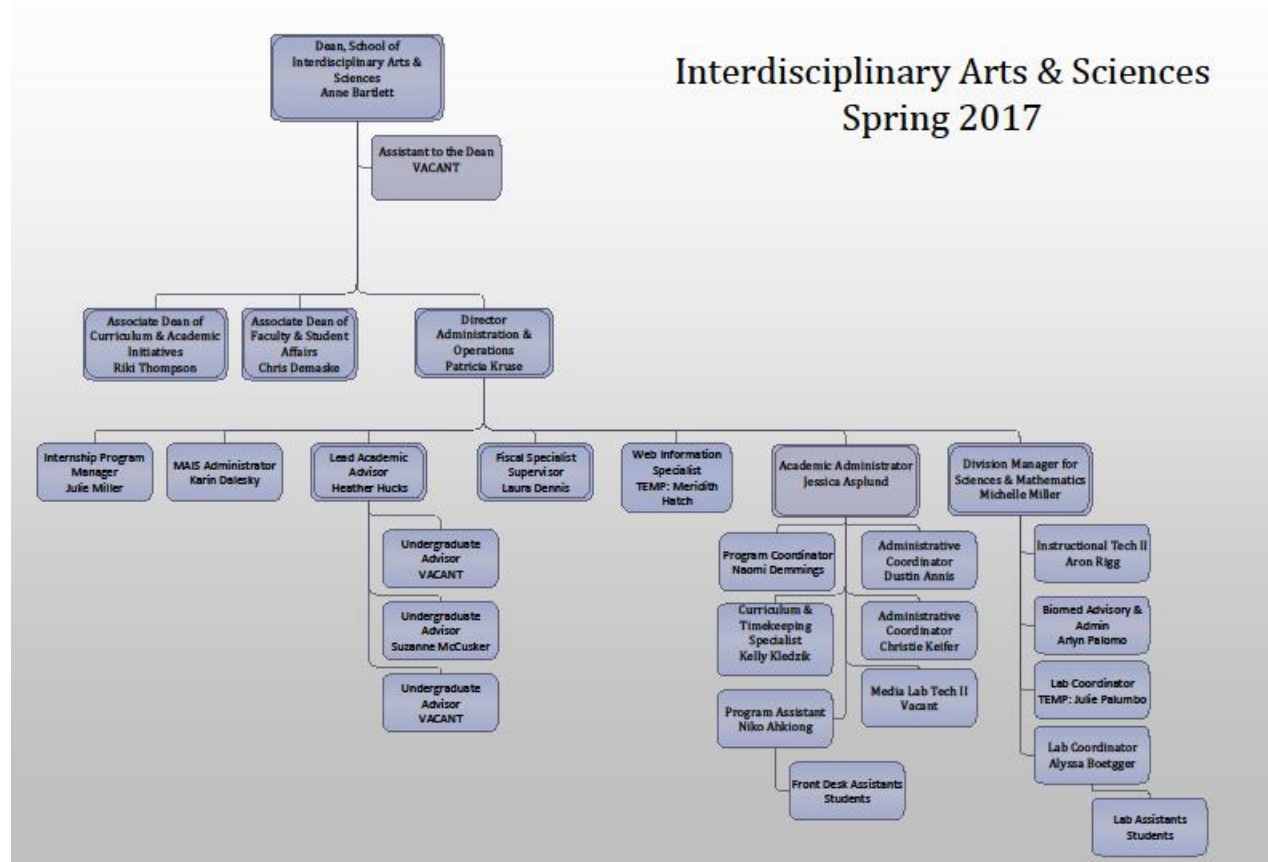
As indicated throughout this report, faculty workload is overwhelming. The present system forces us all to vote on all areas of evaluation, hiring, tenure, and merit for all faculty regardless of our areas of expertise. We spend an inordinate amount of time preparing to vote, voting, and then writing up and evaluating the votes. As a result, we have not been able to create the academic infrastructure that we need in order to function effectively, much less move forward on supporting student success and new intellectual initiatives that can push the boundaries on knowledge-production in the region and the world.

APPENDIX A: SCHOOL ORGANIZATION

SCHOOL ORGANIZATIONAL CHART



STAFF ORGANIZATIONAL CHART



CURRENT ADMINISTRATION

Anne Clark Bartlett, Professor
Dean of the School of Interdisciplinary Arts & Sciences

Riki Thompson, Associate Professor
Associate Dean of Curriculum and Academic Initiatives

Chris Demaske, Associate Professor
Associate Dean of Faculty Affairs and Student Affairs

Patricia Kruse
Director of Administration and Operations

Jim Gawel, Associate Professor
Chair of Faculty Council

Kima Cargill, Associate Professor
Chair Elect of Faculty Council

Joe Sharkey, Associate Professor
Chair of Culture, Arts and Communications Division

David Coon, Associate Professor

Co-Chair of Culture, Arts and Communications Division

Katie Baird, Associate Professor
Chair of Politics, Philosophy and Public Affairs Division

Joyce Dinglasan-Panlilio, Associate Professor
Chair of Sciences and Mathematics Division

Nita McKinley, Associate Professor
Chair of Social, Behavioral and Human Sciences Division

Johann Reusch, Associate Professor
Social and Historical Sciences Division

Larry Knopp, Professor
Program Coordinator, MAIS

Joel Baker, Professor
Director, Center for Urban Waters

Michael Honey, Professor
Director, Center for the Study of Community and Society

APPENDIX B: BUDGET SUMMARY

UW Tacoma School of Interdisciplinary Arts & Sciences State Budget 06-0330

General Operating Funds (GOF) include permanent and temporary funding

Budget Categories	2011-2013 Biennium	2013-2015 Biennium	2015-2017 Biennium
Salaries 01			
Faculty & Staff	\$10,385,861	\$14,767,066	\$17,945,706
Operations			
02, 03, 04, 05, 06	\$588,210	\$619,081	\$895,490
Total	\$10,974,071	\$15,386,147	\$18,841,196

02 Personal Services; 03 Contractual Services; 04 Travel; 05 Office Supplies and; 06 Equipment
Biennium 15 through April 2017

UW Tacoma Division of Science & Mathematics State Budget 06-0333

General Operating Funds (GOF) include permanent and temporary funding

Budget Categories	2011-2013 Biennium	2013-2015 Biennium	2015-2017 Biennium
Salaries 01			
Faculty & Staff	\$1,575,769	\$1,839,948	\$415,844
Operations			
02, 03, 04, 05, 06	\$221,880	\$249,217	\$456,174
Total	\$1,797,649	\$2,089,165	\$872,018

02 Personal Services; 03 Contractual Services; 04 Travel; 05 Office Supplies and; 06 Equipment
Biennium 15 through April 2017

UW Tacoma School of Interdisciplinary Arts & Sciences Summer Revenue Budget 74-0371

Funds generated by self-sustaining summer quarter tuition revenue

Budget Categories	2011-2013 Biennium	2013-2015 Biennium	2015-2017 Biennium
Total Budget	\$585,073	\$1,113,840	\$1,647,234
Salaries& Benefits 01, 07			
Faculty & Staff	\$170,446	\$386,253	\$608,178
Operations			
02, 03, 04, 05, 06	\$272,477	\$595,881	\$817,212
Carry Forward	\$142,150	\$273,609	\$495,453

02 Personal Services; 03 Contractual Services; 04 Travel; 05 Office Supplies; 06 Equipment and; 07 Benefits
Biennium 15 through April 2017

UW Tacoma School of Interdisciplinary Arts & Sciences Course Fee Budget 06-9364

Funds generated by course fees charged to students

Budget Categories	2011-2013 Biennium	2013-2015 Biennium	2015-2017 Biennium
Total Budget	\$35,633	\$49,817	\$72,139
Salaries& Benefits 01, 07			
Faculty & Staff	N/A	N/A	N/A
Operations			
02, 03, 04, 05, 06	\$20,845	\$26,289	\$35,057
Carry Forward	\$14,788	\$23,528	\$37,068

02 Personal Services; 03 Contractual Services; 04 Travel; 05 Office Supplies; 06 Equipment and; 07 Benefits

Biennium 15 through April 2017

UW Tacoma Division of Science & Mathematics Course Fee Budget 06-9365

Funds generated by course fees charged to students

Budget Categories	2011-2013 Biennium	2013-2015 Biennium	2015-2017 Biennium
Total Budget	\$161,626	\$110,779	\$99,269
Salaries& Benefits 01, 07			
Faculty & Staff	N/A	N/A	N/A
Operations			
02, 03, 04, 05, 06	\$120,916	\$107,438	\$85,105
Carry Forward	\$40,709	\$44,050	\$58,214

02 Personal Services; 03 Contractual Services; 04 Travel; 05 Office Supplies; 06 Equipment and; 07 Benefits
Biennium 15 through April 2017

Gift and Scholarship Funds

Gift Budget Name	Current Balance
MacDonald Art Endowed Scholarship	\$4,951
Kalton Endowed Scholarship	\$2,860
Furlong Endowed Scholarship	(\$2,011)
Quandt Memorial Endowed Scholarship	\$2,877
James Brown Endowed Scholarship	\$1,242
IAS Scholarship Fund	\$2,514
Haley Endowed Professorship	\$11,280
IAS Excellence Fund	\$3,955
Secord Environmental Fund	\$6,978
UW Tacoma Sciences	\$1,925
Puyallup Watershed Environmental Fund	\$19,050
Center for Non-Profit Studies	\$1,508
Oral History and Memory	\$3,922
Humanics Management Fund	\$2,064
Cline Memorial Fund	\$3,983
Van Natta Graduate Research Fund	\$984
First Creek Project	\$123
Puyallup Watershed Industry	\$30,139

Grant Budgets

Grant Budget Name	Current Balance
JVA with USFS	\$59,823
Tann Fiord	\$9,471
MRI Acquisition	\$8,013
Ice Dynamics and Hazards	\$22,733
Slims River Dynamics	\$22,118
Metals in Mushrooms	\$539
Tricholoma	\$3,294
IGG and Sialic Acid	\$422
Antibody Surface Sugar	\$9,743
Selling Aversion	\$8,189
SRP-Project	(\$2,111)
Pre-Spawn Mortality	\$27,469
Management Fire Risk	\$32,510
Bridge Fund Montgomery	\$7,125
Core-Time	\$30,130
Sea Grant Becker	\$44,671

APPENDIX C: FACULTY LIST

Name	Rank	Division	Yrs in Rank	Appointments	Affiliations
Mike Allen	Professor	SHS	17		
Joel Baker	Professor	SAM	9	Director, Center for Urban Waters and Port of Tacoma Chair in Environmental Science	Puget Sound Institute
Anne Bartlett	Professor	CAC	1	Dean	
Mike Honey	Professor	SHS	17	Director, Center for the Study of Community and Society	Fred and Dorothy Haley Professor of Humanities
Peter Horak	Professor	SAM	12		
Turan Kayaoglu	Professor	PPPA	1	Assistant Vice Chancellor, Office of Research	
Larry Knopp	Professor	SHS	8	MAIS Program Coordinator	Adjunct Professor, Geography
Bill Kunz	Professor	CAC	1		
Divya McMillin	Professor	CAC	6	Director, Global Honors and Institute for Global Engagement	
Amos Nascimento	Professor	PPPA	1		
Julie Nicoletta	Professor	SHS	10		
Jennifer Quinn	Professor	SAM	10		
Luther Adams	Associate Professor	SHS	8		Affiliated Faculty, Center for the Study of Community and Society
Loly Alcaide Ramerez	Associate Professor	CAC	5		
Katie Baird	Associate Professor	PPPA	10	PPPA Division Chair	
Bonnie Becker	Associate Professor	SAM	4		
Kima Cargill	Associate Professor	SBHS	9	Chair Elect, Faculty Council	
Erica Cline	Associate Professor	SAM	5		
David Coon	Associate Professor	CAC	3	CAC Division Co-Chair	
Chris Demaske	Associate Professor	CAC	8	Associate Dean	
Joyce Dinglasan-Panlilio	Associate Professor	SAM	3	SAM Division Chair	
Michael Forman	Associate Professor	PPPA	14		
Jim Gawel	Associate Professor	SAM	12	Chair, Faculty Council	
Cheryl Greengrove	Associate Professor	SAM	15		
Mary Hanneman	Associate Professor	PPPA	10		
Emily Ignacio	Associate Professor	SHS	10		

Asao Inoue	Associate Professor	CAC	3	Director, University Writing Center and Teaching and Learning Center	
Beth Kalikoff	Associate Professor	CAC	11	Director, TCL Seattle	
Ed Kolodziej	Associate Professor	SAM	3	Principal Investigator, Center for Urban Waters	Shared Appointment with Engineering Seattle
Tom Koontz	Associate Professor	SAM	3		
Michael Kucher	Associate Professor	SHS	10		
Nita McKinley	Associate Professor	SBHS	11	SBHS Division Chair	
Beverly Naidus	Associate Professor	CAC	12		
Sushil Oswal	Associate Professor	CAC	2		
Sam Parker	Associate Professor	CAC	21		
Deirdre Raynor	Associate Professor	SHS	11	Director Office of Undergraduate Education	
Johann Reusch	Associate Professor	SHS	9	SHS Division Chair	
Steve Ross	Associate Professor	SBHS	1	Director, Center for Applied Social Cognition Research	
Peter Selkin	Associate Professor	SAM	2		
Joe Sharkey	Associate Professor	CAC	12	CAC Division Chair	
Riki Thompson	Associate Professor	CAC	2	Associate Dean	
Ingrid Walker	Associate Professor	CAC	8		
Carolyn West	Associate Professor	SBHS	13		Affiliated Faculty, Center for the Study of Community and Society
Charles Williams	Associate Professor	PPPA	4		Affiliated Faculty, Center for the Study of Community and Society
Ji-Hyun Ahn	Assistant Professor	CAC	4		
Ellen Bayer	Assistant Professor	CAC	3		
Justin Beaudoin	Assistant Professor	PPPA	1		
Ruth Bernstein	Assistant Professor	SHS	1		
Elizabeth Bruch	Assistant Professor	PPPA	3		Affiliated Faculty, Center for the Study of Community and Society
Ed Chamberlain	Assistant Professor	CAC	3		
Jane Compson	Assistant Professor	PPPA	5		
Karen Cowgill	Assistant Professor	SAM	1		

Vanessa de Vertich Woodside	Assistant Professor	CAC	5	
Julie Eaton	Assistant Professor	SAM	6	
John Finke	Assistant Professor	SAM	5	
Sarah Hampson	Assistant Professor	PPPA	3	
Rachel Hershberg	Assistant Professor	SBHS	2	Affiliated Faculty, Center for the Study of Community and Society
Natalie Jolly	Assistant Professor	SHS	3	
Maureen Kennedy	Assistant Professor	SAM	2	
Michael Kula	Assistant Professor	CAC	6	
Hyoung Suk Lee	Assistant Professor	SBHS	5	
Linsday McCunn	Assistant Professor	SBHS	2	
Will McGuire	Assistant Professor	PPPA	5	
Ben Meiches	Assistant Professor	PPPA	2	
Danica Miller	Assistant Professor	SHS	3	Affiliated Faculty, Center for the Study of Community and Society
Andrea Modarres	Assistant Professor	CAC	7	
Michelle Montgomery	Assistant Professor	SHS	3	
Marc Nahmani	Assistant Professor	SAM	1	
Randy Nichols	Assistant Professor	CAC	1	
Ariana Ochoa Camacho	Assistant Professor	SHS	1	Affiliated Faculty, Center for the Study of Community and Society
Emma Rose	Assistant Professor	CAC	4	Research Associate, Center for Data Science
Dan Shugar	Assistant Professor	SAM	2	
Erik Tou	Assistant Professor	SAM	1	
Etga Ugur	Assistant Professor	PPPA	4	
Nicole Blair	Senior Lecturer	CAC	1	Lecturer, University Writing Program
Tyler Budge	Senior Lecturer	CAC	9	
Linda Dawson	Senior Lecturer	SAM	3	
Kelly Forrest	Senior Lecturer	SBHS	2	
Margaret Greisse	Senior Lecturer	SHS	0	
Lauren Montgomery	Senior Lecturer	SBHS	1	Vice Chair, Faculty Assembly
Ellen Moore	Senior Lecturer	CAC	1	
Ruth Vanderpool	Senior Lecturer	SAM	1	
Joan Bleecker	Lecturer-Competitive	SAM	2	
Eric Bugyis	Lecturer-Competitive	PPPA	3	
Will Burghart	Lecturer-Competitive	SHS	2	
Ryan Card	Lecturer-Competitive	SAM	2	
Alison Cardinal	Lecturer-Competitive	CAC	1	Lecturer, University Writing Program

Leighann Chaffee	Lecturer-Competitive	SBHS	3	
Emily Cilli-Turner	Lecturer-Competitive	SAM	2	
Corey Cook	Lecturer-Competitive	SBHS	3	
Jeremy Davis	Lecturer-Competitive	SAM	3	
Joanne Clarke Dillman	Lecturer-Competitive	CAC	2	
Jennifer Harris	Lecturer-Competitive	SBHS	3	
Jutta Heller	Lecturer-Competitive	SAM	3	
Margaret Henderson	Lecturer-Competitive	SAM	4	
Cynthia Howson	Lecturer-Competitive	PPPA	1	
Seyed Karimi	Lecturer-Competitive	PPPA	3	
LeAnne Laux-Bachand	Lecturer-Competitive	CAC	1	
Augie Machine	Lecturer-Competitive	CAC	1	
Jacob Marten	Lecturer-Competitive	CAC	1	
Julie Masura	Lecturer-Competitive	SAM	2	Research Affiliate Faculty, Center for Urban Waters
Erik McDonald	Lecturer-Competitive	SAM	3	
JM Miller	Lecturer-Competitive	CAC	2	Lecturer, University Writing Program
Walter Moore	Lecturer-Competitive	CAC	1	
Jennifer Myers	Lecturer-Competitive	CAC	2	
Annie Nguyen	Lecturer-Competitive	CAC	1	
Rose Njoroge	Lecturer-Competitive	SBHS	1	
Toney Perone	Lecturer-Competitive	SBHS	3	
Megan Schwartz	Lecturer-Competitive	SAM	3	
Haley Skipper	Lecturer-Competitive	SAM	2	
Alex Smith	Lecturer-Competitive	CAC	4	
Libi Sundermann	Lecturer-Competitive	SHS	2	
Tanya Velasquez	Lecturer-Competitive	SHS	1	
Jack Vincent	Lecturer-Competitive	SAM	3	
Alan Bartlett	Lecturer-One Year	SAM	1	
Jeremy Gee	Lecturer-One Year	PPPA	3	
Jordan Kott	Lecturer-One Year	CAC	3	
Jim Liner	Lecturer-One Year	CAC	1	
Debbie Macey	Lecturer-One Year	CAC	2	
Lucas McMillan	Lecturer-One Year	PPPA	1	
Alex Miller	Lecturer-One Year	SHS	1	Assistant Director, Office of Undergraduate Education
Abby Murray	Lecturer-One Year	CAC	2	
Olga Shatunova	Lecturer-One Year	SAM	1	
Ariel Wetzel	Lecturer-One Year	CAC	2	
Lauren Wugalter- Leichter	Lecturer-One Year	SAM	1	
Charlie Xu	Lecturer-One Year	PPPA	1	

Accumulative Faculty Data

Tenured and Tenure

Professors 12

Associate Professors 33

Assistant Professors 30

Total Tenure/Tenure Track 75

Lecturers

Senior Lecturers 8

Lecturers-Competitively Hired 32
Lecturers-One Year Appointments 12

Total Lecturer Lines 52

Ranks by Division

Culture, Arts & Communication

Full Professors	3
Associate Professors	12
Assistant Professors	8
Senior Lecturers	3
Lecturers-Competitive	10
Lecturers- 1yr	5
Total tenured	23
Total Lecturers	18
Total Faculty	41

Philosophy, Politics, and Public Affairs

Full Professors	2
Associate Professors	4
Assistant Professors	7
Senior Lecturers	0
Lecturers-Competitive	3
Lecturers- 1yr	3
Total tenured	13
Total Lecturers	6
Total Faculty	19

Science and Mathematics

Full Professors	2
Associate Professors	8
Assistant Professors	7
Senior Lecturers	2
Lecturers-Competitive	11
Lecturers- 1yr	3
Total tenured	17
Total Lecturers	16
Total Faculty	34

Social, Behavioral and Human Studies

Full Professors	0
Associate Professors	4
Assistant Professors	3
Senior Lecturers	2
Lecturers-Competitive	5
Lecturers- 1yr	0
Total tenured	7
Total Lecturers	7

Total Faculty	14
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Social and Historical Studies

Full Professors	4
Associate Professors	5
Assistant Professors	5
Senior Lecturers	1
Lecturers-Competitive	3
Lecturers- 1yr	1
Total tenured	14
Total Lecturers	5
Total Faculty	19

Notes

All faculty appointments in Tacoma are 9 months.

One-year lecturers may be renewed two times for a total years of service not to exceed 3 years.

Lecturers hired in competitive appointments receive an initial 3 year term of service and may be renewed indefinitely.

Faculty CV's can be found through a link on the catalyst site.

APPENDIX D: STUDENT LEARNING OUTCOMES BY DIVISION

CULTURE ART, AND COMMUNICATION

Section 2.a: Student Learning Goals and Outcomes.

Given the diversity of the five majors housed within the Culture, Arts and Communication Division, specific student learning goals and outcomes are described below, according to individual programs.

American Studies

The American Studies Major was revised in Spring 2014. The new major offers areas of focus and aligns study with current American Studies research and practice. Curriculum and major requirements have changed and several new courses are being introduced.

1. What are the student learning goals (i.e., what students are expected to learn)?
 - Demonstrate an understanding of the historical development of American cultures, nationhood and social movements in various social and political contexts
 - Demonstrate an understanding of how cultural meaning is created, and how studying cultural ideas and practices can provide us with multiple ways of making power visible
 - Situate American cultures and communities within a global context
 - Analyze and synthesize material from primary and secondary sources in order to create a coherent, evidence-based argument
 - Employ methodologies from the humanities and the social sciences to analyze a variety of historical, cultural, social and political questions.
2. In what ways does the unit evaluate student learning (e.g., classroom- and/or performance-based assessment, capstone experiences, portfolios, etc.)?

Students complete a portfolio upon graduation from the major, turning in papers, responding to some questions, and reflecting on what they have learned during their time at UW Tacoma. The portfolio requirements are currently being amended, and TAM faculty are re-evaluating assessment more broadly, and anticipate the implementation of changes during 2016-2017. In Spring 2017, the major began assessment of the SLO, “Demonstrate an understanding of how cultural meaning is created, and how studying cultural ideas and practices can provide us with multiple ways of making power visible,” using an online survey that asked advanced and graduating students about their viewpoints and experiences in the major, and to reflect on the ways they have developed themselves and produced projects that aligned with the learning objective. The survey revealed which activities and approaches were most meaningful and fostered learning, which classes most helped in developing critical thinking skills, and whether students faced any obstacles in the major.

3. What methods are used to assess student satisfaction? What efforts are made to gauge the satisfaction of students from under-represented groups?

To assess student satisfaction, TAM faculty have had informal discussions with students that have shaped plans and approaches in a variety of ways, including planning for classes, promoting the major, and making changes to the major. Students complete a minimum of quarterly course and instructor evaluations that combine quantitative and qualitative responses. Some instructors ask students to fill out a separate survey that focuses on particular elements of courses to assess what students think about the course materials, what works well, what does not, etc. TAM faculty have also spoken with advisers who have heard from students in the recent past. This information has provided a basis for creating changes and moving forward with changes (or updates) in the curriculum.

4. What are the findings of the assessment of student learning in each program of study?

Findings from the various forms of assessment prompted TAM to submit a 1503 Form to the Division Chair in order to articulate plans to create a more accessible majors, which would have more pathways. This set of changes was based on written student feedback and discussions with students.

5. How has the unit used these findings to bring about improvements in the programs, effect curricular changes, and/or make decisions about resource allocation?

Findings have also supported the continued incorporation of the following high-impact practices required by all students within the major.

- Capstone Courses and Projects: TAMST 490 is a required capstone class, which “Supports students in developing and presenting their final projects.” There does not appear to be a major requirement to complete a final project.
 - Collaborative Assignments and Projects: TAMST 210 is a required course which includes a group presentation about social movements.
 - Diversity/Global Learning: The major has an additional Ethnicity/Race Requirement from a specified list of classes, going above the University-wide DIV requirement.
6. If applicable, note the courses typically taken by undergraduates who will not be majors in any of the unit’s programs. Are there specific learning goals in those courses designed to accommodate such “non-major” students? If so, how is student achievement in reaching these goals assessed?

Non-majors are often attracted to the following TAM courses:

TAMST 210 American Cultures and Perspectives: Class, Ethnicity, Gender, Race
TCULT 210 Introduction to Popular Culture
TCULT 410 Studies in U.S. Popular Culture

Generally speaking, there are no separate specific learning objectives or means for evaluating these for non-majors versus those who are in the American Studies major. While the popular culture classes share many of the American Studies SLOs, they cover various topics and territory, so students are able to learn from a broader range of materials, issues, and questions. Nevertheless, TAMS strives to create course-level SLOs (even for courses that appeal to non-majors) that fit within the broader American Studies curriculum and align with broader SLOs for the major.

Arts, Media and Culture

Students in this interdisciplinary major have a choice of four tracks (literature, film and media, visual and performing arts, and comparative arts) with different distribution of courses from lists that focus on history, culture, interpretation, practice/studio, visual and performing arts, film and media, and literature and language.

1. What are the student learning goals (i.e., what students are expected to learn)?
 - Cultivate insight unique to human beings and will be able to identify and explain interrelations among texts of apparently disparate discourses: literature, film and visual arts
 - Acquire the interpretive skills necessary to analyze individual texts of various kinds - literary, filmic, art, televisual, musical—closely and critically. Students will be not just literate, but visually or audiovisually literate
 - Understand the importance of history and culture as they shape and are in turn shaped by arts and media
 - Gain practical experience in the creative processes of one of the arts or media studied in the major
 - Be able to express the knowledge and experience described in the items listed above in clear, concise and persuasive writing
2. In what ways does the unit evaluate student learning (e.g., classroom- and/or performance-based assessment, capstone experiences, portfolios, etc.)?

Students complete a portfolio tailored to the AMC upon graduation. The portfolio requirements have been revised twice in the last three years, and AMC intends to retain portfolios as the primary means of self-assessment. AMC is, however, in transition to a potentially new way of requiring and collecting their current self-assessment tool, perhaps in collaboration with Writing Studies and its implementation of e-Portfolios. In Spring 2017, the major began to develop an assessment plan to examine the SLO, “You will be able

to express the knowledge and experience of the study of humanities in clear, concise, and persuasive language,” through review of writing assignments, rubrics for assessing writing, and how students viewed their learning through these assignments in a reflective paragraph. This evaluation will provide insight as to what students are learning about writing in their AMC courses.

3. What methods are used to assess student satisfaction? What efforts are made to gauge the satisfaction of students from under-represented groups?

Students provide feedback regarding their satisfaction via quarterly course/instructor evaluations, the short essay portion of the portfolio, and enrollments. Each of these tools, however, targets something else; assessment of student satisfaction is a byproduct.

4. What are the findings of the assessment of student learning in each program of study?

Based on the findings of assessments, a main improvement over the last few years has been to offer more classes that require students to demonstrate the major’s first and most definitive learning outcome, comparing literature, film, or art directly. A new class, TLIT 220: Literature and the Arts, has that SLO as its main goal. One section was offered in 2015-2016 and two will be offered in 2016-2017. In Fall 2016, AMC will consider revising the major to include this class as a requirement for all AMC majors. There is also a plan to incorporate a high-impact practice within that course.

5. How has the unit used these findings to bring about improvements in the programs, effect curricular changes, and/or make decisions about resource allocation?

An additional HIP within AMC is intensive writing. Most TAMC courses are designated as W, so most majors are exposed to more writing intensive courses than required by the general graduation requirement.

6. If applicable, note the courses typically taken by undergraduates who will not be majors in any of the unit’s programs. Are there specific learning goals in those courses designed to accommodate such “non-major” students? If so, how is student achievement in reaching these goals assessed?

Many AMC classes are popular choices for the university’s VLPA requirement, especially TLIT 200: Understanding Literature, any TFILM class, and any TARTS class. Many non-majors take American Literature courses offered in TAMC, and many Writing Studies majors take upper-division non-American literature classes (TLIT 343: Shakespeare, TLIT 453: Ancient Greek Tragedy, and TLIT 455: Medieval Quests) since TWRT requires 5 credits of Non-American Literature. There are no separate SLOs or evaluation criteria for non-majors taking these courses.

Findings from the assessment have supported the continued incorporation of the following high-impact practices.

Communication

The Communication major, the second largest major within SIAS, offers students two tracks. The Professional track offers a comprehensive approach to the study of media criticism and media writing and production. The Research Track provides an overview of the political, economic, historic, social and cultural contexts of mass media.

Through a critical and cultural studies framework that addresses power differentials in society and through a rigorous schedule of courses in media theory and skills, students in both tracks of the Communication major are expected to achieve the objectives outlined below.

1. What are the student learning goals (i.e., what students are expected to learn)?
 - Be able to conduct thorough and critical research for both media theory and skills assignments, which is consistent with the LEAP learning outcomes of "Intellectual and Practical Skills" and "Integrative Learning"
 - Understand and analyze the power of the visual image and the written word and their ability to convey and sustain ideologies of gender, class, ethnicity and orientation, which is consistent with the LEAP learning outcome of "Personal and Society Responsibility"
 - Understand and analyze the ethical, legal, political and economic contexts of the mass media, which is consistent with the LEAP learning outcome of "Knowledge of Human Cultures and the Physical and Natural World"
 - Understand and analyze the interdependency of global media systems and develop a critical and historical approach to media production and consumption, which is consistent with the LEAP learning outcome of "Knowledge of Human Cultures and the Physical and Natural World"
 - Develop skills to write, edit and produce across varied media platforms, which is consistent with the LEAP learning outcomes of "Intellectual and Practical Skills"
 - Be prepared for a variety of jobs in mass media such as newspaper and magazine writing, reporting and editing, television and video production and web design
2. In what ways does the unit evaluate student learning (e.g., classroom- and/or performance-based assessment, capstone experiences, portfolios, etc.)?

In addition to quarterly course and instructor evaluations that combine quantitative and qualitative responses, the TCOM major monitors the number and the makeup of the major periodically and working closely with student advisers by including them in quarterly faculty meetings as a way of gauging students' feedback. In Spring 2017, the major will assess the SLO, "Students completing the communication major should be able to conduct

thorough and reliable critical research for scholarly &/or professional media assignments.” Final projects are collected from senior students in two foundational courses in each track, research and the professional, to evaluate mastery of critical scholarly research and professional or media production competency. TCOM faculty also address new student needs based on classroom interactions and observations. Given a recent increase in the international student population within the Communication major, for example, faculty interviewed some of these students, and are planning to establish a focus group at a later date.

3. What methods are used to assess student satisfaction? What efforts are made to gauge the satisfaction of students from under-represented groups?

Unsure

4. What are the findings of the assessment of student learning in each program of study?

TCOM discontinued its uses of portfolios (last used two or three years ago) to evaluate student learning outcomes, and is in transition to implementation of new methods of assessment. A pilot run of the proposed methods of assessment is expected in Spring 2017.

5. How has the unit used these findings to bring about improvements in the programs, effect curricular changes, and/or make decisions about resource allocation?

New assessment strategies may include evaluation of the effectiveness of the variety of HIPs identified as a component of most students’ experiences in the Communication major:

- Internships: Internships are available to Communication majors, and used to be required. The requirement was removed due to the large number of majors.
- Capstone Courses and Projects: Students in the Research track are encouraged to do a senior thesis, although few do. This was once required but was removed due to the large number of majors.
- Diversity Learning: Most Communication classes deal with issues of diversity, so students are exposed to more diversity classes than required by the general graduation requirement. TCOM 444, which is a limited choice requirement is a diversity course.
- Global Learning: There are a number of global media classes (including TCOM 230 which is a limited choice prerequisite). There are also a number of opportunities for study abroad in the major, including trips to Russia and Vietnam.
- Service Learning and Community-Based Learning: Classes in video production, web design, environmental communication, and others have included projects in which students work with community organizations as clients or partners on

projects. These courses are not required, but are offered often and taken by many majors.

- Writing Intensive Courses: Many courses in the major are W courses, so many majors take more writing intensive courses than required by the general graduation requirement.
 - Collaborative Assignments and Projects: Students regularly work in groups on video projects, web design projects, and class presentations. These courses are not required, but are offered often and taken by many majors.
 - Undergraduate Research: There are opportunities for students to do research with faculty, which is determined on an individual basis. This is not required but is available.
6. If applicable, note the courses typically taken by undergraduates who will not be majors in any of the unit's programs. Are there specific learning goals in those courses designed to accommodate such "non-major" students? If so, how is student achievement in reaching these goals assessed?

A wide variety of TCOM courses appeal to students across campus. Among the courses that often serve non-majors are the following:

TCOM 201 Media and Society
TCOM 220 Social Media
TCOM 230 Media Globalization and Citizenship
TCOM 247 Television Studies
TCOM 258 Children and Media
TCOM 310 Contemporary Environmental Issues and the Media
TCOM 320 Principles of Web Design
TCOM 340 Global TV: Format, Genre, and Reception
TCOM 350 Editing and Design for Print Media
TCOM 440 Advertising and Consumer Culture
TCOM 444 Gender, Ethnicity, Class, and the Media
TCOM 465 Contemporary Free Speech Issues

SLOs and means of evaluation are the same for non-majors as they are for students within the Communication major.

Hispanic Studies (Spanish Language and Cultures 2017-2018)

The Hispanic Studies (Spanish Language and Cultures) program is the only one within SIAS that requires majors and minors to complete their course of study in a foreign language. As such, the student learning outcomes are unique.

1. What are the student learning goals (i.e., what students are expected to learn)?

- Develop oral, writing and reading proficiency in Spanish at the Advanced Level as defined by American Council for the Teaching of Foreign Languages (ACTFL) standards
 - Become knowledgeable about the complexity of cultures in the Spanish-speaking world and be able to engage in ongoing critical debate about them
 - Acquire proficiency in the 5 Cs (communication, cultures, connections, comparisons, communities) for language studies in Spanish as defined by the National Foreign Language Standards
 - Learn terminology and concepts from at least two of these fields: literature and literary criticism; film and film criticism; cultural studies and cultural theory, and be able to apply the terminology and concepts to the critical analysis of works from Spain, Spanish America, and U.S. Latinos
 - Become global citizens, able to interact compassionately, intelligently and insightfully with other cultures, particularly those of the Spanish-speaking world, and to engage in the scholarship and activism that constitute Hispanic Studies in the U.S.
 - Acquire competence necessary for employment in a variety of fields related to the Spanish language and literary and cultural studies and/or a graduate program in Spanish or Latin American Studies
2. In what ways does the unit evaluate student learning (e.g., classroom- and/or performance-based assessment, capstone experiences, portfolios, etc.)?

Given the unique needs and experiences of students in the major and minor (native Spanish speakers, heritage learners, or second-language learners), the THISP/TSPAN faculty utilize a variety of assessments to evaluate student learner outcomes. Portfolios specific to the various communicative and content-based aspects of the major have been used until recently, and discussion about the most appropriate assessments is underway. Because the class sizes are currently small, faculty are very familiar with students' abilities and progress during their time at UWT. In Spring 2017, the major developed a plan to assess the SLO, "Become global citizens, able to interact compassionately, intelligently and insightfully with other cultures, particularly those of the Spanish-speaking world, and to engage in the scholarship and activism that constitute Hispanic Studies in the U.S." A survey questionnaire is being administered to students that have taken the required courses TSPAN 352: Introduction to Hispanic Cultural Studies to gauge how the course materials affect the students' empathy towards other cultures and or their sense of self in relation to other cultures.

3. What methods are used to assess student satisfaction? What efforts are made to gauge the satisfaction of students from under-represented groups?

In addition, students provide quantitative and qualitative feedback regarding their satisfaction via quarterly course/instructor evaluations, mid-quarter surveys, and via course enrollments.

4. What are the findings of the assessment of student learning in each program of study?

Assessment data supports the continued incorporation of high-impact practices as follows: In addition to the five required course courses (TSPAN 301, 302, 303, 351, and 352), students must take 10 credits of either foreign study in a Spanish-speaking country or complete an individualized project that combines academic and work experience in the local Spanish-Speaking community (using Spanish a minimum of 50% of the time). Most or all students within the major and minor participate in the following HIPs:

- Global Learning: The major includes electives in literature, film or culture in Spanish. Many students experience a study abroad course as part of the major (but have a choice between this and internship, so at least one HIP is experienced).
- Writing Intensive Classes: TSPAN 303 (Spanish Composition and Stylistics) is a required class that explicitly focuses on disciplinary writing.
- Community-based learning: Students have the option of taking TSPAN 345, Spanish for Community Engagement.
- Collaborative Assignments and Projects: Many courses in the major require students to work in pairs or small groups to research a topic and give a presentation.
- Diversity Learning: Nearly all courses engage with Diversity topics.

5. How has the unit used these findings to bring about improvements in the programs, effect curricular changes, and/or make decisions about resource allocation?

The most notable change stemming from assessments is the decision to re-name the major in 2016-2017 to provide clarity for students, faculty, staff, and future employers. Based on feedback from students about their post-graduation goals, the THISP/TSPAN program has created a variety of new courses, like Spanish for Community Engagement and Translation Techniques.

6. If applicable, note the courses typically taken by undergraduates who will not be majors in any of the unit's programs. Are there specific learning goals in those courses designed to accommodate such "non-major" students? If so, how is student achievement in reaching these goals assessed?

A variety of THISP (Hispanic Studies) courses taught in English appeal to non-majors because they fulfill the university's VLPA or Diversity requirements. Among these courses are THISP 238 (Hispanics in the U.S.) and THISP 355 (Migration and the Transnational Family in Latino/a Literature and Film), as well as all of the THISP courses that teach about Spanish-speaking cultures through film and art. A growing number of TSPAN courses taught in Spanish have also appealed to non-majors and non-minors in the last few years.

The SLOs and means for evaluating student learning are the same for all students, including majors, minors, and students across campus.

Writing Studies

The Writing Studies major prepares students to be verbally and visually literate, encouraging growth as a learner, citizen and professional within its two tracks: Creative Writing or Technical Communication.

1. What are the student learning goals (i.e., what students are expected to learn)?
 - Write in multiple genres for diverse audiences
 - Apply writing and communication design skills in multiple contexts and for a range of purposes
 - Develop an effective and self-aware writing process from invention to production
 - Collaborate effectively in writing and information design
 - Demonstrate an understanding of the role of writing in creating knowledge through artistic expression, critical inquiry and applied research
 - Develop the ability to learn, adapt and use technologies and new media essential to their lives and careers
2. In what ways does the unit evaluate student learning (e.g., classroom- and/or performance-based assessment, capstone experiences, portfolios, etc.)?

Writing Studies has been engaged in a thorough review of its assessment over the last few years. Initially, a Writing Studies faculty task force explored how effective portfolios are as assessment tools, and discovered in the process that many of the SLOs at the time were not conducive to measuring, at least via the portfolio. As a result of this finding, TWRT revised the student learning goals so that they are measurable. The faculty discovered a need for a new mechanism for portfolio materials once IAS as a whole no longer required portfolios of all graduating students. Thus, during the 2015-2016 year, another TWRT task force developed an effective strategy for portfolio development and collection, the e-Portfolio model.

To enhance the effectiveness of the e-Portfolio and the professionalization of graduating Writing Studies students, TWRT faculty have proposed a 2-credit capstone course (for Spring 2017) in which students will gather and create materials for their portfolio, rather

than embedding the documenting of portfolio material in classes across the curriculum. In Spring 2017, the major is assessing the SLO, “Demonstrate an understanding of the role of writing in creating knowledge through artistic expression, critical inquiry and applied research.” Faculty are using student portfolios to determine how students understand this role. In addition, Writing Studies has instituted a senior showcase reading, which is a particularly effective venue for creative writing students to give public readings of their best work and for students and the program alike to receive input from outside reviewers.

Students provide quantitative and qualitative feedback regarding their satisfaction via quarterly course/instructor evaluation. Various TWRT faculty have also utilized mid-quarter Small Group Instructional Diagnosis (SGIDs) to gather information from students about their experience as learners, and make changes accordingly.

3. What methods are used to assess student satisfaction? What efforts are made to gauge the satisfaction of students from under-represented groups?

Unsure

4. What are the findings of the assessment of student learning in each program of study?

Findings from assessments support the continued incorporation of the following high-impact practices required by most or all students within the Writing Studies major:

- Capstone Courses and Projects: In the required class (for the Technical Communication Track only), TWRT 291 (Technical Communication in the Workplace), students complete a quarter-long project resulting in a professional document based on technical writing principles.
 - Writing Intensive Classes: Given the nature of this major, most majors are exposed to more writing intensive courses than required by the general graduation requirement.
 - Service Learning and Community-Based Learning: Many writing studies courses include community based learning. For example, in TCORE 101, students do projects with community partners and write about the experience in several genres, including a report and reflection. Poetry students bring their writing into the community through interactive readings at locations such as the B-Sharp coffee house. Technical communication courses often collaborate with and serve groups such as the UWT library.
5. How has the unit used these findings to bring about improvements in the programs, effect curricular changes, and/or make decisions about resource allocation?
 - See above

6. If applicable, note the courses typically taken by undergraduates who will not be majors in any of the unit's programs. Are there specific learning goals in those courses designed to accommodate such "non-major" students? If so, how is student achievement in reaching these goals assessed?

In addition to the academic writing courses that students take to fulfill graduation requirements, other Writing Studies courses that often appeal to non-majors are those that fulfill the university's VLPA requirement:

TWRT 200 Introduction to Creative Writing
TWRT 370 Poetry Writing
TWRT 380 Introduction to Fiction Writing

In order to make TWRT courses more appealing to non-majors, a wider variety of hybrid genre courses have been established as well. Examples of these courses are:

TWRT 372 Writing Eco-Poetry
TWRT 389 Nature Writing
TWRT 482 Writing Historical Fiction

SLOs and means of evaluation are the same for non-majors as they are for students within the Writing Studies major.

MAIS PROGRAM

Section 2.a: Student Learning Goals and Outcomes.

Since the last program review IAS has grown rapidly with most of that growth focused on serving and expanding undergraduate programs. However recently the MAIS program has undergone significant revisions to its curriculum, management, governance, and practice. In 2014 two new transcriptable Options to the program were added. These were a Community and Social Change Option and a Nonprofit Studies Option. The existing degree program was given the name General Degree Option. Meanwhile the program's long-serving, founding Coordinator stepped down in 2014 and its long-serving Graduate Advisor/Administrator retired shortly thereafter. An interim Coordinator managed the program during the 2013-2014 academic year and an interim Advisor/Administrator was hired in 2014. A new Coordinator (a former Director of IAS) was appointed in 2014 and a new Advisor/Administrator was hired in 2015.

An ad hoc, volunteer Steering Committee, comprised mostly of faculty who teach core courses in the program and/or who advised graduate students, was replaced in 2014 by a new committee reflecting SIAS's new Divisional structure. The new Steering Committee's composition now includes elected representatives from each of SIAS's five Divisions plus representation for the Nonprofit Studies option, two non-voting positions for elected Graduate Student Representatives, and non-voting positions for faculty who in a given year teach the program's core curriculum (TIAS 501, 502, 503, 504, 505, and 513). The Graduate Program Coordinator convenes the group and the Graduate Advisor/Administrator provides staff support.

The application and admissions process was also revised such that a separate admissions committee, consisting of volunteer representatives from each of SIAS's five Divisions, now exists. The Graduate Program Coordinator convenes the committee and the Graduate Advisor/Administrator provides staff support. Pursuant to a decision of the Steering Committee in 2015, there is now only one application and admissions cycle per year with a "hard" application deadline, rather than three cycles per year with "soft" deadlines, which had been the practice previously. In addition, beginning in 2015 the program implemented a practice of admitting only those applicants for whom it could be confident appropriate academic support from amongst the faculty existed. This resulted in a two-year reduction in the size of incoming cohorts but has helped stabilize the program by increasing degree completion rates and, based on anecdotal evidence, reducing student dissatisfaction. Most recently, beginning with the application and admission process for Autumn 2016, the program has moved to an online process and anticipates an incoming cohort that will be roughly twice the size of those for the previous two years.

1. What are the student learning goals (i.e., what students are expected to learn)?

The MAIS program has both General and Option-specific learning goals. The learning outcomes of the General Degree option apply to ALL students in the program, while students pursuing the Community and Social Change and Nonprofit Studies options have additional learning goals. The General learning goals, applicable to students pursuing ALL options, are as follows:

- Recognize how evidence can be justified, generated, evaluated and used with varying degrees of validity within diverse frames of applicability;
- Explain the ways in which values are implicitly or explicitly present in every arena socially deemed to be problematic;
- Get experience facilitating communication, negotiations or trade-offs among and across diverse value frames.
- Demonstrate how alternative paradigms or models condition our knowledge of the world and how our choice of potential responses connects to how we perceive things to be organized;
- Evaluate the impact of culture and history on the way certain phenomena come to be defined in the public arena as problems, and how they are variously imagined to be caused or solved in relation to diverse professional and disciplinary claims of ownership over them;

In addition to the general learning goals above, students pursuing the Community and Social Change Option will be able to:

- Assess socially meaningful identities in a variety of cultural and critical contexts, and to communicate across social boundaries in a multicultural world;
- Analyze and/or critique theories of race/ethnicity, social class, gender/sexuality and how they have been put into practice to improve the lives of the most vulnerable in the past and the present locally, nationally, and/or globally;

- Demonstrate comparative research and critical thinking skills for understanding the range of lived experiences in local and global communities and to understand how power operates in society;
- Evaluate various analytical and/or rhetorical frameworks related to various areas of study within community studies, and relevant to the world of work, civic engagement, and community development.

In addition to the general learning goals above, students pursuing the Nonprofit Studies Option will be able to:

1. Demonstrate leadership skills and knowledge in topics such as management of human resources (both paid and volunteer), fundraising, program evaluation, fiscal management, and governance in nonprofit organizations;
 2. Design projects, programs and/or policies that address community issues;
 3. Negotiate the inevitable political and economic realities of providing social benefit to communities;
 4. Create outcome-based logic models that are required for foundation funding, with a special emphasis on the local/regional level.
2. In what ways does the unit evaluate student learning (e.g., classroom- and/or performance-based assessment, capstone experiences, portfolios, etc.)?

The program does not currently have a formal assessment process, though it does have a Capstone course which the new Coordinator teaches and runs as a thesis/project writing workshop, in part so that there will exist going forward a venue for assessing the success of graduating students. A more systematic degree program assessment process is needed, however.

3. What methods are used to assess student satisfaction? What efforts are made to gauge the satisfaction of students from under-represented groups?

This is another area in which no formal assessment process exists. We know anecdotally, however, that student dissatisfaction in recent years has had primarily to do with lack of academic support from faculty, many of whom saw no incentive to serve graduate students given the lack of compensation for such work.

4. What are the findings of the assessment of student learning in each program of study?

Assessment in process

5. How has the unit used these findings to bring about improvements in the programs, effect curricular changes, and/or make decisions about resource allocation?

Assessment in process

6. If applicable, note the courses typically taken by undergraduates who will not be majors in any of the unit's programs. Are there specific learning goals in those courses designed to accommodate such "non-major" students? If so, how is student achievement in reaching these goals assessed.

N/A

PHILOSOPHY, POLITICS AND PUBLIC AFFAIRS

Section 2.a: Student Learning Goals and Outcomes.

7. What are the student learning goals (i.e., what students are expected to learn)?

Politics, Philosophy, and Economics

- Students will develop a more thorough knowledge of social institutions through focused engagement with both contemporary and enduring social issues.
- Students will strengthen their analytical skills.
- Students will develop their ability to write with style and precision.
- Students will become more competent with quantitative analysis.
- Students will develop their ethical and logical reasoning.
- And students will learn to synthesize and evaluate information through an application of knowledge and methods across different disciplines.

Law and Policy

- Develop effective and persuasive analytical, writing and communication skills, and apply these skills to complex contemporary social and legal problems;
- Acquire substantive knowledge and understanding about the institutions and beliefs embedded in legal practices and specific public policies;
- Critically examine legal, political and economic institutions as they relate to social and policy choices;
- Critically evaluate theories and methods used to examine tradeoffs in policy and legal decisions;
- Analyze, display and interpret data to explain social and policy issues;
- Understand the role of ethics and the ethical dimension of laws and policy making.

8. In what ways does the unit evaluate student learning (e.g., classroom- and/or performance-based assessment, capstone experiences, portfolios, etc.)?

Classroom based assessment across the course work required for the degree. Two additional key elements of assessment are 1) the capstone requirement (seminar or internship) for both majors, with faculty assessment of how well students demonstrate mastery of the SLOs by the time of their participation in this culminating experience, and 2) a survey of graduating PPPA students to gather student feedback on how well the degree met the stated SLOs.

9. What methods are used to assess student satisfaction? What efforts are made to gauge the satisfaction of students from under-represented groups?

Student evaluation of all classes using standard student evaluation forms. Student survey upon graduation to gauge student experiences in their majors. This does not incorporate a distinct effort to gauge the satisfaction of students from under-represented groups.

10. What are the findings of the assessment of student learning in each program of study?

Survey results to date and evaluation of capstone course work has indicated generally high levels of student satisfaction with PPPA degrees in relation to learning objectives. Faculty evaluation of capstones in relation to whether students are meeting SLOs needs to be pursued with greater consistency. Faculty input generally suggests students are achieving meaningful gains over the course of their studies but could benefit from further development of writing and quantitative skills.

11. How has the unit used these findings to bring about improvements in the programs, effect curricular changes, and/or make decisions about resource allocation?

We have revised the Law and Policy BA and initiated development of an Applied Economics BA partly in response to insights about how meet student needs and better achieve our SLOs. The capstone requirement emerged out of a similar motivation. Economics faculty have also started to develop resources to help students develop their quantitative skills outside the classroom to complement class-based learning and prepare students for upper-division coursework.

12. If applicable, note the courses typically taken by undergraduates who will not be majors in any of the unit's programs. Are there specific learning goals in those courses designed to accommodate such "non-major" students? If so, how is student achievement in reaching these goals assessed?

A wide range of our courses appear as electives in other SIAS majors and as part of other degrees on campus (such as Criminal Justice or Business). We recognize non-majors as an important part of the student body in introductory courses such as Introduction to American Politics or Introduction to Microeconomics, and accordingly

emphasize multiple approaches to engaging this material (for instance, teaching microeconomics using non-quantitative starting points, focusing on the ‘intuition’ behind particular economic concepts). More generally, in keeping with SIAS, our courses are highly interdisciplinary even in cases that might look traditional (such as Introduction to American Politics).

We do not have distinct learning goals for non-majors, and assume that PPPA courses that appear as part of other degrees are there because those degrees/programs see the learning objectives and content of those courses as in line with those programs.

Section 2.b Instructional Effectiveness

1. Including the use of standardized teaching evaluation forms, describe and discuss the method(s) used within the unit to evaluate quality of instruction.

Standard teaching evaluation forms, peer review of faculty, annual review/goals meetings with faculty (chair meets with all lecturers, etc.), chair role in meeting with students to hear about and address concerns.

2. Please note all opportunities for training in teaching that are made available to any individuals teaching within the unit (including graduate students). These may be opportunities that support teaching improvement, innovation, and/or best practices, for example.

Various campus training opportunities such as summer opportunities related to diversity, online learning, etc. More informally, chair works with new faculty to discuss syllabi, teaching experiences, provide support – especially in the case of lecturers. Faculty in specific areas of the curriculum also provide informal collective support and develop collective strategies to address particular teaching goals (for example, the economics faculty have worked to develop a collective way to support students in developing skills in quantitative analysis).

3. Describe specific instructional changes you have seen made by instructors in response to evaluation of teaching within the unit.

Instructors have worked to provide more scaffolding and ongoing support to students in relation to quantitative skills in the economics curriculum. Instructors have worked to incorporate more applied and experiential learning across the curriculum in response to feedback from faculty and standardized teaching evaluations.

Section 2.c Teaching and Mentoring Outside the Classroom

1. Describe and discuss how faculty members are involved in undergraduate and graduate student learning and development other than through classroom teaching (i.e., informal

learning, independent studies, research involvement, specialized seminars or workshops, etc.).

Capstone internships overseen by a designated faculty member who develops new internship opportunities and oversees students' scholarly work as part of their internships.

A number of faculty are also working with students doing undergraduate research and independent studies.

Faculty have also developed collective intellectual collaborations outside the classroom; for example, a religious studies collective jointly led by faculty and undergraduate students that organizes seminars and reads texts selected by the group, and the philosophy roundtable that involves students in philosophy seminars.

2. Describe how the unit works with undergraduate and graduate students to ensure steady academic progress and overall success in the program, and any additional efforts to support students from under-represented groups.

Largely based on individual mentoring. We do also have some role in supporting student clubs and associations around both professional and other identities: for example, the Pre-law Society and the Muslim Student Association.

3. Describe how the unit works with undergraduate and graduate students to prepare them for the next phases of their academic or professional lives.

See question 2 above. A high level of individual mentoring, along with the capstone experiences that help students explore internships in line with career interests or engage in seminar-style work that prepares them (and to some degree exposes them to) graduate-style study. Some of the student clubs also play a role in facilitating students' next steps.

SCIENCES AND MATHEMATICS

Since the last program review, the Environmental Science Program has changed its title into the Division of Sciences and Mathematics to inclusively accommodate support for two new majors added in 2015, a B.S. in Biomedical Sciences and B.S. in Mathematics. The program administrator position has seen a number of transitions during this time but has been led consistently by the current chair Erica Cline since 2014. Since the last program review, Environmental Science B.S. majors have increased from approximately 25 to 150, with a predicted increase of 10 new majors added per year. Environmental Science B.A. majors have increased from approximately 25 to 50 and have been holding steady since 2012. Biomedical Sciences B.S. majors are anticipated as a major growth degree program for IAS in the near future.

Section 2.a: Student Learning Goals and Outcomes.

13. What are the student learning goals (i.e., what students are expected to learn)?

Environmental Science and Environmental Studies

The student learning goals of both Environmental Science B.S. and Environmental Studies B.A. follow the model set forth by LEAP (Liberal Education and America's Progress). LEAP is an initiative that champions the value of a liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality. The initiative focuses campus practice on fostering essential learning outcomes for all students, whatever their chosen field of study.

5. Be conversant in theoretical concepts of the biological and physical sciences and their application to understanding and studying the environment.
6. Develop a basic understanding of the humanities and social sciences, and the interdisciplinary connections between these subjects and the natural sciences, in order to understand and solve environmental issues.
7. Develop advanced scientific skills necessary to achieve an understanding of and solutions to environmental problems including physical and biological measurement techniques, statistical data analysis, hypothesis formulation and conceptual modeling, research project design and working collaboratively.
8. Exhibit the ability to interpret and communicate information related to environmental issues in written and oral forms appropriate to both scientific and non-technical audiences.
9. Demonstrate the ability to apply interdisciplinary training to environmental problems of local, regional, national, or global significance.
10. Understand the role of individuals and participate in the creation of solutions for environmental problems.
11. Participate in engaged inquiry as a means of connecting classroom learning to real-world environmental problem solving and establishing the skills needed for life-long learning.

Biomedical Sciences

The five student learning goals associated with the B.S. in Biomedical Sciences are:

1. Core Knowledge

- An understanding of the fundamentals of chemistry and biology
- An understanding of the key principles of biochemistry, microbiology and molecular biology and their application to human health
- Awareness of the major issues at the forefront of these disciplines
- Awareness of societal and ethical issues in the biomedical sciences
- The ability to integrate knowledge across interdisciplinary lines

2. Applying the Process of Science

- The ability to dissect a problem into its key features by thinking in an integrated manner and to look at problems from different perspectives
- The ability to generate hypotheses, design experiments, observe nature and test hypotheses
- The ability to understand the limitations of the experimental approach

3. Quantitative Reasoning

- The ability to analyze experimental data and interpret the results
- The ability to apply statistics and other mathematical approaches to examine biological systems

4. Laboratory Skills

- The ability to work safely and effectively in the laboratory
- The ability to troubleshoot and optimize methods
- The ability to collaborate with other researchers

5. Literature and Communication Skills

The ability to assess primary papers critically. The ability to use oral, written and visual presentations to present their work to both a science literate and general audience

Mathematics

Student goals for the B.S. in Mathematics are as follows:

1. Comprehend, discover, and communicate common principles from algebra, geometry, and analysis,
 2. Use probability or statistics correctly and effectively,
 3. Recognize, understand and also make your own mathematically rigorous arguments,
 4. Interpret and present results to a technical audience, both in writing and verbally,
 5. Describe how mathematical or quantitatively-based arguments affect society,
 6. Modify problems to make them tractable,
 7. Use technology to aid in solving problems, Apply quantitative theory, modeling, or mathematical principles to other disciplines to solve problems.
14. In what ways does the unit evaluate student learning (e.g., classroom- and/or performance-based assessment, capstone experiences, portfolios, etc.)?

The following evaluation instruments are used:

All majors:

1. A portfolio containing recent and previous writing samples are collected in an upper division course required by each major. The portfolio for Environmental Science B.S. and

Studies B.A. majors focuses on writing and the portfolio for the Mathematics B.S. focuses on proofs.

2. Students complete a capstone project with a faculty advisor. This can take many forms, including research, independent study, external internship, etc.

Environmental Science, Environmental Studies, Biomedical Sciences: Surveys in two required “bookend” courses (310/410): the former in year 2 once they declare their major and the latter near the end of their degree completion. These surveys include demographic information, future plans, student perceptions of their quantitative and scientific capabilities, attitudes towards environmental and scientific careers and/or further graduate study. In Spring 2017, the division added curriculum mapping, assignment analysis, and portfolio review in foundation classes for assessment and opted to focus on assessing a different SLO each year.

Course Specific: General Chemistry, Organic Chemistry, and Biochemistry courses have implemented the American Chemical Society exams at the end of their final quarter.

15. What methods are used to assess student satisfaction? What efforts are made to gauge the satisfaction of students from under-represented groups?

Periodic alumni survey. Survey in 310/410 courses includes satisfaction metrics.

16. What are the findings of the assessment of student learning in each program of study?

Unsure.

17. How has the unit used these findings to bring about improvements in the programs, effect curricular changes, and/or make decisions about resource allocation?

B.S. in Biomedical Sciences prompted by student demand.

18. If applicable, note the courses typically taken by undergraduates who will not be majors in any of the unit’s programs. Are there specific learning goals in those courses designed to accommodate such “non-major” students? If so, how is student achievement in reaching these goals assessed

These courses exist (ex: Aging and Biology), but the goals do not differ for majors vs. non-majors.

SOCIAL, BEHAVIORAL, AND HUMAN STUDIES

PSYCHOLOGY

Section 2.a: Student Learning Goals and Outcomes.

19. What are the student learning goals (i.e., what students are expected to learn)?

- Upon completion of the degree, students majoring in Psychology should:
 1. Be familiar with the major theoretical approaches and historical trends in psychology.
 2. Understand the core concepts and methodologies of psychology, including what scientific psychology is, the contributions and limitations of different methods of empirical research and be able to apply research methods, including design, data analysis and interpretation.
 3. Be able to read and interpret psychological research verbally and in writing.
 4. Understand that human behavior may have some common determinants and also great diversity including individual differences and variations based on differences such as culture, ethnicity, social class, gender and sexual orientation. Maintain awareness and sensitivity to diverse populations.
 5. Be able to synthesize theories and methodologies across disciplines in the humanities and social sciences.
 6. Understand the application of psychological principles to the understanding of social issues.

20. In what ways does the unit evaluate student learning (e.g., classroom- and/or performance-based assessment, capstone experiences, portfolios, etc.)?

- In May 2015, the SBHS division revised the assessment process for the Psychology major. The former process assessed student learning through the evaluation of student portfolios and a senior survey. However, due to concerns regarding our inability to offer a capstone course due to limited resources and the ethical dilemma of requiring students to prepare a portfolio outside of their academic coursework, the revised process removed the portfolio requirement and focused on assessing the major through an extensive senior survey. Through this survey, the assessment of specific SLOs are targeted each year on a rotating basis. Surveys are administered in all 400-level Psychology courses during the Spring quarter of each academic year.
- In Spring 2017, the division will assess the SLO, “Understand the application of psychological principles to the understanding of social issues” through a survey of recent graduates and seniors. The data collected will allow faculty to see how students understand the application of psychological principles to an understanding of social issues.

21. What methods are used to assess student satisfaction? What efforts are made to gauge the satisfaction of students from under-represented groups?

- The senior survey administered during the Spring quarter includes questions that assess student satisfaction. Through the collection of demographic information on this survey, the SBHS faculty are able to evaluate whether satisfaction varies across students from different groups. No other specific efforts have been made to gauge the satisfaction of students from under-represented groups.

22. What are the findings of the assessment of student learning in each program of study?

- Given that the revised assessment process was adopted in May 2015, data collection using this process have not been completed yet (but will be at the end of the 2015-2016 academic year). Assessment of SLOs using the former “portfolio” method consistently demonstrated acceptable level of proficiency for most of the Psychology major SLOs. With that said, limitations were noted across the years. Early limitations using the IAS-wide portfolio method that was in place prior to the 2013-2014 academic year included the over-inclusion of papers from non-Psychology courses in the student portfolios. In addition, a consistent limitation regardless of assessment year was student difficulty with identifying how their papers represented interdisciplinarity and an ability to synthesize perspectives across disciplines. Furthermore, many of the reflective essays included in the portfolios were relatively poorly written even for those students whose papers included in the portfolio demonstrated exemplary writing. In addition, a revision of the portfolio method for the 2013-2014 academic year included the use of a senior survey for graduating Psychology majors. Results of this survey supported the conclusion that the Psychology SLOs are adequately met within our students with at least 75% of students rating themselves as being “very good” or “excellent” across each SLO.

23. How has the unit used these findings to bring about improvements in the programs, effect curricular changes, and/or make decisions about resource allocation?

- Based upon the findings from the assessment process, the SBHS faculty made significant revisions to the assessment process and Psychology curriculum. Given that the portfolio approach seemed to result in hastily-produced reflective essays, inclusion of papers from non-Psychology courses, and failures to note how specific Psychology SLOs were clearly achieved within those selected papers, the SBHS faculty revised the assessment process to require less extra-curricular work from the students and directly assess student learning and satisfaction through senior surveys. Furthermore, curricular changes were implemented to encourage faculty to stress with students how each course contributes to the broader Psychology SLOs. These changes included clear documentation in the syllabus of how the course learning objectives were consistent with the Psychology SLOs and discussion throughout the quarter on each topic and assignment.

24. If applicable, note the courses typically taken by undergraduates who will not be majors in any of the unit’s programs. Are there specific learning goals in those courses designed to accommodate such “non-major” students? If so, how is student achievement in reaching these goals assessed?
- Many students who will major in degree programs offered outside of the SBHS division will take TPSYCH 101 (Introduction to Psychology). [NOTE: I’m waiting to hear back from our Intro Psych Coordinator with information that would allow me to answer this question.]

Social and Historical Studies

Section 2.a: Student Learning Goals and Outcomes.

As a group of majors, SHS is one of the smaller divisions in the School of Interdisciplinary Arts and Sciences. The seven various academic programs in SHS have come to be housed under one umbrella only since 2013 during new divisional structure created in the School of Interdisciplinary Arts and Sciences. Given the diversity of the two majors, one concentration and four minors housed within the Social and Historical Studies Division, specific student learning goals and outcomes are described below, according to individual programs. The most pressing issue for SHS relates to questions about the impact of the new divisional structure on the academic programs. As of the Winter of 2017, the SHS division serves 141 students with majors along with 73 students in minors. Importantly, SHS has grown significantly within the School of Interdisciplinary Arts and Sciences. Overall SHS has seen a significant increase in students since 2008 exponentially increasing the number of students served in majors approximately five-fold.

Majors:

Ethnic, Gender and Labor Studies
Global Studies [Concentration]
History

Minors:

American Indian Studies (AIS)
Gender Studies (GSS)
Latino Studies (LAX) [Under Development]
Non-Profit Studies (NPS)
Public History (PH)

Student evaluation of all classes using standard student evaluation forms. Individual faculty in SHS engage in diverse efforts to gauge student satisfaction according to course work and faculty expertise. These may include: required or optional individual meetings and advising with faculty; in class discussions of major and learning objectives; mid-term course evaluations and other surveys; and events in which majors are invited to learn about options and share feedback. These are discussed in faculty meetings (particularly when designing schedule and course requirements). The variety of form and content in the approach to eliciting feedback is particularly valuable for underrepresented groups, whose needs may not be effectively met with one standard instrument.

Assessment of student feedback has indicated generally high levels of student satisfaction with SHS faculty in relation to learning objectives, but that the consistency of course offerings is a common complaint from Academic Advisors and Students alike. Faculty evaluation of student work in relation to whether students are meeting SLOs needs to be pursued with greater consistency. Faculty input generally suggests students are achieving meaningful gains over the course of their studies but that experiences are less consistent across the majors than we would hope.

Different majors across SHS use assessment information to continue revising major requirements and curricular strategies. EGL has changed and streamlined the major requirements in order to provide for a more consistent cohort experience. History has had a consistent curriculum, capstone experience, and opportunities for student scholars, but faculty continue to develop the availability and breadth of offered courses (within hiring constraints). Global Studies continues to develop its transition from concentration to major in order to provide students with a more distinct and recognizable experience.

A wide range of our courses appear as electives in other SIAS majors and as part of other degrees on across a variety of schools on campus (such as Criminal Justice or Social Work). We recognize non-majors as an important part of the student body in introductory courses such as World History, Introduction to Sociology, and Introduction to Women's Studies, and accordingly emphasize multiple approaches to engaging this material. More generally, in keeping with SIAS, our courses are highly interdisciplinary even in cases that might curricular offerings look traditional (such as Introduction to Sociology). We do not have distinct learning goals for non- majors, and assume that SHS courses that appear as part of other degrees are there because those degrees/programs see the learning objectives and content of those courses as

in line with those programs.

Standard teaching evaluation forms, peer review of faculty, annual review/goals meetings with faculty (chair meets with all lecturers, etc.), feedback from academic advisors and faculty who meet with students to hear about and address concerns are used to continually assess SHS programs.

Various campus training opportunities such as summer opportunities related to diversity, online learning, etc. are available to faculty. More informally, faculty (particularly junior faculty) works with each other and senior mentors across SIAS/UWT to discuss syllabi, teaching experiences, campus climate, support for faculty and students playing a leadership in discussions on pedagogy, campus climate, and equity/inclusion.

Instructors in SHS have worked to provide more scaffolding and ongoing support to students in relation to writing, particularly discipline-specific writing. Instructors have worked to incorporate more applied and experiential learning in some cases, and more individualized advanced training for students hoping to attend graduate school in response to feedback from faculty and standardized teaching evaluations. Increasingly faculty are looking incorporate new high-impact practices and bolster the use of existing practices such as History's capstone and training in research methodologies to support undergraduate involvement in research.

In addition, faculty members are involved in undergraduate and graduate student learning and development other than through classroom teaching in a variety of ways including informal learning, independent studies, research involvement, specialized seminars or workshops. Faculty in each of the majors engage in various forms of individualized advising and instruction: independent studies; individual meetings and mentorships to prepare students to find and obtain internships, service opportunities, and employment; student research supported at conferences or in the undergraduate student showcase, etc. Faculty continue to assess opportunities to continue to support students' academic goals while funneling students towards our course offerings to better focus faculty energies on major offering and limit independent-study offerings only to students who have exhausted existing curricular offerings.

Each major in SHS has faculty that are heavily involved in individualized mentorship and advising, including helping students find the appropriate classes, on campus resources to meet specialized student needs. Students bring a variety of assets and specific needs stemming from their personal, financial, professional, intellectual, and social backgrounds that often result in SHS faculty connecting students to specific academic and non-academic resources.

A high level of individual mentoring, along with a varied curriculum that exposes students to advanced theoretical coursework as well as applied community engagement. Some of the student clubs also play a role in facilitating students' next steps. Further student receive exposure to further consider professional opportunities through the use of visiting faculty members, internships, and service learning in different areas of SHS curricula.

Across the SHS division programs have experienced strong growth, particularly in EGLS and History. Student satisfaction with SHS programs remains high and provides significant contributions to the overall mission of the University. The greatest challenges include managing growth in sustainable ways that enhance learning experiences for major and non-majors while creating accessible pathways to degree completion for UWT students.

Ethnic, Gender and Labor Studies

The student learning goals of Ethnic Gender and Labor Studies are directed toward the Bachelor of Arts degree. The Ethnic, Gender and Labor Studies major examines how communities form and are transformed, with a focus on the relationship between social class, race and ethnicity, and gender. This major has a special focus on African-Americans, Latino/as, Native Americans, Asian Americans, the multiracial working class and Women and Gender Studies. Through a wide variety of courses in the social sciences and humanities, students explore historical roots of various communities and analyze movements to facilitate labor and community organizing, coalition building, conflict resolution, group empowerment and movements for social change. Major work includes three main areas of Gender, Ethnic and Labor options with students emphasizing one option to develop in-depth knowledge in one area while engaging in the two options more broadly to show familiarity with basic concepts in these areas of studies.

25. What are the student learning goals (i.e., what students are expected to learn)?

- Learn to assess socially meaningful identities in a variety of cultural and critical contexts, and to communicate across social boundaries in a multi-cultural world.
- Learn how to integrate and link ethnic, gender and labor studies.
- Develop comparative research and critical thinking skills for understanding the range of lived experiences in local and global communities and to understand how power operates in society.
- Develop research and writing skills in an integrative learning approach including a range of humanities and social science perspectives.

- Understand various analytical and/or rhetorical frameworks related to various areas of study within ethnic, gender and labor studies and relevant to the world of work, civic engagement and community development.

Background. Programs within Ethnic, Gender and Labor Studies (EGLS) have held steady in recent years with healthy modest growth stabilizing around 60 majors in the past year, but with a long term significant growth trend of nearly three-fold over from 2011 (when EGL converted from a concentration into a major) and five-fold from 2008. In short, EGLS has experienced a long period of growth with recent stabilization in major numbers.

26. In what ways does the unit evaluate student learning (e.g., classroom- and/or performance-based assessment, capstone experiences, portfolios, etc.)?

Students complete a portfolio upon graduation from the major to demonstrate their development as a student and a lifelong learner. In this process they gather documents turning in a research paper, an analytical essay, write a reflection essay, and answer questions. Portfolio requirements across SIAS are being amended, and EGLS faculty are re-evaluating the best form to generate meaningful assessment less burdensome to students and more generative for curricular design or implementation.

27. What methods are used to assess student satisfaction? What efforts are made to gauge the satisfaction of students from under-represented groups?

Faculty in EGLS engage in many high-impact practices in their courses and emphasize relevance for students in their approaches. Current assessments do not significantly capture the impact of these practices, particularly with respect to diversity and retention. To assess student satisfaction, EGLS faculty have informal discussions with students that inform curricular and program planning in a number of ways. ELGS faculty also work closely with students in student organizations and through mentorship. EGLS faculty regularly consult with academic advisors who work closely with students in trying to achieve their degree goals. This information continues to be inform our curricular implementation and, respectively, prospective changes.

28. What are the findings of the assessment of student learning in each program of study?

29. How has the unit used these findings to bring about improvements in the programs, effect curricular changes, and/or make decisions about resource allocation?

Faculty have taken advantage of the brief reprieve from growth to make changes to the EGLS major. In a review of assessment criteria during 2013-2014 AY, faculty initiated a two-year curricular planning process to create a clear major pathway and address student difficulties in completing the major. The EGLS major was redesigned in two stages over the AY 2014-2015 and 2015-2016 to respond to student and academic advisor reports regarding elective lists and to create a transcriptable record of areas of competency for students by converting tracks to options (AY 2014-2015). In these discussions faculty learned of the need to create a stronger cohort experience, a stable set of course offerings and funnel students towards courses regularly offered with core EGLS faculty (AY 2015-2016) after reviewing assessment portfolios and consulting with the academic advisors. In particular, faculty created a new gateway course TEGL 101 to introduce lower division students' exploration in the areas of study in the EGLS major.

Curriculum and major requirements have changed and been streamlined in this process. This implementation has begun for elective lists, and will be implemented in 2016-2017 pending final approval from central administration. We anticipate that the impacts this stronger curation of curricular offerings for majors and direct engagement with core faculty will enhance the impact of the learning objectives for students and strengthen the major to create a stronger intellectual community. Faculty discussions to further enhance these goals include creating more opportunities for undergraduate research and a capstone experience to replace the portfolio.

30. If applicable, note the courses typically taken by undergraduates who will not be majors in any of the unit's programs. Are there specific learning goals in those courses designed to accommodate such "non-major" students? If so, how is student achievement in reaching these goals assessed?

EGLS supports the broader curriculum through general education courses that service the diversity requirements, writing and I&S/VLPA. Non-majors are often attracted to the EGLS courses across the curriculum. Most EGLS courses support the goals of non-majors seeking credit in the areas of knowledge required for all degree-seeking students at UW such as "Individual and Society" and for the diversity-designation requirement. In addition, EGLS courses emphasize analytical writing and are writing intensive with the "W" designation. Some non-majors, usually seniors, seek out EGLS course offerings as part of their general electives because of their deeper interest in understanding their social experiences and the worlds around them more fully. Some examples of courses that do not serve majors, but serve the university- wide objectives are EGLS 110 Introduction to Diversity and TSOC 101

Introduction to Sociology. EGLS major growth of three-fold since 2008 has not been kept pace with growth in the EGLS faculty. As a result, faculty are working to direct non-majors to enroll in introductory level courses that can meet the needs of both learning groups.

Generally speaking, there are no separate specific learning objectives or means for evaluating these for non-majors versus those who are in the EGLS major outside of the regular evaluation of courses through student evaluation and peer-review. While the Diversity-designation classes share many of the Ethnic, Gender and Labor Studies SLOs, they cover various topics and territory, so students are able to learn from a broader range of materials, issues, and questions.

Nevertheless, EGLS strives to create course-level SLOs (even for courses that appeal to non-majors) that fit within the broader EGLS curriculum and align with broader SLOs for the major. These students present a special challenge for faculty to address the needs of these learners while also meeting goals for EGLS majors in the same classes. In addition, the increased offering of D- designation courses in other areas of the curriculum that do not contribute to the EGLS major is a new development of these courses present SLO's that differ from the specific engagement with multiple dimensions of difference and intersectionality that is part of the EGLS major, but more broadly discuss difference from a general framework. These offerings have emerged not in coordination with EGLS curricular offerings and can cause confusion among some students who can not distinguish between these engagements with difference from a broader lens and the analysis of difference and power from multiple perspectives taught in EGLS.

Many of our diverse students find EGLS content relevant and beneficial even if they major in other areas. The value of EGLS for non-majors maybe substantial but not easily quantified by indexes such as major numbers. Faculty continue to discuss the impact of these important

INDIVIDUALLY DESIGNED CONCENTRATION

SECTION 2: TEACHING & LEARNING

Section 2.a: Student Learning Goals and Outcomes.

1. What are the student learning goals (i.e., what students are expected to learn)?
 - As this is an individually designed degree, there are no specific student learning goals. Rather, these student learning goals are developed for each student as part of the process of designing the individual degree plan.
2. In what ways does the unit evaluate student learning (e.g., classroom- and/or performance-based assessment, capstone experiences, portfolios, etc.)?
 - Given that there have been no students choosing this degree option, the SBHS division does not have a specific process in place for evaluating student learning.
3. What methods are used to assess student satisfaction? What efforts are made to gauge the satisfaction of students from under-represented groups?
 - The SBHS division does not have any methods for assessing student satisfaction within this degree plan. This is because there have been no students choosing this individually designed concentration in the past 5 years.
4. What are the findings of the assessment of student learning in each program of study?
 - Due to no students choosing this degree plan, there has been no opportunity to assess student learning.
5. How has the unit used these findings to bring about improvements in the programs, effect curricular changes, and/or make decisions about resource allocation?
 - As there have been no opportunities to assess this program, there have been no changes made based upon assessment findings.
6. If applicable, note the courses typically taken by undergraduates who will not be majors in any of the unit's programs. Are there specific learning goals in those courses designed to accommodate such "non-major" students? If so, how is student achievement in reaching these goals assessed?
 - Not applicable.

INTERDISCIPLINARY ARTS & SCIENCES

SECTION 2: TEACHING & LEARNING

Section 2.a: Student Learning Goals and Outcomes.

1. What are the student learning goals (i.e., what students are expected to learn)?
 - Students graduating from the Interdisciplinary Arts and Sciences major will possess a broad-based, liberal arts education. Upon completion of the degree requirements, students will be expected to:
 1. understand the interdisciplinary nature of local, regional, national and global issues.
 2. develop skills in written, oral and visual communication and interpretation vital to success in any field of knowledge or profession.
 3. improve critical thinking skills that lead to the development of informed and involved citizenry.
 4. improve the understanding of the methodologies used by the humanities, social sciences and the natural sciences, and of the ways these methodologies complement each other in the examination of complex ideas.
2. In what ways does the unit evaluate student learning (e.g., classroom- and/or performance-based assessment, capstone experiences, portfolios, etc.)?
 - In May 2015, the SBHS division revised the assessment process for the IAS major. Consistent with the standard practice across the Interdisciplinary Arts & Sciences Program prior to the 2014-2015 academic year, the former process assessed student learning through the evaluation of student portfolios. However, due to concerns relating to the limited number of students that choose this major and the difficulty with identifying common SLOs across this curriculum as there is only one course that graduating majors shared in common, the revised process removed the portfolio requirement and focused on assessing the major through a survey of graduating IAS majors and IAS major alumni. The purpose of this survey is to identify the benefit of this major for our students by assessing current and recent graduates' reasons for choosing this major and their satisfaction.
 - In Spring 2017, the division will assess the SLO, "Understand the interdisciplinary nature of local, regional, national and global issues," using a survey in the required TIAS seminar to measure student perception (majors and

non-majors) of this interdisciplinarity. The results provide data about which courses and assignments students found most effective.

3. What methods are used to assess student satisfaction? What efforts are made to gauge the satisfaction of students from under-represented groups?
 - As of May 2015, student satisfaction is assessed via a survey of the graduating IAS majors and IAS major alumni. Through the collection of demographic information on this survey, the SBHS faculty are able to evaluate whether satisfaction varies across students from different groups. No other specific efforts have been made to gauge the satisfaction of students from under-represented groups.
4. What are the findings of the assessment of student learning in each program of study?
 - As the formal assessment process was adopted in May 2015, we do not yet have any data using this new process. However, assessments from prior years using the portfolio method indicated consistently acceptable achievement of all student learning outcomes. For two SLOs (#2 & #3), all reviewed portfolios demonstrated acceptable achievement. The remaining two SLOs (#1 & #4) were found to be acceptably demonstrated in 70% of the portfolios.
5. How has the unit used these findings to bring about improvements in the programs, effect curricular changes, and/or make decisions about resource allocation?
 - Results of the assessment evaluations suggest that the IAS major curriculum is effective at achieving the stated SLOs. However, there was less consistent achievement of two SLOs related to understanding the interdisciplinarity of real-world issues and the complementing nature of various epistemological methods. With this in mind, recommendations were made to the IAS major faculty to examine how these SLOs were addressed in the coursework.
6. If applicable, note the courses typically taken by undergraduates who will not be majors in any of the unit's programs. Are there specific learning goals in those courses designed to accommodate such "non-major" students? If so, how is student achievement in reaching these goals assessed?
 - Not applicable.