

COVER SHEET
NEW DEGREE PROGRAM PROPOSAL

Program Information

Program Name: Interdisciplinary Arts and Sciences

Institution Name: University of Washington, Bothell

Degree Granting Unit: University of Washington, Bothell

Degrees:

B.A. (Interdisciplinary Arts) CIP code 50.9999

Level: Bachelor Type: (of) Arts

Major: Interdisciplinary Arts CIP Code: See above

Minor: None Concentration(s): None

Proposed Start Date: Fall 2010

Projected (Current) Enrollment (FTE) in Year One: 46 At Full Enrollment by Year: 57

Proposed New Funding: NONE

Funding Source: State FTE Self Support Other

Mode of Delivery / Locations

Campus Delivery: Bothell

Off-site

Distance Learning

Scheduling

Day Classes Evening Classes Weekend Classes

Other (*describe*)

Attendance Options

Full-time

Part-time

Total Credits varies Quarter Semester

Contact Information (Academic Department Representative):

Name: Bruce Burgett
Title: Program Director, Interdisciplinary Arts and Sciences
Address: University of Washington-Bothell
18115 Campus Way N.E.
Box 358530
Bothell, WA 98011-8246
Telephone: 425-352-5350 FAX: 425-352-5233
E-mail: bburgett@uwb.edu



Endorsement by Chief Academic Officer

July 30, 2009

Date

Application to the
Higher Education Coordinating Board
for New Degree Program

Bachelor of Arts in Interdisciplinary Arts

University of Washington Bothell

Contents

1. Introduction	5
2. Relationship to Institutional Role, Mission, and Program Priorities	6
3. Need for Program	9
4.1 Student Demand	9
4.2 Employer and Community Demand	10
4. Support for Statewide Strategic Master Plan for Higher Education	10
5. Relationship to Other Institutions	11
6. Program Description and Curriculum	11
7. Infrastructure Requirements	15
8. Faculty	15
9. Administration	16
10. Students	16
11. Accreditation	17
12. Program Assessment	17
13. Student Assessment	18
14. Budget	19

Addendum: External Reviews and Departmental Response

1. Introduction

The purpose of converting the Interdisciplinary Arts option to a B.A. degree, along with seven other options proposed for conversion in 2009, is threefold: to raise visibility to potential students; to better recognize achievements of graduates; and to consolidate past program-building. As part of this larger group of B.A. degrees, this degree will help to build an institution that can meet a range of student, employer, and community demands and aspirations; support the public priority of raising educational attainment among state residents; and address skill gaps caused by retirements over the next decade.

IAS has developed a curriculum, teaching culture, and assessment system focused on:

- critical thinking
- collaboration and shared leadership
- interdisciplinary research
- writing and presentation

In parallel with the other proposed baccalaureate degrees, the B.A. in Interdisciplinary Arts will be supported by a faculty skilled in interdisciplinary scholarship, by administrative structures that facilitate assessment and pedagogy, and by a campus committed to expanding degree opportunities for residents of the Northern Puget Sound region. “Interdisciplinary” signals a commitment to the fundamental values of rigorous inquiry and collaboration that underlie all higher education, whatever its disciplinary allegiances.

The arts and practices of arts-making form the basis of the Interdisciplinary Arts (IA) major. Housed in Interdisciplinary Arts and Sciences (IAS) at the University of Washington Bothell (UWB), IA is designed to draw diverse arts media and practices together in order to study and enhance relationships among performing arts, creative writing, and visual arts. IA students will be able to train in at least two art forms and to study a variety of ways to apply what they are learning to artistic pursuits and/or arts-based work in different settings.

Approved as a transcribed option within the Interdisciplinary Studies major and launched in 2008-09, the degrees emphasizes artistic practice, while also addressing the history and philosophy of the larger fields of visual, literary, and performance studies. It explores intersections with cultural and historical studies, disability and environmental studies; sociology and psychology, media studies, public policy, community development, business, education, health studies, or computer sciences. A central tenet of Interdisciplinary Arts is that art always is constituted within a variety of social worlds.

The program prepares graduates for the following types of work: 1) Artistic endeavors in diverse settings such as schools, disability programs, nursing homes, and environmental organizations; 2) Work in interdisciplinary teams for innovation in business, computing, and education; 3) Careers in the arts and culture industries such as museums, arts centers, etc.; 4) Careers as independent artists; 5) Graduate study in arts-based and cultural studies MA, MFA, and Ph.D. degree programs. In addition, the degree supports academic and professional development

opportunities for UWB students in the new Applied Computing degree in Computing and Software Systems (CSS) and in K-12 Education.¹

Conversion of options to full B.A. degrees will help visibility and recruitment, and also meet student interest in clearer recognition of their baccalaureate achievements. In a survey conducted in November 2008, 62% of respondents preferred BA status for their degrees, 27% preferred the current option arrangement, and 11% had no preference.² Students preferring BA status were especially likely to agree with the propositions that their degree name would make a difference when applying to professional or graduate school, or for a job or promotion.

2. Relationship to Institutional Role, Mission, and Program Priorities

Interdisciplinary Arts will enable IAS and UWB to be more responsive to national trends and the patterns in the local arts sector by offering training in the arts and critical aesthetic analysis as forms of inquiry, by shaping a space in the curriculum for exploring issues of creativity (including its relation to business, education, and science), and by foregrounding the skills, methods, and products of *making* in its many guises as the foundation for innovation in all forms of work.

The Interdisciplinary Arts B.A. will position IAS and UWB as a space for experimentation on the intersection of creativity and the literary, performing, and visual arts with other areas of study. As such, it will have important implications at all levels of the campus's organization, from the Center for University Studies and Programs (CUSP) through the various undergraduate and graduate degrees UWB offers. It will benefit UWB's first-year program, the Center for University Studies and Programs (CUSP), by providing a wider variety of course offerings for current students, by strengthening retention efforts among students with interests in the arts, and by providing tools for recruitment in the region.

In each of the areas listed below, IA will position UWB as an agile organization responsive to the emerging national dialogue on the need for fostering a creative campus, as well as the pressing need at UWB to add social texture through artistic activity to student life.

Interdisciplinary Mission:

The B.A. furthers IAS's commitment to the UWB mission of student access to excellence in interdisciplinary teaching and research. While the core of the major is clearly focused on the development of arts practice, arts-based research, the deepening of interdisciplinary inquiry through the use of the arts, and applications across disciplines, the major also leverages faculty

¹ New Washington State guidelines in the arts necessitate teacher training in this area and the Department of Education is currently stressing artistic proficiency for graduation and has established measurable benchmarks in the arts that must be met by 5th, 8th, and 12th grade, which establishes the arts as an integral part of human learning and development.

² IAS, 2009 Application to the Higher Education Board, Bachelors of Arts in American Studies; Community Psychology; Culture, Literature, and the Arts; Global Studies; Science, Technology and Society; and Society, Ethics, and Human Behavior, Appendix 5.

strengths in a number of areas and allows for new connections and partnerships in teaching and scholarship.

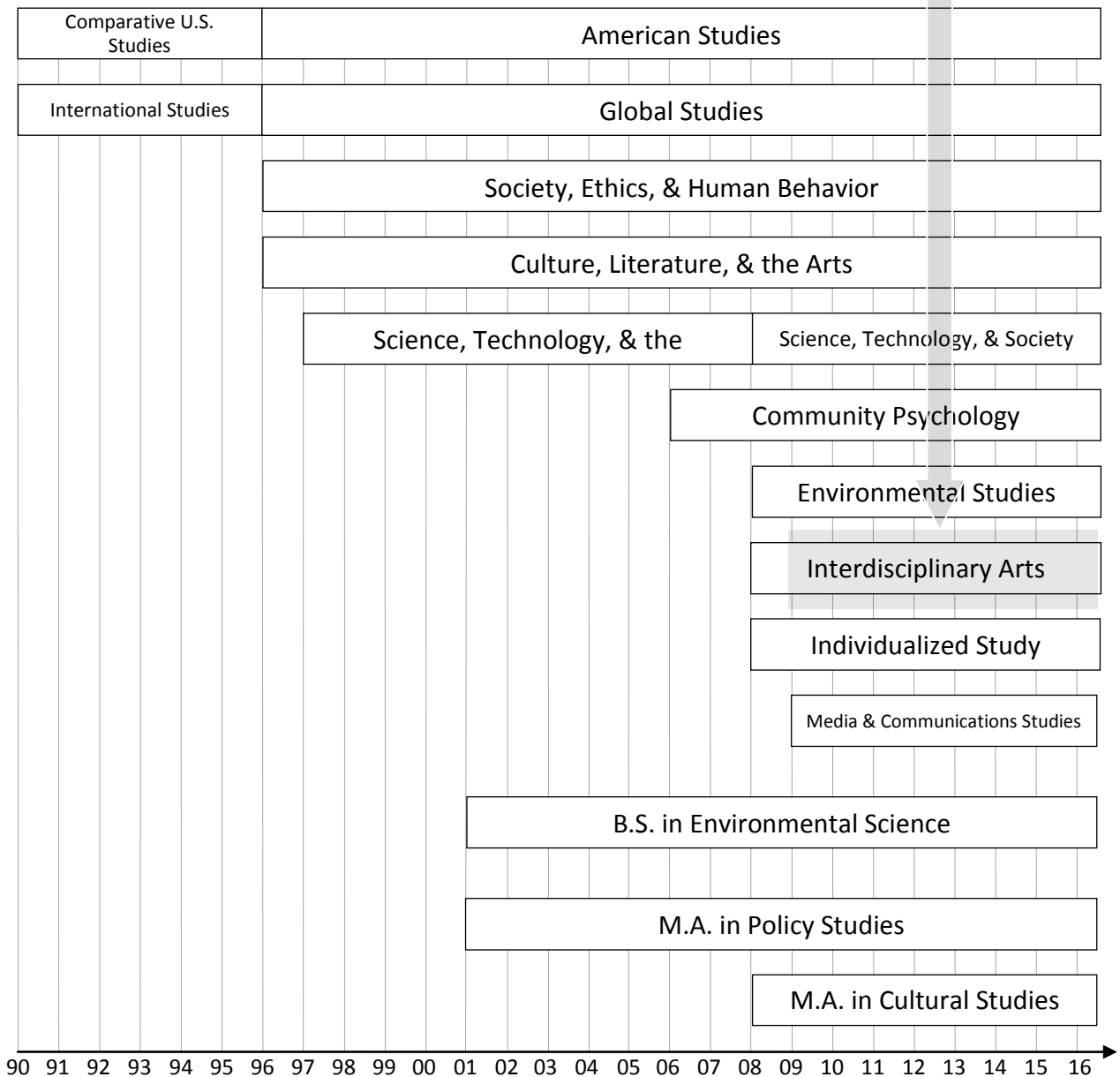
These connecting points across the IAS curriculum range from literature and cultural critique, to social institutions and social change, to human rights and social justice, to economic systems and public policy, to human and natural systems, and to community-based teaching, learning, and scholarship. Across UWB, the degree will enable links to professional and academic development for students interested in areas ranging from art-based nursing practice and arts education to business innovation and digital arts.

Community Engagement:

The degree furthers IAS's commitment to the UWB mission of building community partnerships and serving local and regional needs. It will help in establishing infrastructure and support for IAS and UWB students and faculty to engage in arts and community-based research and partnerships throughout the Puget Sound region, a curricular area in which the campus currently has little capacity. Arts-based workshops which integrate, theory, practice, and learning in the community, undergraduate research, and internships will be key components of the undergraduate experience in this degree.

Interdisciplinary Arts and Sciences Current and Proposed* Degrees

Conversion from option to major discussed in this proposal



*The first nine degrees are now offered as options under the B.A. in Interdisciplinary Studies. The Media and Communications Studies option has recently been approved and is planned to start in Fall 2010.

3. Need for Program

3.1 Student Demand

The degree will allow IAS and UWB to reach a wider range of students, which is especially important as the campus moves, with the development of the lower division curricula, to appeal to recent high school graduates and to retain first-year students.

National data collected through surveys of student demand for arts education at the undergraduate level suggest high ratings for IA topics areas. College Board data from 2006 reveals a 44% increase between 1996 and 2005 in high school students who want to major in the visual and performing arts (in contrast to a 12% increase in business and commerce and a 15% decrease in the social sciences and history).

The College Board data also reveals that 9% of SAT-takers indicated a desire to major in Visual and Performing Arts areas. This is the third highest percentage, behind Health Professions and Related Clinical areas (19%) and Business Management and Marketing areas (15%), and just ahead of Engineering (8%), Education (7%), and Biological and Biomedical Sciences (5%).

Intended College Major, 2007 College-bound Seniors, State of Washington, Twenty Highest-ranked

Rank		number	percent
1	Health Professions and Related Clinical Services	4403	19
2	Business Management, Marketing, and Related Support Services	3621	15
3	Visual and Performing Arts	2245	9
4	Engineering	1890	8
5	Education	1753	7
6	Biological and Biomedical Sciences	1283	5
7	Computer and Information Sciences and Support Services	890	4
8	Communication, Journalism and Related Programs	871	4
9	Psychology	832	4
10	Social Sciences	646	3
11	Architecture and Related Services	587	2
12	Undecided	540	2
13	English Language and Literature/Letters	530	2
14	Physical Sciences	467	2
15	Security and Protective Services	383	2
16	Legal Professions and Studies	375	2
17	Foreign Languages, Literatures, and Linguistics	319	1
18	History	256	1
19	Mathematics and Statistics	247	1
20	Engineering Technologies/Technicians	166	1

Source: College Board, 2007 College-Bound Seniors, State Profile Report, Washington
http://www.collegeboard.com/prod_downloads/about/news_info/cbsenior/yr2007/WA_07.pdf

Local data suggests similar patterns. A UWB survey of 85 Cascadia Community College students currently taking arts courses indicates a strong interest in continuing their study of the arts: 47% for 5-15 credits, 20 % for 20-30 credits, and 13% for 35-50 credits. The most preferred arts areas are: creative writing (35%), visual arts (31%), and theater (24%). 22% of the students also would like to take courses that focus on the relationship of the arts to education.

The high ranking of creative writing in the Cascadia survey (a core area of the IA curriculum, along with Performing and Visual Arts) mirrors demand for that curricular opportunity at UW Seattle where creative writing is a key element of the English major, itself the most popular in the Humanities. In addition, student demand is evinced by the number of students who apply annually for an MFA in Creative Writing at UW Seattle (250-300 applications annually for 16-20 slots.)

The UWB survey of Cascadia also indicates interest in the specific pedagogical emphasis in the IA curriculum on workshops and studio courses as opportunities to focus on learning through arts making. The students surveyed considered the followings aspects of importance: art/writing workshops/studio opportunities (34%), opportunities to work with professional artists (33%), and the artistic and academic community (32%).

3.2 Employer and Community Demand

In 2005, nonprofit arts and culture organizations supported 2.6 million full-time equivalent jobs nationally. Of this total, nearly 1.3 million jobs resulted from “direct” expenditures by nonprofit organizations, representing 1.01% of the U.S. workforce. These nonprofit arts and culture organizations support more jobs than there are accountants and auditors, public safety officers, and even lawyers, and slightly fewer than elementary school teachers.³

Of the top 50 cities in the U.S., Seattle ranks twenty-third. Congressional District 5 ranks fifth in the country. Given this heavy regional investment and interest in the arts, IAS and UWB are currently positioned to act as a critical locus for arts and arts-based education and activities in the Eastside and North Sound areas, bridging King and Snohomish counties and drawing attention to the growing potential of the region as a whole.⁴

4. Support for Statewide Strategic Master Plan for Higher Education

This Interdisciplinary Arts B.A. and its sister B.A. degrees would make a wider range of arts and sciences available to students in our fast-growing service region of northern King County and southern Snohomish County, and support current campus efforts to develop innovative degree offerings capable of attracting students from greater distances.

³ <http://www.insidehighered.com/news/2006/02/03/arts>.

⁴ http://www.americansforthearts.org/pdf/information_resources/research_information/services/creative_ir.

As institutional research has shown⁵, offering a wider range of formal degrees should appeal to students who currently do not see their interests reflected in our curriculum. Retention will be aided by offering a range of interconnected degrees, so that students who find their interests evolving will be more likely to find new landing places on our campus. Such movement is facilitated by an interconnected set of degree offerings in which students have regular contact with other students pursuing other degrees.

IAS has grown up serving students who have families and jobs, and almost half our students are still of “non-traditional” age. Interdisciplinary Arts addresses a category of study that shows up high on interests stated by state residents but which is otherwise unavailable to place bound students in our area. While this and other liberal-arts B.A.s are not strictly vocational degrees, the proposed B.A. should help address regional employment demand in a range of arts-related areas, and help provide foundations for new K-12 teachers.

5. Relationship to Other Institutions

IAS and indeed UWB developed as upper-level institutions offering courses only at the junior level and above. Only in the last two years has the campus had freshmen and sophomores. Thus we have accepted large numbers of community-college transfers from our founding, and developed programs with an eye to the needs of that population. Roughly half of the student flows through the nine proposed BA degrees, in their current form as options, remains community college transfer students. We are working with the UWB Admissions Office to expand the reach of recruiting beyond our immediate region.

The IA degree overlaps with arts curriculum at other regional campuses, but there are no directly competitive offerings in the region that focus specifically on the integration of genres of arts-making and the processes of arts-based inquiry across multiple sectors.

6. Program Description and Curriculum

Context

IAS is built around a common core of pedagogical goals

- critical thinking
- collaboration and shared leadership
- interdisciplinary research
- writing and presentation

⁵ Please see the current six-degree proposal (IAS, 2009 *Application to the Higher Education Board, Bachelors of Arts in American Studies; Community Psychology; Culture, Literature, and the Arts; Global Studies; Science, Technology and Society; and Society, Ethics, and Human Behavior*), Section 5 and appendices 16.2, 16.4, and 16.5, for further data and discussion.

The B.A. in Interdisciplinary Arts will be supported by:

- An IAS program staff with many years of experience serving students in the region, in particular nontraditional students and community college transfers.
- Faculty members recruited for skills in interdisciplinary teaching, and prepared to offer courses in more than one area.
- A common, in-depth assessment system.
- Long-standing integration between IAS faculty and the professional staffs of the library and writing and quantitative skills centers.

Among formal mechanisms for the exchange of ideas are the Project for Interdisciplinary Pedagogy, the annual committees that work on assessment and the Program Core course, and teaching circles.

Basic requirements for admission are that students applying with 80 or more credits must have five credits of intermediate algebra, ten credits of foreign language, five of English composition, and five of quantitative and symbolic reasoning, in addition to fifteen in each of the three UW distribution areas, Visual, Literary and Performing Arts, Individuals and Societies, and Natural World. IAS conducts a holistic review of all applications. A 2.5 minimum cumulative GPA is expected, but special circumstances may allow for admission of students with lower cumulative GPAs. These requirements apply to all six degrees described below with the exception of Science, Technology, and Society, which has additional requirements described in that section.

Learning Objectives

The learning objectives of the Interdisciplinary Arts degree reinforce and extend the four core objectives in IAS: *critical thinking*; *collaboration and shared leadership*; *interdisciplinary research*; and *writing and presentation*. The degree provides multiple methods and techniques that can be used in *interdisciplinary research* projects as well as providing source materials for research. In emphasizing inquiry into and through the arts, IA equips students to engage in creating socially resonant questions and to utilize *critical thinking* in focusing this inquiry and assessing results. The arts are particularly rich in *collaboration and shared leadership* opportunities as students almost always undertake group projects or form working groups in order to interact with each other around their individual projects. Perhaps more than any other area, the arts draw out the possibilities of *writing and presentation* in so far as there is a well-founded contention within the arts that content and form – artistic processes and products/production, inquiry and presentation, theory and praxis – are inseparable.

The specific learning objectives for the Interdisciplinary Arts B.A. are to:

1. Develop an understanding of the arts as a viable and evolving field of study and practice with inextricable links to culture and community at large (critical thinking, interdisciplinary research).

2. Develop an understanding of how interdisciplinary arts has evolved historically and is engaged in contemporary conversations in the arts, social sciences, natural sciences, business, education, and health (critical thinking, interdisciplinary research).
3. Draw upon the strengths and perspectives of diverse stakeholders in arts-based and creative problem definition and solving (critical thinking, shared leadership and collaboration).
4. Learn how to utilize interdisciplinary methods and approaches to arts-based research (critical thinking, interdisciplinary research).
5. Learn how to develop and evaluate effective arts-based project development and execution (shared leadership and collaboration, interdisciplinary research).
6. Encourage an integration of knowledge across disciplines and contexts that respects different approaches to knowledge construction in interdisciplinary arts (critical thinking, interdisciplinary research).
7. Develop effective written, oral, and performative communication capabilities in multicultural academic and community contexts (writing and presentation).
8. Provide the foundation for success in related projects, graduate programs, and careers.

Note: Assessment of IA learning objectives will be undertaken in the context of IAS's current program-wide, portfolio-based assessment process.

Curriculum

Core:	5 credits	BIS 319: Interdisciplinary Arts
<i>Art Studios and Workshops: A range of courses that investigate various aspects of arts practice (for from 1-5 credits) (All of these courses entail at least 50 per cent artistic making.)</i>	15 credits (Required)	Options include: <ul style="list-style-type: none"> a. Art techniques (1- 5 credits; max 10 credits): b. Arts workshops (Usually 1-5 credits; max 15 credits): Written, Performing, and Visual Arts c. Arts in the community (5 credits; max 10 credits)
<i>Option Courses</i>	20 credits	Options include: <ul style="list-style-type: none"> a. Art dialogues: New courses that query multiple arts.

		<ul style="list-style-type: none"> - Courses that explore more than one art form or media - Courses that engage multiple arts through focused inquiry <p>b. Other electives: Will draw from already existing or planned courses in the IAS that have a link to the arts or strengthen understanding in a particular area of application (see list on page 5)</p> <p>c. Art studio courses above the 15 credits required may count toward option courses.</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

In addition to 40 degree credits, students will complete 30 additional credits to complete the Interdisciplinary Studies major:

<i>Program Core (BIS 300: Interdisciplinary Inquiry)</i>	5 credits
<i>Additional IAS coursework</i>	20 credits
<i>Senior Seminar (BIS 490)</i>	5 credits
<i>General Electives</i>	20 credits

(Note: Within the 90 credits, students must complete 10 credits each in Individual and Society (I&S), Natural World (NW), and Visual, Literary, and Performing Arts (VLPA).

Art Studios and Art Workshops

(15 credits required). All art studios and art workshop courses require that course instruction and students spend at least 50 per cent of their time making art.

- BIS 207 Introduction to Creative Writing: Words, Stories, Dialogues
- BIS 213 Art Techniques
- BIS 310 Creative Writing: Poetry
- BIS 311 Creative Writing: Prose
- BIS 322 Topics in Performance Studies: Garbage as Art
- BIS 374 Arts Workshop
- BIS 450 Performance and Healing
- BIS 483 Advanced Arts Workshop
- BIS 484 Arts Learning in the Community

Additional Interdisciplinary Arts Courses⁶

- BIS 203 History of InterArts

⁶ This list is provided for completeness; not every course in this list is currently offered on a regular basis.

BIS 212 Engaging Performing Arts
BIS 207 Engaging Literary Arts
BIS 209 Engaging Visual Arts
BIS 208 Experimenting With the Arts
BIS 301 Narrative Forms
BIS 309 History of Dance in Europe and America
BIS 318 Performance, Identity, Community, and Everyday Life
BIS 322 **Topics in Performance Studies
BIS 341 **Topics in the Study of Culture
BIS 348 Cultural Psychology
BIS 366 Exploring American Culture: Americans at the Margins
BIS 367 Exploring American Culture: Race, Ethnicity, and Immigration
BIS 369 Women across Cultures
BIS 372 Comparative Arts in Eighteenth-Century Europe
BIS 373 The Cultural History of Rome
BIS 376 Circa 1500: Arts of West and East
BIS 378 Languages of Poetry
BIS 380 Art and its Context
BIS 382 Visual Arts of Biology
BIS 383 American Art and Architecture
BIS 384 Literature and Popular Genres
BIS 410 Qualitative Inquiry: Visual Ethnography
BIS 417 Paris: The City and its History
BIS 431 Sexual Politics and Cultures
BIS 434 Psychology and the Visual Arts
BIS 435 Interactive Learning: Theory and Practice
BIS 440 **Topics in Everyday Cultural and Social Life
BIS 450 Performance and Healing
BIS 457 Thinking and Decision Making
BIS 460 Topics in Critical Theory
BIS 470 Art, Politics, and Social Change
BIS 474 Topics in European Cultural History
BIS 476 Issues in Art History
BIS 478 Art Patronage and Markets
BIS 486 Studies in Women and Literature

7. Infrastructure Requirements

This degree is designed to be deliverable with existing facilities and equipment. Nonetheless expansion of this and related offerings on the UWB campus, over time, will require additional arts facilities.

8. Faculty and Staff

Convenor: Jeanne Heuving, Ph.D., English, 1988, University of Washington

Core faculty

JoLynn Edwards, Ph.D., Art History, 1982, University of Washington
 Kanta Kochhar-Lindgren, Ph.D., Performance Studies, New York University
 Joe Milutis, Ph.D. Modern Studies, University of Wisconsin-Milwaukee
 Linda Watts, Ph.D., American Studies, 1989, Yale University

Affiliate faculty

Constantin Behler, Ph.D., German Studies and Humanities, 1990, Stanford University
 Jackie Belanger, Ph.D., English, University of Kent (1999) M.A., Library and Information Science, University College London (2005)
 Bruce Burgett, Ph.D., English, 1993, University of California, Berkeley
 Kari Lerum, Ph.D., Sociology, 2000, University of Washington
 Eric Stewart, Ph.D., Clinical-Community Psychology, 2000, University of Illinois

9. Administration

The Interdisciplinary Arts B.A. will be located and administered in IAS under the direction of the IAS program director. Advising will be done principally by IAS advisors, as is done for other IAS options and degrees. Increased advising support needs can be anticipated to be minor with the addition of this one degree, but this new degree in conjunction with other proposed curricular developments in IAS may place substantially increased burdens on the administrative and advising personnel.

IAS is overseen by a Director with the assistance of two Associate Directors; its committee structure consists of a Program Council with broad responsibility for policy questions, a Curriculum Committee for new courses, course changes, and like business, and a Personnel Committee. Faculty members are additionally organized into Curricular-Area Working Groups to oversee individual degree offerings.

10. Students

Projected Enrollment

	2009-10	2010-11	2011-12	2012-13	2013-14
FTE	46	49	56	58	57
Majors	15	20	30	30	30
Program graduates	0	5	22	27	30

Diversity Plan

IAS is committed in its mission statement, its pedagogy, and its institutional development to building a diverse workplace and learning environment. One of the Associate Directors in IAS is charged with overseeing recruitment, retention, and diversity efforts, and many IAS faculty members research, teach, and develop programming at the cutting edges of diversity issues, broadly construed. Many of those faculty members work in interdisciplinary diversity-related

fields that have emerged over the past three decades: ethnic studies, postcolonial studies, working class studies, gender studies, queer studies, and disability studies, among others. In addition, the annual program assessment process, though it does not include a specific learning objective focused on diversity, does attend to diversity throughout. The 2005-06 focus on collaboration and shared leadership, for example, produced some significant findings about how unequal forms of social recognition structure group work in and across IAS classrooms. An attention to diversity, in other words, is woven throughout the program.

Undergraduate recruiting for IAS is housed centrally in the UWB Admissions Office. Campus-wide diversity efforts related to the priorities of UWB's 21st-Century Campus Initiative, including the development of bridge programs over the past year, promise to create a viable and sustainable strategy for our future success in the recruitment and retention of diverse students, staff, and faculty.

11. Accreditation

IAS will not seek specialized program accreditation. That is, the changes proposed here will not affect existing accreditation procedures.

12. Program Assessment

Program assessment includes yearly merit reviews of all faculty members (for teaching, research, and service), standard UW tenure and promotion procedures, standard student evaluation forms, Center for Instructional Development and Research peer monitoring, and annual program-wide assessment of student portfolios. While the Promotion and Tenure and merit reviews are summative, we approach our other means of assessment as formative for both faculty members and students. As a program, we are interested as much in our future development as in our present status.

The major course of formative evaluation and assessment in the IAS undergraduate curriculum is linked to the annual review of student program portfolios. IAS requires its students to keep their graded coursework in a portfolio. Students receive instructions on portfolios in their program core course, Interdisciplinary Inquiry (BIS 300), which they take during their first quarter in IAS. At the beginning of their senior seminar or thesis, the students review those materials and write evidence-based self-reflections in which they address their progress with respect to the program's four core learning objectives: critical thinking; shared leadership and collaboration; interdisciplinary research; and writing and presentation. Each of these self-assessment essays is accompanied by two assignments from the portfolio.

Each Winter Quarter, the program collects from senior seminar students their self-assessment essays and the corresponding assignments that relate to one of the learning objectives. We also conduct and record for further analysis discussions within focus groups with students from those seminars. In 2004-05, the assessment committee worked with the materials on critical thinking; in 2005-06, the committee worked with those related to shared leadership and collaboration; in

2006-07, the committee focused on interdisciplinary research; in 2007-08, the committee will attend to writing and presentation.

In each case, a sub-group of the faculty (rotating on a four-year cycle) reviews the student portfolio materials and focus group transcripts at a day-long retreat in May, having earlier developed or revised an assessment rubric based on sample assignments submitted by each member of the faculty. The findings of this faculty sub-group are documented, reported at the June IAS meeting, and archived in an assessment dossier. All of these materials provide the basis of a workshop on that learning objective the following autumn, at which point the cycle begins anew.

13. Student Assessment

Students receive grades on a 4.0-0.0 scale as do other students in the UW system. On the question of measuring student learning outcomes and using the results, please see material on Program Assessment above.

14. Budget

Form 5: Enrollment and Graduation Targets

	2009-10	2010-11	2011-12	2012-13	2013-14
FTE	46	49	56	58	57
Majors	15	20	30	30	30
Program graduates	0	5	22	27	30

Form 7: Summary of Program Costs and Revenue

Interdisciplinary Arts began as an option in 2008-09, and thus some start-up costs have already been absorbed. Following practice with the other option-to-BA conversions proposed for 2009-10, this budget presentation acknowledges that important IAS expenditures are common to all the program's transcribed degrees, and that teaching relevant to Interdisciplinary Arts produces significant FTE from students obtaining other degrees. This gives us welcome startup flexibility, though this should not lead us to underestimate the long-term hiring and facilities needs to build this degree. Note also that revenue is allocated centrally at UWB to a range of campus costs, such as Physical Plant and Student Services, that do not show up in the program costs listed here.

Total IAS Undergraduate	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013-2014
Faculty Salaries and Benefits (22.3% benefits)	2,435,091	2,483,792	2,533,468	2,584,138	2,635,820
Aux Teaching (23.9% benefits)	415,223	423,528	431,998	440,638	449,451
TA/RA Salaries (13.3% benefits)	193,975	197,855	201,812	205,848	209,965
Classified Staff (29.6% benefits)	123,749	126,224	128,748	131,323	133,950
Professional Staff (26.2% benefits)	239,657	244,450	249,339	254,326	259,412
Other Salaries & Benefits	1,364	1,391	1,419	1,447	1,476
Contract Services	36,469	37,198	37,942	38,701	39,475
Goods and Services	18,479	18,849	19,226	19,610	20,003
Travel	11,067	11,288	11,514	11,744	11,979
Equipment	3,060	3,121	3,184	3,247	3,312
Total Costs	3,546,333	3,688,186	3,835,714	3,989,142	4,148,708
General Funds	4,336,275	4,776,841	5,233,294	5,706,095	6,007,966
Tuition	3,250,000	3,510,000	3,770,000	4,030,000	4,160,000
Total revenue	7,586,275	8,286,841	9,003,294	9,736,095	10,167,966

Interdisciplinary Arts	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty Salaries and Benefits (22.3% benefits)	238,928	243,707	248,581	253,553	258,624
Aux Teaching (23.9% benefits)	40,741	41,556	42,387	43,235	44,100
TA/RA Salaries (13.3% benefits)	19,033	19,413	19,802	20,198	20,602
Classified Staff (29.6% benefits)	12,142	12,385	12,633	12,885	13,143
Professional Staff (26.2% benefits)	23,515	23,985	24,465	24,954	25,453
Other Salaries & Benefits	134	136	139	142	145
Contract Services	3,578	3,650	3,723	3,797	3,873
Goods and Services	1,813	1,849	1,886	1,924	1,963
Travel	1,086	1,108	1,130	1,152	1,175

Equipment	300	306	312	319	325
Total Costs	341,271	348,096	355,058	362,159	369,402
General Funds	316,470	345,671	403,265	427,505	430,198
Tuition	237,192	253,998	290,507	301,931	297,875
Total revenue	553,662	599,669	693,772	729,436	728,073

External Review and Departmental Response

- 1) Jan Cohen-Cruz, PhD, University Professor, Syracuse University, and Director, *Imagining America: Artists and Scholars in Public Life*
- 2) Randy Martin, Ph.D., Professor and Chair, Department of the Arts and Public Policy, NYU

TO: Washington State Higher Education Coordinating Board

FROM: Jan Cohen-Cruz, PhD, University Professor, Syracuse University, and Director, Imagining America: Artists and Scholars in Public Life

RE: External Review of University of Washington, Bothell BA in Interdisciplinary Arts

1) Does the program demonstrate a coherent design, reflecting appropriate depth and breadth, curriculum, sequencing of courses, synthesis of learning, and assessment of learning outcomes?

According to the proposal, "IA students will be able to train in at least two art forms and to study a variety of ways to apply what they are learning to artistic pursuits and/or arts-based work in different settings." This design is certainly coherent, and is being offered by a faculty well-versed in the challenges and opportunities of inter-disciplinarity. Given "the lyfe so shorte, the craft so long to learn," as the saying goes, I have to pause at the thought of trying to learn two artistic disciplines at once. But the fact is, many disciplines already contain multiple elements. Actors, for example, regularly sing and dance and often write. So I think the program has sufficient depth for a basis in interdisciplinary art. Foregrounding applications of interdisciplinary art is an especially strong component of the proposal, for many programs leave students on their own to figure out what to do with their training.

The program begins with a core course on Interdisciplinary Arts that hones student skills in "read[ing] closely, writ[ing] and think[ing] critically and creatively, research[ing] effectively, and work[ing] collaboratively." Taken along side practical, studio-based classes, the curriculum sets up a dynamic whereby doing and thinking, reading, and writing about the meaning of doing are explored together. Given the frequent divide between arts practice and theory, this pairing is especially welcome. Students may then choose among a broad variety of courses. The program also places an emphasis on community partnerships and local internships, all in all providing a solid synthesis of theory, training, and hands-on learning.

As concerns assessment, it will be undertaken in the context of the faculty's well-established portfolio-based process.

2) How does the program compare to other institutions' programs? Is it traditional? Is it innovative ("cutting edge") in some way(s)?

The proposal states that "The IA degree overlaps with arts curriculum at other regional campuses, but there are no directly competitive offerings in the region that focus specifically on the integration of genres of arts-making and the processes of arts-based inquiry across multiple sectors." While I am familiar with a great many arts schools across the country, I am not acquainted with any that cross performance, visual art, and writing so thoroughly at the same time as nurturing intellectual skills and community experiences. So I would say yes, the program is cutting edge in this regard.

3) Does the program respond to current trends in the field?

The program does indeed respond to the growing importance of engaged scholarship on college campuses, with particular growth manifested in the arts in higher education. (For more information see The Curriculum Project report at www.communityarts.org.) At the same time, this program is more inter-disciplinary than most of the arts programs cited in that report.

4) Are student learning outcomes appropriate and clearly defined?

Student academic learning outcomes are well-defined: "IAS is built around a common core of pedagogical goals: critical thinking, collaboration and shared leadership, interdisciplinary research, and writing and presentation." I think they are less clear about what can be expected in the realm of arts training, unless writing and presentation refer to aesthetic as well as academic material.

5) Is the student assessment system adequate, stellar, innovative? Why?

Their portfolio-based assessment is a good fit for assessing student development in the arts.

6) Is the program assessment system adequate, stellar, innovative? Why?

Yes, a clear set of program objectives correlates directly with an assessment approach. They include "yearly merit reviews of all faculty members (for teaching, research, and service), standard UW tenure and promotion procedures, standard student evaluation forms, Center for Instructional Development and Research peer monitoring," and other methods.

7) Are the resources (faculty, administrative, facility, equipment) appropriate?

The faculty is a good size to carry out this program. A number of people are qualified to teach the required courses and a respectable number of specialty courses make the program attractive. Increased administrative (including advisors), facilities, and equipment will be needed in the future but not immediately.

8) What are the program's strengths and weaknesses?

I don't know how competitive the program will be with the non-interdisciplinary arts program already in place.

The program is unusually well-attuned to professional paths for which this program prepares students. The proposal cites solid research pointing toward a demand for more arts courses in regional higher education.

9) What are your recommendations?

I see no impediments to moving forward with this program. Most of the courses appear to be on the books already; the proposal is to transform a program into a major, not create something entirely new. The strengths are the solid undergraduate learning skills the program offers through the vehicle of arts training and scholarship. Their research shows a population of students who want more arts. The community connection is another rich characteristic of the program, instilling the students in a sense of participation in the world more broadly than arts venues per se necessarily offer. The equal value placed on arts training and scholarship is refreshing.

Respectfully submitted,

Jan Cohen-Cruz

Director, Imagining America
Artists and Scholars in Public Life
University Professor, Syracuse University
203 Tolley Building
Syracuse, NY 13244
(315) 443-8788
FAX 443-8793
email: jcohencr@syr.edu
www.imaginingamerica.org



New York University

A private university in the public service

Tisch School of the Arts
Department of Art and Public Policy
Graduate Program in Arts Politics
665 Broadway, 6th Floor
New York, NY 10003-6807
Telephone: (212) 992-8243

Randy Martin
Professor and Chair

July 9, 2009

Robert Corbett
Coordinator of New Programs
Office of Undergraduate Academic Affairs
University of Washington
Box 351237

Dear Mr. Corbett:

Thank you for the opportunity to review the proposal for a Bachelor of Arts in Interdisciplinary Arts at the University of Washington Bothell. I write from the perspective of someone who has been involved in the development and implementation of interdisciplinary programs as an administrator and as a faculty member as well as someone with a professional background in the performing arts. I have served as a department chair at the Pratt Institute and now at New York University, where I have also been the Associate Dean of Faculty and Interdisciplinary Programs responsible for overseeing new programs and departments. For more than twenty-five years I have taught and undertaken research in a range of interdisciplinary settings.

As per your request, I will respond directly to the questions posed by the Washington State Higher Education Coordinating Board.

1) Does the program demonstrate a coherent design, reflecting appropriate depth and breadth, curriculum, sequencing of courses, synthesis of learning, and assessment of learning outcomes?

Yes: The Interdisciplinary Arts program establishes a base in studio training in more than one artistic discipline; provides a critical understanding of that field as a domain of intellectual inquiry; and affords students to means to contextualize their work culturally, historically and institutionally. 2) How does the program compare to other institutions' programs? Is it traditional? Is it innovative ("cutting edge") in some way(s)?

This program can be seen as a response to the limits that conservatory-based artistic training now encounters. Both art schools and university art departments have been forced to confront these changes in a variety of ways.

3) Does the program respond to current trends in the field?

The boundaries between traditional fields such as live and mediated arts, performance and visual arts, new media and community arts have become increasingly blurred. The collaborative foundation of the program is in key with work done by artists today at the forefronts of their fields.

4) Are student learning outcomes appropriate and clearly defined?

Yes. Art students especially need to be able to consider multiple outcomes of their training and multiple settings in which it can be applied. This program prepares students to do so.

5) Is the student assessment system adequate, stellar, innovative? Why?

Student participation in assessment is an important innovation to assure maximum understanding of what was learned.

6) Is the program assessment system adequate, stellar, innovative? Why?

As a new program, there are clear protocols for ongoing assessment and clear targets for enrollment and efficacy.

7) Are the resources (faculty, administrative, facility, equipment) appropriate?

The faculty are an impressive assemblage of artist/scholars in keeping with the aims of the program.

8) What are the program's strengths and weaknesses?

The program's strength lie in its mission, curricular design and faculty. No doubt it will face the challenges of resources and placement that confront higher education today.

9) What are your recommendations?

I would recommend immediate approval.

Sincerely,

Randy Martin,
Professor and Chair



MEMORANDUM

Date: 27 July 2009

To: Robert Corbett, Coordinator of New Programs

From: Bruce Burgett, Director and Professor, Interdisciplinary Arts and Sciences, UW Bothell

Cc: Susan Jeffords, Vice Chancellor for Academic Affairs, UW Bothell
Colin Danby, IAS Associate Director for Undergraduate Education, UW Bothell
Annette Anderson, Curriculum Specialist, UW Bothell

Re: Response to External Reviews of UW Bothell Proposal (Interdisciplinary Arts)

I am writing in response to the external reviews of the UW Bothell (UWB) Interdisciplinary Arts and Science (IAS) proposal to transition our existing option in Interdisciplinary Arts within the Interdisciplinary Studies major to independent majors housed in IAS. We appreciate the time, effort, and thoughtfulness both Jan Cohen-Cruz (Syracuse University) and Randy Martin (New York University) put into their comments. Each of their reviews strongly supports the proposal. This support echoes the recommendations that emerged in the IAS program review conducted by the UW Graduate School last year. In that context as well, the internal and external reviewers were enthusiastic about the IAS strategy of growing its degrees by creating more differentiated curricula (independent majors) within an integrative and interdisciplinary unit with common learning objectives and an overlapping network of core courses.

We are particularly pleased that the reviewers of the proposal comment on its fit with the overarching IAS curriculum (including its portfolio-based assessment process), its strategic differentiation from conservatory-based arts degrees, and its emphasis on cross-media and community-engaged arts practice. Drawing on his experience as a dean at NYU's Tisch School of the Arts, Randy Martin notes that "the program can be seen as a response to the limits conservatory-based artistic training" and that "the collaborative foundation of the program is in key with work done by artists today at the forefront of their fields." Jan Cohen-Cruz similarly observes that "the strengths [of the degree] are the solid undergraduate learning skills [it] offers through the vehicle of arts training and scholarship," adding that the emphasis on "community connection is another rich characteristic of the [degree], instilling the students in a sense of participation in the world more broadly than arts venues per se necessarily offer. The equal value placed on arts training and scholarship is refreshing."

In sum, we are pleased with the reviews and look forward to implementing the proposal in autumn 2010. Please let us know if you have any questions.