

2017-2018 Interdisciplinary Program Work Group Report

May 31, 2018

The Interdisciplinary Program (IDP) Work Group was reconvened in February 2018 with a smaller make-up and a more focused charge. Dr. Martha Kurtz, Associate Dean, College of the Sciences, agreed to lead the group. Work Group members included:

Jeffrey Dippmann, Asia/Pacific Studies (housed in CAH, major and minor)
Lori Sheeran, Primate Behavior and Ecology (housed in COTS, major, certificate, and graduate program)
Judy Hennessy, Women's, Gender and Sexuality Studies (housed in COTS, new major, minor)
Patrick McCutcheon, American Indian Studies (housed in COTS, small minor only)
Pam McMullin-Messier, Environmental Studies (housed in COTS, large department-sized major, minor)
Daniel Lipori, Faculty Senate AAC (CAH)

The Work Group was given the following charge:

- 1) define "interdisciplinary program" at CWU;
- 2) define job duties and workload considerations for program directors for potential inclusion in the CBA;
- 3) determine what documentation is needed to be an IDP (charter, by-laws?, MOU?) and what common sections will be included in each (a template) and then work with all IDPs to ensure they have revised documents; and
- 4) determine how to support IDPs from a staffing perspective (one office for all, an office for some with large ones getting separate support, continue use of a department secretary, or other possible scenarios?)

This report will address these action items, additional work achieved by the Work Group, and make recommendations. The Work Group met twice a month from mid-February to the end of May. It is important to note that the larger group of interested and impacted parties **have not yet vetted** the ideas and recommendations made in this report.

Interdisciplinary Program Definition

One of the barriers to moving forward with the larger IDP Work Group convened during the 2016-2017 academic year turned out to be the vast array of "programs" who consider themselves to be "interdisciplinary" in nature and the various challenges and measures of success resulting from this diversity and variety. Thus, the first task of the smaller IDP Work Group was to define Interdisciplinary Program for academic purposes. The numerous ways in which the two words "interdisciplinary" and "program" are used at CWU make the terminology a challenge. For example, a "program" could be:

- a sequence of courses that students take to earn their degree (e.g., Actuarial Science Major, Broadcast Journalism Major, or Asian Studies Minor)
- a governance structure similar to a department to manage student support, curriculum, course/instructor scheduling, etc. for a major or minor that requires cross-college/department coordination (e.g., Asia/Pacific Studies Program, Environmental Studies Program, or Women's, Gender, and Sexuality Studies Program)
- a current or former grant sponsored activity (e.g. SOLVER Program, McNair Program, Science Talent Expansion Program (STEP), or GEAR UP Program)
- an event sponsored by any number of different entities on campus (e.g. Museum of Culture and Environment program, Wellness Center program, or Center for Diversity and Social Justice program)

The definition recommended by the Work Group is intended to clarify terminology to focus required policies, procedures, actions and support on the part of the University for undergraduate and graduate academic majors and minors whose overarching purpose is to facilitate acquisition of interdisciplinary perspectives and skills by students. Two recommendations related to definitions evolved from the discussions:

RECOMMENDATION 1

Adopt the term “Structured Interdisciplinary Programs” to mean a faculty developed group of courses that comprise a undergraduate or graduate major or minor and embody a content area that integrates information, methodologies, skill sets, and/or theoretical perspectives from multiple disciplines (See Recommendation 2 for a more complete definition).

The term Structured Interdisciplinary Program clarifies the multiple ways the terms “interdisciplinary” and “program” are used at CWU and distinguishes these programs from Individual Study and stand-alone interdisciplinary courses.

RECOMMENDATION 2

Adopt the following definition for Interdisciplinary Programs:

An Interdisciplinary Program (IDP) at CWU refers to a unit of governance that houses one or more Structured Interdisciplinary Program. SIDPs are majors or minors that embody a content area that integrates information, methodologies, skill sets, and/or theoretical perspectives from multiple disciplines. SIDPs focus on interdisciplinary perspectives throughout the entirety of the curriculum and integrate traditional academic disciplines. Usually SIDPs have an introductory course that integrates content from multiple disciplines. Academic programs that include foundational courses from multiple disciplines are not considered SIDPs unless upper division courses in the program also integrate multiple ways of knowing into the course content. Other governance structures across campus are inherently interdisciplinary but are not considered IDPs under this definition (for example, the Science Talent Expansion Program, Individual Studies, and the Museum of Culture and Environment).

Under this definition, the current IDPs with associated SIDPs are:

- Africana and Black Studies
 - Africana and Black Studies minor
- American Indian Studies
 - American Indian Studies minor
- Asian Studies
 - Asian Studies Major (BA)
 - Asian Studies Minor
 - Asian Business Minor
- Cultural and Environmental Resource Management
 - Cultural and Environmental Resource Management (MS)
- Environmental Studies
 - Environmental Sciences Major (BS) with five different specializations
 - Environmental Studies Minor
- Integrated Energy Studies
 - Integrated Energy Management Major (BS) with three different specializations
- Latino and Latin American Studies
 - Latino and Latin American Studies Minor
- Primate Behavior and Ecology
 - Primate Behavior and Ecology Major (BS)

- Primate Behavior (MS)
- Women's, Gender and Sexuality Studies
 - Women's, Gender and Sexuality Studies Major (BA)
 - Women's, Gender and Sexuality Studies Minor

After articulating the definitions of IDP and SIDP, the Work Group recognized that a rationale for these programs at CWU was needed. See Appendix 1 for a draft of the Role of Interdisciplinary Studies at CWU.

Interdisciplinary Program Director Duties, Compensation, and Support

Because of the multiple types of entities at CWU that are interdisciplinary in nature, the original Work Group struggled with the needs and the role of a Program Director for each entity. The varied needs and duties became too complicated and diverse to codify in policy. The above definition of an IDP as a governance structure is similar to a department, narrows the scope of duties, and allows policy language consistent with that of a department chair. The Work Group members created a list of duties they perform and this list was then circulated to all current IDP Directors for comment and synthesis. This list represents a comprehensive set of duties with each IDP identified as to the specific duties required of their Program Director (see Appendix 1).

RECOMMENDATION 3

Incorporate a list of Interdisciplinary Program Director duties in policy similar to Chair duties delineated in CWUP 5-60-040 Responsibilities and, in the next round of bargaining or through an MOU at the Labor Management Council, add to CBA Article 12 Chairs a section for Interdisciplinary Program Directors stipulating a range of workload units assigned for each Interdisciplinary Program Director depending on the size, complexity (Center locations, # of departments involved, number of SIDPs, number of students), and extent of IDP Director duties relevant to the Program (similar to 12.6.2).

The Work Group would like to draft these policies in Fall/Winter 2018-19.

RECOMMENDATION 4

Add a clause to CWUP 5-110-030 that provides Interdisciplinary Program Directors, like chairs, a \$600 summer stipend to attend First Year and Transfer Orientations and oversee summer course offerings and advising.

Documentation Required for IDPs

Recently the Faculty Senate Academic Affairs Committee proposed CWU policy with regard to Interdisciplinary Programs (CWUP 5-90-070) that includes the requirement for IDPs to have a Program Charter. The policy has been approved at all levels and is now included in CWU's Policy Manual. The Work Group reviewed the required elements of the Charter listed in the new policy and compared them to current Charters. The Work Group concluded that no further categories should be required for a Program Charter, though a particular program could add more specifics if needed. If Recommendations 3 and 4 are adopted, the Work Group sees no purpose for an independent MOU for each IDP. The Group concluded that By-Laws are not necessary for most IDPs under the proposed new definition of IDP. However, programs should be encouraged to have their own policy/procedure manual specific to their context.

RECOMMENDATION 5

Charge the IDP Work Group to provide a charter template and to work with IDP Directors to ensure all programs have Charters as defined in CWUP 5-90-070 by end of Fall 2018.

Support Required for IDPs

Articulating the role of Interdisciplinary Programs at CWU (see Appendix 1), reinforced the importance of SIDPs. The Work Group spent considerable time discussing appropriate support in CWU's context to maintain strong, efficient, and useful (to both students and faculty) Interdisciplinary Programs. The Work Group determined that students have significant difficulty in finding information about available SIDPs. Lack of physical space, staff time, and marketing exacerbate this problem. The Work Group also noted that IDP Directors have little structured mechanism for shared governance. Several recommendations resulted from these discussions.

Facilities Support

RECOMMENDATION 6

Provide a "one-stop shop" physical space for student and faculty support for IDPs. This space should have at least a staffed office and a conferencing space for students and faculty to meet and collaborate.

This will give students a physical space to go to find out about degree options, get advising, submit forms, and collaborate with each other and program faculty.

Staffing Support

RECOMMENDATION 7

Fund a Program Coordinator to support all IDPs.

This position will work from the space requested in Recommendation 6 and will:

- a. Support at least 9 IDP Faculty Directors
- b. Facilitate course scheduling
- c. Market and recruit for IDPs
- d. Create and maintain IDP websites
- e. Schedule meetings, keep calendars
- f. Maintain student records
- g. Provide fiscal, travel, purchasing support
- h. Assist in Program Review data collection and reporting
- i. Provide programmatic support in the summer
- j. Assist in advising and outreach (e.g., attend Wildcat Day)
- k. Work with Career Services to support SIDP needs

Marketing Support

RECOMMENDATION 8

Build a front-page website that helps students understand the importance of the skills developed through Structured Interdisciplinary Programs.

The Work Group drafted web content for this purpose (see Appendix 3)

RECOMMENDATION 9

Create consistent marketing materials and a communication plan associated with marketing and recruitment for each SIDP.

Shared Governance Requirements

RECOMMENDATION 10

Create an Interdisciplinary Program Director Council similar to ADCO with a representative from each IDP (usually the director). The chairperson of the IDPC should attend ADCO meetings and supervise the Program Coordinator. This position should receive 3 WLU added to their Program Director workload assignment.

IDPC will facilitate collaboration and efficiencies across IDPs. It will provide one voice to administration and faculty.

Other Topics Addressed

In addition to the four components of the charge provided to the Work Group for 2018, the Work Group also discussed assessment, program review, and how to address/support the SIDPs that have low enrollment (< 10 majors/minors). While most of the IDPs generate significant student credit hours through General Education offerings, some of the SIDPs are currently experiencing low enrollment. The Work Group feels strongly that it is in the best interest of the students, the faculty, and the University to ensure that IDPs are assessing Student Learning Outcomes for individual SIDPs and their General Education offerings. The University Program Review process allows time for comprehensive synthesis of data and helps to identify strengths, weaknesses, opportunities and threats. The results will demonstrate the efficacy or lack thereof of each IDP. The following two recommendations came from these discussions:

RECOMMENDATION 11

Require all IDPs to go through a modified Program Review process. IDPs with majors are currently engaged in program review. Add the IDPs with minors to the schedule of review.

Members of the Work Group who previously led a Program Review for their IDP, expressed concern about the difficulty in obtaining reliable data on IDPs across departments and across colleges. Because the Work Group did not look at the current requirements for Program Review, there may be modifications to the current process that would be recommended given time to consider the framework of the current process in relation to the scope of the IDPs. The Work Group would like to review the current process in Fall 2018 and make any necessary recommendations to streamline the process specific to IDPs. It was noted that if this recommendation is implemented, it will need to be added to the Director duties for several IDPs and considered in the workload unit allocation for Directors. A staff member who supports IDPs (Recommendation 7) will provide significant support to all IDPs in carrying out program review.

RECOMMENDATION 12

Convene the directors of the small (15 or fewer headcount) cultural studies minor SIDPs. The outcome of the retreat should be a Strategic Plan with a specific timeline for increasing the number of students in the existing SIDPs, eliminating them, or combining them into one SIDP with multiple areas of specialization for students to choose among.

Work Plan Recommendations

Although the Work Group accomplished significant work in two quarters, there is still work that needs completing. All members of the Work Group are willing to continue working during 2018-2019 to implement as many of the recommendations as possible. The Work Group recommends the following work plan:

Work Plan and Time Table for Interdisciplinary Work Group for 2018-2019

Activity	Begin Term	Completion Date	Responsible Party
Develop budget impact statement for recommendations	Summer 2018	Sept. 30, 2018	M. Kurtz w/ review by IDP Work Group
Vet 2017-2018 IDP Work Group recommendations with larger group of interdisciplinary stakeholders	Fall 2018	Dec. 15, 2018	IDP Work Group, M. Kurtz chair
Convene directors of cultural studies SIDPs to develop a strategic plan	Fall 2018	Dec. 15, 2018	M. Kurtz, cultural studies Directors
Work with IDP directors to update Charters to conform to new CWU policy	Fall 2018	Dec. 15, 2018	IDP Work Group, M. Kurtz chair
Review Program Review process and, if needed, make recommendations to align with the scope of IDPs.	Fall 2018	Dec. 15, 2018	IDP Work Group, M. Kurtz chair
Publish a central webpage for IDPs and work with IDP directors to create/update student friendly IDP specific websites in new web format	Fall 2018	May 31, 2019	IDP Work Group, M. Kurtz chair
Draft new policies where needed to implement recommendations	Winter 2019	Mar. 15, 2019	IDP Work Group, M. Kurtz chair
Submit policies through appropriate approval processing for implementation FY20	Spring 2019	May 31, 2019	IDP Work Group, M. Kurtz chair

Appendix 1

The Role of Interdisciplinary Studies at CWU (DRAFT)

The role of interdisciplinary programs at Central Washington University is based on the understanding that:

- 1) the challenges humans face today require innovative approaches and solutions to overcome them;
- 2) Traditional academic disciplines arbitrarily fragment the world and the types of problems addressed;
- 3) interdisciplinary education embraces a holistic understanding of the social and natural worlds;
- 4) interdisciplinary education integrates the best elements of disciplinary insights in order to generate a more comprehensive (and often more nuanced) appreciation of the issue at hand;
- 5) employers want graduates equipped with competencies, skills and an ability to adapt to change and diverse settings;
- 6) employers want to hire people who are able to work as a member of a team; and
- 7) both undergraduate and graduate students benefit from the skills gained through an interdisciplinary approach.

CWU's vision to provide a dynamic, creative, and inclusive environment that promotes engaged learning and scholarship through the shared values of student success, engagement, and inclusiveness, is a strong foundation for undergraduate and graduate interdisciplinary majors and minors created intentionally by faculty to provide students with opportunities to address complex problems integrating a variety of perspectives.

These programs, henceforth referred to as Structured Interdisciplinary Programs (SIDP), go beyond the notion of student created pathways to a degree that is outside the scope of a traditional disciplinary major (Individual Studies) and they are not a series of unrelated interdisciplinary courses. Structured Interdisciplinary Programs are academic programs that focus on interdisciplinary perspectives throughout the entirety of the curriculum and integrate traditional academic disciplines. They are purposely comprised of a set of cohesive courses that explicitly develop the ability to:

- 1) integrate multiple perspectives including a variety of methods and theories;
- 2) encourage tolerance and respect for the perspectives of others;
- 3) expand students' horizons or perspectives;
- 4) increase students' willingness and capacity to question assumptions about the world and about themselves;
- 5) promote the ability to think in creative and innovative ways; and
- 6) create sensitivity to disciplinary and other biases.

These collective efforts result in graduates better prepared for the role of citizen and worker in a pluralistic, technological, and democratic society. The traditional nature of higher education institutions includes many barriers that often discourage or prevent interdisciplinary work as described above from materializing. Funding streams and promotion and tenure criteria perpetuate traditional cultural and structural norms within disciplinary departments. CWU has a long history of supporting interdisciplinary programs; however, clearer support structures, policies, and resource allocations need to be implemented to permanently shift the culture to fully actualize the potential of SIDPs for both our students and faculty.

Relation to CWU Strategic Plan and Core Values

Structured Interdisciplinary Programs align with and further the goals of Central Washington University as articulated in the **Strategic Plan**:

Core Theme One: Teaching and Learning

Objective 1.1: Enhance student success by continually improving curricular, co-curricular, and extracurricular programs

SIPDs are designed purposefully by faculty to respond to societal grand challenges and reflect student interests. Programs are innovative and faculty from multiple disciplines integrate their expertise into the curriculum. Programmatic learning outcomes are designed to develop interdisciplinary skills. Students and faculty engage in learning outside the classroom with community partners doing internships, research, and service learning projects.

Core Theme Two: Inclusiveness and Diversity

Objective 2.1: Create and sustain a diverse and inclusive community.

SIPDs are constructed on the principle of respect for differing perspectives. Students are prepared to work in an increasingly globalized system of economics, politics, and society. The programs that house SIPDs regularly sponsor University-wide speakers and workshops to promote diversity and inclusiveness.

Objective 2.2: Ensure that CWU has a diverse and inclusive curriculum and co-curricular programming.

Because SIPDs intentionally pull from multiple different traditional disciplines, they are inherently diverse and represent the epitome of diverse and inclusive curriculum. Many of the SIPDs at CWU are centered around cultural or identity studies.

Core Theme Three: Scholarship and Creative Expression

Objective 3.1: Increase the emphasis on and the opportunities for students, faculty, and staff to participate in research, scholarship, and creative expression activities.

Faculty involved in SIPDs have greater opportunity to engage with each other across departmental lines creating new and productive avenues for student inquiry, providing students with skills to “think out of the box.”

Objective 3.2: Increase the external funding received for research, scholarship, and creative expression by faculty, staff, and students.

Fostering communication, collaboration and problem solving across departments, interdisciplinary programs form the seedbed for new and creative areas of investigation. Many funding agencies emphasize emerging interdisciplinary collaboration in their funding priorities.

Core Theme Four: Public Service and Community Engagement

Objective 4.1: Enhance the level of engagement, collaboration, and goodwill between the university and surrounding communities.

Students and faculty in SIPDs engage in service learning and research projects to support local and regional communities helping to solve impending and complex problems. Community partners participate in Advisory Boards for many SIPDs.

Objective 4.2: CWU develops and deploys university resources to enhance the economic wellbeing and quality of life in surrounding communities.

Service learning and research projects carried out by students and faculty in SIPDs specifically target local communities.

Structured Interdisciplinary Programs exhibit **CWU’s Core Values**. **Student success** is at the heart of the purpose of SIPDs which promote the explicit development of interdisciplinary skills such as:

- 1) ability to integrate multiple perspectives,
- 2) willingness to question assumptions,

- 3) ability to think in creative and innovative ways, and
- 4) awareness and sensitivity to bias.

Faculty and students participating in SIDPs are actively **engaged** with external partners and address social and economic challenges to our communities. Interdisciplinary work is **inclusive** in nature with a central theme of all SIDPs being the concept that a diversity of people, culture, and ideas adds immeasurably to the ability to solve complex problems. Because of the implementation of these values graduates are prepared to cultivate successful careers.

Governance Support for SIDPs

Because SIDPs necessitate collaboration and support across traditional departments and colleges, they require additional structure and support to implement effectively; therefore, CWU has created Interdisciplinary Programs to cultivate success.

Interdisciplinary Program Definition

An Interdisciplinary Program (IDP) at CWU refers to a unit of governance that houses one or more Structured Interdisciplinary Program. SIDPs are majors or minors that embody a content area that integrates information, methodologies, skill sets, and/or theoretical perspectives from multiple disciplines. SIDPs focus on interdisciplinary perspectives throughout the entirety of the curriculum and integrate traditional academic disciplines. Usually SIDPs have an introductory course that integrates content from multiple disciplines. Academic programs that include foundational courses from multiple disciplines are not considered SIDPs unless upper division courses in the program also weave multiple ways of knowing into the course content. Other governance structures across campus are inherently interdisciplinary, but are not be considered an IDP under this definition (for example, the Science Talent Expansion Program, Individual Studies, and the Museum of Culture and Environment).

Interdisciplinary Program Leadership

Each Interdisciplinary Program has a part-time director who provides administrative leadership similar to a department chair and teaches in the program. The duties of program director varies with the size and complexity of the Interdisciplinary Program. Workload for leadership is delineated in the Program Charter and ranges in workload units based on defined duties. For more on Program Director duties see the attached document (Appendix 2).

Interdisciplinary Program Faculty

Each IDP defines its program faculty in its charter. Individual faculty may hold joint appointments with the interdisciplinary program and with one or more departments related to their area of expertise, they may also be appointed for a fixed term to serve an interdisciplinary program (for a portion or all of their time), and their annual participation with the IDP should be articulated in their workload plan.

Best Practices for SIDPs

In general, pedagogical best practices such as the ten High Impact Practices (HIPs) articulated by the Association of American Colleges and Universities facilitate student learning. Interdisciplinary programs at CWU provide opportune learning environments for implementation of HIPs. Faculty involved in IDPs promote and actively participate in all ten practices. In addition, best practices for SIDPs include courses taught by a team of faculty from different disciplines. Cross-cutting course themes and instructional

topics often require team teaching to help provide the necessary content and training to class members. One of the most obvious advantages from a student's standpoint is that multiple instructors provide a synergy that enriches the student learning experience through diversity of exposure and multiple points of view.

Appendix 2

INTERDISCIPLINARY PROGRAM DIRECTOR DUTIES

1. Program Administration

Meetings

- Convene at least one program meeting per academic quarter. [ABS, AIS, AST, CERM, ENST, IEM meets twice per AY, LLAS, PBE, WGSS]
- Schedule and set agenda for the program faculty meetings, record meeting minutes, and distribute minutes. [ABS, AIS, AST, CERM, ENST, IEM, PBE, WGSS]
- Initiate and oversee strategic planning. [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE]
- Initiate short range and long range planning for the program in consultation with a Steering committee which meets 2x a quarter during the regular academic year, and with WGSS program faculty which meets once per quarter. [WGSS]
- Oversee nominations and elections of steering committee members each year. Call for nominations, conduct vote. [IEM advisory committee's appointment is three years, WGSS]
- Conduct and oversee program review. [ABS, AIS, AST, CERM, ENST, IEM, PBE, WGSS]
- Negotiate with department chairs and deans to fulfill staffing needs. [ABS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Liaison and advocate of the program to other academic administrators. [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Represent program to related university committees (e.g., Social Justice and Human Rights (SJHR) Dialogue steering committee, Inclusivity and Diversity Council (IDC), Center for Diversity and Social Justice (CDSJ) advisory committee, Social Justice and Human Rights (SJHR) dialogue steering committee. [ABS, AIS, CERM, ENST, LLAS, WGSS]
- Attend interdisciplinary program directors' meetings (if convened). [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Attend COTS chairs meetings. [ENST]
- Monthly meeting with the Dean. [AST, IEM, LLAS, ENST]
- Attend Graduate Council meetings. [CERM, PBE]
- Participate in Graduate Council subcommittees. [CERM, PBE]
- Respond to questions about the program and distribute information about meetings, activities, events, and programs related to the program to program faculty. [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Disseminate relevant information to program faculty related to information about conferences, events, funding, and faculty openings. [AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Attend national/international annual conference/directors meeting. [AST, IEM, WGSS]
- Attend and set agenda for Professional Advisory Board meetings. (IEM)

Program Documents

- Monitor currency of the program charter and propose amendments if needed, with a review of the charter minimally every three years. [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Prepare and maintain budget, major events, faculty lists for website, courses taught in program, minutes of meetings, curriculum, etc. [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Prepare and maintain assessment reports, strategic plans, and program reviews. [ABS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Maintain records of student and faculty compliance with Institutional Review Boards (training, submission of reports, protocol approvals). [CERM, IEM, PBE]
- Maintain Western Regional Graduate Research Program records [all year]. [CERM, PBE]

Supervision, Mentorship, Evaluation

- Mentor and evaluate instructional faculty (e.g., faculty evaluations, peer evaluations of teaching, letters for faculty files, letters of recommendation). [ABS, CERM, ENST, IEM, PBE, WGSS]
- Mentor and evaluate support staff [ENST, IEM]
- Supervise Graduate Students, work study students, and others [CERM, ENST, IEM, PBE]

2. Teaching/Curriculum

- Oversight of existing program curriculum, including updating existing course offerings. [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Coordination and development of new programming (new courses, certificates, degrees). [ABS, AIS, AST, ENST, IEM, LLAS, PBE, WGSS]
- Process curriculum changes in Curriculog. [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Assessment of program degrees. [ENST, IEM, PBE, WGSS]
- Course scheduling and site coordination with departments contributing to/participating in program. [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS] (note that the number of departments and colleges varies by program)
- Identify and contact new faculty with scholarly or teaching interests relevant to program, and nomination of new program faculty following procedures established in program bylaws and/or charter. [ABS, AIS, AST, ENST, IEM, LLAS, PBE, WGSS]
- Review syllabi for elective courses. [ABS, AST, IEM, LLAS, PBE, WGSS]

3. Student Recruitment and Outreach

- Plan and schedule campus-wide outreach events (e.g., Earth Day, speakers' panels, Women's History Month, Primate Awareness Week) [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Initiate publicity, including articles on newsworthy items, to the campus and broader communities (includes "good news"). [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]

- Collaborate with other programs/department in publicizing and planning events [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Serve as point person and distributor regarding program events (e.g., speakers, thesis defenses, field trips) [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Maintain program webpages. [ABS (staff), AIS, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Answer student queries about the program. [all year] [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Coordinate students' visits to campus. [all year] [AIS, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Attend student recruitment events (majors' fairs, etc.). [all year] [ABS, AIS, AST, ENST, IEM, LLAS, PBE, WGSS]
- Attend orientation events to assist new majors and transfer students with registration for courses. [all year] [AIS, AST, ENST, IEM, LLAS, PBE, WGSS]
- Assignment of undergraduate and/or graduate students to advisors. [all year] [ABS, AIS, CERM, ENST, IEM, PBE, WGSS]
- Coordinate and host annual orientation/advising fair for new graduate and/or undergraduate students. [CERM, ENST, PBE, WGSS]
- Compile GA applicant information and coordinate with faculty to determine departmental needs and assign GA awards for recruitment [CERM]
- Engage in Community outreach (e.g. Latino Organizations and Leaders, APOYO, etc.) [LLAS]

4. Advising

- Faculty advisor to student groups [ABS, IEM, LLAS, PBE, ENST].
- Academic advisement and/or approval of students' course of study forms (graduate and/or undergraduate students). [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE]
- Nominate students for university awards (e.g., COTS Celebration of the Sciences, Resilience Award, SOURCE awards). [AST, CERM, ENST, IEM, LLAS, PBE]
- Letters of recommendation for students (as director of program) [ABS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Compile and distribute to the students a list of program courses. [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Maintain undergraduate and/or graduate student handbook. [PBE]
- Attend activities associated with commencement. [ABS, AIS, CERM, ENST, IEM, LLAS, PBE]
- Provide academic advisement to graduate and/or undergraduate students enrolled in the program. [ABS, AIS, AST, CERM, IEM, LLAS, PBE, WGSS]
- Work with Career Services staff and community organizations to develop internship, job, and research placement opportunities for undergraduate and/or graduate students. [AIS, CERM, ENST, IEM, LLAS, PBE]
- Assist students with enrollment/financial aid/international studies issues [all year]. [AST, CERM, ENST, IEM, LLAS, PBE]
- Faculty supervisor for most/all internships (290/490/590). [CERM, ENST, IEM, PBE]
- Maintain currency of program website. [AIS, AST, CERM, ENST, LLAS, PBE, WGSS]

- Communicate with majors/minors to inform them of opportunities and events of interest. [AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Solicit feedback and record data from Faculty regarding GA contributions and tasks at the end of each quarter [CERM]

5. Budget

- Provide program budget planning and oversight. [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE]
- Identify and apply for internal and external grants in support of the program and its students and faculty. [ABS, AST, ENST, LLAS, PBE, WGSS]
- Liaison with library and other campus entities to support the academic needs of the program faculty, staff, and students. [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Advocate for needed resources and support for program. [ABS, AIS, CERM, ENST, IEM, LLAS, PBE, WGSS]
- Prepare and submit budget requests (e.g., strategic initiatives, equipment requests, etc.) [ABS, AIS, AST, CERM, ENST, IEM, LLAS, PBE, WGSS]

6. Other

- Other duties as assigned by the Dean of the college in which the program resides. [ABS, AST, ENST, IEM, LLAS]

Appendix 3

Interdisciplinary Program Website (DRAFT)

INTERDISCIPLINARY STUDIES AT CENTRAL WASHINGTON UNIVERSITY What is an interdisciplinary study (IDS) and why pursue this degree?

A major or a minor focus on interdisciplinary studies provides a flexible degree and an academic path that allows college students to cross traditional boundaries, drawing upon two or more disciplines to earn a multifaceted, integrated degree. The result is a widespread base of integrated disciplinary knowledge and skills, such as critical thinking, effective communication, social and ethical responsibility, global diversity, strategic planning and successful leadership.



Whether you are unsure of your career goals or you're looking for a degree path that can take you many directions, an interdisciplinary studies program may be the option you've been seeking.

Many jobs require a bachelor's degree but do not pinpoint a specified field of study. Rather than being pigeonholed into one specific career path, an interdisciplinary studies degree can qualify you to pursue a variety of different career goals, such as managerial careers, government positions, social work professions and even careers in technology.

The courses offered in an interdisciplinary studies program at Central Washington University are grouped and designed with interconnectivity in mind — that is to say, rather than focusing on the separate disciplines covered, professors focus on the integration of the concepts. Students learn to apply those concepts to solve complex real-world problems.

The career options are as varied as the topics studied. In fact, many interdisciplinary studies students customize their major with a definite career in mind. For example, someone who chooses a career in social work may specialize in a specific population and could choose to study both Social Services through Sociology and minor in the interdisciplinary program Africana and Black Studies.

As an example of how these structured degrees are designed to cross academic disciplines, someone who chooses Asian Studies will take classes from Social Sciences, Humanities and Business. In traditional majors and minors, you often take classes from only one discipline or one perspective.

If an interdisciplinary study major or minor is a good fit for you, CWU offers both structured

(pre-made, fully integrated) set of interdisciplinary degrees and self-designed interdisciplinary degree programs.

Want to know more? Click on your area of interest below and make contact today.

Structured Interdisciplinary Program degrees:

[Africana & Black Studies](#) (Minor)
[American Indian Studies](#) (Minor)
[Asian Studies](#) (B.S. and Minor)
[Cultural and Environmental Resource Management](#) (Masters)
[Environmental Studies](#) (B.S. and Minor)
[Integrated Energy Management](#) (B.S.)
[Latino and Latin American Studies](#) (Minor)
[Primate Behavior and Ecology](#) (B.S. and Masters)
[Women's, Gender and Sexuality Studies](#) (B.A., Minor)

Self-designed major uniquely tailored to your interests:

[Interdisciplinary Study - Social Sciences](#) (B.S.)
[Individual Studies](#) (B.A. or B.S.)

Other Programs with interdisciplinary courses:

[Douglas Honors College](#)
[Science Talent Expansion Program \(STEP\)](#)
[Yearlong Exploration of Social Sciences \(YESS\)](#)