

**College of Arts and Sciences
University of West Georgia
Task Force on Interdisciplinary Studies and Collaboration**

Terms of Reference

Introduction

The Task Force is charged with the responsibility of studying ways in which interdisciplinary studies and collaborative strategies can be strengthened. Against this background, the Task Force may examine the existing efforts, consult with faculty, staff, students and other of its choosing, and make recommendations to the Dean of the College of Arts and Sciences.

The members of the task force are: Dr. John Blair, Dr. Barbara Brickman, Dr. Hannes Gerhardt, Dr. Lisa Gezon, Dr. Farooq Kahn, Dr. Lori Lipoma, Dr. Aran MacKinnon (Chair)

The task force consulted stakeholders and all the units and colleagues that are engaged with support or benefit from IDS on campus and beyond. This included students, alumnae, faculty, all the chairs of COAS, the Excel Center, Institutional Research and Planning, The Vice President for Academic Affairs, and the directors of the various major and minor IDS programs.

The Issues

The key strengths of IDS at UWG are to be found in the faculty that have established, developed and maintained the courses and program offerings, the new, cutting edge and progressive nature of these programs and courses and the growing need for IDS programs and collaboration in university programs. These form an essential part of the foundation and architecture of the overall University mission. They lie at the heart of UWG's commitment to delivering to our students the most progressive degree programs that will empower them to become successful, engaged and global citizens of in the future. IDS courses, programs and collaborative efforts, moreover, represent a key area in which UWG is engaged in new and important trends in tertiary education across the country and around the world. Continued and enhance support of these programs is sure to enable the University to continue to compete effectively to attract the best students, prepare them for success in the job market and graduate school, attract and retain the best new faculty, develop a more robust research agenda for faculty and students, attract a broad range of new and substantial grants.

Interdisciplinary and collaborative studies are currently and will certainly in the future be an essential part of the broader mission and goals at the University of West Georgia.

IDS courses and programs continue to be a central feature of the UWG curriculum. They are, moreover, essential to the continuation of the University Mission and supportive of its values, specifically the provisions in the Strategic plan relating to "impart broad knowledge and foster critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning." (See the plan, sub-section on values, item 2

at: http://www.westga.edu/irp/index_5724.php).

These programs are, by definition, interdisciplinary, and working together, they support innovative teaching strategies and approaches as well as providing students with a firm foundation in global and multicultural perspectives and literacy. They respect and celebrate diversity, both in terms of content and pedagogy. UWG has a robust offering of interdisciplinary programs and courses. These include three major degree programs, Environmental Science, Environmental Studies, and Global Studies, and six minor degree programs, Africana Studies, American Studies, Canadian Studies, Film Studies, Latin American Studies and Women's Studies. In addition, the University offers CORE area interdisciplinary studies courses which both feed into major and minor degrees as well as to provide students essential offerings in XIDS classes in Areas B1, C2 and E4 of the CORE.

The University of West Georgia's Interdisciplinary Studies (IDS) programs form an integral part of what we currently provide for students, and they are certain to be an essential part of any new competencies-based CORE. Indeed, what these programs provide is central to the UWG mission statement. As shown by the statistics from the Office of Institutional Planning, and the survey of students conducted by Prof. Gezon, clearly student interest and engagement with IDS programs is stable and growing. With enhanced support and publicity, these programs would be certain to attract and serve an increasing number of students from our catchment region and beyond.

UWG has a longstanding record of achievement with and support of IDS courses and programs. IDS Core courses and programs have been part of our COAS offerings for nearly ten years. UWG has, moreover, maintained its membership in and support of the Association for Integrative Studies (AIS) for over five years. We are also privileged to have a founding member and past president of AIS in our Faculty. (Prof. Pauline Gagnon). More recently, an ad hoc committee (please see attached memo in the appendix) for IDS was formed and recommended to Interim Dean Rice and Interim VPAA Crafton that UWG establish a Center for Interdisciplinary Studies with a Director. Beginning in January of 2008, Dr. Aran MacKinnon (former director of Global Studies) was appointed to the post of Director of Interdisciplinary Studies. He has served in the position since, and established the Center with and office in Rowe Hall (please see attached reports of the director and center in the appendix)

UWG will continue to be in good company if it maintains and develops its IDS course and program offerings and if it supports and attracts the gifted faculty that make these programs possible. Among some of the leading institutions in the nation that support IDS program and centers are at Duke University, the University of California at Berkeley, the University of California at Irvine. Within our region, the University of Georgia has a program in Interdisciplinary Studies, but the nearest comparable programs at institutions similar to UWG would be at Appalachian State University in North Carolina and at the University of Central Florida. For further information on these programs see the following:

Duke University: <http://www.interdisciplinary.duke.edu/>

University of Central Florida: <http://www.is.ucf.edu/>

Association for Integrative Studies: <http://www.units.muohio.edu/aisorg>
University of Georgia: <http://www.franklin.uga.edu/students/grad/interdis.htm>
Appalachian State: <http://www.ids.appstate.edu>
University of California at Berkeley: <http://ls.berkeley.edu/ugis/isf/>
University of California at Irvine: <http://www.editor.uci.edu/09-10/idp/idp.1.htm>

Responses to specific questions in the charge from the Dean of COAS

What are the strengths

There are two key strengths to be found with the IDS programs. The first is the dedicated and excellent faculty from across the COAS that have established, maintained and developed these programs with cutting edge pedagogy and scholarly achievements (please see the appendix for a list of the faculty). The second is that these programs serve the growing demand of our students for flexible, dynamic and progressive degrees that prepare them for their future in our globalizing world. Both these strengths are built upon the strong foundations of the UWG mission statement and commitment to developing new programs that better prepare students for jobs and futures as global citizens with a strong sense of civic engagement. Within these broader areas of strength are to be found the following specifics and important contributions to academics at UWG:

- Growing student interest in flexible, student-centered curricula that address issues related to diversity as well as global and environmental awareness.
- Growing support from a diverse, highly accomplished faculty with expertise in and commitment to developing IDS programs (please see attached list of contributing faculty and departments in the appendix) and the potential to further enhance opportunities for creative research and teaching.
- Growing support from the Office of the Dean for the COAS and the VPAA for the Center for Interdisciplinary Studies and the post of the Director of the Center.
- Growing potential to attract excellent new faculty and students that have an interest in working and learning at an institution committed to cutting edge IDS programs and with opportunities for greater collaborative work in teaching and research among faculty.
- Potential for further development of the Department of Foreign Languages annual Arts and Interdisciplinary Studies Conference which attracts scholars from across the country and highlights UWG as a center for IDS activities.
- Growing potential for faculty-student collaboration on research and scholarship.
- Significant contributions to extant degree programs and to the CORE curriculum through

various XIDS courses –these have the potential to serve an even wider-constituency. Over the past three years, IDS and **XIDS CORE classes alone generated over 4000 FTE Credit hours a year and there are currently 49 students with declared Majors in IDS programs and 54 students with declared Minors. (Please see the attached appendix).**

-Significant contributions to enhancing student learning outcomes through the honing of an interdisciplinary approach to the analytical skill set our graduates gain.

-Greater potential for enhancing our graduates' competitiveness in the job market and in gaining admission to graduate programs with a more flexible and creative skill set.

-Growing support from the Excel Center and the Registrar/ITS for promoting the IDS programs.

-Growing role of the Center and Director of IDS for developing, promoting, coordinating IDS programs, XIDS courses and the contributing departments and faculty.

What are the weaknesses/challenges

-Insufficient institutional support for programs, faculty and course development.

-Challenge of workload demand for participating faculty. Hitherto, the vast bulk of the work needed to establish, maintain and develop these programs has been done as an overload by dedicated faculty. Faculty have had to sacrifice significant time and effort to ensure these programs have worked so well. (Please see comments regarding workload issues for IDS coordinators below in the appendix)

-A related challenge for the faculty in addition to lost time for other projects has been a lack of recognition and compensation (in any form) for the work they have done. As a result contributing faculty become 'burned out' and have often had to abandon their IDS commitments in order to serve departmental and teaching demands. This has had a further negative effect as turnover in the coordinator positions leaves the programs without oversight, and has led to students having difficulty completing their programs.

-There has not been, until recently, a coordinated effort to promote and develop these programs across UWG. As a result, there is insufficient awareness among students, chairs and faculty of the programs, and the potential they provide.

-A related challenge has been that many contributing faculty have not always had the support and understanding of their chairs. This has meant that some faculty can only contribute to IDS as an overload to their work demands.

-In some cases chairs have been reluctant to support faculty participation in IDS programs and courses because of concerns that this either undermines their own departmental program and offerings, or that these are not a fully-fledge part of the UWG curriculum. Chairs may be unaware that the FTE generated by IDS programs and courses accrue to the department in

which a contributing faculty member holds their post.

-Lack of organization support and the disparate nature of these programs limit the ability of faculty to provide a cohesive structure for advisement, RPG and assessment. This means students sometimes struggle to progress and complete their programs in an efficient manner. In addition to the limited support from the institution, this hobbles the IDS programs in their ability to provide for student needs.

Recommendations for addressing weaknesses, challenges and costs in order to strengthen these programs

-Work with chairs and the upper administration to get further recognition of and support for these programs and the faculty that make them possible. This would include enlisting the aid of the UWG Foundation and Office for University Advancement, the office of Sponsored Operations, the Office of International programs and the VPAA for further support. Specific recommendations for this include gaining support for grant funding, targeted support for IDS faculty through research and teaching enhancement funding awards, the development and recruitment for study abroad opportunities, greater opportunities for IDS in the CORE and overall academic vision plan of UWG as provided for in the new mission statement.

-Develop and implement clear guidelines to support and reward faculty that contribute to IDS. This would include covering costs for release time or other compensation where these contributions constitute an overload. This would require the release of the equivalent of the usual adjunct salary either to the person teaching an overload, or to the department affected so that it could hire an adjunct to cover the full-time member's extra course. (See cost estimates below for course release, new faculty lines etc.) This would be consistent with what other institutions do to support IDS programs and courses. Please see below in the appendix the copied statement from Appalachian State University on faculty 'buyouts' and compensation.

-In some cases, departmental needs do not allow for senior faculty to drop an essential offering to cover an IDS offering (Chemistry is but one example). In these cases, IDS faculty will almost always have to teach IDS courses as an overload. In these cases, the faculty should be able to get extra professional allowances to support research during the summer.

-Further support and develop the director and center for IDS so that this office can continue to coordinate and promote IDS at UWG.

-Provide clear guidelines and support for faculty hiring in tenure-stream and visiting assistant professorships to teach and support these courses and programs.

-Develop a long-term plan to create one comprehensive degree in IDS studies with streams representing the current majors and minors under the auspices of the Center for IDS. The director could then administer a BA/BS degree in IDS with specialization in the various current majors and minors.

-Reinvigorate a campus-wide Committee for IDS, chaired by the director of the center for IDS and including all interesting and contributing stakeholders (please see appendix for a list of contributing faculty).

-Develop and implement a new COAS journal for student/faculty collaborative research in IDS.

Specific Recommendations for Curriculum Development:

1. Make IDS/XIDS courses a requirement for all students. This would entail requiring all students take at least one CORE XIDS class and one upper level class that is IDS related.
2. Develop a portfolio approach for assessment for all UWG/COAS programs and make the IDS an essential component of this plan.
3. Cross-listing. Create a framework to encourage and support departments in efforts to accept and use the cross-listing of classes where the course clearly supports more than one discipline.
4. Create opportunities for the IDS minors. This could include allowing the creation of flexible programs or an IDS degree where the earning of three minor fields would be the equivalent of earning a major.
5. Support the development of graduate program certificates in IDS studies.
6. Track and develop IDS from the freshmen year, through the senior/graduation year through instituting an IDS requirement for each year and developing a portfolio approach that would enable students to accumulate a corpus of IDS work as part of a summative experience and for the purposes of assessment.

Increasing Visibility of and interest in these programs

-The visibility of the IDS programs can be enhanced through the continuing efforts of the director of the center for IDS and the role that the IDS center could perform with greater support.

-Greater visibility could be attained through the support of the UWG Foundation, the Office of University Advancement and Sponsored operations if these units could be enlisted to support and promote IDS at UWG.

-Similarly, COAS efforts to support and promote programs through grant funding and programmatic support would enhance the IDS profile and contributions.

-Develop and implement a model for the marketing and PR plan for IDS similar to the one developed for the Global Studies program (please see appendix).

-Continue the work established by the director of the center for IDS and the Excel Center. The Excel Center has provided valuable support for advising and recruiting to the IDS programs, and this initiative should be continued.

-Promote IDS as part of the broader 'brand' and features of UWG that are marketed to students and the public.

Estimated Costs:

1. Support for course release, adjuncts and/or professional; development funds for IDS faculty: 2 courses for each of the 3 major degree programs (Environmental Studies, Environmental Sciences and Global Studies) per year plus 1 course release for each of the 5 minor degree programs (Africana Studies, American Studies, Latin American Studies, Film, Women's Studies) (total of 11 courses a year @ \$2500 year = **\$27,500** year).
2. Support for IDS Center. **\$5000** year for promotional materials, office support, travel and operations. (This would be in addition to the stipend for the Director that is currently covered by the VPAA's office).
3. New critical hires to support CORE XIDS and degree offerings 2 Visiting Assistant Professors or Instructors: Salary of \$32,000 each plus benefits; total **\$64,000** plus benefits.
4. Development and operating costs for a collaborative Student Faculty Journal: **\$2500**.
5. Continued institutional membership in the AIS: **\$350**.
6. **Support for student workers/assistantships and interns: \$2500.**

Total: approximately \$101,850

Interdisciplinary Collaboration

Strengths

Interdisciplinary collaboration at UWG has, hitherto, been largely a faculty driven initiative. Owing to the past culture of privileging the purviews of individual departments and the separation of the colleges, what little IDS collaboration existed was usually found in the way of faculty initiatives to co-teach or co-publish. The principal obstacles to these efforts came in the form of departmental and college demands for individual faculty to serve their respective units first and foremost. This necessitated leaving opportunities for collaboration as an additional

luxury to be borne at the individual's expense.

More recently, new faculty hires that are more interested in IDS, and some new chairs becoming more supportive of IDS collaboration have allowed for some welcome new opportunities in these areas.

Of particular note has been the willingness of the departments of Anthropology, History, English, Mass Communications and Theater, Political Science and Psychology to support a greater number of cross-listed and co-taught courses for students.

Additionally, campus-wide efforts at stimulating student-faculty research collaboration have proved fruitful. The campus-wide student research forums have been a key example of this. Similarly, the departments of Chemistry and Geosciences have developed laudable programs for student-faculty collaboration and internships.

Weaknesses

The key weaknesses of collaborative efforts on campus have, again, been the exigencies of the respective departments. As each faculty member is reviewed and evaluated within their respective departments and disciplines, it has been very hard to encourage faculty to risk advancement or negative reviews by chairs and colleagues where and when they step out of the bounds of their disciplines.

There are currently no policies or procedures in place the COAS or at UWG more broadly to support and advance collaborative activities.

Addressing the Weaknesses

These weaknesses could be best addressed by the establishment of clear policies and procedures for the support, recognition of and reward for collaborative efforts both among faculty and among faculty and students.

These policies should be developed by the COAS in collaboration with the Center for IDS. Recommendations could then be made to the Executive Committee with a view to having these recommendations adopted in the COAS Bylaws.

The Dean of COAS can also support more collaborative initiatives by encouraging chairs and departments to embrace these opportunities, and by reassuring the chairs and faculty that they will be recognized and rewarded for these efforts. All those involved in the review and evaluation process for faculty professional activities should be counseled that IDS and collaborative efforts are as valued and important to the COAS as those that are undertaken within the confines of each discipline and department.

A schedule of equivalencies could be established along the following lines:

1. Co-taught classes be credited at the same rate of FTE as regular classes (depending on student numbers).
2. Co-published/collaborative research could be credited in the same ways as traditional scholarship (A number of disciplines, such as chemistry, already have established guidelines for this).

There would be little or no cost beyond the support identified for IDS efforts above. There may be some indirect cost associated with enabling faculty to co-teach a course, but this may be offset by other gains in enrollment.

Respectfully submitted on behalf of the COAS Task Force on Interdisciplinary Studies and Collaboration (Dr. John Blair, Dr. Barbara Brickman, Dr. Hannes Gerhardt, Dr. Lisa Gezon, Dr. Farooq Kahn, Dr. Lori Lipoma).

Dr. Aran MacKinnon,
Chair of the Task Force on Interdisciplinary Studies and Collaboration

Appendix of supporting materials

A.

Statement from Appalachian State University Departmental Compensation for University College and General Education Courses

Beginning in 2009-2010, two kinds of compensation or “buyouts” will be available for departments and programs whose faculty members will be reassigned to teach University College courses. These courses include UCO 1200 (First Year Seminar), Watauga College courses, Honors courses, and courses in interdisciplinary programs with the prefixes SD, WS, AS, and GLS. Buyouts are not provided for courses with departmental prefixes.

1. It is important to keep in mind the distinction between buyouts that include only funds (“a” below) and those that provide lines or portions of lines (“b” below) in addition to funds. Both funds and lines or portions of lines are required for faculty positions that are 3/4-time or above and that provide benefits. Part-time faculty members at half-time or below may be hired on a per-course basis without being assigned to a line. Both kinds of buyouts must be requested by department chairs through the department chair’s dean. Student credit hours go to the department of the faculty member teaching the course, not the department or program of the course itself. All reassignments will need to be approved by both the faculty member’s department chair and the program to which the faculty member is to be reassigned.

A. University College will provide the traditional per-course buyouts, according to which departments are compensated at the rate of \$1125 per credit hour for replacement by part-time faculty with terminal degrees (PhD, MFA, etc.) and \$1012 per credit hour for part-time faculty with master’s-level degrees. These buyouts provide pay, but they do not provide faculty lines or portions of lines. The funds will come from a line that is held for this purpose in University College.

B. To the extent that faculty lines are available, a college or school will be provided a line with \$40,000 attached for each faculty FTE (“full-time equivalent”) that it contributes to University College courses. This is the policy being followed for the first-year seminar in 2008-2009; it will be expanded to other UC courses in 2009-2010. These lines will be rounded to the nearest whole number; for example, a college providing 2.75 FTEs will be allocated three lines; a college providing 1.25 FTEs will be provided one line. An FTE will be calculated at 24 credit hours per academic year for a reassigned non-tenure track faculty member and at 18 credit hours per academic year for a reassigned tenure-track faculty member. These lines will be allocated to colleges; departments will need to negotiate with their deans to receive a line or portion thereof. Lines are allocated on an annual basis, so if a college increases its contribution to University College courses after the annual position allocations have been made, University College will pay for that increase at the per-course rate as in “A” above, and the transfer of lines will occur beginning

with the next academic year. In most cases, if a college reduces its contribution to University College courses after the annual position allocations have been made, University College will not ask for position funds to be returned, but if the reduction is permanent, it will be reflected in the subsequent year's position allocation.

Here are some examples of how such lines can be used:

- i. Faculty member X is reassigned to a combination of UC courses for three years. The department receives a line for that three years, which could be used to hire a post-doc or ABD in the faculty member's area of specialty. This would be useful in small departments, where the loss of a faculty member may mean the loss of a necessary area of expertise.
- ii. A department promises the equivalent of one FTE (which could include one or more faculty members) to University College courses for a three-to five year period. In return, the department receives a line that could be split up to bring four 3/4-time faculty members to full-time for that period.
- iii. A department promises the equivalent of one FTE (which could include one or more faculty members) to University College courses for an indefinite period of time. In return, the department receives a line that could be used for a tenure-track position, with the additional salary negotiated with the college and Academic Affairs.

2. Other benefits to faculty members and departments for participating in the new general education program:

- A. Faculty members will have the opportunity to develop interdisciplinary first-year seminars in their areas of interest that can be taught for three years running, if the faculty member and the department agree.
- B. Faculty members will have access to travel money from University College for conferences related to general education and pedagogy.
- C. Faculty members will have access to professional development opportunities, such as the general education institute being offered May, 2008.
- D. The perspective/theme structure allows departments to calibrate the nature and extent of their participation in general education, unlike the old system in which a department was often committed to a large and predetermined number of sections of a core curriculum course.
- E. Departments that previously did not participate in general education will have the opportunity to do so.

B. IDS Contributions to the FTE at the University of West Georgia

**University of West Georgia
Institutional Research and Planning**

**Self Declared Majors, Second Majors and Minors for Selected Programs
Unduplicated Count by Fiscal Year (Summer, Fall, Spring)**

FY	BANNER CODE	FIRST MAJOR	SECOND MAJOR	MINOR
FY 2006-07	2400 - Environmental Studies	9	2	3
	2410 - Environmental Science	18		
	3150 - Global Studies	11	1	
	0350 - American Studies			3
	3530 - Latin American Studies			3
	7800 - Women's Studies			6
FY 2007-08	2400 - Environmental Studies	9	1	2
	2410 - Environmental Science	15		
	3150 - Global Studies	18		
	0330 - Africana Studies			4
	0350 - American Studies			4
	3530 - Latin American Studies			2
	7800 - Women's Studies			14
	FILM - Film Studies			9
FY 2008-09	2400 - Environmental Studies	12	1	1
	2410 - Environmental Science	19		
	3150 - Global Studies	17		
	0330 - Africana Studies			7
	0350 - American Studies			2
	3530 - Latin American Studies			3
	7800 - Women's Studies			11
	FILM - Film Studies			31

**University of West Georgia
Institutional Research and Planning**

XIDS & ISCI COURSES & CREDIT HOURS GENERATED

FY	TERM	CRN	COURSE	CREDIT HOURS GENERATED
-----------	-------------	------------	---------------	-------------------------------

**FY06-
07**

200605	50539	XIDS 2002 01	36
200605	50540	XIDS 2100 01D	72
200605	50541	XIDS 2100 02S	6
200605	50542	XIDS 2100 03	45
200605	50543	XIDS 2100 04	57
200605	50545	XIDS 2301 01D	84
200605	50547	XIDS 2100 06	24
200605	50589	ISCI 1121 01G	24
200608	80333	XIDS 2002 LCN	42
200608	80345	XIDS 2002 LCE	48
200608	80352	XIDS 2002 LCF	48
200608	80378	XIDS 2002 LCQ	44
200608	80385	XIDS 2002 LCC	46
200608	80399	XIDS 2002 LCT	44
200608	80406	XIDS 2002 LCL	40
200608	80424	XIDS 2002 LCB	30
200608	80651	XIDS 2001 01	25
200608	80652	XIDS 2100 01	90
200608	80653	XIDS 2100 02	87
200608	80654	XIDS 2100 03	87
200608	80656	XIDS 2100 04	102
200608	80659	XIDS 2100 05	90
200608	80663	XIDS 2100 06	210
200608	80666	XIDS 2100 07	123
200608	80668	XIDS 2100 08	183
200608	80673	XIDS 2201 01	96
200608	80674	XIDS 2201 02	92
200608	80675	XIDS 2201 03	92
200608	80676	XIDS 2201 04	68
200608	80677	XIDS 2201 05	88
200608	80678	XIDS 2201 06	92
200608	80679	XIDS 2201 07	68
200608	80680	XIDS 2201 08	56
200608	81622	XIDS 2002 LCJ	48
200608	81641	XIDS 2100 09	66
200608	81688	ISCI 1121 01G	42
200608	81978	XIDS 2002 02	24
200608	82228	XIDS 2100 26H	3
200701	11325	XIDS 2001 01	24
200701	11326	XIDS 2002 01	40
200701	11328	XIDS 2002 02	130
200701	11330	XIDS 2100 01	102
200701	11331	XIDS 2100 02	90
200701	11332	XIDS 2100 03	87
200701	11333	XIDS 2100 04	90
200701	11357	XIDS 2100 05	87
200701	11358	XIDS 2100 06	87
200701	11360	XIDS 2100 07	69
200701	11362	XIDS 2100 01D	75
200701	11367	XIDS 2100 09	255

200701	11368	XIDS 2100 10	183
200701	11369	XIDS 2100 25H	36
200701	11371	XIDS 2202 01	198
200701	11372	XIDS 2300 01	75
200701	11374	XIDS 2301 01	117
200701	11605	ISCI 1121 01G	39
200701	11806	XIDS 2002 04	22
200701	11807	XIDS 2002 05	12
200701	11913	XIDS 2100 11	90
200701	12002	XIDS 2002 06	28
200701	12132	XIDS 2002 07	2

FY 06-07

TOTAL

4460

FY07-08

200705	50513	XIDS 2100 01	27
200705	50515	XIDS 2100 02	45
200705	50518	XIDS 2100 03	42
200705	50521	XIDS 2002 01	36
200705	50522	XIDS 2100 04	84
200705	50523	XIDS 2100 05D	63
200705	50525	XIDS 2100 06	39
200705	50526	XIDS 2100 07	12
200705	50527	XIDS 2202 01	54
200705	50587	ISCI 1121 01G	60
200708	80999	XIDS 2100 01	84
200708	81001	XIDS 2100 02	90
200708	81002	XIDS 2100 01D	273
200708	81003	XIDS 2100 03	90
200708	81004	XIDS 2100 04	90
200708	81006	XIDS 2100 06	90
200708	81007	XIDS 2100 07	162
200708	81008	XIDS 2100 08	123
200708	81009	XIDS 2100 09	90
200708	81010	XIDS 2201 01	96
200708	81011	XIDS 2201 02	96
200708	81013	XIDS 2201 03	96
200708	81014	XIDS 2201 04	92
200708	81016	XIDS 2201 05	96
200708	81017	XIDS 2201 06	96
200708	81019	XIDS 2201 07	96
200708	81020	XIDS 2201 08	96
200708	81031	XIDS 2002 LCE	48
200708	81036	XIDS 2002 LCF	46
200708	81059	XIDS 2002 LCQ	44
200708	81068	XIDS 2002 LCT	50
200708	81101	XIDS 2002 LCB	52
200708	81112	XIDS 2002 LCR	44
200708	81127	XIDS 2002 LCM	44
200708	81692	XIDS 2002 LCJ	42
200708	81744	ISCI 1121 01G	39
200708	81796	XIDS 2001 01	28

200708	82051	XIDS 2002 01	24
200801	11292	XIDS 2100 LCR	42
200801	11527	XIDS 2001 01	23
200801	11528	XIDS 2002 01	122
200801	11530	XIDS 2100 01	87
200801	11533	XIDS 2100 02	81
200801	11534	XIDS 2100 03	123
200801	11535	XIDS 2100 04	84
200801	11536	XIDS 2100 05	90
200801	11538	XIDS 2100 07	81
200801	11539	XIDS 2100 01D	264
200801	11540	XIDS 2100 08	93
200801	11541	XIDS 3300 01	81
200801	11573	ISCI 1121 01G	48
200801	11645	XIDS 2100 25H	33
200801	11873	XIDS 2002 02	26

FY 07-08

TOTAL

4057

FY08-09

200805	50536	XIDS 2100 01	105
200805	50537	XIDS 2100 02	90
200805	50538	XIDS 2100 03	54
200805	50539	XIDS 2100 02D	69
200805	50540	XIDS 2100 04	42
200805	50542	XIDS 2202 01	18
200805	50543	XIDS 2202 02D	102
200805	50577	XIDS 2002 01	44
200805	50602	ISCI 1121 01G	39
200805	51059	XIDS 2202 25H	3
200808	80634	ISCI 2001 01	75
200808	80635	ISCI 2001 02	42
200808	80636	ISCI 2001 03	27
200808	81308	XIDS 2001 01	17
200808	81309	XIDS 2100 01	81
200808	81310	XIDS 2100 02	102
200808	81311	XIDS 2100 03	81
200808	81313	XIDS 2100 04	120
200808	81315	XIDS 2100 05	90
200808	81316	XIDS 2100 06	171
200808	81317	XIDS 2100 07	90
200808	81318	XIDS 2100 LCC	60
200808	81319	XIDS 2100 09	90
200808	81329	XIDS 2002 LCE	32
200808	81336	XIDS 2002 LCF	32
200808	81434	XIDS 2002 LCT	46
200808	81435	XIDS 2002 LCR	44
200808	81437	XIDS 2002 LCM	48
200808	81643	ISCI 1121 01G	54
200808	81658	XIDS 2301 01	189
200808	81779	XIDS 2100 08	90
200808	81780	XIDS 2100 10	78

200808	81781	XIDS 2100 11	39
200808	81842	XIDS 2002 LCB	40
200808	82043	XIDS 2002 01	30
200808	82408	XIDS 2100 25H	3
200808	82409	XIDS 2100 26H	3
200901	10750	ISCI 2001 01	69
200901	10751	ISCI 2001 02	72
200901	10752	ISCI 2001 03	75
200901	10753	ISCI 2002 01	75
200901	10754	ISCI 2002 02	75
200901	11113	XIDS 2100 LCR	42
200901	11491	XIDS 2001 01	23
200901	11492	XIDS 2002 01	60
200901	11493	XIDS 2002 02	110
200901	11495	XIDS 2100 N01	267
200901	11497	XIDS 2100 01	87
200901	11498	XIDS 2100 02	87
200901	11500	XIDS 2100 03	87
200901	11501	XIDS 2100 04	126
200901	11502	XIDS 2100 05	90
200901	11503	XIDS 2300 01	75
200901	11504	XIDS 2300 02	78
200901	11687	ISCI 1121 01G	69
200901	11773	XIDS 2002 04	32
200901	12026	XIDS 2002 05	30
		FY08-09 TOTAL	3969

C.

List of contributing/participating IDS faculty:

Pauline Gagnon, Mass Comm
Mike Hester, Debate/Honors College
Rita Tekkipe, Art
Chris Aanstoos, Psychology
Sohoo Lee, Poli Sci
Lori Lipoma, English
Heidi Banford, Biology
Georgina DeWeese, Geography
Shea Rose , Geography
Sal Peralta, Poli Sci
Greg Dixon, Poli Sci
Heather Mbaye, Poli Sci
Neema Noori, Sociology
Maria Doyle, English

Jeanette Diaz-Leplante, Psychology
Lisa Gezon, Anthro
Gary van Valen, History
Chuck Lipp, History
Bob Schaefer, Poli Sci
Elaine MacKinnon, History
Steve Goodson, History
Muriel Cormican, German
Gary Van Valen, History
Cita Cook, History
Chuck Lipp, History
Amy Cuomo, Theater,
Brad Yates, Mass Communications
Connie Williams, Mass Communications
Michael DeNie, History
Stacey Morin, English
Patricia Burgey, English
Jane McClain, English
Janet Donohoe, Philosophy
Chris Aanstoos, Psychology
Don Wagner, Political Science

D.

Statements regarding workload and IDS status

Basic duties:

- Student advising
- Program upkeep/modification/update (mostly just adjusting the degree requirements as new courses are taught and other courses fade away)
- Research mentoring

Budget needs:

For Env. Sci. the main budgetary need is for support of student research. There are no longer any separate courses to support and the other duties are strictly time allocation issues (see next paragraph). But the program requires a “capstone” course, which is usually independent research, and students generally pursue a semester or so of additional research. Money is needed for 1) expendable field and lab supplies, 2) purchase/upkeep of equipment, 3) travel to field areas and to conferences. I am having trouble estimating the cost of this for Env. Sci. because there is complete overlap with Geoscience student research—there are no supplies, equipment, etc, designated solely for Env.Sci. I could come up with a number, but it would be very imprecise. I have discussed this with Farooq, who is in the same situation. So for now I have to say that the Env. Sci. students cost us money, but I still have to come up with a reasonable estimate of how much.

You know the following I am sure, but I will put it down here just to be complete. The time allocation issues such as student advising, time spent in student research mentoring, etc. need no compensation if they are “credited” to the individuals and departments properly. For example, I advise Geology students and Environmental Science students and supervise their research. As long as those students are all included in Geoscience Dept. numbers for student research, graduation, enrollment, etc. then we are fine. And as long as my department chair believes the Env. Sci. work is worthwhile too, of course. But if my advising and mentoring time ends up on someone else’s balance sheet then there is a problem. Not to be selfish, but that’s reality these days!

As far as my hours are concerned, I usually work about 5 hours a week on student concerns for classes, the minor, advising the Student Film Society, and mentoring faculty, etc. In the really busy weeks around the film festival and other student events, I work about 10-20 hours on the minor. There are about 3-4 weeks a year that I have to commit the big hours.

As far as a budget is concerned, we generally buy films with the course fee money, so that has been working out pretty well (especially with the added purchasing of films by the library). My main budget concerns right now have to do with hires (we need someone who can teach digital video production) and events money. The film festival doesn't cost a huge amount, but I think a \$2,000 budget for events for the Film program would cover not only the spring festival but also another event including speakers in the fall.

Thanks,

Barbara

- Development, establishment, and daily maintenance of the Film Studies Minor

I took it as my charge to initiate, create, and promote the minor as chair of Film Studies Minor Committee and coordinator of Film Studies. This involved not only creating the minor but also maintaining it, which includes overseeing curricular changes, taking student concerns to the committee, and managing administrative questions and concerns (such as about faculty qualifications for teaching in the minor).

The Film Studies Minor committee worked together to create the materials for the Film Studies Minor proposal and all contributed, but, as the chair and coordinator, I have continued with the work, creating a website, answering e-mails regarding student interest, promoting upcoming courses to interested students, and proposing FILM 2080 as a course counting toward the core, which I followed through its second round at Faculty Senate. I have represented the Film Studies Minor at almost all college-wide and university-wide committee meetings for the minor proposal and core request processes. The minor was approved by the Board of Regents in Fall 2006 and the core proposal for FILM 2080 was approved by the BOR in the summer of 2008, pending revisions to the pre-requisites. These revisions passed Faculty Senate in spring of 2009 and were entered into the catalogue.

Additionally, beginning in Spring 2007, I created and became the coordinator of the Film Learning Community, which attracted students interested in film as in-coming freshman. I developed my own introductory course for the group of students (enclosed), but most of my time was spent with administrative duties from choosing the schedule for the students, contacting and offering assistance to professors in the community, working with student concerns and course changes or withdrawals, and preparing students for their second semester at the university. This Learning Community has consistently served as a way to attract students to the minor.

I also coordinate the assignment and scheduling of all the sections of the core courses in the minor with members of the Film Studies Minor Committee and with the chair of the Department of English.

- Promotion of the study and enjoyment of film on campus

I have created and maintained posters, brochures, websites, etc. over the last several years to promote the minor and encourage interest in film on campus. This includes a website for the minor, as well as a separate Facebook page to promote the minor.

Perhaps the most fundamental way in which I have tried to publicize the minor with students is through the student activity group, the UWG Film Society, for which I am the Faculty Advisor. Although the group is small, nearly 50 students, with a core handful committed to running the club, their movie nights and meetings have attracted attention to the minor and enlivened the overall film culture on campus.

The biggest events for the Film Studies minor and the Student Film Society so far occurred during the 2008-2009 academic year. In the fall, I initiated the first film contest, challenging any student registered at UWG to create a 30-second film promoting the study of film on campus. UTV agreed to air the winning promotional spot in the next year and has begun running the spot in fall of 2009. With the help of the Student Film Society, particularly its president, I advertised the contest through posters, Facebook, the newspaper, etc. and created a website for contestants to gather information about the contest, entry forms, release forms, etc. With nine solid entries handed in at the beginning of January 2009, the promotion of the minor has yet another avenue. These nine 30-sec films (3 of which I have included on the “student work” DVD in the Teaching section of this portfolio) appeared on a website with a possibility for voting, which produced the “audience award” for the contest, and then the winner was announced at the first annual UWG Student Film Festival in April 2009. This festival was programmed, promoted, and run by the students involved in the Student Film Society. It included over twenty-five films by current students and alumni and was attended by ~ 150 people on the first night, when we announced the winner of the promotional film contest. Local media was also in attendance. Both the students and myself hope that the contest, the website, and the festival combine to make a large enough event so that we attract even more attention to the minor and the student enthusiasm for film on campus. We are also hoping to hold an even bigger festival in spring of 2010. Additionally, I coordinated the jury for the film contest,

which will include professors from a number of different departments as well as an alumnus from UWG who is presently a gaffer in Hollywood.

Additionally, I have been a member of the International Film Committee, which promotes film culture outside of U.S. national cinema.

- Mentoring FYW and FILM faculty on film pedagogy
- Advising every student in the film minor, posting current offerings for the semester, establishing graduation credits with the registrar
- Liaison to IDS Committee, Coordinator

Finally, my work with the Film Studies Minor extended, very productively, into the community at large with a shared project with the Carroll County Chamber of Commerce called “The Screen on the Green”—a public screening in Love Valley for the Carroll County community. My central responsibility in this film-related “town and gown” event was to advise on the film selection, promotion, and screening procedures and to order the film and secure the screening rights and privileges from the distributor.

ANDY WALTER
GLOBAL STUDIES WORKLOAD
BY WEEK, DURING THE SCHOOL YEAR

TEACHING

I teach at least one three-hour course per term in service to the Global Studies program

- XIDS 2301 (Intro Global Studies) during Fall
- GLOB 4000 (Global Studies capstone) during Spring
- Independent studies (I have offered GLOB 4000 twice as an independent study in my three terms as program coordinator to allow students to graduate).

I also created a course in Geography called “Globalization” (GEOG 4013) that I try to teach at least once every two years.

This teaching commitment, including both in-class and out-of-class work, amounts to around **5-8 hours a week**.

ADVISING

I have some advisory role with nearly all of the Global Studies majors (the numbers hover in the high teens, e.g. ~17). I actively advise around half to two-thirds of them. The rest are advised elsewhere, usually by Dr. Aran McKinnon, the previous coordinator of the program.

This work includes scheduling courses, planning and strategizing student progress through the curriculum, discussing and arranging studies abroad, internships, and job hunting. I also write letters of reference for all three of those pursuits.

I also work with the Excel Center to keep its advisors abreast of the nature of, opportunities in, and changes to the Global Studies program, including several face-to-face meetings a term.

This advising commitment amounts to around **2-4 hours a week**.

SERVICE TO THE PROGRAM

As coordinator of a program that rests on core values related to civic engagement, global awareness, cultural diversity, power and differences, inequality, and democracy, I believe that I have a responsibility to participate in the practice, promotion, and institutionalization of these throughout the UWG campus. This involves, for example, attending one to several meetings, lunches, and public presentations a week having to do with this mission and as a formal representative of Global Studies.

I also make visits to UWG 1101 classes to talk about globalization/global perspectives.

Additionally, currently I am working with the a group from the Public Relations senior seminar class to develop strategies and materials for promoting the program.

This service commitment amounts to around **1-4 hours a week**.

SCHOLARSHIP

As coordinator of Global Studies, I maintain an explicitly “global”/“international” thread in my research agenda and in my broader scholarly activity. In terms of the former, all of my research projects—the political economy of hunger in the United States, spatial strategies to address poverty in Atlanta, and the geography of wage politics engaged in by tomato pickers in Florida—are situated within the changing world economy and its mutually constitutive relationships to smaller scale places (US, Florida, Atlanta, etc.). In terms of the latter, I make a point of keeping abreast of agenda-setting debates, ideas, and arguments concerning globalization and the emerging “global consciousness” about politics/national security, environment/ecology, economics, and so on, e.g. Jeffrey Sachs’ idea of “common wealth”, the latest thinking about and activities of international institutions like the IMF, G-20, WTO, etc., and so on.

Also, I collaborate with others on campus to bring a “global studies perspective” to their projects. For example, I am working with researchers from the College of Arts and Sciences and the College of Education to write a proposal to the National Science Foundation for funding for a science education (STEM) program involving the parents of poor, mostly racial/ethnic minority and often non-English speaking, students in Georgia, North Carolina, and South Carolina. In this case, a reviewer of the highly-regarded pre-proposal wished to see an explicit strategy for meeting the “cultural needs” of such students and their parents,

especially relatively new immigrants. In response, the research team contacted me and I am now writing the relevant section of the full proposal.

This scholarship commitment amounts to around **2-6 hours a week**.

ADDITIONAL COMMENT

In sum, between one-fourth to more than half of my official “forty-hour work week” is devoted to work for Global Studies.

Status of the American Studies Minor
David Newton, Ph.D., AS Program Coordinator
September 2009

Background

The American Studies Minor was started around 1994. I was a member of the committee that originally wrote the proposal for the minor. I helped to design the ENGL/HIST 3300 course that was part of that proposal and taught the inaugural offering of that course. I taught the course for many years, in rotation with other faculty, even during the years that I served as department chair (1998-2003). The last time I taught the course was in 2002. Until 2008, I never served as Program Coordinator for American Studies, even though I had invested considerable time and energy in the development of the minor and the American Studies course. The first two coordinators were Dr. Randy Hendricks and Dr. Steve Goodson, each of whom now serves as chair of his respective department. Both served effectively and efficiently in their roles as coordinators, even though neither ever received any institutional support for their work.

Currently, the AS program has very few minors, even though the ENGL/HIST 3300 course (Studies in American Culture) still draws a high enrollment every time it is offered. I have not taught the course in seven years; however, faculty from English and History who have taught this course have done outstanding work to the best of my knowledge.

Dating back to my work on the original AS minor program, I have never received any compensation in the form of a reassigned time for my work. I do not think that anyone else has either. Any work that I do on behalf of the minor is done at my own personal and professional expense and done in addition to my regular teaching, administrative/service, and professional development work expectations.

Given the realities above, the honest truth is that I do very little work with the program at this point. I talk with and advise students whenever they communicate with me about the program. I created a website for the AS minor which includes all of the general information about it, along with degree requirements and declaration forms. I respond to requests from administrators inside and outside the department, like this one, as I can. However, given the historical narrative above and the lack of institutional investment in the minor, it simply is not

reasonable to spend time and energy on a program that the institution does not seem to value. This is not a criticism of anyone within the administration; indeed, I am genuinely appreciative of the IDS committee and its leadership which has tried to bring institutional recognition and some internal cohesion to these diverse IDS programs. Nor is it a criticism of any of the former or current department chairs from History or English who have always been supportive of the minor. To be honest I have not spoken to our current department chair at all about the minor except to clarify certain points of information related to this narrative. So the reality is lots of things that should probably be done relative to the minor, don't get done. For example the IDS coordinator asked for a list of courses that would be approved for the minor last spring, and I have yet to complete that project. I have worked on it on and off as time permits, but quite honestly I made a conscious decision not to set aside work I am expected to do to work on something that seems to have very little institutional value or support.

The coordinator for American Studies has never received any reassigned time to handle administrative work related to the program. Given the small number of majors in the program currently, I can very reasonably understand why anyone would say such compensation would not be warranted. Given its marginal status, the amount of work I do on the program does not warrant any reassigned time. However, I am aware that other minor program faculty coordinators who teach in our department (Film, African Studies, Creative Writing) regularly receive reassigned time and funding for their programs. One could argue, I suppose, that they receive these things because they have vital minors with sizable student populations and AS does not. However, these faculty also received enthusiastic departmental and institutional support from the very outset, even as they were establishing the minor and building student involvement. I am glad those minors have been supported this way, because they are valuable and vital parts of our curriculum, and I have been a vocal and enthusiastic supporter of each one from the outset. However, the fact remains that AS has never received similar support.

This is regrettable. As someone who received his graduate training at both the masters and doctoral levels in interdisciplinary fields, and who participated in a large, vibrant American Studies program in graduate school, I know what the program could be if it ever had institutional support. I think the perception at UWG has always been that American Studies is a backward looking field, extolling the glories of all things American in a completely insular, myopic fashion. Nothing could be further from the truth. If one only looks at the American Studies Association Website, at <http://www.theasa.net/> (yes, there is an official American Studies Association that holds regular academic conferences and publishes a prestigious peer-review journal, *American Quarterly*), one finds an organization that is thoroughly interdisciplinary in its membership and breathtakingly *global* in its perspectives. The focus on an upcoming issue of AQ is entitled *Alternative Contact: Indigeneity, Globalism, and American Studies*. The *Encyclopedia of American Studies* adds the following:

The term American Studies encompasses a vast range of disciplines, all of which, in one way or another, are trying to describe the cultures of the United States. In recent years American studies has also incorporated comparative studies of Canada and Latin America; and indeed a transnational, global perspective on American culture has become one of the leading currents in the field as we begin the twenty-first century.

Where, after all, do the borders of America stop, when its influence was, throughout the twentieth century, so pervasive on world cultures? <http://eas-ref.press.jhu.edu/>

Given all of the talk recently in the University of Georgia system about the need for more emphasis on global and multicultural perspectives, what could be more relevant or essential to that system-wide mission?

Despite the history outlined above that has kept, I believe, AS from becoming what it truly could be, I remain optimistic yet realistic about its future. While reassigned time to work on the program and bring it to where it should be would be immensely beneficial and would be in keeping with similar interdisciplinary minor programs, other things would help as well:

A commitment at all administrative levels to the value of the program. If this commitment cannot be made, then those administrators should state so publicly and make the decision once and for all to eliminate the program.

A reconstituted AS committee comprised of faculty and students who have a real commitment to its program goals and who what to work with the program coordinator (whomever the administration appoints to that position). I have not reconstituted the AS program committee because I did not think it was fair to expect work from faculty on a program that seemed to have such marginal institutional value.

A reevaluation of the current ENGL/HIST 3300 course and its role in the AS minor. This would involve among other things a discussion between English and History about the scheduling and staffing of this course so that faculty who are assigned to teach it actually possess an understanding of American Studies as a disciplinary field and a method of critical inquiry, as well as the course's relationship to the American Studies minor.

An actual budget that could be used to do such things as create brochures and other publication materials, sponsor presentations / guest lectures, support student research, and otherwise enhance the program and give it visibility. To my knowledge the program has never had a budget. I do not think it is fair that English alone shoulder the funding for a program that is interdisciplinary in scope, so where the funds would come from would have to be decided among administrators who believe in the value of the minor.

The above, to the best of my past recollection and current knowledge, is the history, current status, and (hopefully) future direction of the minor. I do not believe that any one is directly to blame for its current status, which seems to me to be more a matter of shifting institutional priorities and the kind neglect that comes with limited budgets. However, I remain hopeful that in the future it might yet become the kind of vital and vibrant minor that many committed faculty envisioned it to be.

Respectfully,

David Newton
Professor of English and
Coordinator, American Studies Minor

Dear Denise,

In the 5-Year Departmental Report FY 04-08, which can be found at the following link (http://www.westga.edu/irp/index_5693.php), XIDS courses are credited to the home department of the instructor for the course. If more than one person from different departments taught the course, the credit hours are divided between the departments. This has been the case in other reports you might have seen.

With the exception of Learning Support courses, numbered below 1000 level, all other courses are credited to the home department bearing the course code, e.g. ENGL to English Department, HIST to History Department, etc. In other words, these are not instructor-based.

I hope this answers your question.

Best regards,
Ebenezer.

From: Denise Overfield [mailto:doverfie@westga.edu]
Sent: Tuesday, April 28, 2009 8:10 AM
To: awalter@westga.edu; 'Aran MacKinnon'; ekolajo@westga.edu
Cc: 'Dr. Hannes Gerhardt'; 'Donadrian Rice'; 'Jeff Reber'; 'Curtis Hollabaugh'; 'John Blair'; 'Brent Snow'
Subject: RE: XIDS course "credit"

Dear Ebenezer:

Can you answer this definitively? We are trying to find out how the credit hours are counted for departments for courses with an XIDS prefix. I believe I saw a report some time ago in which the hours were credited toward the home department of the instructor, but I can't find that report now. (There is no XIDS department)

Many thanks.

Denise

Denise Overfield
Associate Dean
College of Arts and Sciences
University of West Georgia
678-839-6405
doverfie@westga.edu

From: nathanawalter@gmail.com [mailto:nathanawalter@gmail.com] **On Behalf Of** Andy Walter
Sent: Monday, April 27, 2009 4:49 PM
To: Aran MacKinnon
Cc: Denise Overfield; Dr. Hannes Gerhardt; Donadrian Rice; Jeff Reber; Curtis Hollabaugh; John Blair; Brent Snow
Subject: Re: XIDS course "credit"

Aran, Denise, et al, I know there are other important matters being discussed and that warrant attention, but I wanted to make sure before the issue of XIDS gets forgotten that someone is looking into this and that we can have some sort of resolution as soon as possible. In other words, what can the departments who supply XIDS instructors expect? This seems an urgent question to me.

Thanks a lot,

Andy

On Mon, Apr 27, 2009 at 10:04 AM, Aran MacKinnon <amackinn@westga.edu> wrote:

Thanks Dr. Walter. This is a critical question for all the IDS programs.

Dr. Aran S. MacKinnon

Professor of History

Department of History, University of West Georgia

1601 Maple St., Carrollton, GA, 30118

Tel. (678) 839-6038, e-mail: amackinn@westga.edu

From: nathanawalter@gmail.com [mailto:nathanawalter@gmail.com] **On Behalf Of** Andy Walter
Sent: Monday, April 27, 2009 9:49 AM
To: Denise Overfield
Cc: Aran MacKinnon; Dr. Hannes Gerhardt; Donadrian Rice; Jeff Reber; Curtis Hollabaugh; John Blair; Brent Snow
Subject: Re: XIDS course "credit"

Thanks, Denise.

Just to clarify, what about XIDS during the Fall and Spring terms?

For example, during Fall 2009 I will be teaching two XIDS courses and I decided to do so under the impression that those FTEs would be counted towards GEOG/Geosciences, since I am teaching the XIDS courses instead of GEOG courses and am using Geosciences departmental resources to offer the courses. If the FTE's do not "go back" to GEOG/Geosciences, it is difficult for me to see how I can justify teaching those courses at the expense of generating FTEs for Geosciences. (Note: this is not the way I would prefer to think about things, but it is the way things seem to work, with resources allocated according to FTEs, and my job at UWG is within that department). I believe deeply in the Global Studies program and would hope to clarify this ASAP so that, in the near term, my chair does not think my involvement takes away from our department and, in the long term, interdisciplinary programs like Global Studies can have some sustainability.

Thanks.

> 1. What do you see as the strengths of these programs and opportunities?

The weakness of the XIDS program in particular is that there isn't any very clear structure for how to team teach these courses so that they are truly interdisciplinary. I teach a course on postmodernism and it would be great to be able to do this with other professors since it includes sections on art and architecture, music, literature, etc. But it is difficult to know how to make that happen.

I also teach a cross-listed course and that seems much easier--partly because it is within my department (ENG AND PHIL). It has been a great opportunity and a great experience for me to be able to teach this cross-listed course.

I see major weaknesses in the way that study abroad happens on this campus. Most of the problem stems from lack of support to faculty who are interested in setting up and running such programs. Very early on in my time at West Georgia, I approached the on-campus study abroad director with an idea for a study abroad program. I was essentially told that I would have to do all the leg work to set up the program, find on-site housing in the host country, etc and would have to do so at my own expense. You see what the outcome was--no program. Study abroad needs financial support, staff support, and someone with a ton of energy to devote to engaging faculty in running programs. This needs to be centralized with publicity, etc coming out of one office rather than placing the entire burden on the already overworked

faculty. There also needs to be some attention paid to making study abroad more accessible to faculty with families.

> 2. What do you see as the challenges presented by these programs?
> FUNDING and clear energetic leadership.

> 3. How does your department or unit support or engage with IDS and
> collaborative studies and/or faculty engaged in them?

I'm not sure what you mean here--there isn't any financial support, no course release time or anything, but I'm not sure that there should be unless we're talking about study abroad.

> 4. What would you like to be able to achieve with these programs in
> the future?

I would love to see more collaboration between faculty who would be able to team teach courses.

I would love to be able to get a study abroad program going that isn't done entirely on the backs of faculty.

I guess those are my two cents, for what it's worth.

Good luck with the committee!

Janet

Janet Donohoe, Ph.D.

Professor and Philosophy Program Director Department of English and Philosophy University
of West Georgia Carrollton, GA 30118

678-839-4743

jdonohoe@westga.edu

1. What do you see as the strengths of these programs and opportunities?

Formalized leadership (you!) which sends the message that the institution is committed. I do think an independent physical space would also help.

2. What do you see as the challenges presented by these programs?

Faculty development (eg: workshops, forums, etc) I think there needs to be far more opportunities to have faculty engage with the literature and best practices (For example, no one came to the Integrative Learning conference hosted by AAC&U just a few weeks ago in Atlanta. Many, many theorist gave panels and presentations which I think would have been useful.

3. How does your department or unit support or engage with IDS and collaborative studies and/or faculty engaged in them?

We are all engaged with core work.. Actually, I am hoping to sit down with Barbara Brickman soon to discuss more collaborative efforts btwn film studies and mass comm....all in due time though and only when mass comm. faculty are ready.

4. What would you like to be able to achieve with these programs in the future?

Again, there is a vast amount of good literature out there ranging from theory to assessment practices to syllabi development etc... AIS has a journal and we are always looking for best practices articles. I think more linkage btwn what is being done here and what is being talked about not only at AIS but Haystack, AAC&U, IDS programs of study, etc... is vital.

Best wishes Aran!
Pauline

Most of the topics we cover at the university are interdisciplinary in nature, if not in fact. The strength of ID studies is that it makes this explicit, and encourages the use of materials and the engagement of perspectives beyond our own narrow discipline.

However, the challenge at UWG is that we have these programs and courses, so people feel that they don't need to be interdisciplinary beyond that. It's also tough to get a course release in order to teach an XIDS class, and the classes count only in the core or as electives.

Also, why not have ID classes at the upper level?

Finally, there has been, as far as I can see, almost no encouragement to collaborate outside the discipline. I don't really even know what everyone's specialty is, or whether they would want to collaborate.

It's also tough to get any kind of co-teaching going, for reasons of workload - sharing across departments will be tough.

Heather

Thanks Aran.

I hope the task force goes well. I do think there is a lot of room for collaborative programs. I have mostly used invited speakers and we do allow MBA students to take up to 2 graduate classes outside the RCOB. I would also include on this list Dr. Mary Kassis and Dr. David Boldt.

Thanks,

Jon

Survey of Select Anthropology Students on IDS.

UWG has many interdisciplinary majors and minors, including

- **Majors include:**
 - Environmental Studies
 - Environmental Sciences
 - Global Studies
- **Minors include:**
 - Women's Studies
 - Latin American Studies
 - American Studies
 - Africana Studies
 - Film Studies

Did you know the majors existed?

- A. yes
- B. no

- 39, 27

Are you a major in one of those programs, or plan to be?

- A. yes
- B. no

- 2, 63

Are you a currently planning to be a minor in one of those programs?

- A. yes
- B. no
- 6, 59

Did you know the minors existed before now?

- A. yes
- B. no
- 34, 34

Would you be interested in knowing more about these minors?

- A. yes
- B. not really
- 29, 37

How likely is it that you would become a major or minor in an IDS program?

- A. already am
- B. highly likely
- E. Not at all likely
- 1, 3, 16, 13, 36

Do you know about the IDS website?

- A. yes
- B. no
- 4, 65

What would be the best way to get information to you about these programs?

- A. website
 - B. myUWG portal
 - C. posters or flyers on campus
 - D. presentations in class
 - E. other
-
- 3, 29, 9, 24, IDS Fair

Have you heard of interdisciplinary approaches in other places, such as:

- A. extracurricular speakers 20, 42
- B. class discussions 16, 46
- C. XIDS classes 52, 17
-